REVEALING MESSAGES THROUGH ERIN GRUWELL’S
CHARACTERISTICS AND CONFLICTS AS A TEACHER
AS SEEN IN FREEDOM WRITERS MOVIE SCRIPT

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Evi Shinta Nastiti
Student Number: 121214028

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Date
14 November 2016
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Defended before the Board of Examiners
On 2 December 2016
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Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Rohandri, Ph.D.
THIS THESIS IS DEDICATED TO

JESUS CHRIST

MOTHER MARY

MY FATHER

MY MOTHER

MY SISTER AND BROTHER
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 14 November 2016

[Signature]

Evi Shinta Nastiti

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Evi Shinta Nastiti
ABSTRACT

Nastiti, Evi Shinta. 2016. Revealing Messages through Erin Gruwell’s Characteristics and Conflicts as a Teacher as Seen in Freedom Writers Movie Script. Yogyakarta: English Language Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

One of the aims of education is to make the students capable of becoming sensitive to the society. In order to make the aim of education into reality, there should be teachers who have a good quality of teaching. This study focuses about a character named Erin Gruwell who succeeds in bringing the aim of education into reality. The story of Erin Gruwell can be seen in Freedom Writers movie directed by Richard LaGravenese. In the movie, Erin faces many conflicts in making the aim of education into reality. Thus, this study focuses on the characteristics and conflicts of Erin as a teacher and reveals some messages from them.

This study answers three questions. The three questions of this study are: (1) What are the characteristics of Erin Gruwell as a teacher as seen in the Freedom Writers? (2) What conflicts are faced by Erin as seen in the Freedom Writers? (3) What messages are revealed through the characteristics and conflicts of Erin as seen in Freedom Writers?

In answering the problem formulation, the writer conducted a library research. The writer used psychological approach because this study discussed about intrinsic aspect of the story, such as characteristics of the character, conflict, and message. There were two kinds of sources used in this study which were primary and secondary sources. The primary sources were Freedom Writers movie and the movie script. The secondary sources were books, journals, and internet sources related to the topic of the study.

The results of the study reveal that Erin is a teacher who is optimistic, hard-working, and enthusiastic. She is also an instructional expert, a good motivator, and a good leader. In making the aim of education into reality, Erin also faces some conflicts, such as conflicts against herself, other characters, and society. The messages revealed through the characteristics and conflicts of Erin are that teachers should be optimistic and enthusiastic, teachers should be professional, teacher should teach about humanity, and teacher should be sincere.

After analyzing characteristics, conflicts and messages, the writer suggested the future researchers who want to use the same object of the study to analyze different topic. The topics that the writer could suggest are the students’ responses towards the movie and the analysis on the use of slang words in the movie.

Keywords: characteristics, conflicts, messages, Freedom Writers
ABSTRAK


Studi ini menjawab tiga pertanyaan, yaitu (1) Apa saja karakteristik yang dimiliki Erin Gruwell sebagai guru dalam film Freedom Writers? (2) Apa saja konflik yang dihadapi Erin dalam film Freedom Writers? (3) Apa saja pesan yang terungkap dalam karakter dan konflik yang dihadapi oleh Erin dalam film Freedom Writers?


Kata kunci: characteristics, conflicts messages, Freedom Writers
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Evi Shinta Nastiti
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CHAPTER I
INTRODUCTION

This section consists of five parts, namely background of the study, problem formulation, objectives of the study, benefits of the study, and definition of the terms. The background of the study explains about the writer’s reasons in choosing the topic and the Freedom Writers movie script as the main topic and source in this study. The problem formulation consists of the questions which are going to be answered in this study. The objectives of the study explain about the goal of this study. The benefits of the study explain about the benefits of doing this study for the readers. Last, the definition of the terms explains about the important terms used in this study.

A. Background of the Study

According to the National Council of Education Research and Training (2006), the aim of education is to make children capable of becoming active, responsible, productive, and caring members of society. It is clear that education is not merely about transferring the knowledge to the students, but also encouraging the students to be more active, productive, and care to the society. To achieve the aims of education, there should be good quality of teaching.

In performing the purpose of education, teachers are the agents to bring the aim of education into reality. Teachers have important roles in this life.
According to Woolfolk in her book *Educational Psychology for Teachers* (1980, pp. 6-8), teachers have many roles at the same time, which are as an instructional expert, motivator, manager, leader, counselor, environmental engineer, and as a model. Teachers have a big responsibility to educate the students who have different characteristics and backgrounds while considering the aim of education. No matter who the students are and how different their characteristics are, teachers should educate them. It is not easy to teach the students with different characteristics. Sometimes it will bring some conflicts for teachers.

Conflict is a problem which is experienced by people in life. According to Beaty and Hunter (1989), conflict is a part of human nature. No one can escape conflict for so long. Even though it is an unpleasant feeling, people cannot avoid of having some conflicts in life. As human beings, teachers cannot avoid of having conflicts. As teachers, they must face many types of students who have different characteristics. Facing different characteristics of people may lead to some conflicts because people have different ways of acting and thinking. That may lead to misunderstanding between people, and end up with conflicts. According to Kennedy and Giogia (2010), in literary works, conflict can be divided into two types which are internal conflict and external conflict. The external conflict happens when a character struggles against another character, society, natural force, or against some supernatural eternity. The internal conflict is a struggle against two desires within a character.

In this study, the writer analyzed the conflicts and characteristics of Erin Gruwell as a teacher in multicultural society. The story of Erin can be seen in...
Freedom Writers movie. Freedom Writers is a movie based on novel, which contains the diaries of a teacher named Erin and her 150 students. The movie tells a true story about the conflicts faced by Erin Gruwell, who teaches in the urban area of New Port Beach. There are many races live there. The movie tells about the experiences of Erin when she teaches in class number 203. The class number 203 is different from other classes. It has students who come from different races. It is not easy to teach there because if there were miss communications, there would be fight between the races. The problems in the movie bring some conflicts for Erin.

The analysis about characteristics and conflicts of Erin as a teacher in multicultural society gives advantages for teachers in Indonesia as a multicultural country. Indonesia has many races, religions, and traditions. From that fact, schools in Indonesia have students who come from different races, religions, and traditions. As teachers in multicultural society which has different characteristics of students, teachers in Indonesia face many problems inside and outside the class. Problems that happen will bring the conflicts up. By analyzing the way Erin faces conflicts as a teacher in multicultural society, teachers in Indonesia can have references how to deal with students with different characteristics and backgrounds.

This study also reveals the messages behind the characteristics and conflicts of Erin. According to Beaty and Hunter (1989), message or moral value is an oversimplification or conclusion from a literary work. From the
characteristics and conflicts faced by Erin, the writer takes some values from the story. Therefore, the readers can see the moral values and take it as a good lesson.

*Freedom Writers* movie script as the object of the study will be analyzed through the analysis of literary work. Literary work itself is the result of the human creation in which people share ideas or certain issue with other people (Guerrin, 1987, p.18). There are many products of literary works such as poem, novel, short story, and drama. Even movie is not mentioned as a literary work, but literary work and movie actually have very close relationship. It is because every movie must have a script.

According to Geiger and Rutsky (2005), movie is visual moving image which builds a story which is shown on the screen. Movie also has aesthetical values which can be found in literary works that make literary analysis can be applied to analyze movie. The aesthetical values that exist in novel such as plot, conflict, and character also exist in movie. In a same line with Geiger and Rutsky (2005), Boggs (1978, p. 20) also states that “perspective film analysis is built on the same elements used in literary analysis and if we apply what we have learned in the study of literature to our film analysis, we are far ahead of those who do not”. From the statements of the experts, it is possible to analyze a movie using literary analysis because a movie has a movie script that is considered as a literary work. Another reason why literary analysis can be applied to analyze a movie is that a movie has aesthetical values which also exist in literary work.

Since the story of the novel is adapted to a movie, there is a visual element in it. The audience can see what characters do and say, so it will help the audience
to interpret the story easily. Therefore, people can get the values of the story from the movie. By revealing the conflicts that faced by the character, the writer wants to help the reader to see how Erin handles her conflicts as a teacher in multicultural society and take value from it.

The writer chose the Freedom Writers movie script as the object of the study because it is a good example for education world. It tells about a story of a good teacher in handling her conflicts that she faced as a teacher that brings the aims of education into reality. This study is expected to help and guide teachers to bring the aims of education to reality. Since the object of the study is in the form of movie, it is hoped that the reader will be interested to watch the movie too. By doing so, beside get the value from this study, the reader can be amused also by watching the movie.

B. Problem Formulation

In this study, there are three questions which are going to be answered. The questions are listed as follows:

1. What are the characteristics of Erin as a teacher as seen in the Freedom Writers?
2. What conflicts are faced by Erin as seen in the Freedom Writers?
3. What messages are revealed through the characteristics and conflicts of Erin as seen in Freedom Writers?
C. Objectives of the Study

The first objective of the study is to reveal the characteristics of Erin as a teacher as seen in *Freedom Writers*. The second objective is to find out the conflicts of Erin as a teacher in multicultural society. The last objective is to find out the messages revealed through characteristics and conflicts of Erin as seen in *Freedom Writers*.

D. Benefits of the Study

1. For Educators

Since the movie tells about the conflicts of a teacher in multicultural society, in which the students have different characteristics, this study will be useful for teachers or educators. The character of Erin can be the model for teachers or educators in educating the students, especially in Indonesia which has many race and ethnic groups in it. The teachers and educators can learn how to face and respond to the conflicts in educating the students.

2. For ELESP Students

Since English Language Education Study Program is a study program which prepares the students to be teachers, this study will be helpful for the students in process of becoming a teacher. The students can take the good side of Erin as a teacher in handling many students who have different characteristics. The efforts that Erin takes in educating the students can be a good role model for the ELESP students in becoming teachers in the future.
3. For Future Researchers

By analyzing the movie, it is expected that the result of the analysis will be beneficial for the future researchers who want to analyze the same object. This study is expected to give information about *Freedom Writers* movie.

E. Definition of Terms

1. Conflict

In this study, conflict refers to problems faced by people in life. Everybody in this world must have problems in their life. The problems that they faced lead into some conflicts. According to Kennedy and Giogia (2010), there are two kinds of conflict which are an internal conflict and an external conflict. An internal conflict is a conflict against two desires within a character. While an external conflict is a struggle against another character and environment.

2. Teacher

According to Senge (2000), a teacher is an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life.

3. Freedom Writers Movie

Movie is a visual image or story which is shown on a screen. Movie can be a media for entertainment and media for education. *Freedom Writers* is a movie which was released on January, 5 2007 in USA. This movie was directed by Richard LaGravenese who also wrote the screenplay. *Freedom Writers* is a movie which is not only entertaining but also educative. The movie tells about some
conflicts that faced by a teacher in educating her students. The movie is educative because it gives good examples of a teacher which can be used by the audience to educate students or children.

4. Message

According to Beaty and Hunter (1989), message or moral value is an oversimplification or conclusion from a literary work. From the literary work, the author encodes a message for the audience which contains a lesson. In the other words, through the literary work, the author wants to teach a lesson for the audience.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contains two parts namely review of related theory and theoretical framework. Review of related theories is about the theories that the writer uses to analyze the movie script. The theories are used to guide the writer in answering the problem formulation. The last part is theoretical framework that are used to give information to the readers what is going to discus in the analysis.

A. Review of Related Theories

This part consists of theories used in the study. Those theories are theory of critical approach, theories of character and characterization, theories of conflict, theories of teacher, and theories of message.

1. Theory of Critical Approach

According to Rohrberger and Woods (1971), there are five critical approaches which are used to understand the nature, function, and positive values in literature. Those five critical approaches are formalist approach, biographical approach, sociocultural-historical approach, mythopoeic approach, and psychological approach (pp. 6-15). Critical approach is very important to avoid subjective response towards work of art. People may say they do not like the story because it is too sad or violent, but they do not know that there are some ways to judge the literary work called critical approach. In their book Reading and Writing About Literature, Rohrberger and Woods (1971), state that ”one must know what
literature is, how to read it, and how to judge it” (p. 3). For that reason, critical approach is proposed to help the readers understand the nature, function, and positive values in literature.

In this study, the writer uses one of five approaches namely psychological approach. According to Kennedy and Gioia (2010), in literature, psychological criticism is a diverse category that employs three approaches. Those are the creative process of the arts, the character’s motivation and behavior, and the analysis of fictional character. Psychological approach tries to bring the insights of human behavior into the study how a fictional characters act in a story. According to Santrock (1988), behavior aspects that build a personality are thought, feeling, and the action of the person in compromising with life (as cited in Minderop, 2010). In other words, psychological approach can be used to guide in analyzing a story that deals with the behavior of the characters.

The writer chose the psychological approach because this study analyzed the behavior of the character. The writer would analyze the thought, feeling, and action of the character. By analyzing the behavior of the character, the writer would be able to understand about the character. By understanding the character and, the writer would be able to describe about the characteristics of the character.

2. Theories of Character and Characterization

a. Definition of Character

In dramatic work, it will be impossible to deliver the story without any characters in it. Characters play big role in dramatic work because according to Abrams (1985), characters are real people having their moral, dispositional, and
emotional qualities expressed through dialogues and actions depicted in
dramatic or narrative work. In the other words, characters will bring their own
characteristics through dialogues, actions, and thought to build story. On the other
side, according to Kennedy and Giogia (2010), characters are imagined people
who inhabit in a story (p. 77). The two definitions of character have the same line
because both state that characters are people in the story.

b. Types of character

According Abrams (1985), there are two categories of characters. It is
divided into major characters and minor characters. The major character is a
character who becomes the focus of the story. The major character usually
dominates the story. While the minor character is a character who appears in some
part of the story in order to help explaining the existence of the major character
(pp. 50-56).

According to Rohrberger and Woods (1971), a character can be described
as an antagonist or a protagonist. The protagonist is a central person in a story.
This character usually becomes the main character who must solve some
problems. Meanwhile, the antagonist is a character who usually against the
protagonist. Antagonist usually becomes the obstacle for the protagonist to solve
the problem.

c. Characterization

According to Rohrberger and Woods (1971), the process when an author
creates a character is called characterization. Each character in the story has
different characteristics to distinguish them from other characters. Since a character is described through dialogues, actions, and thought, the author puts different characterizations to each character by making different ways of speaking, thinking, and acting.

According to Barnet in his book *Literature for Composition: Essays, Stories, Poems, and Plays* (2011), there are four ways that are used by the author to make the audience know the characteristics of the character. Those four ways are:

1) **Through What the Character Says**

   The character is described through the conversations between the character and other characters. It can be analyzed from what the character says in the conversations. The speech contains motivation and attitudes of a character towards his or her life. The character also can be described through what the character says when he or she talks to himself or herself.

2) **Through What the Character Does**

   The character is described from what the character does in the story. It can be the action or reaction of the character to various situation and events in the story.

3) **Through What Other Characters Say About the Character**

   The character is described through the other characters’ conversations who talk about the character. The character can also be described through the direct comment from the other characters to the character.
4) Through What Other Characters Do

In this part, the character can be described by looking at other characters do to the character. The attitude of other characters to the character can determine what kind of person the character is (p. 359).

3. Theories of Teacher

a. Professional Teacher

According to the National Council of Education Research and Training (2006), the aim of education is to make children capable of becoming active, responsible, productive, and caring members of society. In order to make the aim of education into reality, there should be professional teachers as the agent. According to Kunandar (2008), a professional teacher is a person who is well educated and trained as a teacher and has rich experiences in his or her field. A professional teacher is also demanded to always learn and understand the students. (p. 46). A professional teacher must have special competence in education in order to do his or her job as a teacher with maximal capability. According to Surya (2005), the professionalism of a teacher can be seen through the well realization of the dedicational task given either theoretically and methodology (as cited in Kunandar, p. 47).

b. Roles of Teachers

According to Woolfolk (1980), teachers carry many roles at the same time. Here are some roles that are carried by teachers.
1) A Teacher as an Instructional Expert

A teacher must have a good decision in choosing teaching methods and teaching material in order to make teaching learning activities in the class run smoothly. A teacher must really consider whether the teaching method and material suitable or not for the students.

2) A Teacher as a Motivator

Motivation is an important thing in teaching and learning. A teacher must make the students actively involved in teaching learning activities. In order to make the student act and get involve in teaching learning activity, a teacher must motivate the student. Motivation is not merely about starting each class with exciting activities. A teacher should think about how to motivate the students to learn. The material and method given by the teacher also can be the media to motivate the student.

3) A Teacher as a Manager

A teacher have many works and many jobs, therefore a teacher is expected to be multitasking. Apart from teaching learning activities, a teacher should fill the attendance forms of the students, give grades for the students, make lesson plan, and prepare for the test. In this situation, a teacher should have a good time management, so all of the task can be done smoothly.

Besides good time management, another thing that a teacher should consider is the classroom management. A teacher must make good environment of teaching learning activities. The way a teacher manage the class is very important
since each of the students has different characteristics. A teacher should develop the teaching method in dealing with that case.

4) A Teacher as a Leader

A teacher must pay attention to the needs of individual. In reality, a teacher will not be able to work with individual for a long time. For that reason, since a class consists of many students, a teacher should use the power of the group of the students to promote the individual growth. Therefore, a teacher should be a leader who can lead a group of students.

5) A Teacher as a Counselor

Since each of the students has different social and family background, some students may bring their personal problem to their teacher. In this situation, a teacher should be careful and be aware of the danger that may be involved in giving response to the student’s problem. Besides, a teacher also should help the students to get sources of assistance in solving their problems.

6) A Teacher as an Environmental Engineer

In order to make the teaching learning activities become more interesting, the decoration of the class may play an important role in improving students’ interest in learning. The problem is, the school budget does not usually allow to purchase extra bookshelves, cupboard, or locker. Therefore, as an environmental engineer, a teacher can adapt the furniture of the classroom to make bookshelves, cupboard, or locker to decorate the class.
7) A Teacher as a Model

A teacher is also a model for the students. A teacher should act as a model for the students. In demonstrating about how to think about problems, a teacher should not force their solution to the students. That will make the students think that there is only one best answer. To avoid that problem, a teacher should invite the students to actively involve in looking for alternatives. By doing so, the students will think that they are capable of dealing with some problems (pp. 6-8).

4. Theories of Conflict

Conflict is one of several elements in the story. In a literary work, conflict plays a big role to build a plot in a story. Without conflict, there will be no character development and the story will be less interesting. The theories of conflict are needed to analyze the movie since the goal of this study is to reveal the conflicts of Erin as a teacher.

According to Rohrberger and Woods (1971, p. 21), there are two kinds of conflict namely an internal conflict and an external conflict. An internal conflict is a struggle against two desires within a character. While an external conflict is a struggle against fate, God, or environment. Both the internal and external conflicts can happen at the same time. For example, the internal and external conflict happens at the same time is when a character has a conflict with a bad or evil society. The character finds difficulties to decide what he or she should do because the decision may danger her or his self. That is the situation where the internal and external conflicts happen at the same time.
According to Holman and Harmon (2009), conflict happens in different situations, which are:

a. A Struggle Against Nature

This type of conflict happens when a character struggles against dangerous condition of nature. For example, a character should survive when there is an earthquake, flood, or other nature disasters.

b. A Struggle Against Another Person

This type of conflict happens when a character struggles against another character. The problems happen between two or more characters. This kind of conflict happens when two people have different ways of thinking that lead to a conflict. For example, when a husband and a wife have different tastes of music, then both of them want to listen to music in the same time, they may argue to each other about the music that they want to listen.

c. A struggle Against Society

This type of conflict happens when a character faces a society. This conflict happens when the character is forced to struggle against bad society. There are some specific issues which can lead to a conflict against society, such as racism, religious beliefs, environmental issues, and also about norm in society. This kind of conflict happens when a character has a strong belief against the majority and the character decides to do something about it. For example, an honest employee must work in a dirty office system where almost all of the employees do corruption. In that situation, the honest employee has to struggle...
against the other employees and try to make an act to make the corruption disappears.

d. A Struggle for Mastery by Two Elements Within the Person

This type of conflict happens when a character has more than one choices in her or his life. The character finds difficulties to decide which is the best for him or her. This type of conflict is also known as an internal conflict. For example, a character has to do a test but he or she did not study before the test. Then the character has dilemma in his or her mind whether he or she will cheat or not. If he or she does not cheat, the test result will be bad, but if he or she cheats, it is considered as a bad act.

5. Theories of Message

According to Barnet (2011, p. 120), to develop an analysis about literary work, there are some formulated questions to be answered, such as the function of setting and what the author is trying to tell the audience. The question about what the author is trying to tell the audience is called a message.

According to Beaty and Hunter (1989), a message or a moral value is an oversimplification or conclusion from a literary work. From the literary work, the author encodes a message for the audience which contains a lesson. In the other words, through the literary work, the author wants to teach a lesson for the audience. According to Kenny (1966, p.89) in the book *How to Analyze fiction*, a message has strong relationship with moral. Moral is something that teaches about something good and something bad. Since each person may have different
perspective about good and bad, the analysis from each person may be also different in result.

In short, a message in a story is a moral lesson for the audience that the author trying to convey. The author wants to the audience to take the lesson from the story and learn from it. Therefore, the audience can use the moral lesson in real life to face the similar problems in the story.

**B. Theoretical Frame Work**

In this section, the writer would explain the theories that used in this study. There are some theories which are applied to answer the problem formulation in this study. The theories are theory of critical approach, theories of character and characterization, theories of teacher, theories of conflict, and theories of message. In this study, the writer used theory of critical approach to decide what approach which are applicable in this study. Since the study analyzed the characteristics and conflicts of the character, the writer chose psychological approach. Theories of character and characterization answer the first problem formulation. In this study, the writer uses theory of character and characterization from Abrams (1985), Rohrberger and Woods (1971), and Barnet (2011). Those theories are used to analyze the characteristics of the character. Theories of teacher also used to support the character and characterization analysis. The theories of teacher are used to analyze the characteristics of Erin as a teacher. In this study, the writer uses theories of teacher from Kunandar (2008) and Woolfolk (1980). Using those theories, reveals the characteristics of Erin as a teacher.
The second problem formulation is about the conflicts faced by Erin as a teacher will be answered using theories of conflict. There are some theories of conflict used in this study such theories from Holman and Harmon (2009), and Rohrberger and Woods (1971). Those theories cover the conflicts that Erin faces in teaching class number 203 including the internal and external conflicts. It reveals the conflicts of Erin in keeping her professionalism and competences as a teacher.

After analyzing the conflicts faced by Erin, the next problem formulation is answered using theories of message. Those theories are used to guide in analyzing the messages. Those theories are theories from Kenny (1966), and Beaty and Hunter (1989).
CHAPTER III
METHODOLOGY

This chapter explains the methodology implemented in this study. This chapter consists of three parts which are object of the study, approach of the study, and method of the study. The object of the study will explain about the object of the study. The approach will describe the approach which used in this study. The third part, which is the method of the study, will explain about the steps taken in analyzing the work.

A. Object of the Study

The object of this study is *Freedom Writers* movie script. The movie script was taken from the internet. The movie is based on a true story of a teacher named Erin. The movie is based on the book *The Freedom Writers Diary* by teacher Erin who wrote the story based on Woodrow Wilson Classical High School in Eastside, Long Beach, California. This movie was released on January, 5 2007 in the USA, directed by Richard LaGravenese. The script of the movie was also written by Richard LaGravenese.

The main character of the movie is a teacher named Erin Gruwell who teaches in Woodrow Wilson Classical High School. The character of Erin was played by Hilary Swank. The other actors who played in this movie were Patrick Dempsey as Scott Casey, Scott Glenn as Steve Gruwell, and Imelda Staunton as Margaret Campbell.
The story is about a teacher who teaches in an urban area. In that school, races become sensitive issue. Erin's enthusiasm is challenged when she finds her class is composed of gang members. They are "untouchables" students. She faces some conflicts in teaching her students. The issue of racial problems becomes the obstacles for her. The students hate each other because they come from different races. The students even do not want to study because the environment of the class is not good. In the result, in the middle of the semester the students will stop coming to the school. Therefore, she tries to teach about humanity in diversity to make the students care to their society. In the end, she succeeds in making the students care to the society. She also succeeds in making her students graduate from the school.

*Freedom Writers* The movie won humanity prize in 2007. Not only winning humanity prize, the movie was also nominated as an outstanding writing in a movie picture. The actress, Hilary Swank, also got nomination as International actress in Golden Camera Award. The movie is categorized as a drama movie. This movie invites the audience to see the social challenge that faced by teacher who has very different characteristics of students. This movie is a great example how to be a good teacher who can motivate the students with various characteristics even though there are many obstacles to do it.

**B. Approach of the Study**

In this study, the writer used psychological approach as the approach of the study. Psychological approach focuses on the behavior of the character. According to Santrock (1988), behavior aspects that build a personality are
thoughts, feelings, and the actions. The approach is appropriate to describe the characteristics of Erin as the main character through her actions, thoughts, and feelings. According to Kennedy and Gioia (2010), psychological approach can be used to analyze fictional character and the character’s behavior. The approach lets the writer to analyze the characteristic of the character. It also allows the writer to analyze how the way the character faces the conflicts through the actions, thoughts, and feelings of the character.

Since this study revealed the characteristics of Erin, the writer used character and characterization theories to answer the problem formulation. By using those theories of character and characterization, it would be easier for the writer to find out the characteristics of Erin as a teacher.

In this study, the writer analyzed the conflicts of the character. Therefore, the writer chose theories of conflict to analyze the conflicts faced by Erin. Using the theories of conflict, the writer could dig out the conflicts that faced by Erin in motivating her students. Theories of message also used in this study. Those theories are used to reveal the messages in the movie.

C. Method of the Study

In finishing this study, the writer did a library research. Library research is a research in which the data is gathered from books such as journal, encyclopedia, dictionary, etc. There were two kinds of sources used in this study. The first source called primary sources were the Freedom Writers movie and Freedom Writers movie script. The movie and the script were used to analyze the characteristics, conflicts, and the messages in the story. The second source or
called secondary sources were books, journal, dictionary that support the analysis of the characteristics, conflicts, and messages. The writer also used books related to movie criticism and to approach of the study. The writer also used online resources as the references to finish this study.

The writer did some steps in analyzing the story. The first step were watching the movie and reading the script. The writer not only watched the movie and read the script once but many times until the writer understood the meaning that the author trying to tell. After knowing the meaning, in the second step the writer tried to look for interesting topic in the movie to make problem formulation. The writer found three problem formulation, which were the characteristics of the character, the conflicts, and the messages. After that, the third step was analyzing the movie based on problem formulation.

In answering the problem formulation, the writer used the primary and secondary sources. The writer watched the movie and read the movie script then found out the characteristics and the conflicts of the character. After that, the writer tried to relate the result with the theories. After finished in analyzing the characteristics and conflicts, the fourth step was to find out the messages or moral values that the author tried to tell. After that, the last step was drawing conclusions from the movie. The writer concluded the characteristics, the conflicts, and, the messages from the movie.
CHAPTER IV
ANALYSIS

This chapter is divided into three main parts to answer the three problem formulation. The first part is to answer the first problem formulation. This part explores the characteristics of Erin as a teacher as seen in Freedom Writers. The second part answers the second problem formulation. This part reveals the conflicts faced by Erin as a teacher. The last part answers the third problem formulation, which is revealing the message through characteristics and conflicts of Erin.

A. The Characteristics of Erin

A character can be defined as a person in the story who makes the story alive. Without characters, there is no story. According to Kennedy and Gioia (2005), characters are imagined person who inhabit a story (p. 77). The characters make the story alive through their dialogue and action. According to Abrams (1985), there are two kinds of character which are a major character and a minor character (pp. 50-56). In Freedom Writers, Erin is the major character in the story. A major character is a character or person who plays big role in the story. It becomes the focus of the story and it dominates the story. The story of Erin in facing her conflicts appears very often in the movie and it dominates the story.

Other types of character proposed by Rohrberger and Woods (1971), characters can be described as an antagonist and a protagonist. The protagonist is a central person in a story. This character usually becomes the main character who
must solve some problem. Meanwhile, the antagonist is a character who usually try to against the protagonist. In this story, the character, Erin, is a protagonist. Erin is considered as protagonist because in the movie Erin plays a big role in solving almost all of the problems happen in the story. Erin is also considered as a protagonist because she plays a role as a hero in the story. She solves many problems to help her students. The heroic quality implies that Erin is a protagonist.

Each character in the story has their own characteristics to differentiate one character from another character. According to Rohrberger and Woods (1971), the process on how an author creates a character is called characterization. The author creates each character different from each other by giving different way of thinking, speaking, acting for each character. According to Barnet (2011), there are four ways that are used by the author to make the audience understand the character (p. 359). In this study, the writer analyzes the character of Erin as seen in Freedom Writers using some ways as proposed by Barnet (2011).

1. Enthusiastic

According to Barnet (2011), one of some ways which can be used to describe a character is through what the character does. The characteristic of the character is described from what the character does in the story. It can be the action or reaction of the character to various situation and events in the story. To show the enthusiasm of Erin in teaching, it can be seen from what she does on the first-day of teaching.
In the movie, Erin is a first-time teacher in the school. On her first teaching day, she has prepared herself and a lesson plan in hope that she can teach the students well. She is very excited to teach the students. It can be seen from the first time she comes to school with a bright smile. She also brings her lesson plan and shows it to the headmaster before she goes to the class. Then, the headmaster tells Erin about the condition of the class. The class is difficult to be handled and below average. Erin does not complain about the situation of the class and just accepts it. Through her reaction on the headmaster’s statement, it can be seen that she is very enthusiastic to teach the student for the first time. She is still enthusiastic after she was told by the headmaster about the condition of the class that Erin is going to teach.

Erin: I brought my lesson plans. I'd love it if you'd look them over.
Headmaster: Yes, and these are the classes you'll start with. Freshman English, four classes about 150 students in all. Some of them are just out of juvenile hall. One or two might be wearing ankle cuffs to monitor their whereabouts. And you see here, we'll have to revise your lesson plans. And if you look at their scores, these vocabulary lists, and some of these, the books, Homer's The Odyssey, they're gonna be too difficult for them.
Erin: All right. (Minutes 00:04:00 – 00:04:38)

After the headmaster explains that the class is difficult to be handled, the headmaster also shows her doubt about Erin in handling the class. Having a status as a first-time teacher makes Erin a little bit underestimated by the headmaster. However, it does not make Erin goes down. Confidently, Erin shows her enthusiasm in teaching the class. She tells the headmaster that she really wants to teach the class no matter what the condition is. It can be seen from the conversation between Erin and the headmaster.
**Headmaster:** Erin, I think you’re a lovely, intelligent woman, but you’re a first-time teacher. As head of this department, I have to be confident you’re capable of dealing with what we have to face here.

**Erin:** I am. I know I have a lot to learn as a teacher, but I’m a really good student. I am, and I really want to be here. (Minutes 00:05:49–00:06:06)

According to Barnet (2011, p.359), a character can be described through what the character says. It can be seen through the conversation of the character with other characters. The speech that the character says may contains motivation and attitudes of a character towards his or her life. The enthusiastic characteristic of Erin is shown from her wise reply when the headmaster is not really sure that Erin can handle the class. To show her enthusiasm in teaching, Erin admits that she is a first-time teacher and has to learn a lot. However, she defenses herself by telling the headmaster that even though she is a first time teacher and still needs to learn a lot, but she says that she is a good student. It means that as a good student she has strong will to learn how to be a good teacher.

Another enthusiastic characteristic of Erin also can be seen from the reaction of Erin when her father tells her to look for a better job. Her father says that with the big talent that Erin has, it will be better for Erin to run a major corporation instead of teaching untouchable students. Her Father also worries about Erin teaches in a school which has gang students. As proposed by Barnet (2011), a character can be described from action or reaction of the character to various situation and events in the story. The enthusiastic characteristic of Erin can be seen from her reaction to her father’s statement.
Steve Gruwell: With your brains, you could run a major corporation. Instead, I worry all night because you're a teacher at Attica.

... Steve Gruwell: You're gonna waste your talents on people who don't give a damn about education.
Erin: Well... I'm sorry. I can't help that. (Minutes 00:17:36–00:18:10)

However, Erin still wants to teach there. Erin defends herself to make her father understand that she really wants to teach there. Erin’s reaction towards her father’s statement shows that Erin is enthusiastic in teaching and chooses to ignore the bad reputation of the school.

2. Optimistic

On the first day of her teaching, an incident occurs because there is misunderstanding between the students. The students fight each other in the class but Erin cannot handle it. Her senior teacher, Brian Gelford, hears that incident and he says a discouraging statement about the class. The statement from Brian does not make Erin give up in teaching the class. It can be seen from the conversation between Brian and Erin. According to Barnet (2011), one of some ways to describe a character is through what the character says, including conversation with others.

Brian: Well, don't be discouraged. You put your time in, in a few years, you'll be able to teach juniors. They're a pleasure. By then, most of your kids will be gone anyway.
Erin : What do you mean?
Brian: Well, eventually, they just stop coming.
Erin: Well, if I do my job, they might be lining up at the door. Right? (Minutes 00:12:19–00:12:39)
From the conversation above, it can be seen that Erin is optimistic that she can handle the class if she does her job as a real teacher. She is still optimistic even she has experienced bad situations in her first teaching. She is not discouraged by the bad experience and bad statement about the class. She still has strong will to teach the class.

Another reason why Erin is considered as an optimistic teacher is because she never gives up on her students. Even though other people underestimate her students as gang members who do not care about education, Erin believes that her students someday will change into better students. When one of her students gives an F for himself in self-evaluation because he feels that he deserves to have an F, Erin tries to ask the student about that. She talks with the student and shows that she is optimistic that the student is not that bad. The optimistic characteristic of Erin toward her student can be seen in this conversation.

Erin: You gave yourself an F. What's that about?
Student: 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. We're all of us up against something. So you better make up 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, even if that means coming to your house every night until you finish the work. I see who you are. Do you understand me? I can see you. And you are not failing. So, take a minute. Pull yourself together and come inside. I want a new evaluation.
(Minutes 01:49:38 - 01:50:30)

As proposed by Barnet (2011), a character can be described through what the character says or through a conversation between the character to another character. In the conversation between Erin and her student, it shows Erin is optimistic that her student deserves to get a better score. She believes that her
student is not failing and convinces the student that he is not failing because Erin understands what the student has been through.

3. Hard-working

Another characteristic of Erin is that she is a hard-working teacher. It can be seen when she wants to make a trip for her students. Unfortunately, she does not get money from the school because the budget is restricted. Therefore, she tries to raise money in order to make class trip. She tries her best to make a trip so she chooses to raise the money herself. As proposed by Barnet (2011), a character can be described from what the character does. It can be seen from action or reaction of the character to various situation and events in the story. The hard-working characteristic of Erin can be seen from the reaction toward the budget restrictions.

**Head of the board of Ed:** But if Ms. Campbell won't give you books because of budget restrictions, she's not gonna approve school trips.

**Erin:** I'll raise the money. (Minutes 00:57:56 - 00:58:01)

To raise money for the students needs actually is not the teacher’s task. However, Erin chooses to work harder in order to make a trip for her students. She does not care about the budget restrictions. She does whatever she can to make a trip. It shows that Erin is a hard-working person.

In order to get the money for class trip, she sacrifices her time and her family by having more than two jobs. The hard-working characteristic of Erin can be seen through what other characters say about the character. According to Barnet (2011), a character can be described through the direct comment from the other characters to the character. In this situation, Scoot, as Erin’s husband gives a
comment for Erin that a teacher with two more parts time jobs is going be a new one.

**Scoot:** I've heard a lot of hyphenates, but a bra-selling-English-teacher-hotel-concierge has gotta be a new one. You told me your part-time job was temporary.

... 

**Erin:** It is. I just don't know for how long. 

**Erin:** I'm just trying to do my job, Scott. 

**Scoot:** By getting two more jobs? I don't understand, Erin. 

**Erin:** Scott, this is our time to go after what we want, when we're young, before we have a family. (Minutes 00:58:32–00:59:07)

In the conversation, Scoot protests Erin for having more than two jobs. That situation does not make Erin changes her decision. She tries her best to make her dream to make class trip comes true. She also gives rationale to Scoot that it is the perfect time to achieve their dreams before they have family. She has strong will to get what she wants even she has to have more than three jobs. By having more than two jobs, it shows that Erin is a hard-working person.

4. **Instructional Expert**

According to Woolfolk (1980), a teacher carries many roles in teaching. One of some roles of teacher is that a teacher as an instructional expert. As an instructional expert, a teacher must have a good decision in choosing teaching methods and teaching material in order to make teaching learning activities in the class run smoothly. A teacher must really consider whether the teaching method and material suitable or not for the students.

In the movie, Erin is considered as an instructional expert because she uses some teaching methods that are suitable for the students. One of the methods that she uses is journal book. The instructional expert characteristic of Erin can be
seen from what she does to teach her students. As proposed by Barnet (2011), the character is described from what the character does in the story. Erin gives a journal book for each student to approach the students to start to write in English. Before Erin gives the journals for the students, she asks the student to play a mini game. The game makes the student reveal their gangs’ life and it makes the students want to reveal about their life more. The game is used to approach the students to write a lot about their life. After that, Erin gives journal book to the students in order to motivate the students to start to write anything that the students want to write in English. Erin tells the student that the journal will not be assessed or graded and will not be read except the student allows Erin to read. By doing so, the student will feel free to write all of the problems on the journal. To make sure that the students write on the journal, Erin will skim the journals every day.

**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 thing, bad thing, anything. But you have to write every day. Keep a pen nearby. Whenever you feel the inspiration. And they won't be graded. How can I give an A or a B for writing the truth, right? 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...Excuse me. 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 lock this cabinet at the end of every class. Okay? So, you can each come up, one by one, and take your own journal. (Minutes 00:45:25 -00:46:36)

After the students take their journals, they start to write whatever they like. They are excited to write their untold stories. Most of them write about their
family problem, gangs’ life, and anything that they feel. The method succeeds to approach the students to start their writing habit.

Another method that Erin uses to approach the students to read is that she gives a book for the students. Erin plans to do a book report after the students finish their reading. The book is about Anne Frank, a holocaust survivor. The reason Erin chooses the book because that kind of book can catch the student interest because it is relatable for the students. Erin really tries to use material which makes the students interested to learn. The students are very excited to read about the book. They read it every day. The character in a book who survives in a gang life inspires the students. In the end, instead of doing the book report, the students are asked to write a letter to Miep Gies, who help Frank family in the book.

**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? (Minutes 01:21:26 - 01:21:53)

By asking the students to write about whatever the students feel, or tell about their own experiences, the students will have many stories to write on a letter. Since it is related about their life, they feel very excited to write about their experiences. That is Erin’s way to approach the students to increase their writing ability.
5. Good motivator

Being discouraged by Brian Gelford who says that the students will eventually stop coming does not make Erin loses her confidence. In the end, Erin proves that if she does her job well, the students will line up at the door. In the beginning of the sophomore year, all of her students come to school and line up at the door. They cannot wait to enter sophomore year with their teacher, Erin. It proves that Erin succeeds to make the students motivated to go to school.

At the beginning of the sophomore year, the students are very excited to enter the class. They feel more motivated to start sophomore year because Erin has prepared a little surprise for the students as a reward for their effort in freshmen year. The evidence that proves Erin as a good motivator is through what she says. Like proposed by Barnet (2011), one of some ways to describe a character is through what character says.

**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.

**Students:** All right!

**Erin:** They're very special books, and they each remind me, in some way, 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 each gonna make a toast for change. And what that means is, from this moment on every voice that told you "You can't" is silenced. Every reason that tells you things will never change, disappears. And the person you were before this moment, that person's turn is over. Now it's your turn. Okay? Okay, you ready to get this party going on? (Minutes 01:10:13 - 01:11:22)

According to Woolfolk (1980), giving motivation is not merely about starting each class with exciting activities. Teacher should think about how to motivate the students to learn. From what Erin does and says, it can be seen that
she appreciates the effort of the students. Erin gives positive reinforcements to the students by preparing a mini party titled “toast for change” to celebrate the successfulness of the students. She also motivates the students by giving a motivational speech. Besides, she also provides relevant books for the students so the students become more excited to start sophomore year.

According to Barnet (2011, p.359), a character can be described through what other characters say about the character. In the movie, the character of Erin as a good motivator also can be seen from what the students say about her. Another evidence that proves Erin as a good motivator can be seen when the students do the toast for change. The students say about their hopes and they start to have better hopes for their future compared to when they were in freshmen year. In the middle of the toast of change, one of the students wants to read the journal in front of the class. He says that Erin makes him thinks of hope and feels he is home.

Student: Ms. G? Can I read something from my diary?
Student: 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 were gasping for her last breath of air. She held me as tight as she could and cried. Her tears hit my shirt like bullets and told me we were being evicted. She kept apologizing to me. I thought, 'I have no home. I should have asked for something less expensive at Christmas.' On the morning of the eviction, a hard knock on the door woke me up. The sheriff was there to do his job. I looked up at the sky, waiting for something to happen. My mother has no family to lean on, no money coming in. Why bother coming to school or getting good grades if I'm homeless? The bus stops in front of the school. I feel like throwing up. I'm wearing clothes from last year, some old shoes and no new haircut. I kept thinking I'd get laughed at. Instead, I'm greeted by a couple of friends who were in my English class last year. And it hits me, Mrs. Gruwell, my crazy English teacher from last year, is the only person that made me think of hope. Talking with friends about last year's English and our trips, I began to feel better. 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 home."

**Erin:** Yes, you are. (Minutes 01:12:41 - 01:14:41)

From the way Erin teaches the students, she succeeds to make the students motivated to study and to change their bad gang life. The students start to respect the diversity that they are experienced. The students also start to have a brand new day after being taught by Erin.

6. Good leader

According to Woolfolk (1980), a teacher carries a role as a leader. A teacher as a leader should lead a group of students. On the other side, a teacher must also pay attention to the needs of individual. Therefore, a teacher should use the power of the group of the students to promote the individual growth. In the movie, Erin considered as a good leader because she uses the power of a group to promote the individual growth. It can be seen when the students are given an assignment to write a letter to Miep Gies, the students really want to send it into Miep Gies and they want Miep Gies to come to the class. Finally, Erin agrees with that idea. The good leader of Erin can be seen from what she does. Like proposed by Barnet (2011), a character can be described through what the character does. In that situation, it shows that what she does by using a suitable method succeeds to make the students unite each other even at the beginning they are enemies.

**Student 1:** Is she gonna read the letters?

**Erin:** Well, right now it's a writing assignment. I'll read them.

**Student 2:** We should get her to read them.

**Student 3:** Yeah, you can do that, right, Ms. G?

**Erin:** Well, I don't know.

**Student 4:** Maybe we should get her to come and speak.

**Student 5:** Yeah, and have a big dinner again.
**Erin:** Wait. Guys. Guys! Everyone! Listen! She's elderly! I don't know how to contact her. I don't even know if she travels. And it would be really expensive.

**Student 6:** We could raise the money.

**Student 1:** Ms. G? When Miep Gies come, can I, like, be the one to escort her in? (Minutes 01:21:55 - 01:22:26)

The idea of Erin to write a letter to Miep Gies makes the students have idea that is more interesting. The students want to send the letter and invite Miep Gies to the class. In order to make it into reality, the students cooperate to manage the event and to raise the money. They hold food bazaar and dance concert to get the money. The events that they held become the headline in newspaper. It becomes very famous that the students raise money to invite Miep Gies to their class. In the end, Erin sends the students’ letter to Miep Gies and finally they can invite Miep Gies to the class. It proves that Erin can lead the class well, make the students value the diversity, and unite many races become one family. It shows that the method used by Erin can promote individual growth.

Another evidence that proves Erin as a good leader is when the students have to enter the junior year. It can be seen from the students’ statement about Erin. As proposed by Barnet (2011), a character can be described through what other characters say about the character. In this story, the evidence that Erin can lead the students in a positive way can be seen from the students’ statement about Erin when Erin tells them that she cannot teach them in the junior year.

**Student 1:** No! That don't fly, Ma!

**Erin:** Look, first of all, I'm not anyone's mother in here, okay?

**Student 2:** No, it doesn't mean mother. It's a sign of respect for you. (Minutes 01:51:04 - 01:51:15)
At the first time Erin comes to the class, the students hate Erin very much because she is a white person and does not know about gang life. However, the situation changes in the end. The students want Erin to teach them again in junior year because Erin has changed their life. Erin succeeds to lead the students who has different races becomes one family. Erin has changed the students to be better people. It shows that Erin succeeds to lead the students in a positive way.

Erin also succeeds in making the students who have different races unite becomes one family. It proves that Erin is a good leader for the students. The evidence can be seen from the conversation between Erin and the headmaster. The conversation happens when Erin fights for the students to have her in junior year.

**Erin:** These students, this class, they've become a family.
**The headmaster:** To who? To you?
**Erin:** To each other. Room 203 is a kind of a home for them. Their trust is all wrapped up in us being together as a group. (Minutes 01:53:57 - 01:54:12)

From the conversation above, Erin can be considered as a good leader by uniting the students who have different races become a group of family. In the end, the students can trust and respect each other because of the effort of Erin.

B. The Conflicts Faced by Erin

In this part of the study, the writer will reveal the conflicts faced by Erin as a teacher in *Freedom Writers* movie. According to Rohrberger and Woods (1971, p. 21), there are two kinds of conflict which are an internal conflict and an external conflicts. The internal conflict deals with two or more desires within the character. In the internal conflict, the character finds difficulties in choosing the right decision for his or her life. In the other side, according to Holman and
Harmon (2009), the external conflict can be distinguished into three kinds that are a struggle against nature, a struggle against another person, a struggle against society.

1. Internal Conflicts Faced by Erin

In this part, the writer reveals the internal conflicts of Erin. There are three internal conflicts faced by Erin. The conflicts happen in different situations. The first internal conflict of Erin is when for the first time she sees a gang fighting at the school. At the first time of teaching, the headmaster tells Erin not to wear a pearl necklace to the school. Erin has no idea about what the headmaster means. One day, she sees the gang fighting at the school. At home, Erin cries and has a doubt about the incident at the school. She decides not to wear the necklace because she is afraid that she will become a criminal victim. Erin is afraid because of the incident at the school. She doubts because she does not imagine that the situation will be that hard. She shows her doubt and feeling by hugging her husband and tells him about what she feels. The doubt faced by Erin can be seen from the conversation between Erin and her husband.

Scott: You okay? Come here. Are you sure about this?”
Erin: *crying and hugging Scott Casey* Well, it's not exactly how I pictured it. (Minutes 00:16:52 - 00:17:00)

According to Holman and Harmon (2009), an internal conflict happens when the character faces difficulties to decide which is the best for him or her. From the conversation between Erin and her husband, it shows that Erin has a doubt in herself. When she is asked whether she is sure or not about teach in that school, Erin cannot answer the question. She just shows her doubt and does not
know what is the best for her in that situation. Finally, with her encouragement, she keeps coming to the school without wearing the necklace.

Another internal conflict of Erin happens when she has to decide whether she chooses her students or her husband. Since Erin busy taking care of the students, she only has a little time for her husband. Every day she spends her time teaching at school, and after teaching, she works part time to get the money for the books and field trip for the students. She does not realize that it makes her husband feels abandoned by Erin. It makes a problem for Erin’s family life.

Scott: Erin? You know, if you had to choose between us and the class, who would you pick?
Erin: If you love me, how could you ever ask me that?
Scott: Erin, look at me. This is all there's ever been to me. This is it. I'm not one of those kids. I don't have any more potential. See? You don't want to be here either, 'cause if you did, would you be in the classroom every night?
Erin: That's not true. I want to be here, I love you. (Minutes 01:40:31 - 01:41:07)

In that situation, Erin is confused what she is going to do. She cries over the night thinking about that problem. Erin cannot decide what she is going to choose whether her students or her husband. It becomes such a burden for Erin because both of them are important for Erin. Even the conflict starts between Erin and her husband, but it also becomes the conflict between her and herself because Erin has to choose two desires between herself. Finally, Erin chooses her students and she let her husband go. She keeps teaching her students and making the good character of the students.

Another internal conflict comes in the end of sophomore year. Erin can only teach her students up to sophomore year. It is because the regulation of the
school. In the end of sophomore year, her students think that Erin will be with the in junior year. The students really want Erin to be with them in the junior year. The students suggest many ways to make Erin be able to teach junior. It makes Erin confused what should she does. She must follow the regulation because she is a newcomer teacher, while on the other side, she really wants to be with her sophomore students because they have been clicked to each other even though she actually does not want the students to depend so much on her. That is such a burden for Erin when she has to decide whether she will keep teaching her or not.

The conflict can be seen from the conversation between Erin and her students.

**Student 1:** Are we gonna have this same room next year, again?  
**Erin:** I don't know. You're gonna be juniors next year.  
**Student 2:** What do you mean?  
**Erin:** Well, I teach freshman and sophomore years.  
**Student 1:** You mean, we're not gonna be with you next year?  
**Erin:** Well, I...I don't teach juniors. I thought you guys understood that.  
**Student 3:** What? What are you talking about? You don't wanna be our teacher next year?  
**Erin:** Of course I do. I can't.  
**Student 3:** Why not?  
**Erin:** It's the Board of Ed. It's regulations. (Minutes 1:43:23 - 01:43:55)

Finally, Erin asks the head of the board of Ed to let her to teach junior student but they are some obstacles come from the headmaster. The headmaster does not agree if a new teacher teaches junior students. It is also the regulation. In the end, after hears the argument from the headmaster and Erin, the head of the board of Ed let Erin to teach junior and senior students.

2. **External Conflicts Faced by Erin**

As a teacher in a multicultural society, which has many races in it, Erin has to struggle against opposing people. According to Holman and Harmon (2009), a
conflict can be a struggle against nature, a struggle against another person, a struggle against society, or a struggle for mastery by two elements within the person. In this study, the external conflicts of Erin happen against another person and against society.

a. Erin’s external conflicts against another person

The external conflict against another person faced by Erin comes from her father, Steve Gruwell. Her father does not agree if Erin teaches in Woodrow Wilson Classical High School because it is a school for urban people who experienced gang life. Her father asks Erin to look for a better job rather than to teach at that school.

Steve Gruwell: With your brains, you could run a major corporation. Instead, I worry all night because you're a teacher at Attica.
Erin: Can you hear what you're saying? How many times have I listened to you about walking civil rights marches?
Steve Gruwell: These gangs are criminals, not activists. You read the papers?
Erin: They said the same thing about the Black Panthers.
Steve Gruwell: I'll lay odds your kids don't even know who Rap Brown or Eldridge Cleaver were. You're gonna waste your talents on people who don't give a damn about education. It breaks my heart. (Minutes 00:17:36 - 00:18:02)

On one side, Erin is a daughter of Steve Gruwell. It will be hard to have fight with her father. On the other side, she really wants to teach at that school and help the students to have a good future. In the end, Erin chooses to keep teaching in that school and convinces her father that she will be fine. In the end, Erin shows her father that she is able to teach the students and can touch the untouchable students who experienced gang life.
Another conflict against another person also happens when Erin tries to get the book from the library but the headmaster does not allow her to use the books. The headmaster says that the students are not allowed to use the books because they will damage the books.

**Erin:** We can try. The books are just sitting here.
**The headmaster:** 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.
**The headmaster:** No, not the books. This is what we give them. It is Romeo and Juliet, but it's a condensed version. But even these, look how they treat them. See how torn up they are? They draw on them.

……..
**The headmaster:** Well, I don't have the budget to buy new books every semester when these kids don't return them.

……..
**Erin:** I'm sorry, but I don't understand. Does the Long Beach Board of Ed agree that these books should just sit here and not be used at all?
**The headmaster:** Let me explain. It's called site-based instruction. It means that I and the principal each have the authority to make these kinds of decisions without having to go to the Board, who have bigger problems to solve. Do you understand how it works now? (Minutes 00:37:33 - 00:38:37)

Ironically, the effort of a teacher who wants to make the students capable to learn is difficult to be achieved because of the authority of the headmaster. When Erin tries hard to make the students interested in reading, the headmaster stands on the opposite side. The headmaster does not support Erin to make the students interested in reading. The headmaster doubts if the students will use the books wisely. The authority of the headmaster causes difficulties for Erin in educating the students. Erin is confused why there are many books in the library, but they just sit there. Finally, Erin chooses to raise money to buy books for their students.
Another external conflict against another person comes from Erin’s husband. Her husband decides to leave Erin because Erin is too busy with her jobs and her students. Her husband also feels that Erin does a big thing for the students and what she does is a noble and her husband does not want to feel bad about that.

In the end, Erin cannot make her husband to stay with her.

**Erin:** Your bags are packed and you think the wine's gonna give me a headache? Why are you doing this? Because I don't pay enough attention to you?

**Scott:** No. That's not it. I just... I feel like I'm living a life. I just did not agree to. Erin, it's just... It's too hard.

**Erin:** Your life is too hard?

**Scott:** I think what you're doing is noble. And it's good. And I'm proud of you. I am. I just want to live my life and not feel bad about it.

**Erin:** I'm not trying to make you feel bad.

**Scott:** You don't have to try. (Minutes 01:38:42 - 01:39:26)

It is very difficult for Erin to have a fight with her husband, someone who at the beginning supports Erin as a teacher. The one who always cheers up Erin when she has problems with the students has to leave her alone. She tries her best to compromise with her husband with tears in her eyes. The conflict ends when Erin cannot choose between her husband or her students. Her husband chooses to leave Erin.

The external conflict against another person also happens when Erin asks the head of the board of Ed. She asks to teach her students again in junior year. The headmaster disagrees that Erin will teach her students in junior year. It makes Erin finds difficulties to teach her students again. Erin and the headmaster argue each other to defend themselves. The conflict can be seen in a conversation between Erin and the headmaster.
Erin: Room 203 is a kind of a home for them. Their trust is all wrapped up in us being together as a group.

The Headmaster: Once they're out of her class, believe me they'll slip back into their old habits.

Head of the board of Ed: Their reading scores, their writing has markedly improved, Ms. Campbell.

The headmaster: On paper. But what has she accomplished in reality? What about new students that come in next year? Can she repeat this process every year? Her methods are impractical, impossible to implement with regularity. What if every teacher performed in this way? We have millions of children to get through the education system in this country, and we need a means of accomplishing that. Which allows as many students to benefit as possible. Not just special cases. And you honestly think you can create this family in every classroom, for every grade, for every student you teach?

Erin: I don't know. (minutes 01:54:08 - 01:55:01)

From the conversation above, it shows that headmaster does not want to Erin to teach the students again. For her, the methods that used by Erin are impractically and cannot be used in every situation. In the other side, Erin really wants to teach the students again because they have been attached to each other as a family. The conflict ends when the head of the board of Ed allows Erin to teach her students again in junior even in senior year.

b. Erin’s external conflicts against society

According to Holman and Harmon (2009), there is an external conflict where a character struggle against society. In the movie, Erin struggle against her racist students. Being a teacher in multicultural society which has many races is difficult for Erin to get the sympathy from the students. The students like to think Erin as a white person is their enemy. It is not easy to get their trust. In the movie, the students hate Erin because she is a white person. The students think that Erin does not know anything about them when Erin tells about humanity in diversity.
They think that Erin does not experience gang life, so she has no right to talk about humanity in diversity.

The conflict against the students happens when one of the students draw a face of a Jewish student who has big nose and lips. It becomes a joke in the class, but it also becomes a burden for the Jewish student. The students in the class start to bully the Jewish student. Erin who thinks that kind of joke is not appropriate starts to be angry and talks about humanity and diversity. Start from that time the students reveal about their gang life and about white people.

**Erin:** So what you're saying is, if the Latinos weren't here, or the Cambodians or the blacks or the whites or whoever they are, if they weren't here, everything would be better for you, isn't that right?

**All student:** Of course it'd be better! It'd be better if you weren't here.

**Erin:** It starts with a drawing like this, and then some kid dies in a drive-by, never even knowing what hit him.

**Student 1:** You don't know nothing! You don't know the pain we feel. You don't know what we got to do. You got no respect for how we living. You got us in here, teaching us this grammar shit, and then we got to go out there again. And what are you telling me about that, huh? What are you doing in here that makes a goddamn difference to my life? (Minutes 00:32:03 - 00:32:43)

Not only think that their race is the best race, the students also think that it will be better if Erin is not there. They cannot accept Erin because Erin is white and she is always trying to teach about humanity in diversity. It becomes the conflict between Erin and the society of gang life students. It is very difficult for Erin to get the trust from her students. The students say that they hate Erin in sight. She tries many ways to get the students’ trust in order to approach to change respect the diversity. She finds many obstacles when trying to fight for the students.
To get their trust, Erin is never tired to show her students about Humanity in diversity. She uses many ways such giving motivation, using interesting method related to the issue, and approaching the students by listening to their story. She does those things to convince the students that race discrimination is not good.

The fact that Erin is a teacher and a white person becomes a problem for the students. The students cannot give respect to Erin because of the stereotype of white people. It can be seen from the fighting between Erin and her student.

**Student 1:** White people always wanting their respect like they deserve it for free.

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

**Student 1:** It's all about color! It's about people deciding what you deserve, about people wanting what they don't deserve, about whites thinking they run this world no matter what. You see, I hate white people. (minutes 00:33:12 - 00:33:30)

In that situation, Erin also faces a conflict against society. The conflict happens because of racial issue. In that situation, Erin refuses the opinion of the students that say white people only want respect. She also refuses that the world would be better if there is only one race in the world. Therefore, she tries her best to teach the students not only about knowledge but also about respecting each other.

**C. The Messages Revealed through Erin’s Characteristics and Conflicts**

According to Beaty and Hunter (1989), through literary work, the author encodes a message that contains lessons to readers. In each story, the author wants to deliver message or moral value for the audience. According to Kenny (1966, p.89), message has strong relationship with moral. Moral is something that
teaches about something good and something bad. In Freedom Writer movie, the author also wants to deliver message for the audience. By delivering the message, the audience can take the moral value from the movie and take it as a lesson. Through the characteristics and conflicts of Erin, the writer tries to reveal the messages of the movie.

1. A teacher should be optimistic and enthusiastic

The first message that can be learnt from the characteristics of Erin is that as a teacher should be optimistic and enthusiastic in teaching. According to Woolfolk (1980), a teacher carries a role as a motivator. As a motivator, a teacher should be optimistic and enthusiastic to gain the students’ attention. From the first time Erin teaches the 203 class, she comes with an enthusiastic and optimistic feeling to teach the students. She shows that she really wants to teach the students even when she knows that the class consists of untouchable students.

From the conflicts faced by Erin, it can be seen that optimistic and enthusiastic characteristics are needed for teacher in teaching. Even though she finds many conflicts in teaching her students, she never gives up because she has optimistic and enthusiastic characteristics. By having enthusiastic and optimistic characteristics, it helps Erin to face the conflicts. Erin can manage her conflicts well by having optimistic and enthusiastic characteristics. It can be seen from the way Erin faces her conflict against her father. When her father tells Erin about the bad reputation of the school, Erin does not care about it. She shows her enthusiasm in teaching. She tells her father that she is interested in teaching the students. She chooses to not care about the reputation of the school. She is
optimistic to make the students change. In the end of the story, it can be seen that Erin succeeds to make her dreams and the students’ dreams into reality.

2. A teacher should be professional

From the characteristics of Erin, it also can be seen that she is a professional teacher. What can be learnt is that as a teacher, professionalism is very important. According to Surya (2005), the professionalism of a teacher can be seen through the well realization of the dedicational task given either theoretically and methodology (as cited in Kunandar, p. 47). Erin shows her professionalism by plays a role as a good motivator, good leader, and instructional expert for the students. She also pays big attention to the students’ needs. Erin prepares the methods and the activities for the students based on the students’ needs. It makes the goal of teaching can be achieved.

From the conflicts faced by Erin, it can be seen that even though there are many obstacles in teaching, such as family problem, not being supported by the headmaster, insufficient materials, and not supporting environment, a teacher should be professional. Erin keeps teaching the students even though the school regulation does not allow her to use facilities of the school for the students. She does her role as a teacher even though she does not enough support from her surroundings. She keeps trying to do her jobs well. Another conflict that shows the professionalism of Erin is when she does not bring her family problems to the school.
3. A teacher should teach about humanity

According to the National Council of Education Research and Training (2006), the aim of education is to make children capable of becoming active, responsible, productive, and caring members of society. In order to achieve the aim of education which makes the students caring about members of society, a teacher should teach about humanity. The humanity issue in the movie is related about racism. When Erin has to face a conflict against society, she decides to teach about humanity in diversity in order to make the racism issue decrease. As seen in the movie that the students of Erin originally are gang members. They hate other people who come from different gang. In the class, the students sit based on their race. They do not want to sit near people from different race. They even hate Erin. With her effort, Erin tries to teach about humanity. She teaches about humanity in diversity. She talks about humanity in the middle of teaching. A lesson about humanity is important in order to make the students respect each other.

What can be learnt from the characteristics of Erin is that having characteristics as a good leader, Erin succeeds in uniting the students become one family. According to Woolfolk (1980), a teacher should use the power of the group of the students to promote the individual growth. A teacher should be able to lead a group of students. In the story, Erin shows that she can lead the students who hate each other to respect each other.

In the story, Erin must face conflicts against her students. Having conflicts with the students because of the racial issue, she never gives up in teaching about
humanity in diversity. Even though there are many obstacles in teaching the students, Erin never gives up teaching the students about humanity in diversity. She is not afraid to teach about humanity in diversity even though the students may hate her more.

4. A teacher should be sincere

From the characteristics of Erin, it can be seen that Erin is a sincere teacher. Through her optimistic and enthusiastic characteristics, she shows that she really pays attention to her students. She ignores the bad reputation of the students. She is optimistic of her students to be able to change to be better people. She also shows her enthusiasm in teaching her students even though her students are hard to be handled.

From the conflicts faced by Erin Gruwell, it shows that Erin is a sincere person. She faces many conflicts in teaching her students but she never gives up on teaching the students. She sacrifices many things such as family, money, and times just to teach her students. The conflict between Erin and the headmaster shows that Erin is sincere teacher. The headmaster’s authority that does not allow the students to use library book does not make Erin give up. Erin decides to have part-time job to raise money to buy books for her students. By having more than one job, she can get more money to buy books for her students and to prepare a field trip. She does it because she really wants to help the students to have a brand new day.

The conflicts between Erin and her father, husband, headmaster and even with the students do not make Erin give up helping the students. She scarifies
many things to help the students. She sincerely does it because the goal of being a teacher is not about the money but about the students’ achievement. It is the example of a real teacher who really concern about the duty of a teacher. In the end, what Erin does is related about professionalism. According to Kunandar (2008), a professional teacher is demanded to always learn and understand the students. By always understanding the students’ needs, it proves that a teacher is considered as a professional teacher.
CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts namely conclusions, implications, and suggestions. The conclusions part presents the answers of problem formulation. The implications part presents the implications of this study. The last part, suggestion, presents the suggestion for the future researchers who want to use *Freedom Writer* movie as their object of study.

A. Conclusions

After the writer analyzed the movie script, the writer drew conclusions from the three problem formulation. The first formulated problem is about the characteristics of Erin. She is an enthusiastic and optimistic teacher. It can be seen from her enthusiasm and optimism in teaching her students. She is also a hard-working teacher. It can be seen from the effort she takes to fulfill the students’ needs. Another Erin’s characteristic is that she is an instructional expert. She uses methods that match to be applied to the students. She is also a good motivator. She motivates her students in order to make the students motivated to study. Another characteristic of Erin is that she a good leader. She succeeds in uniting the different students become one family.

The second formulated problem is about the conflicts faced by Erin. There are some conflicts faced by Erin either internal or external conflicts. The first internal conflict happens when she sees a gang fighting in the school. She is confused what she is going to do because she does not imagine that the condition
would be that hard. The second internal conflict happens when she has to choose between her husband and her students. Her husband cannot accept that Erin must do part-time jobs to facilitate the students. It makes Erin has no time for her husband. At that time, she cannot make a decision, so her husband chooses to leave Erin. The third internal conflict happens when she has to decide whether she keep teaching her students in their junior school or decides not to teach them again. Actually, she really wants to teach the students again in the junior year, but the regulation does not allow her. She also doubts that if she keep teaching them in junior year, the students become more dependent on Erin and cannot be independent.

Erin also faces external conflicts. The first external conflict against another person comes from her father who does not agree if Erin teaches at that school. Even though her father does not allow her to teach at that school, she decides to stay at that school and teach there. The second conflict against another person happens when Erin is not allowed by the headmaster to use the book from library for her students. Finally, she chooses to buy book using her own money. The third external conflict comes from her husband. The person who always supports Erin as a teacher suddenly does not support again. Her husband chooses to leave Erin because Erin does not give time for her husband. The last external conflict happens when Erin has to fight against her students. The students who experience gang life cannot accept the diversity between them. They even hate Erin because Erin is a white person. Erin who cannot accept the racism in her class tries her best to make her students understand and to respect about race and humanity.
The last formulated problem is about the message of the movie. There are some messages that the audience can take as a lesson. The first message is that as a teacher, he or she must be optimistic and enthusiastic. By having optimism and enthusiasm, a teacher will have strong will to teach the students. By showing the students the optimism and enthusiasm, they will be interested to study. The second message is that teacher should be professional. Erin plays her role well as a teacher by being a good motivator, good leader, and instructional expert for the students. The fourth message is that teacher should teach about humanity in order to make the students respect each other. In the movie, Erin talks about humanity issue in her teaching. She teaches her students to respect each other even though they have different race. The last message is that the teacher should be sincere in doing his or her duty. Erin tries her best to make students be able to graduate without expecting anything from the students. She even sacrifices her time and her money for the students. All she asks from the students is that they graduate and become a real human who have humanity.

B. Implications

*Freedom Writers* movie is a good example of education movie. We can learn many things by watching the movie. Especially for teachers or educators, this movie can be a reference in educating the students. Teachers or Educators can learn how to deals with situations in a class or in a school.

From the result of the study, the writers found implications especially for teachers and future teachers. As teachers and future teachers, we can learn from how Erin handles the students who have different characteristics. We can also get
inspirations form the methods that Erin uses and the affections that she gives for the students that make her students graduate. As teachers and future teachers, we can also learn how to face conflicts as teachers in education world. Another thing that we can learn as teachers and future teachers, we should teach students about humanity in diversity. By doing so, the students can respect each other.

C. Suggestions

This movie is an interesting movie. It is good for education world especially in Indonesia which has many races, traditions, and religions. This movie is good to teach about humanity in diversity. Even though people have different race, religion, or tradition, if people united, there will be peace in the world. In this study, the writer has analyzed about the conflicts and the messages of the movie.

The writer suggests the future researchers to conduct a study using this movie. Since the movie is about education, the writer suggests the future researchers to conduct a study about students’ responses towards the movie. The future researchers also can analyze the slang words used in the movie because there are many slang words in the movie.
REFERENCES


Appendix

The Summary of Freedom Writers Movie

The storyline of the movie takes place between 1992-1995, beginning with scenes from the 1992 Los Angeles Riots. Hilary Swank plays the role of Erin Gruwell, a new, excited schoolteacher who leaves the safety of her hometown, Newport Beach, to teach at Woodrow Wilson High School in Long Beach, a formerly high achieving school which has recently had an integration program put in place. Her enthusiasm is quickly challenged when she realizes that her class are all "at-risk" students, also known as "untouchables", and not the eager students she was expecting. The students segregate themselves into racial groups in the classroom, fights break out, and eventually most of the students stop turning up to class. Not only does Erin meet opposition from her students, but she also has a hard time with her department head, who refuses to let her teach her students with
books in case they get damaged and lost, and instead tells her to focus on teaching them discipline and obedience.

One night, two students, Eva (April Lee Hernández), a Hispanic girl and narrator for much of the film, and a Cambodian refugee, Sindy (Jaclyn Ngan), find themselves in the same convenience store. Another student, Grant Rice (Armand Jones) is frustrated at losing an arcade game and demands a refund from the owner. When he storms out, Eva's boyfriend attempts a drive-by shooting, wanting to kill Grant but misses, accidentally killing Sindy's boyfriend. As Eva is a witness, she must testify at court; she intends to protect her own kind in her testimony.

At school, Erin intercepts a racist drawing of one of her students and uses it to teach them about the Holocaust. She gradually begins to earn their trust and buys them composition books to record their diaries, in which they talk about their experiences of being abused, seeing their friends die, and being evicted. Determined to reform her students, she takes two part-time jobs to pay for more books and spends more time at school, to the disappointment of her husband (Patrick Dempsey). Her students start to behave with respect and learn more. A transformation is especially visible in one of her students, Marcus (Jason Finn). She invites several Holocaust survivors to talk with her class about their experiences and takes them on a field trip to the Museum of Tolerance. Meanwhile, her unorthodox teaching methods are scorned by her colleagues and department chair Margaret Campbell (Imelda Staunton).
The next year comes, and Erin teaches her class again for sophomore (second) year. In class, when reading The Diary of Anne Frank, they invite Miep Gies (Pat Carroll), the woman who sheltered Anne Frank from the German soldiers to talk to them. After they raise the money to bring her over, she tells them her experiences hiding Anne Frank. When Marcus tells her that she is his hero, she denies it, claiming she was merely doing the right thing. Her denial causes Eva to rethink lying during her testimony. When she testifies, she finally breaks down and tells the truth, much to some of her family members' dismay. Meanwhile, Erin asks her students to write their diaries in book form. She compiles the entries and names it The Freedom Writers Diary.

Her husband divorces her and Margaret tells her she cannot teach her kids for their junior year. She fights this decision, eventually convincing the superintendent to allow her to teach her kids' junior and senior year. The film ends with a note that Erin successfully brought many of her students to graduation and college.

Taken from: http://www.imdb.com/title/tt0463998/synopsis