

## THE ROLE OF ERIN GRUWELL AS AN EDUCATOR IN FREEDOM WRITERS FILM

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### Abstrak

*Penelitian ini bertujuan untuk mengetahui peran pendidik dan pengaruh pendidik terhadap siswa dalam film Freedom Writers. Penulis menggunakan penelitian kualitatif dengan pendekatan objektif. Artinya, metode ini difokuskan pada pendeskripsian dan penafsiran masalah utama. Penelitian ini memiliki dua macam objek penelitian; objek material dan objek formal. Objek materialnya adalah film Freedom Writers. Sedangkan objek formalnya adalah Peran Erin Gruwell sebagai Pendidik dalam film Freedom Writers. Instrumen penelitian ini adalah Film Freedom Writers.*

*Hasil penelitian menunjukkan bahwa guru harus mencari topik yang dekat dengan kehidupan siswa. Sebagai guru bahasa Inggris yang baik, guru harus membuat beberapa strategi dalam proses pembelajarannya dengan menggunakan berbagai teknik pengajaran. Teknik pengajaran yang digunakan dalam film ini adalah materi autentik yang didominasi teknik pengajaran yang digunakan oleh tokoh utama dalam film Freedom Writers. Strategi ini untuk menarik perhatian siswa. Nilai penting bagi perilaku siswa dan guru merupakan salah satu faktor yang dapat mempengaruhi nilai di sekolah. Peneliti menemukan beberapa nilai dari tokoh utama dalam film ini, seperti; kejujuran, keberanian, kemampuan damai, percaya diri, dan kemampuan, disiplin dan moderasi diri, kesetiaan dan dapat dipercaya, rasa hormat, peka dan tidak mementingkan diri sendiri, cinta dan kasih sayang, baik dan ramah, keadilan dan manusiawi. Guru adalah panutan bagi siswanya, maka harus memiliki perilaku dan sikap yang baik untuk membuat siswa mengikuti contoh yang benar dari guru.*

**Kata kunci:** Peran, Pendidik, Film

### Abstract

*This research aims to find out the role of educator and the effect of the educator to the students in Freedom Writers film. The writer used qualitative research by using objective approach. It means that this method focused on describing and interpreting the main issue. This study had two kinds of research object; material object and formal object. The material object was a movie Freedom Writers film. Meanwhile, the formal object was the Role of Erin Gruwell as an Educator in Freedom Writers film. The instrument of this research was Freedom Writers Film.*

*The finding showed that teacher should search the topic which near with student's life. As a good English teacher, teacher should make some strategies in their learning process by using various teaching techniques. The teaching technique used in the film was authentic material which was dominated in teaching techniques used by the main character in the movie Freedom Writers. These strategy is to attract the student's attention. Value is important to student behavior and teacher is one of factors who can affect value in school. The researcher found some values from the main character in this movie, such as; honesty, courage, peace ability, self confidence, and capability, self discipline and moderation, loyalty and trustworthy, respect, sensitive and unselfish, love and affection, kind and friendly, justice and humane. Teacher is a role model for their students then, they should have a good behavior and attitude to make the students follow the right example from the teacher.*

**Key words:** The Role, Educator, Film

## Introduction

Educators or teachers are professionals who are tasked with planning and implementing the learning process, carrying out the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators at tertiary institutions. The position of the teacher is a professional workforce to improve the dignity and role of the teacher as an agent of learning and serves to improve the quality of national education.

Freedom Writers tells the story of an English teacher named Erin Gruwell who teaches in one class at a school in Long Beach, California. But the teaching process was not as smooth as he had imagined, because the students he had to teach were criminal students who consisted of various races and were often involved in rioting between gangs / races. Racial dominance, fighting for territory on the streets also occurs in the classroom and school yard. Whites, blacks, Asians and Latinos all only defended and talked with their own tribes.

The film Freedom Writers is a film based on a true story (based on true story) which depicts the situation of racial conflict that gave birth to conflicts between gangs and then expanded all aspects of Long Beach, United States society by taking the setting in 1992. The influence of racial conflict and war gangs (based on certain races) to almost all aspects of people's lives, to the education area.

From the background above, the researcher was interested in selecting and reviewing the film Freedom Writers because the film is inspired by the true story experienced by Erin Gruwell in the book The Freedom Writers Diary published in 1999 and began opening a writer's foundation to re-create the success of space 203 in classrooms all over America. According to the researcher's assumptions the film contains many elements of how the role of educators create active and lively learning and passion in learning, which is not only oriented to the curriculum being implemented by the government but also can develop and direct the potential possessed by students. Therefore, it is not excessive if the researcher was interested in raising the title of the Role of Educators in the Freedom Writers Film by Richard LaGravenese and Its Relevance to Education.

## Methodology

The writer used qualitative research by using objective approach. It means that this method focused on describing and interpreting the main issue which was analyzed. This study had two kinds of research object; those were material object and formal object. Material object was object that became the field of the study and formal object was object that was seen from certain point of view. The material object in this research was a movie Freedom Writers by Richard La Gravenese. Meanwhile, the formal object in this research was shown on the title of the research that is The Role of Erin Gruwell as an Educator in Freedom Writers Movie. The instrument of this research was Freedom Writers Film.

The researcher used documentation in collecting the data. The researcher conducted the documentation from the script of "Freedom Writers" movie. After collecting the data, the researcher analyzed the data. The data are analysed to answer the research question. After the data have been obtained from the data sources, the data were analyzed through the following procedures:

1. Watching and taking note "Freedom Writers" movie.
2. Transferring the notes in the form of sentences or scenario.

3. Analyzing the content of movie by classifying and describing the material based on the theory and another books which is relevant.
4. Drawing conclusion.

### Findings and Discussion

The findings of this research have been collected from watching Freedom Writers movie and reading its scripts. There are two research findings in this research. First, the researcher found 16 data of teaching techniques. Second, the researcher also found 17 data of values.

In this research, the researcher also analyze teaching techniques are used by the main character in the movie Freedom Writer. The explanation of each teaching techniques are below:

- a. Data 001/AM/203 Classroom /6/00:14:13-00:14:41

- Erin : "Settle down. Let's go over the first name of the list. Homer. Homer's the Odyssey."
- Marcus : "I know Homer the Simpson."
- Erin : "No, this Homer was an ancient Greek, but maybe he was bald just like Homer Simpson."

The dialogue above happened in the third day Erin teaches in the Wilson school. She explains a character of Homer of The Odyssey. She uses biography as material to teach. Freeman said that the characteristic of CLT that almost everything is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving task. Authentic material is to overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations. In here, Erin as a teacher tries to build a communication with her students by choose a theme about a character which have a relation with the students' life. She uses the biography of Homer the oddeyse, it is an ancient Greek. The students always give more attention if the teacher give a material which near with the students' life. It is also used by Erin, the main character in the movie to make the students to be more interesting in learning process. Thus, from some characteristics above it can be concluded that Erin used Authentic Material as technique in teaching English.

- b. Data 002/AM/203 Classroom/ 0:19:45-00:20:55

- Erin : "I have this idea. We're gonna be covering poetry. Who here likes 2Pac Shakur?"
- Jamal : "It's 2Pac."
- Erin : "2Pac Shakur ... I have the lyrics to this song printed out. I want you to listen to this phrase I have up on the board. It's an example of an internal rhyme. What he does is very sophisticated and cool, actually."
- Andre : "Man-child in the promised land couldn't afford many heroes" ..."
- Jamal : "Where was the money that you said you would send me? "Told on the phone and you sounded so friendly.

The dialogue above happened when Erin explains about poetry, she uses rapp music from 2Pac Shakur. After she plays a song than students sing rapp song from 2Pac

Shakur. Music from 2Pac Shakur uses to attract the students' attention. Then, she dispensing a paper that consists of example of internal rhyme. Then she talk little about 2Pac the students one by one sing a lyric from 2Pac. The characteristic of CLT that almost everything is done with a communicative intent. To do this students need knowledge of the linguistic forms, meaning, and functions (Freeman, 2002:128). The teacher facilitates communication in the classroom. In Authentic material technique the teacher use authentic material for the students. The role of teacher is as facilitate communication in the classroom. Erin facilitates the students with music and internal rhyme in the paper. She uses it to attract the students attention. She uses authentic material in form of song and internal rhyme from 2 Pac Shakur. It can be concluded that she uses authentic material for the students.

c. Data 004/TD/203 Classroom/ 00:27:24-00:28:49

Erin : "Gloria? Please read the first sentence on the board."

Gloria : "Odysseus had no sense of direction."

Erin : "Now, none of these sentences are correct. I'd like you to rewrite these sentences using the proper tenses and spelling on page four of your workbooks."

The dialogue above happen when Erin asks students to rewrite the sentences using proper tenses. Based on Freeman, this method drills students in the use of grammatical sentence patterns, (Freeman, 2002:35). The teacher's role is like an orchestra leader, directing, and controlling the language behavior of her students. From the data above, she drills the students with grammar and wants students to rewrite sentences using the proper tenses. As a teacher, her role is a leader and direct students' language behavior. It can be seen when Gloria didn't give attention, directly she admoishes her to read the sentences. And she asks other students to rewrite the sentences in the blackboard and change it using proper tenses. So, it can be concluded that Erin uses transformation drill as a technique in teaching English.

d. Data 005/AM/203 Classroom/00:28:54-00:36:51

Erin : "What's going on? What is that? Give it to me. What is this?"

Jamal : "Just leave it alone."

Erin : "Close the workbooks. Maybe we should talk about art...don't you think?"

Erin : "You're raising your hand?"

Tito : "That thing that you said before, the Holocaust?"

Erin : "Holocaust, yes."

Tito : "What is that?"

Erin : "Raise your hand if you know what the Holocaust is. Raise your hand, if anyone in this classroom has ever been shot at."

When Erin teaches grammar, Toto draws black people (Jamal) and spread the picture into all member in the class, then Erin is angry and explains about race and gang to students. She explains about Holocaust gangster. After Erin explains about gang, then Tito asks what is Erin talked about Holocaust. Then, she answers yes. Erin asks to the students who want to explained about Holocaust, then the students raise

their hand..She uses biography as material to teach. Freeman said that the characteristic of CLT that almost everything is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving task. Authentic material is to overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations. In here, Erin as a teacher tries to build a communication with her students by choose a theme about a character which have a relation with the students' life. She uses the biography of Homer the odyssey, it is an ancient Greek. The students always give more attention if the teacher give a material which near with the students' life. It is also used by Erin, the main character in the movie to make the students to be more interesting in learning process. Thus, from some characteristics above it can be concluded that Erin used Authentic Material as technique in teaching English.

e. Data 007/CA/203 Classroom/00:41:13-00:45:23

Erin : "We're gonna play a game, all right? ... This is called the Line Game. I'm gonna ask you a question. If that question applies to you, you step onto the line, and then you step back away for the next question. Easy, right? The first question, how many of you have the new Snoopy Dogg album?"

Erin : "Okay, back away. Next question, how many of you have seen Boyz and the Hood?" Okay ...?"

Erin asks the students to play the game line. The game line used by Erin to know about the students background. The students engage in various activities designed to help them learn the new material and use it spontaneously, activities particularly recommended for this phrase include singing, dancing, dramatization, and games. The important thing is that the activities are varied and do not allow the students to focus on the form the linguistic message, just the communicative intent (2002:85). Erin as a teacher makes a game to know the students' background and she not only focus on the linguistic message, just the communicative intent. So, it can be concluded that she uses creative adaptation as technique in teaching English.

f. Data 008/JW-GW/203 Classroom/ 00:45:27-00:47:19

Erin : "Now, I have something for each of you. Everyone has their own story, and it's important for you to tell your own story, even to yourself. So, what we're going to do is we're gonna write every day in these journals. You can write about whatever you want, the past, the present, the future. You can write it like a diary, or you can write songs, poems, any good things, bad things, anything. But you have to write everyday... and I will not read them unless you give me permission. I will need to see that you've made an entry, but I'll just do this, skim to see that you wrote that day. Now, if you want me to read it, I have ... A cabinet over here. It has a lock on it. I will keep it open during class, ... So, you can each come up, one by one, and take your own journal."

The dialogue above show when Erin dispensing diary or journal for the students if they want to write their own story in these diary. They should write everyday. In journal writing technique, the teacher in this class asked the students to write to know the students' character. In this case, Erin gives an assignment to the students to write journal to know the students' character. in other, this technique can be an evaluation for the student and the teacher, in this scene, the result od the students' assignment as an evaluuatiion, so Erin become know about the students feel and character. Beside she also uses guided writing technique because she facilitates the students to write journal and save the assignment in the cupboard in the class. In other, she also guides the students about the sequence and clarity of the content clearly. Thus, it can be concluded that she uses combine technique, they are journal writing and guided writing.

g. Data 009/AM/203 Classroom/00:56:00-00:56:19

Tito : "These books are brand new."  
 Victoria : "I know."  
 Erin : "Okay, guys, gals. Listen up. The only problem with this book is it's about a gang member nd there's violence in it, so you may not be able to read it as part of the curriculum. So, I'm going to try my best to get permission, all right?"

Erin gives novel of Anne Frank for the students. She hopes that the students will read these novels because it's about a gang member and there's violence in it. Erin always try to make a topic which have relation with students' life. She uses biography of Anne Frank in novel as a material. Adherents of CLT advocate the use of language material authentic to native speakers of the target language in teaching English language. When Erin uses Anne Frank novel and she always chooses a topic which near with the students' life, she uses authentic material as technique in teaching English. Thus, from some characteristics above, it can be concluded that she uses authentic material as technique in teaching English.

h. Data 010/TB/ Museum of Tolerance/01:03:46-01:04:44

Andre : (Naration) "At the beginning of the tour, they give you a card with a child's picture on it .."  
 Naration in the movie: "Kristallnacht, they called it. The Night of Broken Glass. Hundreds of synagogues looted and burned. More than 7,000 Jewish stores destroyed. Over 100 Jews killed ..."  
 Andre : (Naration) Ms. G had a beautiful dinner for us at the hotel where she works. She invited real Holocaust survivors from the museum to meet us. There was Elisabeth Mann.  
 Elisabeth Mann: "I had my parents, my sister, my two brothers ..."  
 Andre : (Naration) She lost her whole family at the camps. She came to this country with \$4 in her pocket and a newborn baby. I'll never forget these people. I can't believe Ms. G did all of this for us.

Erin and the students go to Museum of tolerance to add information about gang in the world. Students given a card and with child picture on it and the students can be

able to know about the child life. Next, the students watching the video and movie about gang and the last, the students asks to dinner with some informan of Holocaust. A task based aims to provide learners with natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. In here, Erin gives a lot of explanation about Holocaust by pictures, videos, and informant in the museum of tolerance, and asks students to think about the content can be taken from the character. in the last scene explained that she want asks the students to have a tsk like in the freedom ride movie which watched in the museum. Thus, from some characteristics above, it can be concluded that she uses task based as technique in teaching English.

i. Data 013/CA/ 203 Classroom/ 01:10:14-01:12:40

- Erin : "Okay, guys, gals, listen up! This is what I want you to do. I want each of you to step forward and take one of these borders bags, which contain the four books we're gonna read this semester ... But, before you take the books, I want you to take one of these glasses of sparkling cider, and I want each of you to make a toast. We're each gonna make a toast for change ... Okay, you're ready to get this party going?"
- Gloria : "Man, I've had boyfriends since I was, like, 11, you know. Shut up. Okay, well, I was always the person that was gonna get pregnant before I turned 16 and drop out like my mom. Ain't gonna happen ..."
- Victoria : "Nobody ever listens to a teenager. Everybody thinks that you should be happy just because you're young ... and I will not die. And I will not tolerate abuse from anyone. I am strong."
- Marcus : "My mom kicked me out when I got jumped into the gang life. But I'd like her to see me graduate. I'd like to be 18."

Toaat for chane moment. Erin and students have party in the class as toast for change. She asks her students to tell about their own story in front of the class and make a toast. Then, the students go forward and tell their own story one by one. The students engage in various activities designed to help them learn the new material and use it spontaneously, activity particularly recommended games. The important thing is that the activities are varied and do not allow the students to focus on the form of the linguistic message, just the communicative intent (2002:85). Thus, from some characteristics above, it can be concluded that she uses creative adaptation as technique in teaching English.

j. Data 014/RA/203 Classroom/01:12:42-01:15:04

- Student 1 : "Ms. G? Can I read something from my diary?"
- Erin : "That'd be great."
- Student 1 : This summer was the worst summer in my short 14 years of life. it all started with a phone call. My mother was crying and begging , asking for more time as if she was gasping for her last breath of air. She held me as tight as she could and cried ... "I receive my schedule and the first teacher is Mrs. Gruwell in room 203. I walk into the room and feel as though "all the problems in life are not so important anymore. I am

Erin : home."  
: "Yes, you are." (the students neck to another)

The dialogue above happen when student 1 asks permission to Erin that hr want read his diary in front of the class. Erin gives permission and then, he read aloud his story in front of the class. Students take turns reading section of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear, Freeman (2002:30). From the data above, it can be seen that student 1 read his diary aloud in front of the class, after that the students use gesture (hug another students) to make the section clear. It is as a sign that Erin makes them awake and forget about gang and races. Thus, from dome characteristic above, it can be concluded that she uses reading aloud as technique in teaching English.

k. Data 015/TS/ 203 Classroom/01:19:21-01:19:39

Eva : "When is Anne gonna smoke Hitler?"  
Erin : "What?"  
Eva : "you know. Take him out?"  
Erin : "Eva, this is the diary of Anne Frank, not Die Hard. Keep reading."  
Eva : "Are Anne and Peter gonna hook up?"  
Erin : "I'm not telling you."  
Erin : "Evan, what's wrong?"  
Eva : "why didn't you tell me she dies? Why you didn't tell me she gets caught in the end? I hate you and I hate this book."  
Erin : "Eva."  
Eva : "If she dies, then what about me? What are you saying about that?"  
Erin : "Anne Frank died, but she ..."

Eva asks to Erin about Anne Frank novel, but she didn't answer Eva's question and asks to Eva to keep reading the novel. The next day, Eva asks again to Erin about the content of the novel. Then, Erin not telling Eva again. The last, Eva protest about the content of the novel to Erin. But again, Erin only give a necessary answer. In teacher silence, the teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation and then is silent. Even in error correction, the teacher will only supply a verbal answer as the last resort (2002:68). From the data above, Erin only gives as much help to Eva in order Eva can know the story by reading the novel. Thus, from some characteristics above, it can be concluded that she uses teacher silent as technique in teaching English.

l. Data 018/PW/203 Classroom/01:21:27-01:22:36

Erin : "Okay, listen up. Marcus has given me an idea. Instead of doing a book report on The Diary of Anne Frank, for our assignment I want you to write a letter to Miep Gies, the woman who helped shelter the Franks. She's still alive and she lives in Europe. In the letter, I want you to tell her how you feel about the book. Tell her about your own experiences tell her anything you like. But I want the letters to be



- perfect, so be prepared to do more than one draft, okay?  
Marcus : "Is she gonna read the letters?"  
Erin : "Well, right now it's a writing assignment. I'll read them."

The dialogue above Erin asks the students to write letter for Miep Gies. They should make a perfect letter and make Miep Gies to read their letter. So, after the students write the letter Erin will check and read it. In writing paragraph technique the teacher in this class asked the students to write a paragraph in their own words. They could have done this from memory or they could have used the reading passage in the lesson as a model. In here, Erin asks the students to write a letter for Miep Gies by using their own word. Thus, from some material as technique in teaching English.

m. Data 019/AM/203 Classroom/ 01:25:58-01:28:57

- Marcus : (Narration) Ms. G sent our letters all the way to Amsterdam to Miep Gies, herself. When Ms. G made up her mind about something, there was no stopping her, man, for real ..."  
Miep Gies : "The bounty on a Jew was about \$2 ... There isn't a day that I don't remember August 4th and I think about Anne Frank. (Marcus raise his hand) yes?"

The dialogue above happen when Erin and the students invite Miep Gies. She goes to Wilson and tells about Anne Frank in the past. The students are very enthusiastic with Miep Gies arrival. The goal of CLT is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meaning, and functions (Freeman, 2002:128). The teacher facilitates communication in the classroom. In authentic material technique, the teacher uses authentic material for the students. the role of teacher is as facilitate communication in the classroom. Erin as a facilitator, she invites Miep Gies as an informant to the class. It did by Erin to served the real meaning about gang for the students and the students can communicate with the real person who have realtion with the material. Thus, from some characteristics above, it can be concluded that she uses authentic material as technique in teaching English.

n. Data 021/CA/ 54 203 Classroom/01:36:56-01:37:11

- Erin : "Stop! That's it! Now, now! Hey! You get an extra there seconds. Go!.

Erin divides the class into two group. First group given time 2 second then the students should talk about gang. After that, second group should reply the first group talk in the 3 second time. When one of the group talks other group should silent. The students engene in various activities designed to help them learn the new material and use it spontaneously, activity partuculary recommended for this phrase include games. The important thing is that the activities are varied and do not allow the students to focus on the form of the linguistic message, just the communicative intent (2002:85). Thus, from some charateristics above, it can be concluded that she uses creative adaptation as technique in teaching English.

o. Data 022/AM/54/203 Classroom/ 01:37:15-01:37:59

Movie's Narration: ...enraged them and provoked them into acts of violence. In 1961, an interracial civil rights group traveled by bus through the South to challenge segregation. Black sat in the front, whites in the back ... In Montgomery, Alabama, Jim Zwerg offered to be the first off the bus, knowing there was a mob waiting for them. He was a mob waiting for them. He was almost beaten to death so the others could get away ... but not anymore. And I must have some kind of courage, because I could have lied to get out of here, but I stayed. I stayed.

The dialog above is the narration in the Freedom Ride movie. Erin asks the students to watch Freedom Ride movie. This movie tells about gang, race, and violence. The goal of CLT is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meaning, and functions (Freeman, 2002:128). The teacher facilitates communication in the classroom. In authentic material technique, the teacher uses authentic material for the students. the role of teacher is as facilitator. She facilitates the students to watch movie about gang and violence. The authentic material is in form of movie. She uses the movie to served real situation about gang and violence. So, it can be concluded that she uses authentic material to teach her students.

p. Data 025/GW/60/ 203 Classroom /01:50:48-01:52:20

Erin : "Listen to me. All of you. Don't use me as another excuse for why you can't make it. You made it to your junior year. Think about how you did that ... Not me. Now, I have one final project in mind.

Student 1 : "Ms. G. Yeah?"

Eva : (Narration) Ms. G wanted us to put our diaries together in a book, just like Anne Frank ... We weren't just kids in a class anymore. We were writers with our own voices, our own stories .. and we won't forget. Ms. G didn't promise it would get punished or anything, but we could get it out there ourselves. She asked us to come up with a little, something to call ourselves.

The dialog above happen when Erin asks the students to type their diary. She makes compilation about her students "diary and these books entitled "The Freedom Writer Diary" as a final project like in the freedom ride movie. In guided technique, the teacher role as a motivator, advisor, and facilitator. In here, Erin as a teacher gives motivation for the students to write their story and the making compilation story like in the freedom ride movie. She also acts as facilitator. She facilitates the students to write such as prepare many computer for the students. the last, she acts as advisor, she guides the students about the sequence and the clarity about the content of the story. So, from the some characteristics above, it can be concluded that Erin uses guided writing as a technique in teaching English.

In this researcher also analyze values are shown by the main characters on the movie. The explanation of each values are below:

a. Honesty

Honesty toward others, institutions, societies, ourselves. Strength and confidence that comes from deep because there was nothing to hide (Linda, 1997:03).

1) Data 001/H/203 Classroom /60/01:50:50-01:52:20

Erin : "I want you all to know that Dr. Cohn and I tried very hard. But it's been decided we can't continue with each other junior year.

The dialogue above happens when Erin advises to the students that she can't teach them in the next year. Erin tries to honest to the students because she tried hard to keep teach her students next year but the decision can't change.

b. Courage

Dare to try things that either though difficult. Majority who dared oppose the flow is moving towards one, dare to say no to an invitation to her. Dare to follow your good heart in spite of marginalized and suffer from it. Dare to be gracious and friendly. He added the meaning of courage is to do something difficult but correct and is the best option for the long term (Linda, 1997:17).

1) Data 002/C/Library/5/00:37:31-00:39:04

Erin : "what about this? We were discussing Holocaust.

Ms. Campbell : "No, they won't be able to read that."

Erin : "we can try. The books are just sitting here."

Ms. Campbell : "look at their reading scores. And if I give your kids these books, I'll never see them again. If I do, they'll be damaged."

Erin : "What about these? Romeo and Juliet. That's a great gang story."

Ms. Campbell : "No, not the books. This is what we give them. It is Romeo and Juliet..."

Erin : "Ms. Campbell? They know they get these because no one thinks they're smart enough for real books."

Ms. Campbell : "Well, I don't have the budget to buy new books..."

Erin : "Is there someone else I can speak to about this? Excus me? I'm sorry, but I don't understand. Does the Long Beach Board of Ed agree that these books should just sit here adnd not be used at all?

The dialog above, Erin tries to discuss with Ms. Campbell about the book which appropriate given for the students. But, Ms. Campbell always rejects her suggestion. Ms. Campbell prohibits Erin to give anything book in the library for the students. Then, bravely, Erin asks to Ms. Campbell to whom she should discuss about its problem. It makes Ms. Campbell angry.

2) Data 003/C/Dr. Cohn office/24/00:56:37-00:58:18

Dr. Cohn : "What can I do for you?

Erin : "I want to do more with them, and I need the support of

- someone in power.”
- Dr. Cohn : “You have to take this up with your department head and your principal. I can’t get involved in inner school policy.”
- Erin : “My principal only listens to my department head and she’s not very supportive.”
- Dr. Cohn : “You’ll have to find a way to deal with it.”
- Erin : “No, I’s rather just deal directly with someone in power.”

The dialog above happens when Erin meets with Dr. Cohn and asks a support. She need a support who have power. Because in the school nothing someone that support her, she meets Departmen Head by herself.

3) Data 004/C/Classroo/33/01:10:57-01:11:21

- Erin : “I want each of you to step forward and take one of these borders bags, whicj contain the four books we’re gonna read this semester. They’re very special books, and they each remind me, in some ways of each of you. But, before you take the books, I want you to take one of these glasses of sparkling cider, and I want each of you to make a toast. We’re gonna make a toast for change. And what that is means, from this moment on every voice that told you “you can’t” is silenced. Every reason that tells you things will never change, diappears. And the person you were before this moment, that person’s turn is over. Now it’s your turn.”

The dialog above happens when Erin makes her students courage in speak up in front of the other students. She also gives motivation for the students to courage in speak anything they want, they should change to be better.

c. Peace ability

Calm and patient attitude. The tendency try to accept other people’s opinions rather than denied and opposed it. Understand that the differences are rarely resolved through conflict and that the obstinacy of a person indicates that he has a problem or feel insecure, and therefore expect your understanding. Willingness to understand other people’s feelings instead of reacting to them quickly. Emotional control (Linda, 1997:35).

1) Data 005/PA/203 Classroom/10/00:28:56-00:30:28

- Erin : “What’s going on? What is that? Give it to me. What is this?”
- Jamal : “Just leave it alone.”
- Erin : “you think this is funny? Tito? Would this be funny if it was a picture of you?”
- Tito : “It ain’t”
- Erin : “Close the workbooks. Maybe we should talk about art. Tito’s got real talent, don’t you think?”
- Students : “yeah, yeah, Go, Tito.”
- Erin : “You know something? I saw a picture just like this once in a museum. Only it wasn’t a black man. It was a Jewish man. And

instead of the big lips, he had a really big nose, like a rat's nose. But he wasn't just one particular Jewish man, this was a drawing of all Jews. And these drawings were put in the newspapers by the most famous gang in history."

The dialog above happens when Erin teaches grammar, Tito draws black people (Jamal) and spread the picture into all member in the class. She gives explanation about Holocaust. Erin didn't like if the students ridicule each other.

d. Self confidence and capability

Individuality awareness of boundaries and the uniqueness of development. Attitude is responsible for his own deeds. Overcoming the tendency to blame others when experiencing difficulties. Believing in the ability of self (Linda, 1997:48)

1) Data 006/SCC/203 Ms. Campbell room/2/00:03:05-00:06:18

Erin : "Well, actually I chose Wilson because of the integration program. I think what's happening here is really exciting, don't you? My father was involved in the civil rights movement. And I remember when I was watching the LA riots on TV, I was thinking of going to law school at the time. And I thought, "God, by the time "you're defending a kid in a courtroom, the battle's already lost. "I think the real fighting should happen here in the classroom."

The dialog above happens when Erin given explanation about the students in the Wilson by Ms. Campbell Erin is confidence and makes Ms. Campbell be sure that she can teach and help the students fighting their right.

2) Data 007/SCC/office/4/00:04:05-00:06:18

Erin: "Well, if I do my job, they might be lining up at the door, right?"

The dialog above happens when Erin confidence that if she did well her job, the students will lining up in the door.

e. Self discipline and moderation

Self discipline in the physical, mental, financial. Know the limits of time talking and eating. Know the limits in terms of strength of body and mind. Conscious of the dangers when embracing extreme views and impartially. The ability to balance spontaneity with self discipline (Linda, 1997:64).

1) Data 008/SDM/203 Classroom/7/00:45:27-00:46:36

Erin : "Now, I have something for each of you. Everyone has their own story, and it's important for you to tell your own story, even to yourself. So, what we're going to do is we're gonna write everyday in these journals. You can write about whatever you want, the past, the present, the future. You can write it like a

diary, or you can write songs, poems, any good thing, bas thing, anything. But you have to write everyday... A cabinet over here. It has a lock on it. I will keep it open during class, and you can leave your diary there if you want me to read it. I will if you want me to read it. I will lock this cabinet at the end of every class. Okay? So, you can each come up, one by one, and take your won journal. Whenever you're ready.

The dialog above happens when Erin want the students to write their own story everyday disciplinary.. And she wouldn't read their story without their permission. And she will check the assignment by skimming and then save the diary in the cabinet.

f. Loyalty and trustworthy

Loyal to family, to work, to the state, to the school, and to organizations and other institutions are responsible to us. Ready to support, ready to serve, ready to help. And trusted and in carrying out consistent promises (Linda, 1997:101).

1) Data 009/LT/204 Classroom/47/01:25:11-01:25:37

Marcus : (Naration) Ms. G sent our letters all the way to Amsterdam to Miep Gies, herself. When Ms. G made up her mind about something, there was no stopping her, man,for real. And after we raised the money to bring her to Long Beach, there she was. But, down, I didn't expect her to be a small.

The dialog above happens when Marcus talk about Erin that she is always loyal to her students. She invites Miep Gies goes to Wilson. And after he sent leeter from the students that she did it.

g. Respect

Salute to life, respect for property rights, respect for the father and mother, respect for elders, respect for nature, and respect for the beliefs and rights of others, civilized, and polite behavior. Respectful to yourself and avoid detraction to yourself (Linda, 1997:112).

1) Data 010/R/203 Classroom/14/00:32:48-00:32:52

Erin : "you don't feel respected. Is that what you're saying.Eva? Well, maybe you're not, but to get respect, you have to give it."

The dialog above happens when Erin explains to the students that if they want to get respect, they should give it.

h. Sensitive and Unselfish

More care to others. Learn to feel the togetherness and compassion toward others. Empathy, tolerance, and brotherhood. Sensitive to the needs of others and situations (Linda, 1997:136)

1) Data 011/SU/203 Classroom/14/00:32:18-00:32:21

Erin : "I'm a teacher. It doesn't matter what color I am."

The dialog above happens when She explains to the students if no matter about the race. Although she is a teacher.

2) Data 012/SU/infront of 203 classroom /60/00:49:27-00:49:40

Erin : "Andre? Wait a minute before you go in. I heard about your brother's conviction. I'm sorry. Is thta why you've missed class so much?"

The dialog above happens when Erin knows Andre has a problem about his brother's conviction. Then, she admonished Abdre because he missed class so much.

i. Love and affection

Dear to themselves is more than just a loyal and respectful. Dear friends, dear to be the neighbor, who also love to hate us. And emphasizes the life long responsibility for saying to the family (Linda, 1997:124)

1) Data 013/LA/203 Classroom/60/00:34:27-00:35:40

Eva : "My father won't talk to me anymore and I have to lay low for a little while because there's word out to jump me. So I'm gonna be living with my aunt. See, my aunt lives even further away, so I was just wondering if I could, like, stay here late with you."

Erin : "You can stay as late as you want. And I can even drive you to your aunt's, if it gets too late."

The dialog above happens when Eva talks to Erin about her family's condition. Erin understand and cares about Eva's condition because she is her student.

2) Data 014/LA/203 Classroom/23/00:56:00-00:56:19

Erin : "Okay, guys, gals. Listen up. The only problem with this book is about a gang member ad there's violence in it, so you may not be able to read it as part of the curriculum. So, I'm going to try ny best to get permission, all right?"

The dialog above happens when Erin gives Anne Frank novel for the students. She hopes that the students will read these novels because it's about a gang member ad there's violennce in it. Erin always try to make a topic which has relation with student's life. It is her care and love affection to her students because she cares with life and scores her students.

j. Kind and friendly

Aware that the friendly and caring attitude are more commendable than the rough and tough attitude. The tendency to maintain instead of confrontation. Tenderness, especially on the younger or weaker. Capable of making new friends and maintain friendships. Lightweight hand to help (Linda, 1997:156).

- 1) Data 015/KF/office/4/00:05:54-00:06:24  
Ms. Campbell : "Those are lovely pearls"  
Erin : "Thank you. From my father."

The dialog above happens when Erin always smile if she meets someone new and says thank you if she was praised.

- 2) Data 016/KF/203 Classroom/23/00:43:09-00:43:46

- Erin : "How many of you know someone in a gang? How many of you are gang member?"  
Students : "Nice try. Nice try."  
Erin : "Okay, that was a stupid question, wasn't it?"  
Students : "yeah"  
Erin : "You're not allowed gang affiliations in school. I apologize for asking. Ny badness. Okay, now I'm gonna ask you a more serious question."

The dialog above happens when Erin plays the game line with her students to know their background but in the middle of the game, she asks about a gang member, and she forgives to the students because she was asked about it . It is done by Erin because she is very friendly person and like jokes.

k. Justice and Humane

Obedience to the law, fairness in work and games. The view of the natural consequences and the law of cause and effect appreciate the generous and forgiving attitude and understand that revenge is futile (Linda, 1997:175)

- 1) Data 017/JH/infront of 203 classroom /23/01:49:09-00:53:36

- Erin : "About this. The evaluation assignment was to grade yourself on the work you're doing. You gave yourself an F. What's that about?"  
Andre : "It's what I feel I deserve. That's all."  
Erin : "Oh, really? You know what this is? This is a "Fuck you" to me and everyone in this class! I don't want excuses. I know what you're up against something. So you 're better makeup your mind. Because until you have the balls to look me straight in the eye and tell me this is all you deserve, I am not letting you fail, ... I want a new evaluation. An F. What are you tripping?"

The dialog above happens when In front of 203 class, Erin didn't give permission to Andre to enter the class. This time uses Erin to admoises Andre that he got an F score Andre to make new evaluation to improve his score. She is fair because she gives what Andre did.

From the data above, it can be concluded that the researcher finds 16 data of teaching techniques to be analyzed, they are authentic material 6 data, creative adaptation 3 data, transformation drill 1 data, paragraph writing 1 data, guided writing 1 data, combine journal writing guided writing 1 data, reading aloud 1 data,



teacher silence 1 data, task based instruction 1 data.

The researcher also found the values from the Freedom Writers, they are honesty 1 data, courage 3 data, peace ability 1 data, self confidence and capability 2 data, self respect 1 data, sensitive and unselfish 2 data, love and affection 2 data, kind and friendly 2 data, justice and humane 1 data.

## Conclusions

Based on the discussion in the previous chapter, the researcher concludes answer of the research problem statements which the researcher formulated before conducts the research. This research has two problem statements. First is What is the role of educator in Richard's Freedom Writers film LaGravenese? Second is How is the effect of the educator to the students in the film Freedom Writers?

After the researcher analyzed the result of action research, it could be concluded that to become English teacher is not easy. Teacher should search the topic which near with student's life. As a good English teacher, teacher should make some strategies in their learning process. There are many ways to teach English such as; first, using Reading Aloud (RA) when a students take turns reading section of a passage out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear. Second, using Paragraph Writing (PW), the teacher in this class asked the students to write a paragraph in their own words. Third, using Transformation Drill (TD), the teacher gives students a certain kind of sentence pattern, an affirmative sentence for example, students are asked to transform this sentence into a negative sentence. Fourth, using Silent Way technique, students should be able to use the language for self expression, to express their thought, perception, and feelings. Fifth, using Teacher Silent (TS), the teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation and then is silent. Sixth, using Creative adaptation (CA), The students engage in various activities designed to help them learning the new material and use it spontaneously, activities particularly recommended for this phase include singing, dancing, dramatization, and games. Seventh, task based (TB) aims to provide learners with natural context for language use. As learners work to complete a task, they have abundant opportunity to interact, such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. Ninth, using Authentic Materials (AM), to overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language material authentic to native speakers of the target language. Tenth, Journal Writing (JW), writing activity is done by the students and the result can be an information about student's character, student's feeling, and student's knowledge. Other, This journal can be an evaluation for the students and the teacher about the material. Eleventh, Guided Writing (GW), teacher gives suggestion, motivation, and facilitating students. the way is teacher gives a topic to the students, then the students write about the topic. In this step, teacher guides them from the sequence, clarity of the content in order the result is interesting.

The conclusion was authentic material dominated in teaching techniques used by the main character in the movie Freedom Writers. One of the used of authentic material strategy is by ask the students went to museum and talk with informan. These strategy is to attract the student's attention.

The researcher also found value that contain in the Freedom Writers movie.

Value is important to student behavior and teacher is one of factors who can affect value in school. In this research, the researcher found some values from the main character in this movie (Erin), such as; honesty, courage, peace ability, self confidence, and capability, self discipline and moderation, loyalty and trustworthy, respect, sensitive and unselfish, love and affection, kind and friendly, justice and humane. Teacher is a role model for their students then, they should have a good behavior and attitude to make the students follow the right example from the teacher.

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