

CHAPTER VI

CONCLUSION

A. Conclusion

This study shows that the film *"Remember the Titans"* is not just a piece of entertainment but also a powerful medium for reflecting on significant social issues, particularly racism in the United States. The story, characters, and settings offer insight into the complexities of racial discrimination and the challenges of achieving equality. Through a Critical Discourse Analysis (CDA) approach based on the theories of Norman Fairclough and George Lakoff's framing theory, the film is examined as more than just a narrative. It is analyzed as a social text that reflects public perceptions about racial discrimination while also shaping the audience's understanding of the ongoing struggle against it. This dual function demonstrates the important role of film as both a mirror of society and an agent of change.

The research findings indicate that the types of racism present in this film include institutional, individual, cultural, and structural racism. Each form is illustrated through dialogue, behavior, and the overall power dynamics between characters. A clear example can be seen in the use of derogatory language and stereotypes that demean minority groups, as well as discriminatory actions embedded in social and cultural systems. For instance, expressions like *"Only white people are allowed here"* demonstrate racial exclusion sanctioned by existing social structures. These examples highlight

how racism operates not only at the personal level but also through deeply ingrained societal norms and systems.

However, the film also showcases strong forms of anti-racism that counter these oppressive structures. These are expressed through the use of inclusive language, the development of racial awareness, open communication, and the presence of fair and transformative leadership. The character of Coach Herman Boone embodies these values and becomes a symbol of resistance against white dominance in sports institutions. His meritocratic policy is clearly demonstrated in his statement: "*The best players will play, and skin color doesn't matter.*" By upholding fairness and equality, Boone challenges long-standing discriminatory practices and inspires change within the team.

The character development in the film—especially among the football players who initially hate each other because of their different skin colors—further demonstrates the transformative power of social interaction. As the story unfolds, these characters begin to understand each other through shared struggles and team-building experiences. The friendship between Julius and Gerry serves as a strong example of how interracial relationships can be built through mutual trust and cooperation. Their journey shows that prejudice can be dismantled when individuals are willing to communicate openly and work together toward common goals.

The film also illustrates that sports can function as a powerful social connector capable of bridging deep racial divides. Through games and joint

practices, the characters are forced to rely on each other and set aside their personal biases. This forced collaboration fosters unity and mutual respect among players from different racial backgrounds. Such scenes demonstrate that shared activities, especially those rooted in teamwork and mutual reliance, can be effective tools against racism. When these activities are grounded in the values of justice and equality, they can lead to lasting positive change.

This study emphasizes that language is not merely a neutral tool for communication but also a powerful medium for shaping social reality. Racist discourse, as seen in the film, functions to maintain unjust power structures and perpetuate inequality across generations. On the other hand, anti-racist discourse acts as a tool of resistance that can challenge dominant ideologies and inspire social transformation. Films as a popular medium play a significant role in spreading these narratives widely and building collective awareness about discrimination. By influencing how people think and feel about race, movies like *"Remember the Titans"* have the potential to contribute to broader societal change.

B. Suggestion

It is recommended that the film industry continues to produce and develop films with social themes like "Remember the Titans", particularly those focusing on issues of racism, discrimination, and the struggle for social justice. Such films have a significant ability to raise critical awareness among the public, especially the younger generation, about the importance of tolerance and equality in social life. In addition to the film industry, several

other parties can also be given specific suggestions to maximize the impact of anti-racist efforts:

1. For the Teacher

For teachers and education practitioners, this film can be utilized as an interactive learning tool in subjects such as Citizenship Education, Sociology, English, or Cultural Studies. The use of film in the learning process can help students understand complex issues like racism through a narrative approach that evokes feelings and thoughts.

2. For the Viewers

Viewers are encouraged not only to enjoy this film as a form of entertainment but also to reflect on the moral messages and humanitarian values contained within it. Society should be encouraged to engage in open discussions about racism and various other forms of discrimination to create an environment that values differences

3. For the Filmmakers and Screenwriters.

For filmmakers and screenwriters, it is crucial to pay attention to how characters and narratives are portrayed to avoid falling into stereotypes that reinforce prejudice. "Remember the Titans" is a good example of showing character development through conflict and resolution that balances the perspectives of both white and black individuals.

4. For the Indonesian Reader

In the context of Indonesia, the lessons learned from this film can serve as a reflection to address issues of intolerance that may exist in a

diverse society. Although it has a different cultural background, values such as collaboration amidst differences, fair leadership, and the importance of communication remain highly relevant to be applied in the local context.

5. For the Future Research

Further research is recommended to analyze this film from various theoretical perspectives such as intersectionality, postcolonialism, or identity theory to gain a more comprehensive understanding of the social issues raised. This could also enrich critical linguistic studies within the framework of popular culture.

Finally, the author encourages all parties involved in the film and media industry to be more responsible in addressing social issues through fair and humanitarian-oriented representations. Film has great potential to shape public views and social culture, so its use should be directed towards constructive and educational purposes.