

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Teenagers are typically defined as individuals aged 10-19, with early teens from 10-14 and late teens from 15-19 (Rivera Garcia, 2019). This phase is characterized by physical changes, identity formation, and increased peer influence (Diananda, 2019). Teenagers are unique to humans, representing a novel life stage inserted into our developmental process (Bainbridge, 2009). A teenager represents a critical phase in human development marked by rapid physical, psychological, and social transformations. During this period, individuals grapple with a complex interplay of variables, including their cultural backgrounds, which have a significant influence on their experiences and the shaping of their identity. Gaining a comprehensive understanding of how teenagers from different cultures interact is crucial for insight into how culture impacts their lives and for nurturing improved intercultural comprehension. One path for exploring these interactions is through cinema, which frequently serves as a mirror reflecting cultural norms, values, and stereotypes. Therefore, the portrayal of American teenagers' cross-cultural adaptation experiences in such different environments has been a topic of interest for the writer to research. According to Anderson (1994) Adaptation is a cyclical process of overcoming adversity and resolving issues, which can lead to substantial transformation in an individual. Kim (1988) highlights the significance of communication in facilitating adaptation, stressing both personal and social aspects of communication.

In the movie "*Wild Child* (2008)," Poppy Moore, the main character, experiences cultural intersections with her new school in the United Kingdom. Despite the language similarities between the United Kingdom and America, Poppy finds that, as a new student at the Abbey Mount, there are big cultural differences. At Abbey Mount, Poppy faces a world far removed from her glamorous life in Los Angeles. She encounters a strict headmistress, a group of prim and superior British schoolgirls, and a very different set of rules. Poppy believes that her peers at school are too outdated, rigid, and rule-abiding, but her peers at Abbey Mount believe the opposite; they consider Poppy to be too liberated, rebellious, and impolite. Initially, Poppy clashes with her peers and the school's culture, but she is determined to adapt and fit in.

Furthermore, from a British perspective, American teenagers have a stereotype attached to them of being rebellious, carefree, and impolite. Nick Moore directed "*Wild Child* (2008)" a coming-of-age comedy-drama movie set in both the United States and the United Kingdom. Emma Roberts portrays Poppy Moore, a spoiled and rebellious American teenager, whose misadventures are followed in the movie. After testing her wealthy father's patience with her extravagant behavior, Poppy's punishment is being shipped off to an elite British boarding school, Abbey Mount.

As the film unfolds, Poppy embarks on a journey of self-discovery and personal growth. She forms unlikely friendships, learns valuable life lessons, and even finds love in the most unexpected places. "*Wild Child* (2008)" is a delightful and heartwarming story of a teenager's transformation as she navigates the challenges of adjusting to a new culture and comes to appreciate the value of true friendship

and personal responsibility. Her experiences in the foreign environment expose her to British culture and adolescents, leading to a series of humorous and transformative interactions. This film offers a unique opportunity to examine how culture, as represented in the movie, influences the behavior, attitudes, and experiences of American teenagers as they interact and adapt to each other's norms and values. This research seeks to delve into the portrayal of the cross-cultural intersection between American and British teenagers as depicted in the movie "*Wild Child* (2008)".

### **1.2 Research Questions:**

Based on the background of the study, this research question is formulated.

The problem is listed below:

1. What is the intrinsic elements of Wild Child (2008)?
2. How does "Wild Child" (2008) movie represent the cross-cultural adaptation?
3. What types of adaptation are portrayed by the main character in the movie "Wild Child" (2008)?
4. How does Poppy Moore change because of the cultural adaptation to adapt to her new school in a British boarding school as an American?

### **1.3 Aims of the Studies**

The writer has quite a few aims, namely:

1. To analyze the depiction of American teenager culture in "Wild Child" (2008) and compare it with the portrayal of British teenager culture.

2. To identify how the movie “Wild Child” (2008) represents cultural stereotypes, prejudices, and the potential for cross-cultural understanding and adaptation.

3. To gain an insight into how Poppy Moore adapts as a new student in the foreign environment as depicted in the movie “*Wild Child* (2008)” .

#### **1.4 Scope of the Study:**

The study focuses on how cross-cultural adaptation is experienced by the main character depicted in the movie “*Wild Child* (2008)”, namely Poppy Moore, and how cultural differences change Poppy to adapt to her new school in a British boarding school as an American. The theory that the writer used is a sociological approach. For the analysis, the writer uses adaptation theory.

Also, the cinematography aspects will be used to examine the scene as taken in the movie. Moreover, using cinematographic aspects also helps the viewers get involved in the movie. It will show some informative visuals and express characters’ emotions through the camera movement, the types of shots, and the camera’s angle.

#### **1.5 Previous Studies**

The writer uses some preliminary findings about the topics discussed in the film *Wild Child* (2008) to support the research. To begin with, an article entitled *Politeness Strategies of Female Teenagers in Wild Child Movie* written by Ratih Kusuma Wardani examines the politeness techniques used by female teenagers in the film, specifically those developed by Poppy Moore, the lead character, along

with the justifications behind her use of them. Moreover, the study employs a descriptive qualitative methodology and applies Brown and Levinson's theory of politeness strategies.

Similarly, research titled *Jenis dan Penanda Gaya Bahasa Sarkasme dalam Menunjukkan Gejar Budaya pada Film Wild Child (2008)* written by Elsa Dwi Hayati (2022) focuses on identifying the types and markers of sarcasm, as well as the stages of culture shock experienced by the main characters in the film.

Along with the same paragraph, *Poppy Moore's Personality Development as Seen in Wild Child Movie* written by Shofwatun Nisa (2015) explores the characteristics and personality development of Poppy Moore as the protagonist. The study reveals that Poppy was initially portrayed as arrogant, disrespectful, and a troublesome student. However, after joining a boarding school, she underwent a transformation and became more polite and well-mannered. Additionally, the research identifies seven key factors influencing her personality development, including intellectual, physical, emotional, social, educational, familial, and aspirational determinants.

Furthermore, *The Image of Beauty Represented by Poppy Moore as Seen in Wild Child (2008)* written by Juliza Tripuspita (2018) examines the representation of beauty through Poppy Moore's character, reflecting the 2008 American perception of beauty. The study demonstrates that Jane Caputi and Susan Nance's beauty indicators, along with Naomi Wolf's theory of beauty myths, effectively

analyze the film. Additionally, the research elaborates on how American cultural style contributes to the construction of beauty standards in the movie.

Besides that, research conducted by Norjanah (2020) analyzes the use of taboo words in *Wild Child* (2008). The study investigates the types and functions of taboo words in the film, revealing that 29 taboo words appear throughout the movie. These words are categorized into epithets, profanity, vulgarity, and obscenity.

Additionally, Yosi Navi Firdaus (2018) conducted a study titled *A Discourse Analysis of Flouting Maxim Done by the Main Characters in the "Wild Child" 2008 Movie*, which aims to describe the types, strategies, and functions of the flouting maxims used by the main characters in the film.

Likewise, *Moral Qualities of Poppy Moore Character in Wild Child Movie* by Wiwit Mitha Sumartina (2014) explores the moral qualities of Poppy Moore and the impact of her actions. The findings indicate that Poppy exhibits five negative moral qualities and two positive ones.

Another relevant study, *Women's Language in "Wild Child" Movie* by Marvina (2013), examines the language features used by female characters and their functions. The analysis identifies six language features: hedges or fillers, tag questions, empty adjectives, intensifiers, hypercorrect grammar, and emphatic stress.

Moreover, Sulisa Irtin Rilianti (2019) conducted research on presuppositions in *Wild Child*. This study analyzes the types of presuppositions

used by the characters, finding 51 occurrences, including 9 existential presuppositions in the film's script.

Finally, a journal article by Mas Darul Ihsan (2017), titled *An Analysis of Taboo Words in Wild Child Movie*, examines the forms of taboo words used by the characters and compares their usage between British and American English. The findings highlight both the occurrence of taboo words and the differences in their usage between the two cultures.

Upon analyzing these preliminary studies, the writer identifies a gap. Most research focuses on Poppy Moore's behavior, language use, and character development. However, none of these studies explore the cross-cultural intersection experienced by the main character and the challenges she faces as an American in a different cultural setting. Therefore, this discrepancy serves as the foundation for the writer's thesis discussion.

## **1.6 Research Methods**

This research is a qualitative one which means the data is not in the form of numbers, but in sentences of explanation and description. To structure the aspects of the research method, this subchapter will include the following parts:

### **1.6.1 Data and Sources Data**

The use of qualitative data from movie sequences will be the main emphasis of this research. To further support the findings, an analysis-fit narrator and images of pertinent scenes will be utilized. The film "*Wild Child* (2008)" serves as the main source of the information. A secondary data source is previous studies on the topic

of the study. Books, journals, and articles are utilized to supplement existing information.

### **1.6.2 Method of Data Collection**

This research consists of several stages that must be carried out by the author to obtain data in the form of dialog and scenes, starting with watching and observing the film and paying close attention to each scene that occurs, then recording important points that can become evidence and data for research. The author classifies the data and theories that have been collected through library research, then analyzes or synthesizes, etc., to obtain the most relevant data and evidence for research. A thorough library research methodology was developed to assist the writer in gathering the study's data. According to (George, 2008: p.1) library research is a methodical investigation using certain instruments, guidelines, and procedures. In order to gather knowledge about the research object and the subjects of this study, the writer also browses and does research online.

### **1.6.3 Method of Approach**

The descriptive-qualitative method was used by the writer to analyze the collected information needed for this research. The writer analyzed the intrinsic features of this research, using narrative aspects and cinematography aspects. As for the extrinsic elements, the writer examined "*Wild Child* (2008)" using a sociological approach concerning the limitations of this study. The writer uses an acculturation perspective to examine the Poppy adaptation process. Acculturation is a complex process of cultural and psychological transformation that arises from

interactions between diverse cultural groups (Berry, 2006). This process involves various adaptation strategies individuals may employ: assimilation (adopting the new culture while abandoning one's original culture), separation (maintaining one's original culture while rejecting the new culture), marginalization (losing connection with both cultures), and integration (maintaining one's original culture while adopting aspects of the new culture). These strategies represent different approaches to balancing cultural preservation and adaptation, with integration being considered the most adaptive approach as it allows individuals to develop a bicultural identity while maintaining psychological well-being. Berry's framework emphasizes that acculturation is not simply about adopting new cultural practices, but rather involves complex negotiations of identity through ongoing intercultural interactions and adaptations. In this context individuals and groups may utilize diverse acculturation tactics, encompassing attitudes and behaviors demonstrated in international interactions (Berry, 2006). However, elements including ethnicity, cultural affinity, prejudice, and reception context significantly influence the acculturation process and its association with psychosocial and health outcomes. Thus, acculturation is a complex and multidimensional phenomenon that reflects the dynamic interaction between different cultures and its impact on individuals on society. The writer uses an acculturation approach to analyze the cultural adaptation of the main character as an American teenager in British society, as portrayed in the “*Wild Child* (2008)” movie.

### **1.7 Organization of the Writing**

This study will be divided into the following chapters:

## Chapter I: Introduction

There are seven chapters in this chapter: the introduction, the research question, the study's scope, the aim of study, earlier studies, the research methodology, and the writing's organization.

## Chapter II: Intrinsic Theoretical Frameworks

This chapter contains a review of relevant literature and theoretical frameworks that are utilized to explain the narrative and cinematographic aspects of the movie.

## Chapter III: Extrinsic Theoretical Framework

This chapter contains a review of relevant literature and theoretical frameworks that are utilized to explain the extrinsic aspects of the movie.

## Chapter IV: Analysis

This study's main chapter which covers the movie's discussion and findings. The findings and data will be analyzed by referring to the theories from the previous chapter.

## Chapter V: Conclusion

This chapter sums up the overall content of the study.