

**AN ANALYSIS OF SELF-CONCEPT IN THE MAIN CHARACTER AS A  
DISABLED PERSON IN THE MOVIE *I AM SAM* (2001)**

**A FINAL PROJECT**

**Presented as Partial Fulfillment of Requirements  
to Obtain the *Sarjana Sastra* Degree  
In English Literature**



**FENY YULITA SURYANINGTYAS**

**30802000017**

**ENGLISH LITERATURE STUDY PROGRAM FACULTY OF  
LANGUAGE AND COMMUNICATION SCIENCE  
SULTAN AGUNG ISLAMIC UNIVERSITY**

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Prepared and presented by:

**FENY YULITA SURYANINGTYAS**

**30802000017**

Has been approved by the advisor and to be examined by the Board of Examiners,

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**Nailil Muna, S.S., MA.**

**NIK. 21081118**

Advisor

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**30802000017**

**Defended before the Board of Examiners**

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**and Declared Acceptable**

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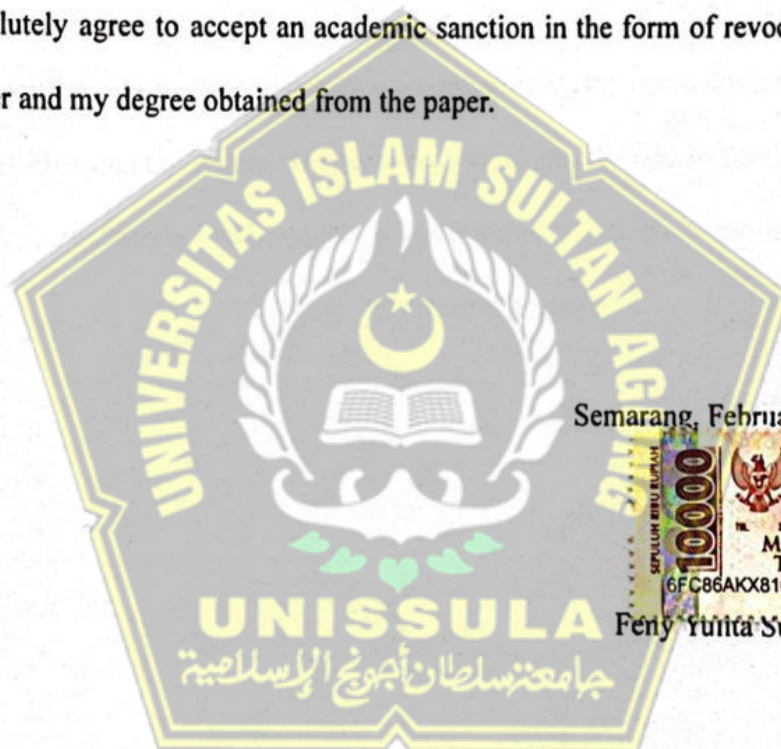
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**Dean**  
**Himanah, S.Sos., M.Si.**

**NIK. 211109008**

## STATEMENT OF WORK'S ORIGINALITY

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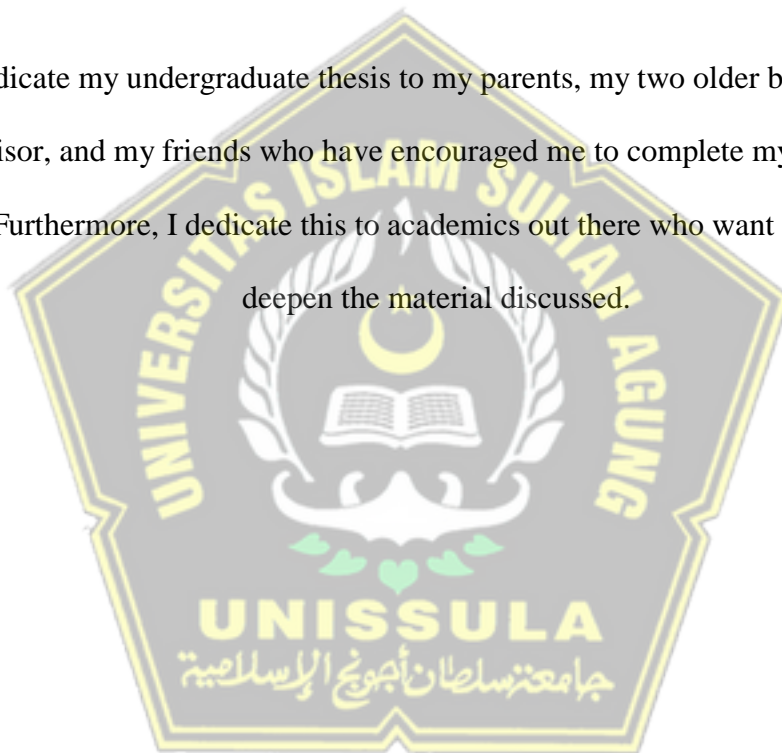
## **MOTTO**

“Running away will never make you free”

*Kenny Loggins*

## **DEDICATION**

I dedicate my undergraduate thesis to my parents, my two older brothers, my supervisor, and my friends who have encouraged me to complete my education so far. Furthermore, I dedicate this to academics out there who want to learn and deepen the material discussed.



## ABSTRACT

**Suryaningtyas, Feny Yulita. 30802000017.** “An Analysis of Self-Concept in the Main Character as a Disabled Person in the Movie *I am Sam* (2001)”. Final Project of Language and Communication Science. English Literature Program. Sultan Agung Islamic University. Advisor: Nailil Muna, S.S., MA.

People with disabilities often feel weak and helpless because they are considered as "different" compared to normal people. In the film *I am Sam* (2001) tells a story of a father with an intellectual disability who raises his daughter. This character is mentioned as Sam who has a daughter named Lucy. Lucy has above average intelligence so the school is worried that she can't grow up well because her father has a disability. Thus Lucy's school took this matter to court. With the limitations that Sam has, Sam is often considered different and unable to be a father. However, with a hard struggle, Sam finally managed to always be there for Lucy as a father. This final project aims for two purposes. To identify what are the factors that form Sam's self-concept and how the process of Sam's self-concept development. This final project used psychological theory by Carl Rogers which focuses on self-concept.

The method of this final project used a qualitative descriptive method to analyze films which are supported by primary and secondary data. The primary data were taken from film script, while secondary data were taken from e-journals, books, articles, and sites related to research. The data were in the form of sentences in the form of narratives, and dialogues which are explained through statements, quotations, and descriptions.

The result of this final project is that there are three components that form self-concept: self-image, ideal-self, and self-worth depicted in Sam. The first is self-image, Sam perceives that he is different, and he is not a perfect parent. Sam's ideal-self is he wants to get his daughter's custody and he wants to always be close to Lucy. Moreover, there are two types of Sam's self-worth which are high self-worth that Sam shows with his optimism and confidence in court. Meanwhile Sam's low self-worth shows his feeling of inferiority and stupid. In addition, The process of Sam's self-concept development started from incongruence and then Sam got positive regard from the people closest to him until finally he was able to accept all the conditions on himself and make Sam's self-worth get higher

**Keywords:** *self-concept, self-image, self-worth, self-ideal, disability*

## INTISARI

**Suryaningtyas, Feny Yulita. 30802000017.** “Analisis Konsep Diri Pada Tokoh Utama Sebagai Penyandang Disabilitas dalam Film I am Sam (2001)”. Program Studi Sastra Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Pembimbing: Nailil Muna, S.S., MA.

Penyandang disabilitas seringkali merasa lemah dan tidak berdaya karena dianggap “berbeda” dibandingkan orang normal. Dalam film I am Sam (2001) berkisah tentang seorang ayah penyandang disabilitas intelektual yang membesarkan putrinya. Karakter ini disebutkan sebagai Sam yang memiliki seorang putri bernama Lucy. Lucy memiliki kecerdasan di atas rata-rata sehingga pihak sekolah khawatir dia tidak dapat tumbuh dengan baik karena ayahnya memiliki disabilitas. Jadi sekolah Lucy membawa masalah ini ke pengadilan. Dengan keterbatasan yang dimiliki Sam, Sam seringkali dianggap berbeda dan tidak mampu menjadi seorang ayah. Namun dengan perjuangan yang berat, Sam akhirnya berhasil selalu ada untuk Lucy sebagai seorang ayah. Proyek akhir ini bertujuan untuk dua tujuan. Untuk mengetahui faktor-faktor apa saja yang membentuk konsep diri Sam dan bagaimana proses pembentukan konsep diri pada Sam Dawson. Tugas akhir ini menggunakan teori psikologi Carl Rogers yang berfokus pada konsep diri.

Metode tugas akhir ini menggunakan metode deskriptif kualitatif untuk menganalisis film yang didukung oleh data primer dan sekunder. Data primer diambil dari naskah film, sedangkan data sekunder diambil dari e-jurnal, buku, artikel, dan situs yang berkaitan dengan penelitian. Datanya berupa kalimat-kalimat yang berbentuk narasi, dan dialog yang dijelaskan melalui pernyataan, kutipan, dan deskripsi.

Hasil dari tugas akhir ini adalah terdapat tiga komponen yang membentuk konsep diri Sam: citra diri, diri ideal, dan harga diri. Yang pertama adalah citra diri, Sam merasa dirinya berbeda, dan ia bukanlah orang tua yang sempurna. Diri ideal Sam adalah ingin mendapatkan hak asuh putrinya dan ingin selalu dekat dengan Lucy. Selain itu, ada dua jenis harga diri Sam yaitu harga diri tinggi yang ditunjukkan Sam dengan optimisme dan kepercayaan dirinya di hadapan pengadilan. Sementara harga diri Sam yang rendah menunjukkan rasa rendah diri dan bodohnya. Selain itu, proses pengembangan konsep diri Sam dimulai dari ketidaksesuaian kemudian Sam mendapat apresiasi positif dari orang-orang terdekatnya hingga akhirnya ia mampu menerima segala kondisi pada dirinya dan membuat harga diri Sam semakin tinggi.

**Kata kunci:** *konsep diri, citra diri, harga diri, diri ideal, disabilitas*

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This final project is still far from perfect, there are flaws found in this final project. However, the writer hopes that this study can be useful for other people who are working on their final project.

Semarang, February 23<sup>rd</sup> 2024



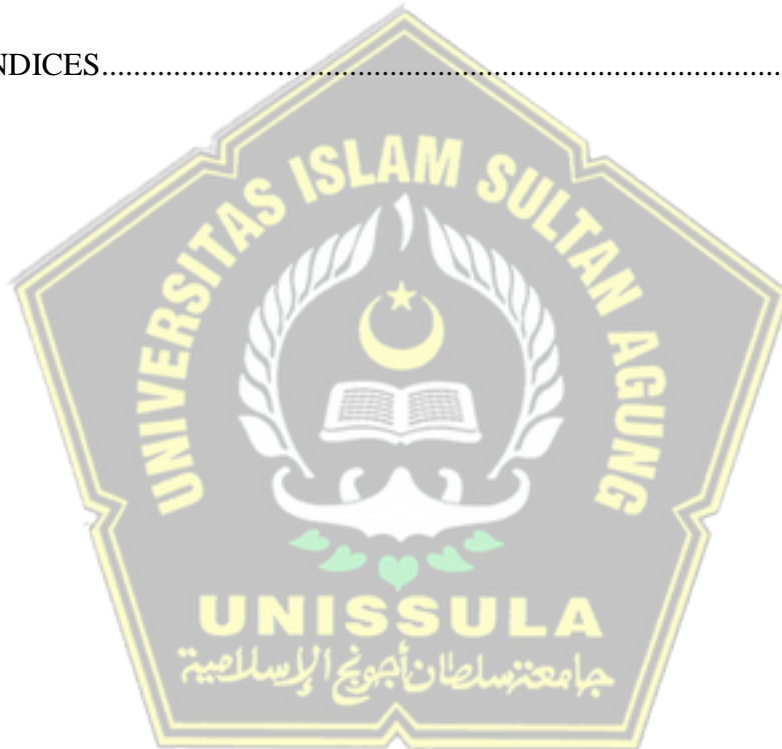
Feny Yulita Suryaningtyas

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Literature is the creative work that depicts human existence in society and may be appreciated, understood, and used by society as well. The consequence of the author's imagination will take the shape of literary works. Forms of literary works include theater, poetry, short story, and book. Each literature specialist has their own interpretation of the literary work.

According to Pradopo (26), a literary work is a representation of the universe and human existence, and the primary criterion used to literary works is 'truth,' or whatever the author wishes to depict. Through this method, the reader of their creative work will be able to discern the author's relationship with the outside world.

Literary works consist of many forms such as poems, novels, dramas, songs, movies, etc. This final project uses film as an object of the study. Effendy (239) defines film as a product of culture and a means of artistic expression. What is shown in the film is a reflection of reality or culture in society. However, in practice this reality is not the actual reality but has been constructed by the filmmakers.

In this study, the researcher tries to focus on psychology analysis. Psychology and literature are not something new because the characters in literary works must be brought to life, given a soul that can be accounted for psychologically as well.

Authors who either consciously or not incorporate the human soul into their work. This will be seen in the story characters where the story takes place (Wellek and Warren, 41).

In addition, Irani (36), reveals the psychological approach to literature is an approach that departs from the assumption that literary works discuss various behaviors and events. The content of literary works can contain psychological aspects. Knowledge of psychology or science related to human psychology is needed if a reader wants to understand the psychological aspects of characters in literary works.

Wellek and Warren (1989) state that the psychology of literature may be used for the analysis of certain research. For the first time, the psychology of literature may be used to examine the author as a person. Secondly, the study of the creative process in making literature may also be considered psychology of literature research. Some psychological theories may be utilized to examine the protagonist of a literary work. This final project also explains about disability because it is a complicated issue that disabled people have to fight physically and psychologically, also their society.

People with disabilities are an integral part of society. Even though they are often considered "different" they are still human beings who have the right to live in peace and security. According to Barnes, 2006 in the twentieth century, disability is associated with deficiencies in mind and body, which includes people who are crippled, sitting in wheelchairs, victims of conditions such as blindness, hearing loss, mental illness, and mental disorders.

Meanwhile, according to Chhabra (2016) disabled / differently abled is someone who has a disability that causes functional limitations in carrying out activities, or social disability. Disability is not merely a health issue, according to the World Health Organization; it is a complex phenomena reflecting the interplay between a person's body and the society in which he or she lives. Thus, overcoming the obstacles encountered by persons with disabilities necessitates the elimination of environmental and societal barriers.

According to the preceding argument, a person's disability is impacted not only by themselves but also by society, which has a relationship with the formation of a person's self-concept. Here, the film that discusses the final project is entitled *I am Sam* (2001) with Sam Dawson as the main character as a disabled person. In this final project, *I am Sam* (2001) is a film that is based on a true story, Sam struggles to get custody of his child with all the limitations he has. Based on the explanation of the background of the study above, this final project will describe Sam's self-concept as a person with disabilities.

This final project employs Rogers' theory of personality, the main focus is on the idea of self or self-concept. Self-concept is generally interpreted as a human tendency to actualize himself and towards someone's change. A number of experiences formed by the existence of differences and symbolized by awareness as self-experiences. These experiences ultimately form a person's self-concept (Ismail & Tekke 145).

Self-concept is crucial for an individual because, according to Carl Rogers' definition, it relates to how a person views himself. Further, since self-concept or

self-identity is defined by Roy F. Baumeister (247) as "the individual's belief about oneself or herself, encompassing the person's traits and who and what the self is."

Forming a self-concept or forming perceptions and beliefs about oneself is not an easy thing. Therefore, this final project discusses self-concept, which has three components of self-concept formation such as self-image, ideal-self, and self-worth. There are many things from within himself such as self-image which identifies how Sam sees himself and ideal self-regarding what goals and ambitions accompany Sam to become what he wants and the last one is self-worth about how people evaluate himself.

Several works had been done under this topic. In a previous thesis, Atalya Anggraini (2012) investigates the self-concept of Josephine Alibrandi in a novel *Looking for Alibrandi* by Marlina Marchetta, she also known as Josie, who is seventeen years old, focusing on the regular life conflicts that adolescents face. Josie is an Italian-Australian kid who lives with her mother alone. The fact that she was born out of wedlock has a detrimental effect on her sense of self. When she discovers a disheartening revelation about her grandma, her mental health deteriorates, and the return of her father only makes matters worse. Her behavior toward her grandma and father indicates that she still has psychological issues, which prompted Atalya Anggraini, the researcher, to investigate Josie's self-concept. In the midst of Josie's troubles, she is supported and bolstered by love, which enables her to discover who she is and helps her overcome her inferiority complex resulting from society's negative image of her.



There is also a final project about self-concept in persons with disabilities written by Farah Dibaj (2018) in a Stephen Chopsky's *Wonder* movie. In his analysis, he discusses the main character named Auggie as a person with a physical disability who dreams of becoming an astronaut. The formation of self-concept in Auggie is quite fluctuating due to the dynamic self-image and self-ideal. However, in the end it was shown that Auggie had the support of his friends and family which influenced his self-concept about himself.

Previous studies also discuss the film *I am Sam* (2001) are: (1) "Father Daughter Relationship in the Film *I am Sam* by Jessica Nelson" written by Bhaswarani Oktadianisty, 2015 (2) "An Analysis of Social Norms in *I am Sam* Film" written by Amanda Naraliza, 2021 (3) "Communication Strategies Used by Autism Character In The Film *I am Sam*: A Psycholinguistic Study" written by Novia Kurnia Sari, 2022 (4) "Turn Taking System In The Movie *I am Sam*" written by Devi Kartikasari, 2008 (5) "The Analysis of Conflict of the Main Character in the Movie *I am Sam*" written by Ketut Nudhi Angga Bramaditha (6) "Modulation Techniques in Translation Subtitle Film *I Am Sam*" written by Alvin Hendri (7) "Disturbance in Sam's Utterances in *I am Sam* Film" written by Zulhardi Rahma Putra, 2013.

From several studies conducted with the same theory, namely the personality theory by Carl Roger, there has been no research that discusses positive regard obtained from the surrounding environment. Moreover, research with the same object of study shows that no one discusses self-concept using Carl Rogers'

theory in the film *I am Sam* (2001). In conclusion, it can be concluded that the research in this final project has not been used by previous researchers.

Some statements above are strong reasons that drive the writer to choose the title *An Analysis of Self-Concept in the Main Character as a Disabled Person in The Movie I am Sam (2001)* for this final project. This is because everyone has the right to have a goal in their life. Through self-concept, it will show Sam as disabled father who never gives up fighting for his daughter's custody.

### **B. Problem Formulation**

Based on the background of the study above, this study formulates the statements of the problem as follow:

- a) What are the components that form the self-concept of Sam as the main character in the movie *I am Sam* (2001)?
- b) How is the process of Sam's Self Concept Development in the movie *I am Sam* (2001)?

### **C. Limitation of the Study**

This final project focuses on identifying the self-concept of Sam, as a disabled father, from Carl Rogers personality theory. It does not cover the analysis of the self-actualization or fully functioning person, and only focuses on how the self-concept exists in the main character as a disabled person.

#### **D. Objective of the Study**

Based on the problem formulation above, this study formulates the objective as follow:

1. To identify the components that form self-concept depicted in the main character in the movie *I am Sam* (2001).
2. To explain the process of Sam's self concept development in the movie *I am Sam* (2001)

#### **E. Significance of the Study**

There are two significance of the study there are academic significance and practical significance. The explanation of these significances are as follows:

##### 1) Academic Significance

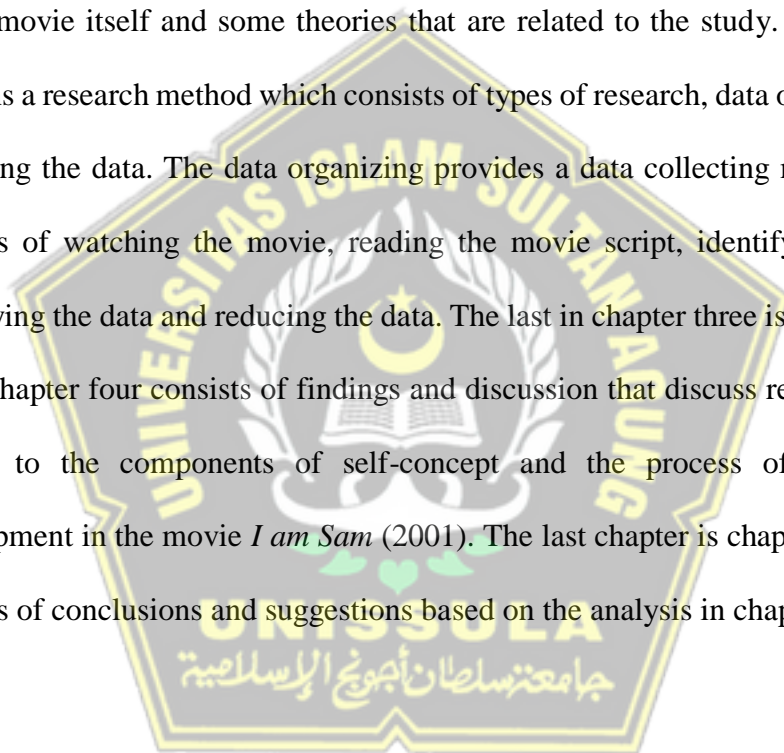
This final project can be used as an example or used for someone who wants to write a final project with the same theory, namely personality theory by Carl Rogers or an object from the same film, namely *I am Sam* (2001).

##### 2) Practical Significance

This final project can provide knowledge to the readers that everyone can achieve their goals even though they have disabilities at the same time. People also have the right to receive love and support from the people around them to achieve their dreams and people can have a self-concept about themselves or that can be interpreted by the organized, consistent set of perceptions and beliefs about oneself which can be influenced by themselves or from society.

## **F. Organization of the Study**

This final project is systematically organized in five chapters. Each chapter contains different matters to be discussed. Chapter one contains introduction, it consists of Background of the Study, Problem Formulation, Limitation of the Study. Objective of the Study, Significance of the Study and Organization of the Study. Chapter two contains a review of related literature which consists of the synopsis of the movie itself and some theories that are related to the study. Chapter three contains a research method which consists of types of research, data organizing and analyzing the data. The data organizing provides a data collecting method which consists of watching the movie, reading the movie script, identifying the data, classifying the data and reducing the data. The last in chapter three is analyzing the data. Chapter four consists of findings and discussion that discuss research results related to the components of self-concept and the process of self-concept development in the movie *I am Sam* (2001). The last chapter is chapter five which consists of conclusions and suggestions based on the analysis in chapter four.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of related literature. There are two parts to this chapter. The first part is the synopsis of the movie *I am Sam* (2001) and the second part is a review of related literature which consist of related theory such as personality theory in psychology.

#### A. Synopsis

Sam, the main character in this film, is a person with intellectual disability who once met a woman who was pregnant. The woman lived with Sam in his house. Nine months later a baby girl was born who was named Lucy. The woman was irresponsible and left Sam alone to take care of Lucy. Sam, who has special needs, finds it difficult to take care of Lucy. Luckily, his friends who also have disabilities and his neighbor, Annie always help Sam to take care of his daughter.

Lucy grows into a beautiful and smart child. Lucy's intelligence is above the average for her age. Then Lucy realized that her father was different or did not like her friend's fathers. Finally Lucy pretended that she was stupid. Lucy pretended that she couldn't read in front of her father and she didn't want to be smarter than her father. She was six years old at the time whereas his father's intelligence was only like a seven years old.

However, there was an incident during Lucy's seventh birthday, where Sam mishandled another child which caused the child's father to retaliate angrily, Lucy was finally taken to an orphanage while waiting for a court hearing whether his

father was able to raise Lucy. Sam ends up looking for a lawyer to get custody of his son back. He meets a pro-bono lawyer, Rita Harrison, who initially doesn't want to be Sam's lawyer but because Sam is a persistent person, Rita finally wants to help Sam to fight for custody of his daughter.

An American film critic who wrote in The Los Angeles Times named Kevin Thomas also commented on the film *I am Sam* (2001) showing that he fully supports the film. Thomas once mentioned that *I am Sam* (2001) is the most accessible and inviting film because it discusses disabilities or mental conditions that most people usually never think about. The characters who play them are also written with a lot of insight, nuance, and dimension and they could well be played by actors of the same caliber.

The film *I am Sam* (2001) was very well prepared. The actors played their roles so well that they won several awards, one of which was Best Actor in a Leading Role (Sean Penn) at The Academy Award, USA.

## **B. Literary Review**

### **B.1 Disability**

According to expert John C. Maxwell, people with disabilities are having physical and/or mental disorders that can interfere with or constitute an obstacle and a barrier for them to carry out activities properly or normally. Disabilities are defined as a loss of or anomaly in psychological, physiological, or anatomical structure or function by the World Health Organization (WHO).

Disability itself, according to (Crozet et al. 2000) disability is a personal and societal experience. For some people, having a handicap is a personal tragedy that should be avoided at all costs. If one does have a disability, it should be ignored or disguised and dealt with in the privacy of one's home and personal space. Others view their disability as a source of strength and pride, a sign of enhanced self-identity and self-worth, and the driving force behind a community dedicated to promoting the fundamental principles of life, human rights, citizenship, and the appreciation of diversity. For many reasons, being disabled is a redefining experience that enriches personal lives and clarifies what it is to be human. Disability as uniqueness enhances society and offers new opportunities for people, families, and communities to form strong social links. Based on Granjon & Rohmer (4) there are two types of invisible disability and visible disability:

1. Invisible Disability

Invisible disability is defined as a disability that is invisible, hidden, and cannot be easily observed by others. The examples of invisible disabilities are anxiety disorders, attention deficits, bipolar disorder, depression, epilepsy, learning disabilities, and schizophrenia (Quinlan 754).

2. Visible disability

People with visible disabilities have a visible impairment, or use an assistive device, such as a wheelchair, walker or cane. According to Taleporos & McCabe (638) visible disability is someone who has physical impairment that can be seen clearly by others.

Based on the definition of disability above, it can be concluded that there is a form of imperfection in the form of physical, mental, and physiological causes that hamper a person's ability in social activities. Moreover, internal and external support is needed to help persons with disabilities to live normally in society.

Disabilities have various types according to the conditions and definitions of each. According to Reefani (2013) the following are types of disabilities:

1) Mental disabilities

a. High mentality.

People that are academically brilliant have this impairment since they are also creative and take their responsibilities seriously.

b. Low mentality.

Children with below-average mental aptitude or intellectual capacity/IQ (Intelligence Quotient) fall into two categories: those who learn slowly and those whose IQ falls between 70 and 90. However, children with an IQ of 70 or below are classified as having special needs. In addition, generally according to the American Association of Intellectual and Developmental Disabilities, low mentality is the same as intellectual disability. The characteristics of someone who has intellectual disability are as follows:

1. IQ less than 70
2. The existence of a person's limitations in adaptive behavior in the field of conceptual, practical or social skills (something that is needed in society to survive, work, socialize, and play in society).



Based on the types of disabilities mentioned above, Sam Dawson as the main character in the film *I am Sam* (2001) is a person with intellectual disability or low mentality where he has an IQ of 70 equivalent to a seven year old child.

c. Specific learning difficulties.

Challenges in learning that stem from having already attained a certain level of academic success.

2) Physical disability

a. Abnormalities of the body (paradise).

Those who are unable to move freely owing to neuromuscular or skeletal defects at birth, during sickness or after an accident (resulting in the loss of an organ), or due to polio or paralysis are considered physically impaired.

b. Impaired sense of sight (blind).

Those with visual impairments, such as blindness, are described as such. People who are visually impaired fall into two categories: those who are absolutely unable to see anything at all and those whose eyesight is limited yet functional.

c. Hearing loss (deaf).

People with hearing loss, whether permanent or temporary, are considered deaf. Deaf people have trouble communicating verbally due to their hearing loss, hence they are often referred to as silent.

d. Speech disorder (deaf speech).

Individuals with mute speech have trouble communicating their ideas and feelings via spoken language. An impairment in hearing may contribute to a

functional speech problem, whereas defective speech organs and motor system disorders may lead to an organic speech disorder.

### 3. Multiple disabilities (multiple disabilities).

People with multiple disabilities are afflicted by both mental and physical impairments.

## **B.2 Carl Rogers' Personality Theory**

Carl Rogers (1902-1987) was a humanistic psychologist. Rogers agreed with Maslow, but in theory he added that authenticity and the environment, as well as empathy and acceptance from society are necessary for an individual to grow. Carl Roger revealed that a person can achieve self-actualization when they have achieved goals and desires at all stages of their life

Humanistic psychology encourages the formation of the internal and external world in the role of the individual. He argues that man is an active and creative person who is only concerned with perceptions, relationships and situations in the present. Roger's personality development theory was formed as a potential and a form of human freedom for goodness.

The self is the core discussion in personality theory by Carl Rogers. Therefore, humans can improve, actualize and maintain themselves, Rogers (1959) believes that there is an innate tendency and is one of the basic forms of self in humans. The entire theory is developed and refers to actualization (Schultz & Schultz 275).

Self theory is Carl Rogers' most important contribution to personality science. Her main focus professionally is for psychotherapy. Understanding how

change can occur in humans is a major commitment of Rogers. The process of changing or becoming a person is his biggest concern (McLeod, 2007).

### **B.2.1 Self-Concept in Carl Rogers Personality Theory**

#### 1. Self

Carl Rogers initially started the term "self" with uncertainty because for him there was no precise definition of "self". From the psychotherapeutic process he did with his clients, Rogers realized that one's ultimate goal is to become "the real self". It was in this process that Roger realized that understanding "self" was something that was very effective and important as a human process for growth and development so that "self" could become the main concept. When discussing a person's opinion of themselves, Rogers often uses the terms "self" or "self-concept" (Rogers, 1959).

Rogers saw himself as a consistent and orderly set of perceptions and self-confidence (Feist and Feist 461). The self according to Rogers consists of all the values, perceptions, and ideas that characterize a person or all things related to "me". Examples are things related to "What am i?" (awareness of being) and "What can i do?" (awareness of function). Someone who has a positive and strong self-concept will have a better view of the world than a person who has a negative self-concept will tend to see things in this world in a negative way too.

#### 2. Self-Concept

Self-concept is a multidimensional psychological construct which includes social, physical, and emotional aspects that refer to beliefs and attitudes towards oneself. It also refers to awareness of one's attributes and characteristics. According

to Harter (cited in Shpigelman and HaGani 78) The emotional concept of "self" is also about how a person can accept himself, about respecting himself and others, and how far they like themselves which is called self-worth or self-esteem.

When a person has a positive self-concept, it will be related to feelings of security and comfort. Conversely if someone has a negative self-concept then someone does not feel happy with himself.

Self-concept has three components consisting of self-image about what someone thinks of themselves, Self-worth about how much someone values themselves, and ideal-self about someone's ideal version of themselves are the three parts of a person's self-concept, as proposed by Carl Rogers (1959).

People with disabilities have shortcomings that affect their self-concept. Many studies have found that a person with a lifelong disability will have a negative self-concept compared to a normal person (Shields, Murdoch, Loy, Dodd, & Taylor 155). The presence of a disability caused by a person's permanent physical, mental or cognitive impairment present at birth, childhood, or young adulthood, and this may limit the person's major activities in life. This explanation is the meaning of a lifelong disability (Americans with Disabilities Act. (1990).

A person's level of disability is found to be regarding low self-concept . The factor that influences a person's self-concept is the existence of a form of disability at the level of visibility and invisibility. Someone who has visible physical impairments tends to feel worthless because their body is not valued, this has a negative impact on their self-concept (Taleporos & McCabe 639).

Hereinafter, someone living with an invisible disability is likely to experience shame, stigma, and frustration. Someone who has an invisible disability will have more mental health problems because they are less able to adjust to society. In other words, they often question whether they are disabled or non-disabled (Nario-Redmond, Noel, & Fern, 2013; Valeras, 2010). It will have a negative impact on a person's self-concept and reduce the mental health of individuals, especially someone who has a psychiatric disability (Pachankis 329). So people with disability either visible or invisible, tend to have a negative self-concept.

### **B.2.2 Self Image**

True (or ideal) self-perception. This fundamentally involves the impact of how someone feels about their bodies. The way they see themselves is crucial to maintaining sound mental health. To rephrase, people may have differing opinions on their own attractiveness, morality, and vice. A person's internal and external experiences are directly influenced by their perception of themselves. Rogers thought that everyone has an authentic identity. One's true identity is tied to their inner self. The self is the part of a person that most closely reflects his genuine nature and identity (Ismail&Tekke 144).

Self-image means how people see themselves right now. People's sense of self is formed in part by factors such as physical appearance, personality, and the role they play in society. Therefore, based on the above understanding it can be concluded that self-image is how we see or judge ourselves.

### **B.2.3 Ideal Self**

The word "ideal self" (or "self-ideal") is used to describe a person's ideal conception of himself, the one he most values. The definition is the same as that of the self-concept in all other aspects.

This is the kind of person that someone aspires to be. It is made up of a person's aspirations and hopes for the future and, like those things, is fluid and ever-evolving. Ideal one, it is a symbol of someone's efforts to realize their highest aspirations. It represents their ever-evolving aspirations and objectives. It's possible that people's ideal self as adults differ significantly from those they imagined as children (McLeod, 2007).

### **B.2.4 Self-worth or Self-esteem**

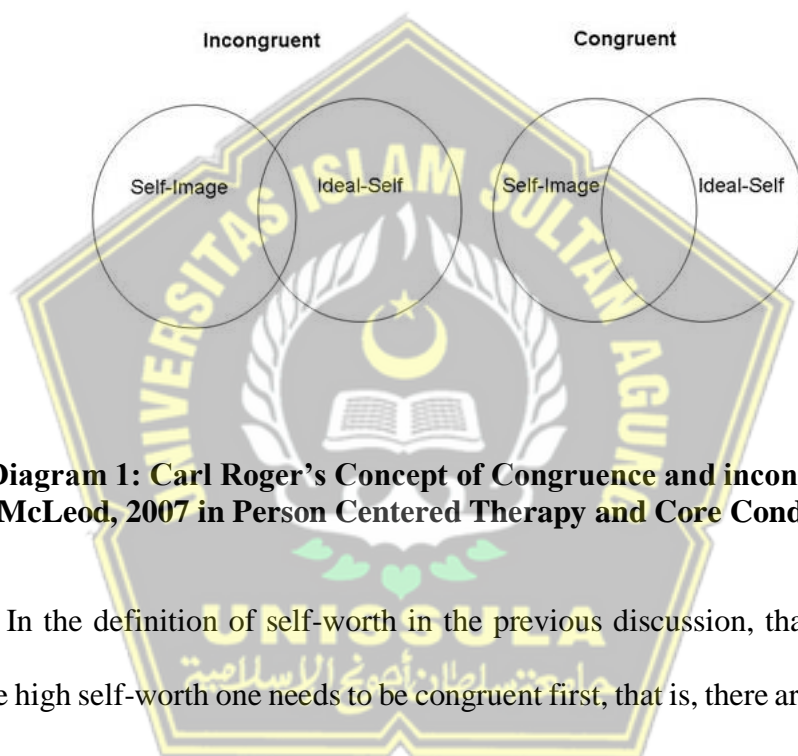
What people believe about themselves makes up their sense of self-worth (or self-esteem). According to McLeod (2008), whether people have a positive or negative opinion of themselves is intrinsically linked to their self-worth. Many authors (including Rosenberg's (1965) and Gecas (1982)) use the term "self-esteem" to mean a person's overall opinion of themselves.

In addition, according to Carl Rogers (1959, as referenced in McLeod, 2014), people's ideal-self embodies the qualities that they value in themselves and the experiences that they want. When a person has a self-image that is compatible with his ideal self, people have a healthy feeling of self-worth.

There are two types of self-worth. The first is high self-worth which is shown when someone sees himself positively, for example optimism, self-confidence, and concern for what other people might think. Conversely, when

someone shows a negative view of himself such as pessimism, lack of self-confidence, thinking too much about what other people think, and so on. This shows that the person has low self-worth (McLeod, 2008).

### B.2.5 Carl Roger's Concept of Congruence and Incongruence



**Diagram 1: Carl Roger's Concept of Congruence and incongruence (McLeod, 2007 in Person Centered Therapy and Core Condition )**

In the definition of self-worth in the previous discussion, that in order to achieve high self-worth one needs to be congruent first, that is, there are similarities or continuity between self-image and ideal self. Meanwhile, if there is a discrepancy between the self-image and the ideal self, it is called incongruent. People's feeling of self-worth increases and they experience more consistency when their self-image and ideal self are more similar to one another.

The concept of incongruence is central to the framework we have been building. It's a difference between an individual's internalized sense of who they are and how they see themselves, as described by their external environment

(Rogers 96). So someone who is incongruent will have low self-worth. To achieve congruence and have high self-worth, a person needs support from the surrounding environment which is called 'positive regard'.

According to Rogers, as noted by McLeod (2008), humans have a fundamental urge to be liked and approved of by other people. How positively others assess and appraise in social interactions is at the heart of positive regard. Rogers distinguished two types of favorable regard there are unconditional and conditional. The explanation is as follows:

#### 1. Conditional positive regard

The main concern of conditional positive regard is about parents giving appreciation, positive approval, and praise conditionally and in the right way according to parents. As a result, the kid is not appreciated for who he or she is as an individual, but rather only for acting in ways that are acceptable to the parent(s). A person who is always trying to win other people over is probably only given unconditional positive respect as a youngster.

In other words, conditional positive regard is a form of conditional appreciation from other people. For example, a child must be smart and beautiful first so that they can be loved and accepted by others.

#### 2. Unconditional positive regard

When a person's parents, significant other, or humanist therapist accepts and loves them no matter who or what they are, they are said to be receiving unconditional positive regard. Even if the individual does something wrong or commits a mistake, they will still be held in high esteem. The individual receiving



unconditional favorable attention will feel safe enough to experiment and make errors, even if doing so may potentially worsen their situation.

In addition, this reflects a spirit of grace, a valuation of who we are despite our flaws. When we let down our guard, admit our darkest thoughts, and find that we are still loved, it is a tremendous relief. It's safe to be ourselves and take risks in a loving relationship, whether it's a marriage, a family, or a close friendship (Myers 565).

In other words, unconditional positive regard is unconditional respect from others. For example, a person does not have to be smart and beautiful first to be accepted by people. However, other people will accept the shortcomings and strengths that a person has as a form of unconditional sincere love. It means that there are no conditions of acceptance, no feeling of "I like you only if you are thus and so." (Rogers 243)

This discussion shows that there is positive regard or external support from society. Rogers cited in McLeod believed that one needs other people to think positively about themselves, one needs to feel valued, treated with love, and respected. A positive regard is about how other people judge others in society. Therefore, that positive regard can influence a person to achieve high self-worth.

## **CHAPTER III**

### **RESEARCH METHOD**

There are two points that constitute the research methodology described in this chapter. They are types of research and data organizing. Furthermore, in organizing the data, the writer still needs to explain several sub-chapters consisting of methods for collecting data, type of data and data analysis.

#### **A. Type of Research**

This research utilized descriptive qualitative research. According to Moleong, who agrees with Bogdan and Taylor (1975), it means that descriptive qualitative is the methodology used for research procedures to produce descriptive data. Descriptive data is data written in detail using words. In this descriptive qualitative method, the researcher is a key instrument that must have basic theory about what will be studied. Therefore, the researcher applies a psychological approach that focuses on the Self-Concept part of personality theory according to Carl Roger. Self-Concept which consists of three components, namely self-image, self-ideal, and self-worth. These three components are used to examine the film *I am Sam* (2001) which focuses on forming the self-concept of the main character, Sam Dawson.

#### **B. Data Organizing**

In data organizing, there are several stages used, namely as follows:

## **B. 1. Data Collecting Method**

According to Sugiyono (308), data collection techniques are very important in research because the main purpose of research is to get data. The researchers obtained data from many sources that can support this final project. The data collection process consist of five steps, which are as follows:

### **B.1.1. Watching the Movie**

In this stage the researcher required several times for watching the movie. The first watching process was quick watching. Quick watching was used by the researcher to find out the general knowledge such as identifying characters, understanding the theme, conflict, and pilot. Following quick watching was a pleasure watching. Pleasure watching was used by the researcher to feel the emotions as well as understand the most interesting aspects of the movie. Whereas close watching was used by the researcher to see the object of the study movie from sociological theory. This allows the researcher to watch the movie critically in order to present a more objective perspective.

### **B.1.2. Reading the movie script**

After watching the movie several times, the second step was reading the movie script of *I am Sam*. It had the purpose to get the data in the form of sentences, narration, prologues, dialogues, and descriptions, which are related to the topic that would be analyzed in the study.

### B.1.3. Identifying the Data

After reading the movie script and watching the movie several times, identification is conducted to find the parts of the movie which were going to be analyzed. Taking notes of important parts in the movie script with underlining, highlighting and giving a code to the part that needs to be used such as narrations and dialogue.

### B.1.4. Classifying the Data

The next step is classifying the data. It is part of selecting the data related to the problem of the study and deals with a table called Appendix. The table provided quotes from the text, form of the data, time or page, references and comments.

The example of an appendix:

No	Quotes from the texts	Time	Type of Analysis	Type of Data	Reference	Comment
1.						

### B.1.5. Reducing the Data

The last step is reducing the data. According to Sugiyono (247) data reduction means summarizing, choosing, and focusing the main data as a theme. The data reduction begins from a big number to a smaller one. In this step, the data were re-selected, ensuring only strong and relevant data were used in the problem formulation

## B.2 Types of the Data

This point consists of two main sources. They are primary data and secondary data.

#### 1. Primary data

Sugiyono (225) stated that primary sources are sources which can give valuable information directly. Primary data is considered the principal source, encompassing information that directly relates to the research of the movie script of the movie *I am Sam* (2001) by Jessie Nelson.

#### 2. Secondary data

Secondary data are the supporting data or it can strengthen the main source. In addition, the secondary data source is a data source that supports primary data sources and certainly must be relevant to the discussion of research (Ndraha 78). It is taken from journals, articles, essays, books, thesis, related to the research entitled “An Analysis of Self-Concept of The Main Character As a Disabled Person in The Movie *I am Sam* (2001)”. In addition, the data can also help the writer in analyzing the main issue.

### **B.3. Analyzing the Data**

For the last step, a descriptive qualitative method was used to describe the elements of the movie correlated with the problem formulation in this final project. Through statements, and references from the movie script and become the appendices at the end of this study. This phase will also require data collected from the previous step, which was described in Chapter IV. During the data analysis phase, the researcher needs to read the movie script to identify relevant keywords related to the research problem and objectives. Furthermore, researchers will

analyze the movie *I am Sam* (2001) using Carl Rogers personality theory that focuses on the main character's self-concept development.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two answers according to the problem formulation. This will show the factors that form Sam Dawson's self-concept as the main characters in the movie *I am Sam* such as self-image, ideal-self, and self-worth. As well as, the process of Sam to develop his self-concept.

#### **A. Components That Form Sam Dawson as The Main Character's Self Concept**

According to Harter (Shpigelman and HaGani 78) The emotional concept of "self" is also about how a person can accept himself, about respecting himself and others, and how far they like themselves which is called self-worth or self-esteem.

Self-concept is formed from what someone thinks of themselves (called self-image), how much someone values themselves (called self-esteem or self-worth), and someone's ideal version of themselves (called self-ideal) are the three parts of a person's self-concept, as proposed by Carl Rogers (1959). According to Carl Rogers as mentioned above, there are three factors of self concept which are listed as follows:

#### **A.1 Analysis of Self-Image of the Main Character in the Movie *I am Sam***

Self-image is one of the components that compose self-concept. True self-perception or self-image. This fundamentally involves the impact of how

people feel about their bodies. The way people see themselves is crucial to maintaining sound mental health. To rephrase, people may have differing opinions on their own attractiveness, morality, and vice. Rogers thought that everyone has an authentic identity. One's true identity is tied to their inner self. The self is the part of us that most closely reflects our genuine nature and identity (Ismail & Tekke 144). Self-image comes from within each individual without intervention from other people. Sam Dawson as the main character

**LUCY:**

You're not like the other daddies.

**SAM:**

I'm not am I. I'm sorry.

**LUCY:**

Don't be sorry. I'm lucky. Nobody else's daddy ever comes to the park.

**ON SAM'S FACE**

**Filled with relief. Bursting with love.**

(Datum number 1)

Sam is a father with a disability who has to take care of his daughter, Lucy, alone. Lucy was raised lovingly by Sam because Lucy's mother left her after she gave birth. Lucy grew up to be an intelligent child with an IQ above average. As she got older and finally went to school, Lucy realized that her father looked different from her friends' fathers. Until in a cafe, Lucy asked her father why he looked different than other people. Hearing this question, Sam admits that he as a



person with a disability is different from other people. Therefore, Sam apologized to Lucy. Despite this, Lucy was always grateful that she had a father like Sam. There is another piece of evidence that shows Sam Dawson's self-image in the movie *I am Sam* can be seen in the dialogue below.

**SAM:** "I've had a lot of time to think about whatever it is that makes somebody a good parent. It has to do with constancy. It has to do with patience. It has to do with listening. To pretending to listen when you can't even listen anymore."

The court is riveted by Sam's eloquence. Rita's amazed.

**SAM (CONT'D):** "It has to do with love, like she says..."

**SAM (CONT'D):** "And I don't know where it's written that a woman has a corner on that market, that a man has any less of those emotions than a woman. Billy has a home with me! **It's not perfect!**

**I'm not a perfect parent!** Sometimes I forget he's just a little kid..."

(whispers from the courtroom) We built a life together and we love each other and if you destroy that, it may be irrep, irrep, irrep..."

(Datum number 2)

This dialogue also shows that self-image is the form in which a person assesses himself. A person has the right to judge themselves based on how they feel. Sam realizes that he has a weakness, namely as a person with an intellectual disability. He felt that he could not be a perfect parent for Lucy because of the limitations he had. Sam has to educate and raise Lucy alone without a wife is difficult for Sam. Moreover, there is pressure from outside, such as judges and

Lucy's teachers, who do not believe that Sam is capable of raising Lucy, making Sam judge himself that he is not a perfect parent.

### **A.2 Analysis of Ideal-Self of The Main Character In The Movie *I am Sam***

Ideal-self is the kind of person that someone aspires to be. It is made up of our aspirations and hopes for the future and, like those things, is fluid and ever-evolving. Ideal one is a symbol of our efforts to realize our highest aspirations. It represents our ever-evolving aspirations and objectives. It's possible that our ideal selves as adults differ significantly from those we imagined as children (McLeod, 2007). In this part, the writer analyzes how Sam would ideally like to be.

As the researcher analyzes, Sam has a clear desire for his life. He wants to be Lucy's complete father and get her custody. One of the ways to get back his daughter's custody is to make a plan with his lawyer to win the trial as the states as follow: **SAM:** *I need to get Lucy back. We need, we need - to be professional.* (Datum number 3)

In this dialogue it shows that Sam's ideal-self or goal is to get Lucy back. An aspiration or hope for the future is described here. As the writer mentioned in the previous chapter, Sam is disabled and many people worry about Lucy. Lucy's school, who reported this problem, also doubted that Sam, as a parent with an intellectual disability, could raise a child with above average intelligence. However, Sam as a father believes that there is a way to take Lucy home. According to Stuart and Sundeen (1998, in Puspitaningrum 2011, para.9) "a person tends to set goals determined by his abilities." This means that Sam didn't set the goal without trying because it was clearly not easy to achieve.

As the researcher stated in the previous chapter, Sam is a barista at one of the world's most famous coffee shops. Even though he is a person with a disability, he never gives up fighting for custody of his child. Sam always tries to get the best lawyer, namely Rita Harison. Rita Harrison initially did not want to accompany Sam because she felt that handling child custody was not her field. However, Rita finally agreed to accompany Sam because of Sam's persistence in coming to her office every day, telling Rita that he was a worker and promising to pay for her services. As well as telling Rita that he is a father who loves his child and trying to get custody of his daughter.

Sam also always tries to discuss with his lawyer what the best thing they can do. For example, by practicing how to answer the judge's questions so he can convince the judge that he deserves to win. Moreover, Sam is also trying hard to learn to be a coffee maker so he can get a promotion. Sam was originally a waiter, but due to his strong desire and effort to prove himself, Sam as a disabled person managed to convince his boss to let him get a higher position. This also proves that Sam can get a bigger salary which is useful for looking after Lucy. Sam never gives up on achieving his goals, other evidence is written below:

**SAM:** I live here. This is where I live.

**LUCY:** This is where you live? So close to me?

**SAM:** I wanted to be close to you. I wanted to be closer. Look at my apartment number.

(Datum number 4)

The fact that Sam could not get full custody of his child made Sam never give up. At the trial in a small room, Rita Harrison said that Sam had succeeded in becoming a coffee maker and had gotten a bigger apartment so he could meet Lucy's needs so she had plenty of room to grow.

Rita explained that Sam had experienced depression, which she thought was a normal thing when parents have to separate from their children. The best solution to maintain mental health is, Sam will expand his support system to include Social Service programs, tutors, and many more. But unfortunately, the adoptive family has submitted a petition to the court regarding sole custody of Lucy and the court is completely at the decision of the adoptive family.

Moreover, the fact that Sam couldn't get sole custody of Lucy didn't discourage him. He always tried so that he could stay close to Lucy as her father. Sam moves to an apartment near Lucy's new house with her new family. Her forest family was annoyed with Sam because he moved too close to Lucy's house because they were going to attend court next week.

### **A.3 Analysis of Self-Worth in the Main Character in The Movie I am**

#### **Sam**

Carl Rogers (1959, as referenced in McLeod, 2014), people's ideal-self embodies the qualities that they value in themselves and the experiences that they want. When a person has a self-image that is compatible with his ideal self, people have a healthy feeling of self-worth. The evaluation is measured by the congruence between Sam's self-image and ideal-self. However, in this chapter's discussion of self-worth, the author will show that there are two types of self-worth, namely high

self-worth and low self-worth. Furthermore, how Sam can determine his self-worth will be explained in the next chapter. The following is an example of high self-worth in Sam:

**SAM: “I've had a lot of time to think about whatever it is that makes somebody a good parent. It has to do with constancy. It has to do with patience. It has to do with listening. To pretending to listen when you can't even listen anymore.”**

The court is riveted by Sam's eloquence. Rita's amazed.

**SAM (CONT'D): “It has to do with love, like she says...”**

(Datum number 5)

This dialogue shows that Sam is convincing the judge at trial that he is optimistic that he can win custody of his child because he learns how to be a good parent. This dialogue shows that Sam is in a high self-worth phase because he shows optimism and confidence. Self-worth is not only influenced by oneself but also from society or positive regard. So from that high self-esteem that exists at this moment, Sam gets influence from his lawyer, his son, his neighbors, and his friends.

In the next dialogue shows that there is discrepancy between his self-image and ideal-self

**SAM: Lucy doesn't need me anymore. She has a new family. She doesn't need me anymore.**

RITA: Is that what she said?

**SAM: She didn't have to say it. I may be stupid, but I know. I know.**

(Datum number 6)

This dialogue shows that Sam feels insecure because Lucy already has a new family. This is the point where Sam feels weak as a father because he has to watch his child be cared for and raised by other people. Sam also felt that he did not deserve to be a father because at this stage, Sam said that Lucy did not need him anymore. In some way, Sam also feels that he is stupid, so this shows that Sam is in the low self-worth stage, such as pessimism and lack of confidence.

When someone is in the low self-worth phase, it is a sign that someone is incongruent. Incongruence is a discrepancy between a person's self-image and self-ideal or goals in life. So to make someone congruent is to have positive regard around them such as support from peers, family, parents, even neighbors. Further discussion regarding this matter will be explained in the next discussion.

From the explanation above it can be inferred that the main character's self-concept is composed of three components: self-image, ideal-self, and self-worth. The first component of Sam's self-image is that Sam perceives that he is different from other people because he has limitations, which is intellectual disability. The second component, Sam's ideal-self, is about wanting to be Lucy's complete father. He wants to get Lucy back by winning his daughter's custody, in court. The last is self-worth which relates to Sam's judgment of his worthiness. There are two types of self-worth that Sam feels, high self-worth and low self-worth. When he is in a high self-worth state, Sam shows his optimism and confidence in the court. While Sam is in a low self-worth state, he feels inferior and stupid because he can't meet Lucy anymore.

## **B. Analysis of Self-Concept Development Process in Sam Dawson as the Main Character**

As a person with a disability, Sam certainly has more struggles to determine his self-concept compared to a normal person. This struggle is part of the process of how Sam can develop himself into a better human being. In the previous discussion, the researcher explained that there are three components that form a person's self-concept, the first is self-image, the second is self-ideal and the last is self-worth.

These three components originate from Sam's internal factors or without interference from other people, especially self-image and ideal-self which explain how Sam sees himself and what dreams or goals he wants to achieve in his life. Meanwhile, to build self-worth, Sam gets help from the people around him. Self-worth will be an important and lengthy discussion because it is influenced by many factors compared to other components. How the process of Sam getting high self-worth which affects Sam's self-concept will be discussed in the following discussion.

The process of forming Sam's self-concept was quite long and had many ups and downs. However, the researcher only chose one event that was really crucial, which is the analysis that there is a discrepancy between Sam's self-image and ideal-self or it is called incongruence. The concept of incongruence is central to the framework Rogers has been building. It is a difference between an individual's internalized sense of who they are and how they see themselves, as described by their external environment (Rogers 96). Sam's ideal is to get Lucy back and get

custody of her child back. However, Sam feels that he has a disability so he feels stupid and cannot raise Lucy well. It is described that he cannot achieve aspiration, and it leads to negative self-image.

Sam's condition as a father with an intellectual disability means that Sam is less able to function like normal people in general. The characteristics of a person who has intellectual disability are as follows: IQ less than 70, and the existence of a person's limitations in adaptive behavior in the field of conceptual, practical or social skills (something that is needed in society to survive, work, socialize, and play in society).

Previously, when he worked at a coffee shop, namely Starbucks, Sam seemed unable to control his emotions when serving visitors after losing in the final trial and he had to accept the fact that Lucy had to be taken by her adoptive parents and no longer live with Sam. Some of these incidents are reasons that will influence Sam to the negative self-image. The evidence is as follows:

**SAM:** Lucy doesn't need me anymore. She has a new family. She doesn't need me anymore.

**RITA:** Is that what she said?

**SAM:** **She didn't have to say it. I may be stupid, but I know. I know.**

(Datum number 7)

This dialogue explains that day was the worst day for Sam until he went out of control. Sam can only lock himself in his room while making origami and producing strange shapes. Sam felt that he had fallen apart and did not need to try



anything anymore to get Lucy because he thought that his child was happy living with his adoptive parents. Therefore, it ends up with Sam feeling stupid.

Sam has uncertain feelings, but deep down in his heart, will never be able to let go of Lucy and he will never give up. Until one day, Sam rounds the corner walking or rather being walked by six dogs, all shapes, all sizes. He heads up the walkway to Randy's house. She comes out of the house and shuts the door behind her, stopping him. The evidence that Sam never changed his goal is:

RANDY: There's a reason for the court schedule. You stopped showing up. Lucy has had to rebuild her life.

SAM: **I want her back.** I can do it. I know I can.

(Datum number 7)

Based on that evidence, this situation makes Sam in a state of incongruence because when Sam feels inadequate or has a negative self-image, Sam still has the goal of getting Lucy back at the next trial.

When someone's condition is in this incongruence status, they need positive regards from the people around them to support them in becoming more self-confident so that there is no longer any discrepancy between their self-image or assessment of themselves and their self-ideal or goals in life.

Carl Rogers said quoted in McLeod (2007) when a person's parents, significant other, or humanist therapist accepts and loves them no matter who or what they are, they are said to be receiving unconditional positive regard. Even if the individual does something wrong or commits a mistake, they will still be held in high esteem. The individual receiving unconditional favorable attention will feel

safe enough to experiment and make mistakes, even if doing so may potentially worsen their situation.

In this condition, Rita Harrison's existence and enthusiasm for Sam shows that she has a form of unconditional positive regard for Sam Dawson. One of the things Rita Harrison did was explain and convince Sam that there was still hope when everything was impossible for Sam. Rita's evidence for convincing Sam is as follows:

**RITA (CONT'D)**

Sam, Sam you can get her back. The court favors reunification. The only thing that can block you is if the foster family petitions to adopt. From what I've heard, Lucy's making their life miserable - that's our girl. Sam, fight for her.

**SAM**

I tried. I tried.

**RITA**

Try harder.

(Datum number 13)

This moment is a continuation of the evidence when Sam felt incongruence above, also when Sam was at the lowest point in his life and locked himself in his room and did not want to see Rita. Rita Harrison tried hard to persuade Sam to talk to her to discuss the fate of her child's custody. Rita stands in front of the door impatiently while shouting and forcing Sam to open the door for her. Rita also threatened that she would not help Sam anymore because she had sacrificed many

things to be able to help Sam. She has alienated her colleagues, sent her kid off on a fishing trip with her father so she could work with Sam. Until finally Rita was able to break down the door and meet Sam.

Rita, in a soft and slow tone, tried to start talking to Sam so he could focus on getting Lucy back. Rita also explained that Sam had to look for a quieter job to convince the judge that he was a reliable father for Lucy. Rita stresses that Sam can get Lucy back. The only thing stopping them is if the foster family petitions to adopt, but that doesn't stop Rita from continuing to try.

When Sam doubts himself, like when he has tried his best but he still doesn't succeed, it makes Sam feel that he is the only one who is not perfect and a normal person like Rita Harrison will never feel that way. Here Rita Harrison's role is also important by telling Sam that people like Rita are certainly not always perfect.

**RITA**

You got the market cornered on human suffering? Well let me tell you something about "People like me." People like me feel little and lost and ugly and dispensable. People like me have perfect husbands screwing someone far more perfect than me and my son, my son hates me, I try too hard and I push and he knows it and I talk in that voice, that voice I promised I'd never use, and I've screamed, I've screamed horrible things to him, a five year-old because he doesn't want to get in the car at the end of a day and he stares at me with such anger and I hate him then. I know I'm failing you, I know I'm disappointing you, I know you deserve better but get in the

fucking car! It's like every morning I wake up and fail, and I look around and anybody, anybody can pull it off, but somehow I can't. And I know, I know I have everything, and I'm still miserable and it's pathetic. I know it's pathetic. No matter how hard I try, something about me will never be enough.

Rita Harrison exposes her imperfections in front of Sam so that he realizes that everyone has their own struggles. It made Sam melt when he heard it. Finally Sam's self-confidence began to improve and he soon returned to normal activities and was able to meet Lucy before the trial. Another form of support that Rita Harrison gave to Sam was when Rita gave Sam the opportunity to practice to convince the judge before the trial. This is shown in the following dialog:

**RITA (CONT'D)**

Okay okay okay okay. **Our strategy is that we're aggressively pursuing a support system.** I'm going to ask you how are you prepared to help Lucy in school?

**SAM**

Let me see let me see let me see.

**RITA**

**Sam! I told you you have to stop that! It makes you look stupid!**

**Okay okay okay. Try again.**

(Datum number 12)

Rita Harrison taught Sam to be able to answer all the judge's questions well by pretending to be a judge and asking Sam about what he did to support Lucy so

that Lucy could have a decent life. Therefore, Rita gave the answer by manipulating that Sam would provide a support system in the form of free tutoring services for her at the YMCA. Rita also asked Sam other questions, such as what Sam would do when his child was in trouble and Sam was also having trouble taking care of himself, and so on. By practicing before this trial, Sam was finally able to pass the trial the next day easily.

In addition, Rita also helped put on a jacket and tie for Sam. Rita stands behind Sam with her around him showing him how to do his tie properly. Rita did this so that Sam looked neat and convincing during the trial.

Not only did the lawyer give unconditional positive regards to Sam Dawson, but there were also his peers who had the same disability, next is George, Sam's manager who promotes him to become a coffee maker in Starbucks. Moreover, neighbors who were happy to look after Lucy, and Lucy who always supported Sam. Annie, Sam's neighbor, shows how she sincerely helps Sam in caring for Lucy. Annie looks after Lucy when Sam goes to work and becomes Lucy's godmother. She played along until Lucy was taught how to play the piano by Annie. Annie was always there by Sam's side and she was also a witness in the trial. The evidence that Annie helped Sam with her testimony saw what Sam did as a father write down below:

**RITA:** *(delighted) Excuse me. Now Ms. Cassell, in all the time you've known them, have you ever questioned Sam's ability as a father?*

**ANNIE:** *Never.*

**RITA:** *Never?*

**ANNIE:** *Never. Look at Lucy. She's strong, she's able to display true empathy for people, all kinds of people. I know you all think she's as bright as she is despite him. But it's because of him.*

(Datum number 11)

At the second trial, Annie surprisingly came to Sam's trial as a witness. Sam, who was initially gloomy and uneasy before the trial, turned cheerful and confident after Annie arrived. On court, Annie shows to the judge that she never doubted Sam as a father. All the goodness that Lucy has, it's all thanks to Sam who taught Lucy. Annie testified that she would worry if they took Lucy away from her father. Annie adds that Lucy will lose parts of her life without Sam, she is also afraid that Lucy will grow old with the hole.

Mr. Turner, the opponent at trial, asked whether Sam could count or not. Annie firmly answered that Sam is learning multiplication, and if he was worried about that Annie firmly said based on her memories, her parents had nothing to do with time tables or state capitals. Annie adds that Sam always wanted to learn by asking Annie about everything. The last time he asked Annie was about whether to use Biz or Clorox to get the grass stains out of Lucy's soccer uniform.

Even though this trial was not successful, Annie's arrival at the trial meant a lot to Sam. Sam repeatedly said 'Thank you' to Annie and he even got mad when Mr. Turner attacked Annie by asking about her father. He worried about Annie's feelings.

Another unconditional positive regard that Sam has is coming from his disabled peers there are Ifty, Brad, and Robert. From the beginning of the film until the end, they were always there for Sam as a support system. Starting when Lucy was born, they always came to Sam's house to look after Lucy and play with her. As Lucy gets older, their bond becomes stronger, even when Sam's friends buy shoes for Lucy. The evidence is written down below:

**SAM**

*She know what she likes. She likes these. How much are they?*

**SALESMAN**

*Forty-nine ninety-nine.*

**SAM**

*One penny less than fifty. These shoes are one penny less than fifty?*

**LUCY**

*It's okay, Dad. I don't really like them.*

**SAM**

*No, no no no no.*

**IFTY**

*We'll all give ten dollars.*

**BRAD**

*I've only got three plus five. But I need one for stamps.*

**ROBERT**

*Don't pull your wad out in front of people.*

*They all dig in their pockets and begin counting very slowly.*

**SAM**

*Thank you, thank you. We are rich in friends. That's what our fortune cookie said. 1, 2, 3, 4, quarters that makes one.*

(Datum Number 8)

Sam felt much helped by the kindness of his friends who bought Lucy's favorite shoes because he didn't have enough money. After that, Lucy also got a balloon and they walked together crossing the street. Lucy is walking wearing those little brown shoes between four pairs of men's shoes and everyone there is happy.

Another form of positive regard they gave was during the first to last trial, they came in and supported Sam by carrying a sign that read "Free Lucy Dawson." Sam, who saw this, became more enthusiastic and focused on the trial. Sam also often mentions that he has great friends and he is really grateful for their existence.

Moreover, there is still someone who helps Sam to make himself congruent, namely George, a manager where Sam works. Sam negotiated with George to ask him to be promoted to become a coffee maker. Sam felt that his salary was not enough when he was a waiter, so he asked for a bigger salary by becoming a coffee maker to pay his lawyer at that time. Until finally, George was invited to be a witness at Sam's trial as evidenced by the following dialogue:

**GEORGE: Well as a matter of fact, Sam and I have been discussing a promotion that I was planning on putting into effect at the end of the week.**

Sam leaps to his feet.

**SAM : Oh boy! Thank you, George!**



(Datum number 10)

In this dialogue, it shows how George came to Sam's trial and said that he had promoted Sam to be a coffee maker when he was previously just a waiter. George does this because he believes that Sam is a very dedicated employee for the company. Sam is also known as a worker who never gives up. With George's arrival at the court, Sam felt happy because he was on Sam's side by trusting him to work as a coffee maker. George's statement helps Sam to have a high self-worth in court.

The last unconditional positive regard that Sam has is from his own daughter, Lucy Dawson. Lucy was born to an irresponsible mother. Her mother left shortly after she gave birth to Lucy and she had to be cared for and raised by her disabled father. Despite this, Lucy grew up to be a good and intelligent child and even had an IQ above average. He always felt loved by his father and he never disappointed his father. Lucy realized that her father was 'different' but she never discussed these differences. Until one day they were separated at Lucy's birthday party. Sam was reported because he was deemed unable to control his emotions and endangered children at the party. They can only meet twice a week for two hours. After Lucy was separated from her father, she did various things to be able to live together with Sam again. One way that Lucy does this is as shown in the evidence below:

**LUCY:**

*I'm sorry, Daddy. It was all my fault.*

**SAM:**

*No, Lucy. Don't say that.*

**LUCY:**

*I wouldn't want any Daddy but you.*

*She looks around to see if anybody's writing. **NOBODY IS.***

*She suddenly screams at them:*

**LUCY (CONT'D)**

*I said I was sorry! I said I didn't want any Daddy but him! Why don't you write that down?!*

(Datum number 9)

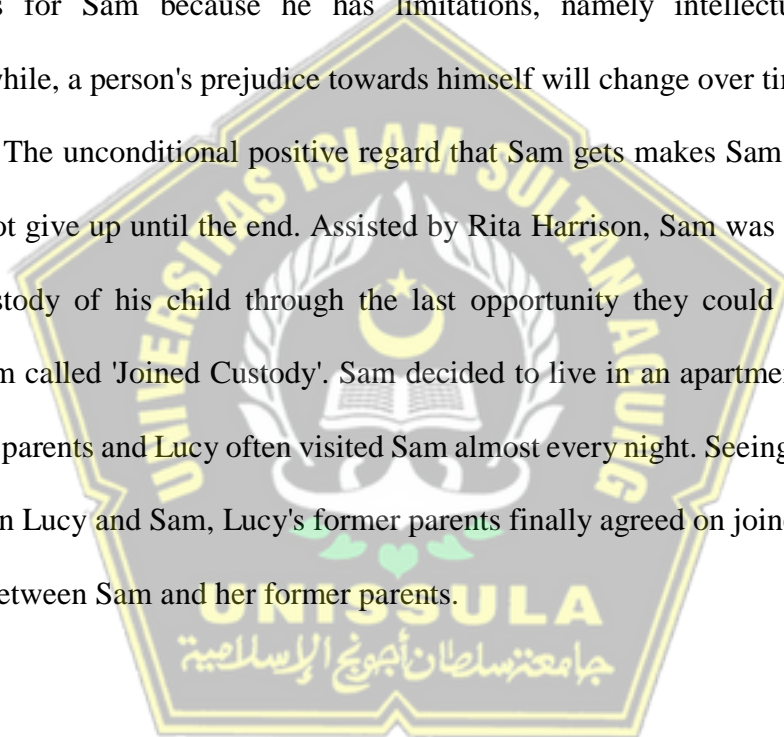
After the separation, Sam finally visited Lucy for the first time. They met in a room but were still monitored by the police. Lucy realized that she was being watched, so she shouted that there was nothing more she wanted for her except to be able to live with her father again. Lucy's persistence in all her efforts so that she can live with her father also makes Sam never give up in winning his daughter's custody.

At their second meeting, Lucy also tried to lie to her father by saying that they could go play at the park with just both of them. Lucy breaks the rules because she wants to run away with her father by planning for them to start a new life, change their name, and get a new apartment. Sam finally understood that what Lucy had planned was wrong, but he came to understand that Lucy couldn't live without him, even to the point where she planned something unreasonable.

From the analysis of Sam's self-concept development process, it shows that positive regard from the people around him greatly influenced Sam who was previously in the incongruence state and then slowly made Sam have high self-

worth until he became in the congruence state. At the end of the story, Sam and Rendy manage to get joined custody. Therefore, it is described that Sam is being the referee at Lucy's soccer game. With the presence of Lucy's adoptive parents, Sam's friends, Rita Harrison as his lawyer, it indicated that Sam was successful in obtaining custody of his child and made Sam congruent and high self-worth because he was assisted by the positive regard of the people around him. This is a long process for Sam because he has limitations, namely intellectual disability. Meanwhile, a person's prejudice towards himself will change over time.

The unconditional positive regard that Sam gets makes Sam a person who does not give up until the end. Assisted by Rita Harrison, Sam was finally able to get custody of his child through the last opportunity they could do, namely a program called 'Joined Custody'. Sam decided to live in an apartment near Lucy's former parents and Lucy often visited Sam almost every night. Seeing the closeness between Lucy and Sam, Lucy's former parents finally agreed on joined custody for Lucy between Sam and her former parents.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter concludes the explanation of the analysis result described in chapter four and suggestion for further research.

#### A. Conclusion

Self-concept of Sam composed of three components: self-image, ideal-self, and self-worth. The first component of self-image is related to how Sam perceives himself without intervention from other people. In the movie, Sam perceives that he is different from other people because he has limitations, which is intellectual disability. This difference makes Sam feel discouraged and feels incomplete as a father who has to raise Lucy alone without a female figure to raise her. Nevertheless, he also has positive qualities in himself; he feels smart in several ways.

The second component, ideal-self is about Sam's goals and the kind of person that he aspires to be. Sam Dawson wants to be Lucy's complete father. He wants to get Lucy back by winning his daughter's custody, in court. Apart from that, the goal that Sam wants to achieve is that he wants to always be close to Lucy wherever she is until Sam moves to an apartment close to Lucy's new house with his adoptive parents' house. The fact that Sam has intellectual disability makes him try to convince everyone that he is the best father for Lucy and he deserves to win his daughter's custody.

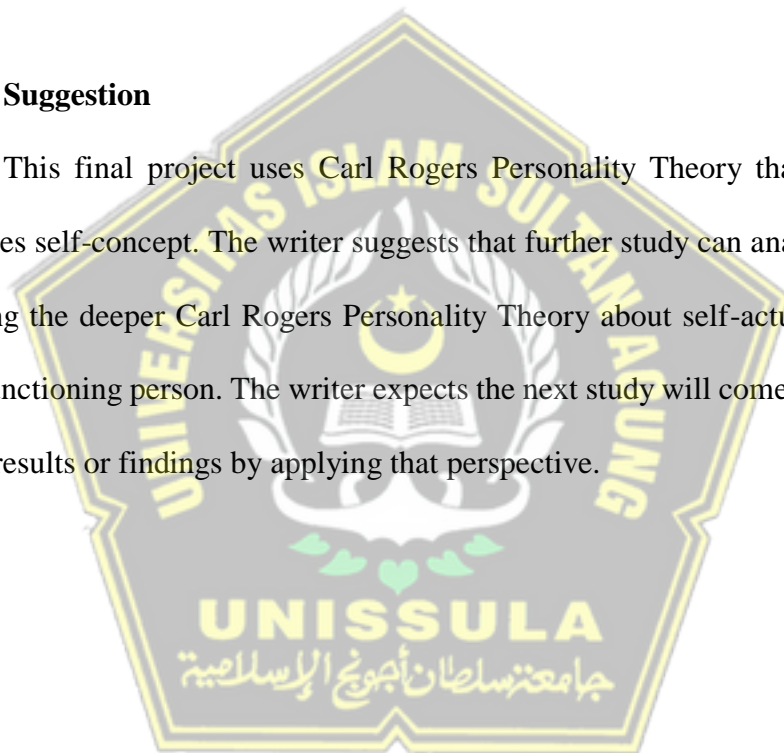
The last component is self-worth which relates to Sam's judgement of his worthiness. There are two types of self-worth that Sam feels, high self-worth and low self-worth. Sam experienced these two situations in his life. When he is in a high self-worth state, Sam shows his optimism and confidence in the court. Sam also tries to learn how to be a good parent, that all things require consistency, being a good listener or even pretending to listen when he can't hear anymore. On the other hand, when Sam is in a low self-worth state, he feels inferior and stupid because Lucy already lives with her adoptive parents. He was also disappointed because he thought Lucy didn't need him anymore.

Apart from the three forms of forming a self-concept, Sam Dawson's process of forming his self-concept also requires a long journey. Starting from the existence of two conditions called congruence and incongruence. The close relationship between self-image and self-ideal causes Sam to feel high self-worth and this is called congruence. In contrast, if there is a discrepancy between self-image and ideal-self so that Sam is in a low self-worth state, this is called incongruence. When Sam is incongruent, he needs unconditional positive regard from the people closest to him such as Lucy Dawson, Rita Harrison, Annie, George, and his peers. Their presence in Sam's life really influenced him because every time Sam faced a burden, they loyally supported Sam in their own way. This is what makes Sam's self-worth get higher as he experiences events by events throughout the film. He also comes to understand that Sam never gave up fighting for custody of his child. With his confidence and help from people around him, he managed to get Sam's joint custody and Lucy's adoptive parents both had custody of Lucy.

According to finding and discussion, Sam's unconditional positive regard plays a significant role in shaping Sam's self-concept. The researcher also learns that a person's self-image and ideal-self are not influenced by external factors but only from within the person. Meanwhile, self-worth can be influenced by external factors called unconditional positive regard. This shows that the process of changing self-concept can be influenced from within and from outside.

## **B. Suggestion**

This final project uses Carl Rogers Personality Theory that specifically discusses self-concept. The writer suggests that further study can analyze this film by using the deeper Carl Rogers Personality Theory about self-actualization or a fully functioning person. The writer expects the next study will come up with more subtle results or findings by applying that perspective.



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