

**CHARACTER EDUCATION VALUES REFLECTED ON ERIN  
GRUWELL IN “FREEDOM WRITERS” MOVIE**

**THESIS**



**By:**

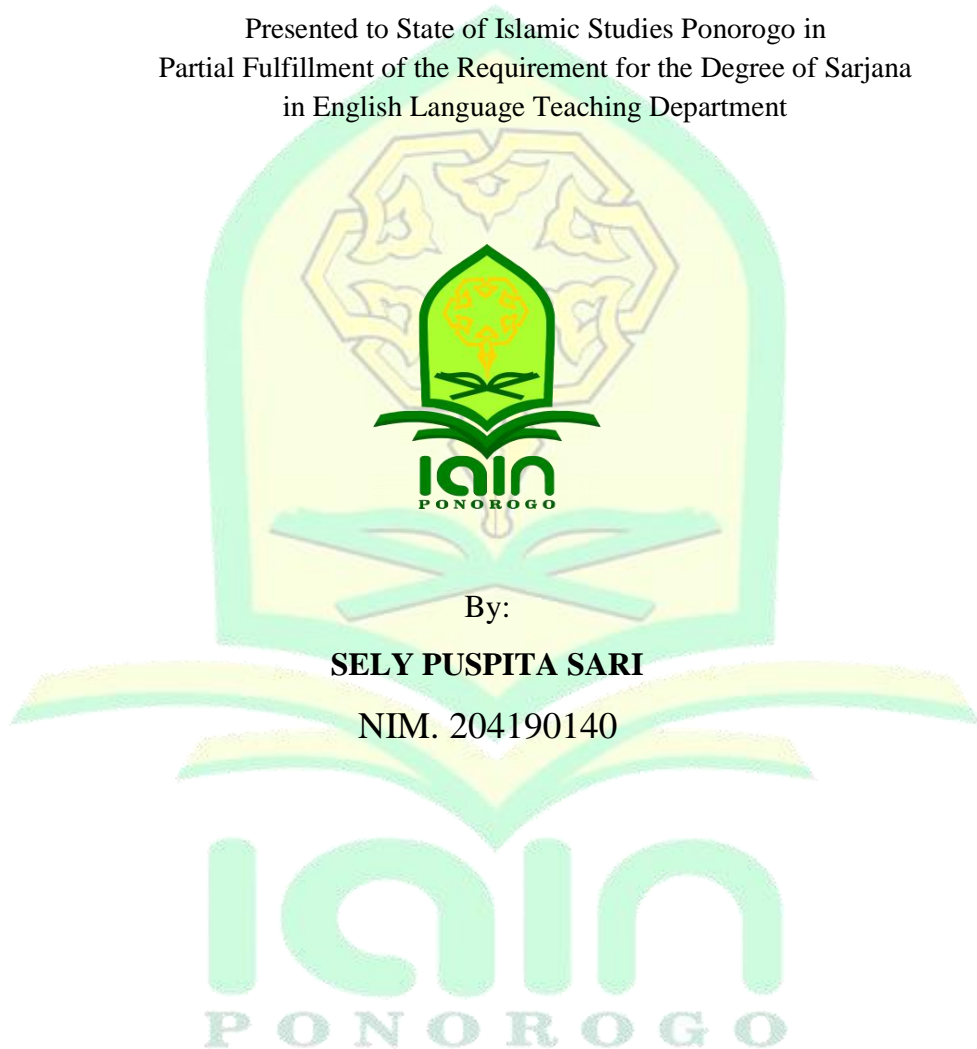
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2024**

CHARACTER EDUCATION VALUES REFLECTED ON  
ERIN GRUWELL IN “FREEDOM WRITERS” MOVIE

**THESIS**

Presented to State of Islamic Studies Ponorogo in  
Partial Fulfillment of the Requirement for the Degree of Sarjana  
in English Language Teaching Department



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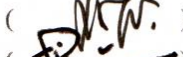


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## LETTER OF AUTHENTICITY

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“Freedom Writers” Movie

I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment in any other degree or diploma at any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism, and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, Mei 15<sup>th</sup>, 2024

Sincerely,

Sely Puspita Sari

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## DEDICATION SHEET

I dedicate this thesis with great gratitude and appreciation to all individuals who have provided support, guidance and inspiration in the journey of writing this thesis to:

1. My parents, Mr. Bambang and Mrs. Sumini, for their endless support, encouragement, and prayers for the researcher's success.
2. Everyone supported me to finish my thesis.

Finally, thank you to everyone who has played a role in this thesis. Hopefully we all continue to work and make meaningful contributions in advancing the world of science.



## MOTTO

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

*"Whoever walks the path of seeking knowledge, then Allah will make it easy for him to go to heaven." (HR Muslim, no. 2699)<sup>1</sup>*



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<sup>1</sup> “Dalil Menuntut Ilmu - Search,” accessed June 14, 2024, <https://www.bing.com/search?pglt=41&q=dalil+menuntut+ilmu&cvid>.

## ABSTRACT

**Sari, Sely Puspita.** 2024. *Character Education Values on Reflected Erin Gruwell in "Freedom Writers" Movie.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dra. Aries Fitriani, M.Pd.

**Key words:** *Character Educational Values, Freedom Writers Movie, Erin Gruwell*

Character education values are essential values in every aspect of life. They help people to accomplish and reach their goals in any conditions and situations. States the character education in the process of forming the personality, psychology, and physical structure in a balanced relationship. The process in done to anticipate the influence of the outside is not good. In general, character education is to protect oneself and from personality independently based on certain beliefs individual or group as well as nation and state.

Movie is one of the media that is becomes major source of entertainment, education, and knowledge. As the media, movie is a good solution to learning problems in learning because it consists of interesting audio and visuals so it doesn't make students easily bored. By watching a movie, the researcher can get many things, especially educational value. Education value is about people's belief in good or bad conduct.

The researcher used the theories of the Ministry of National Education (*Kemendiknas*) category to analyze character education values reflected on Erin Gruwell in "Freedom Writers" movie. The objectives of this study are to: (1) to identity the types of character education values reflected on Erin Gruwell in "Freedom Writers" movie, (2) to identity the dominant types of character education values reflected on Erin Gruwell in "Freedom Writers" movie.

The researcher used library research as a research design and descriptive qualitative research for the research approach. The primary data source were Freedom Writers movie and it's script. The secondary sources were taken from others relevant books and references that support and relate to the primary data. The researcher used content analysis to analyze the data. The researcher used a documentation technique to collect the data. The results shows that there are 5 types of characters education values reflected on Erin Gruwell in "Freedom Writers" Movie. They are: honesty, tolerance, creativity, curiosity, peace – loving. Then, the most dominant character education value reflected on Erin Gruwell in this movie is creativity.



## ACKNOWLEDGMENT

First of all, the researcher would like to thank Allah SWT for always guiding and giving her blessings and mercy so that she can complete her thesis. Second, may Sholawat and Salam praise our Prophet Muhammad SAW, who has guided us out of darkness in the Islamic era.

After a long struggle, the researcher was finally able to complete and present his thesis. The researcher realized that her research would not have been possible without the help of others. Therefore, on these auspicious occasions, the researcher would like to thank:

1. Prof. Dr. Hj. Evi Muafiah, M.Ag., as Rector of State Islamic Institute of Ponorogo, who has been provided facilities and had given the writers the opportunity to take in knowledge at this institution.
2. Dr. H. Moh. Munir, Lc, M.Ag., as Dean of Tarbiyah and Teacher Training of State Islamic Institute of Ponorogo, who has been provided facilities and had given the opportunity for the writers to be educate at the Faculty of Tarbiyah and Teacher Training
3. Dr. Esti Yuli Widayanti, M.Pd., as the Head of English Language Teaching of State Islamic Institute of Ponorogo, who has been provided extensive guidance, and helpful suggestion in the completion of the thesis.
4. Dra. Hj. Aries Fitriani, M.Pd., as the advisor who has been patient and sincere in guiding the researcher in the process of working on this thesis.
5. All lecturers of State Islamic Institute of Ponorogo for valuable knowledge, guidance, and advice during the years of the researcher's study.

Finally, the researcher hopes that this thesis will be useful to readers, Any valid and suggestion will be appreciated.

Ponorogo, May 15<sup>th</sup>, 2024

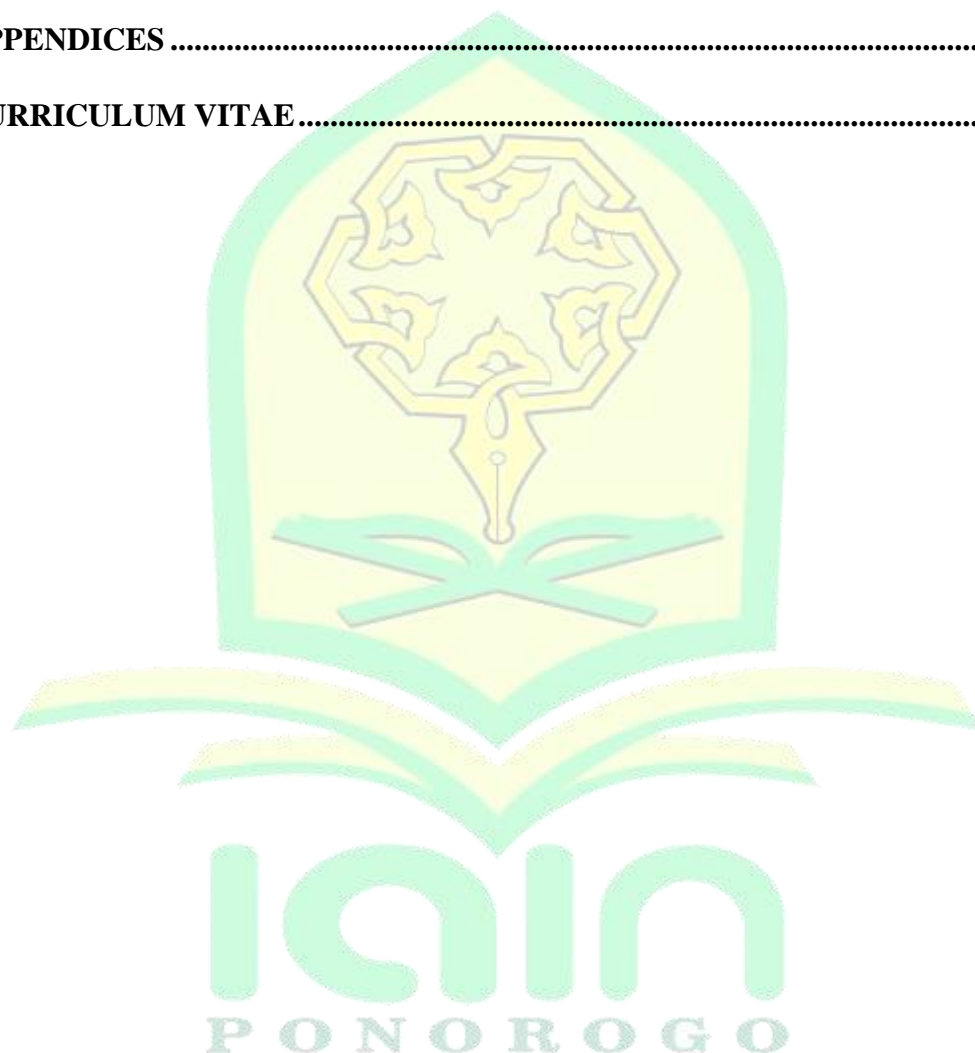
Sely Puspita Sari



## TABLE OF CONTENTS

|   |                              |
|---|------------------------------|
| <b>COVER .....</b>                            | <b>1</b>                     |
| <b>TITLE PAGE .....</b>                       | <b>ii</b>                    |
| <b>APPROVAL SHEET .....</b>                   | Error! Bookmark not defined. |
| <b>RATIFICATION.....</b>                      | Error! Bookmark not defined. |
| <b>LETTER OF AUTHENTICITY.....</b>            | <b>v</b>                     |
| <b>DEDICATION SHEET .....</b>                 | <b>vi</b>                    |
| <b>MOTTO .....</b>                            | <b>vii</b>                   |
| <b>ABSTRACT.....</b>                          | <b>viii</b>                  |
| <b>ACKNOWLEDGMENT.....</b>                    | <b>ix</b>                    |
| <b>TABLE OF CONTENTS.....</b>                 | <b>xi</b>                    |
| <b>LIST OF APPENDICES.....</b>                | <b>xiii</b>                  |
| <b>CHAPTER I INTRODUCTION.....</b>            | <b>1</b>                     |
| A. Background of the Study.....               | 1                            |
| B. Statement of the Problems.....             | 7                            |
| C. Objectives of the Study .....              | 8                            |
| D. Significances of the Study.....            | 8                            |
| E. Previous Research Findings.....            | 9                            |
| F. Research Methods.....                      | 12                           |
| G. Organization of the Thesis .....           | 17                           |
| <b>CHAPTER II THEORETICAL BACKGROUND.....</b> | <b>20</b>                    |
| A. Character Education .....                  | 20                           |
| B.Movie.....                                  | 43                           |

|   |           |
|---|-----------|
| <b>CHAPTER III FINDING &amp; DISCUSSION .....</b> | <b>59</b> |
| <b>CHAPTER IV CLOSING .....</b>                   | <b>80</b> |
| A. Conclusion.....                                | 80        |
| B. Suggestion .....                               | 81        |
| <b>BIBLIOGRAPHY .....</b>                         | <b>82</b> |
| <b>APPENDICES .....</b>                           | <b>87</b> |
| <b>CURRICULUM VITAE.....</b>                      | <b>96</b> |



## LIST OF APPENDICES

|   |     |
|---|-----|
| Appendix 1 Freedom Writers.....           | 98  |
| Appendix 2 Erin Gruwell.....              | 101 |
| Appendix 3 Richard Lagravenese.....       | 103 |
| Appendix 4 The Freedom Writers Diary..... | 104 |





# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Now days, watching movie has becomes part of some people's daily lives. People have different purposes when watching movies, such as refresh themselves, kill time, gather information and perspectives, learn foreign languages and try to understand other cultures. Most people enjoy watching movies regardless of their living condition, background, who they are, gender and age. The film donates visual communication made using the film's features and sounds.<sup>2</sup> Not only in big cities, but also in small towns, people watch movies. Thanks to the development of advanced technology such as the internet and smartphones, people can watch movie anytime and anywhere.

Movie could be very powerful to steer human beings thoughts due to the fact it's miles protected with an exciting plot, and it is straightforward watching. Because of its persuasive, a intake of film is being a primary need, even existance style. Movie can affect human being without difficulty due to the fact it's miles sincerely near our existence. Movie itself is stimulated from a actual existence however it became brought a few flavors if you want to take it extra lovely for enjoyment purpose.

From the film, viewer could be without difficulty persuaded with the aid of using the real content material presentation the engagers audio visible

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<sup>2</sup> Michael Rabiger, *Directing: Film Techniques and Aesthetics*. (British : Burlington: Focal Press; 3rd edition, 2008), 54.

experience in order that messages with inside the film might be smooth to reach in viewer's thoughts.<sup>3</sup>

Movie are beneficial in instructing the human aspect necessary for personal growth and identity formation in young learners.<sup>4</sup> There are numerous benefits to imparting education through movies. Movie are a form of literature that can be utilized for educational purposes, as they are not only an engaging medium for learning but also have educational value. Through movies, individuals can learn about morals, social education, cultural values, and more.<sup>5</sup> Moreover, watching movies can enhance people's motivation to learn English, and children particularly enjoy spending their free time watching their favorite animated films and cartoons.

According to Amy, the film includes clear lines and descriptions of character development in order to convey meaning clearly to everyone. Obviously, the content is probably a form of "story moral" or sociopolitical attitude that the filmmaker expresses directly through the words and actions of the characters. Through movies, one can educate morally, educate; social values, culture, etc.<sup>6</sup> For teachers, the cinema experience also helps to confirm and clarify their role in bringing a new perspective in teaching, especially in expressing the educational values of personality.

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<sup>3</sup> Christopher P Jacobs, *Film Theory and Approaches to Criticism, or, What Did That Movie Mean?* (Dakota : University of North Dakota, 2013 n.d.), 5.

<sup>4</sup> Pablo Gonzalez Blasco, et al., "Education through Movies : Improving Teaching Skills and Fostering Reflection among Students and Teachers," *Journal for Learning through the Arts*, 2015, 2.

<sup>5</sup> Amy Capwell Burn, "Action, Romance, or Science Fiction : Your Favorite Movie Genre May Affect Your Communication," *American Communication Journal* (11). 2009 (n.d.): 4.

<sup>6</sup> Amy Capwell Burn, "Action, Romance, or Science Fiction : Your Favorite Movie Genre May Affect Your Communication," *American Communication Journal* (11). 2009 (n.d.): 4.



Personality is the most basic, very important and basic thing that every human being must have. A person has the right to be a person who knows how to respect himself because it is that status in relation to life that distinguishes humans from animals. In Javanese philosophy, self-esteem is priceless. Sri Sultan Hamengkubuwono X said: “Loss of property and wealth will not remove anything, death will remove only half of what is gained, but loss of self-esteem is the loss of everything.”<sup>7</sup> Therefore, considering the importance of character, it is the responsibility of educational institutions to inculcate it through the learning process.<sup>8</sup>

Since the implementation of Curriculum 2013, character education has become one of the priorities that must be included in each and every school subject.<sup>9</sup> Character education derives from cognitive – development frameworks, psychological, and social learning as a concept of raising moral consciousness in students.<sup>10</sup> Character education is a component of education that has an important role in developing the quality of education in Indonesia. One of important role of character education is to create students who have good personalities and noble character.<sup>11</sup> Character education is not only related to the problem of right and wrong but more on the cultivation of habits about the good things in life. Character development and character education

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<sup>7</sup> Barnawi and M. Arifin, *Strategi Dan Kebijakan Pembelajaran Pendidikan Karakter* (Yogyakarta: Ar-Ruzz Media, n.d.), 11.

<sup>8</sup> Roihani Faiziyah, “Analysis of Character Educational Values in the Main Characters of the Lion King’s Movie” (thesis, IAIN Ponorogo, 2021), 2.

<sup>9</sup> N.K. Januari, N.N Padmadewi, and K.S Dewi, “Implementing Blended Character Education Program at North Bali Bilingual School (NBBS) Singaraja” 10, no. 1 (2022): 16.

<sup>10</sup> Rahmi Fahmy and et al, “Measuring Students Perceptions to Personal Characters Building in Education: An Indonesian Case in Implementing New Curriculum in High School,” *Procedia - Social and Behavior Science* 211, November 2015, 852.

<sup>11</sup> Luthfi Nur Ubay, “An Analysis of Character Education in English Textbook Entitled *Bright an English for Juniorhigh School Published by Erlangga*” (Thesis, Lampung, UIN Raden Intan Lampung, 2019n.d.), 1.

become necessary because education not only makes students smart but also has good manners so that its existence as a member of the community becomes meaningful both to himself and others.<sup>12</sup>

Lickona defines character education as a concept to develop a moral consciousness that emerges from psychological, social learning and cognitive development framework to develop a student character.<sup>13</sup> Based on the statement of Lickona, the character development of students through character education can help students develop moral awareness, social awareness, and cognitive development of students. With the formation of that character education values students are expected to have good character, because education without being accompanied by character education means nothing.<sup>14</sup>

The formulation of character is one of the national educational goals. Article 1 of the 2003 Educational Law states that among objectives of national education is to develop the potential of learners to have intelligence, personality, and noble character. Currently character of nation strengthening of the strategic priorities of national education program, given the states of the nation must be returned to the characterization of national identity.<sup>15</sup> Various ways can be made to build character education, including through watching movie.

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<sup>12</sup> Martsel Fathinnaufal and Dian Hidayati, "The Implementation of Character Education in Elementary School," *Journal of Education Management and Leadership*, 2020 n.d., 32.

<sup>13</sup> Diniar Ariesinta, "An Analysis of Character Education in the 2013 Curriculum English Textbooks of the Seventh - Grade Students" (thesis, Yogyakarta, Universitas Sanata Dharma, 2016), 3.

<sup>14</sup> Luthfi Nur Ubay, "An Analysis of Character Education in English Textbook Entitled *Bright an English for Juniorhigh School Published by Erlangga*" (Thesis, Lampung, UIN Raden Intan Lampung, n.d.), 1.

<sup>15</sup> Cepi Riyana "The Development of Three Dimensional Animation Film for Character Educational Media in Elementary School," *Educational Technology*, 2 (2015). 2

The Ministry of National Education (*Kemendiknas*) has established the basis of character education that rooted in 18 values of cultural education and national character. From those 18 characters, schools can provide additional character or reduce it according to the needs of learners. Those 18 characters are; religious, honesty, tolerance, discipline, hardwork, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendly/ communicative, love of peace, reading interest, environmental awareness, social awareness, responsibility.<sup>16</sup>

“Freedom Writers” movie directed by Richard LaGravenese and released on January 15, 2007. The movie has won two awards and received one nomination. It has won Golden Camera, Germany (2008) and Humanity Prize (2007) and received positive reviews and rating from two popular movies sites IMDb and Rotten Tomatoes. The movie receives 7.5/10 rating on IMDb and 69% of positive score on Rotten Tomatoes. The movie is based on a true story and adapted or inspired from a book with the title *The Freedom Writers Diary: How a teachers’ and 150 Teens Used Writing to Change Themselves and the World Around Them Which is Written by Erin Gruwell and all her students are known as the Freedom Writers.*

The film tells the story of a woman named Erin Gruwell who just got a job as an English teacher at Woodrow Wilson High School, and adds that this is her first time working as a teacher. She has to solve a problem her school has. Integration has destroyed the school as previously excellent academic results have been replaced by more students who will have a chance to

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<sup>16</sup> Mutiara Zein, “An Analysis of Character Educational Values in the 2013 Curriculum English Textbook of the Tenth Grade Students,” n.d., 7.

graduate or even become literate. The students Erin taught had a bad reputation. Some of them are gang members, committing crimes and racist against each other. Erin Gruwell wants to change all of this: She wants to make her students good students and good citizens. She has to endure all kinds of troubles and tries to help solve her students' problems. She can slowly manipulate the students and get closer to them. Finally, she teaches her students how to write a book. In this book, she wants her students to tell the story of their lives and how they faced and resolved any problems they faced.<sup>17</sup>

The writer chose the movie "Freedom Writers" to tell the story of the main character, Erin Gruwell, a wonderful English teacher who tries to give a decent education to the students who are victims of poverty, victims of racism when other teachers avoid teaching them. But Erin Gruwell is different. She is so dedicated to achieving goals that she can transform her students, who are considered the scum of society, into enthusiastic learners until they compile a book, diary about his life experiences and also create unity in diversity.

This film is perfect for a teacher's motivation in teaching, every challenge that we go through will make us understand the noble meaning of a teacher. This film also gives us many ideas about ways and methods that are effective in conveying knowledge. "Freedom Writers" is arguably a film for young people. In the midst of the rise of youth films whose stories are not far from love, comedy or horror stories, "Freedom Writers" can be an option for young people who not only want to be entertained, but also to get certain lessons from the film.

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<sup>17</sup> Norliani, "Peranan Seorang Guru Yang Terdapat Pada Film 'Freedom Writers, Program Studi Pendidikan Bahasa dan Sastra Indonesia STKIP PGRI Banjarmasin'" n.d., 2-3.

This movie is interesting to be the object of this research because of some reason. First, Freedom Writers can be said to be a film for young people. In the midst of the proliferation of youth films whose stories are not far from love stories, comedy or horror, Freedom writers could be an option for young people who not only want to be entertained, but also learn certain lessons from the film. The second reason, Freedom writers has a story line that is easy to understand and dialogue that is easy to understand. The teenage problems shown in this film are also quite close to teenage problems in general, regarding the search for identity and breaking rules to confirm one's existence. The study focused on character education values reflected on Erin Gruwell in "Freedom writers" movie. Therefore, based on explanation above, the researcher will be conducted a research to investigate characters education value the movie under the title "Character Education Value Reflected on Erin Gruwell in "Freedom Writers" Movie".

## **B. Statement of the Problems**

On the basic of the background of the study, the research problems can be formulated as follows:

1. What types of character education value reflected on Erin Gruwell are found in "Freedom Writers" movie?
2. What are the dominant types of character education value reflected on Erin Gruwell are found in "Freedom Writers" movie?
3. What are the value of the dominant types for nowadays life?

### C. Objectives of the Study

Based on the statement of research questions above, the objectives of this research were:

1. To identify the types of character education value reflected on Erin Gruwell found in “Freedom Writers” movie.
2. To identify the dominant types of character education value reflected on Erin Gruwell in “Freedom Writers” movie.
3. To identify the value of the dominant types for nowadays life.

### D. Significances of the Study

The significant of this research is addressed theoretically and practically, as follows:

1. Theoretically

The researcher hopes that the results of this research can be useful for the world of education as a second source after textbooks.

2. Practically

- a. For the teacher

This study is aimed to be an inspiration and also to help teacher in teaching his/her students. Especially, for the student has more motivation to take care, always pay attention, and never give up to teach them.

- b. For the students

This study is aimed to take them a valuable lesson that students must be always respect to the teacher although the teacher is not as students want. This study is also aimed to tell the students

that whatever student's attitude, the teacher will always give's the best to his/her students.

c. For the other researchers

This study can be an inspiration and secondary data to the other researcher who interest to conduct study about character educational values in other movie so there will be many movies analyzed and many values gotten and applied.

### **E. Previous Research Findings**

Research in movie or films for education is not something new. Many researcher research movie to observe character, plots, value, even use them for educational purpose. Here, the researcher finds some research relevant to his research.

The first is thesis of Mishbachul Anam Irvani<sup>18</sup>, a student of English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung, entitled "Character Educational Values in "The Ron Clark Story" Movie".

He wanted to know what types of character educational values depicted in the "The Ron Clark Story" movie. The method of this is qualitative research. This study is based on the 18 character educational values stated by Educational Minister of Indonesia (*Kemendiknas*), that are: religious, honesty, tolerance, discipline, hardworking, creativity, independent, democracy,

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<sup>18</sup> Mishbachul Anam Irvani, "*Character Educational Value in" The Ron Clark Story" movie*" (Thesis, IAIN Tulungagung, 2016).

curiosity, national spirit, patriotism, appreciating achievement, hospitality, love peace, fondness of reading, environmental care, sociality, and responsibility.

The result of the study found that in “The Ron Clark Story” movie there are 13 characters educational values above, except: religious, independent, national spirit, patriotism, and environmental care. The most intensive value appeared in this movie are appreciating achievement and sociality with 5 data, the followed by creativity, hardworking, curiosity, and hospitality with 3 data. The next intensive value is discipline which appeared twice. And then the other values are just appeared once, they are tolerance, honesty, democracy, patriotism, responsibility, and fondness of reading. The title of the movie is different with the writer’s study, but the focus of this study is same because this study focuses on the educational value of the movie.

The second is thesis of thesis of Pola Esianita<sup>19</sup>, a student of English Language Teaching Program (TBI) Faculty of Education and Teacher Training State Islamic Institute (IAIN) Ponorogo, entitled “An Analysis of Character Educational Values Based on Formulation of (*Kemendiknas*) in the Year 2013 Related To “Aquaman” movie. She wanted to know what type character educational values depicted in the “Aquaman” movie. The method of this is qualitative research. As a result, the researcher finds that some elements of character educational values in “Aquaman” there are: honesty, tolerance, discipline, hardworking, creativity care, responsibility, loyalty, respect,

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<sup>19</sup> Pola Esianita, “*Character Educational Values Movie Based on Formulation of KEMENDIKNAS in the Year 2013 Related to ‘AQUAMAN’ Movie.*” IAIN Ponorogo.



love/affection. The dominant character educational values the movie is responsible and peacemaker.

The third is the thesis of Siti Mukarromah<sup>20</sup>, a student of English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamis institute (IAIN) Ponorogo, entitled “Character Educational Values in “Zootopia” Movie Script”. She wanted to know what types of character educational values depicted in the “Zootopia” movie. The method of this is descriptive qualitative research. This study is based on the 18 characters educational values stated by Educational Ministry of Indonesia (*Kemendiknas*), that are: religious, honesty, tolerance, discipline, hardworking, creativity independent, democracy, curiosity, national spirit, patriotism, appreciating achievement, hospital, love peace, fondness of reading, environmental care, sociality, and responsibility. The result of the study found that in “Zootopia” movie script after the researcher read the “Zootopia” movie script, the researcher found some utterances of the characters that contains of character educational value. This study has a similarity with the researcher that is focus on educational values based on 18 characters educational values states by Educational Ministry on Indonesia (*Kemendiknas*) while the writer focuses on 5 educational values.

Based on the above explanation, there are some differences and similarities in theses previous studies and research. The researcher used different theory and approach to the previous studies above to conduct this research. Meanwhile, the similarities between these previous studies and this

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<sup>20</sup> Siti Mukarromah, “*Character Educational Values in 'Zootopia' movie Script*” (Thesis, Ponorogo, IAIN Ponorogo, 2019).

research analyze the character education values in movie for educational purpose. Therefore, the researcher used these previous studies as a reference for this research.

## **F. Research Methods**

The definition of research method are techniques that researcher used to conduct the research. They represent the tools of the trade, and provide researcher with ways to collect, sort and analyze information so that the researcher can come to some conclusion.<sup>21</sup>

### **1. Research Approach and Design**

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed method of data collection, analysis, and interpretation. This plan involves several decisions, and they need to be taken in the order in which they make sense to me and the order of their presentation here. The overall decision involves which approach should be used to study a topic.<sup>22</sup>

Research design is a process or steps used by researcher to collect data and analyze information to increase people's understanding of a topic issue.<sup>23</sup> The researcher uses library research and descriptive qualitative approach in conducting this research. Ary, et.al stated that “*qualitative*

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<sup>21</sup> Nicholas Walliman, *Research Methods The Basics*, 2011th ed. (Taylor & Francis e-Library, n.d.), 7.

<sup>22</sup> John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4rd ed. p. cm. (Singapore : Sage Publication, 2014, n.d.), 31.

<sup>23</sup> John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4 th ed. (Singapore : Sage Publication, 2014, n.d.), 3.

*research focuses on understanding social phenomena from the perspective of the human participants in natural settings”.*<sup>24</sup>

The researcher uses library research in conducting this research. Library research is a series of related activities using library data collection methods, reading and taking notes and processing research material. In this study research, the researcher applied research methods literature for at least several reasons underlying it. Firstly, data sources cannot always be obtained from the field. Sometimes the data source can only be obtained from libraries or other documents in written form, either from journals, books and other literature. Second, literature study is needed as one method to understand new symptoms that occur that have not been possible understood, then with literature study this will be understood these symptoms. So, in dealing with a symptom that occurs the writer can formulate a concept to complete something problems that arise.

## **2. Data Source**

The main source used in this study is a movie “Freedom Writers” an American director named Richard LaGravenes, the fictional work of the 13<sup>th</sup> from 21 total movie story script by Richard LaGravenes. This movie was launched on 5 January 2007 and has 123 minutes duration. This movie received an excellent rating stars response from critics, Philip Roth, a novelist a United States said that The Freedom Writers is a masterpiece of

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<sup>24</sup> Donal, Ary, et al, *Introduction to Research in Education (English Edition)*, (USA: Wadsworth, 2010),pg. 22.

Richard LaGravenes. There are many positive responses to this movie which very interesting and worth watching.<sup>25</sup>

The source of data form this study there are two subjects to find out where the data come from that is:

#### **a. Primary Data Source**

Primary data is the main data used in research. Primary data has a function to answer the problem statement presented in the study. In this research, the primary data source from “Freedom Writers” movie and “Freedom Writers” movie script. The file of the movie video is downloaded from <https://www.youtube.com/live/p54mCYzicAM?feature=share>. The file of the movie script is downloaded from <https://www.calameo.com/read/001610144918769dcfd27>. The movie becomes subject of the analysis where the writer follows the actions of the main actor and all characters to find the character education values reflected on Erin Gruwell in “Freedom Writers” movie.

#### **B. Secondary Data Source**

Secondary data is complementary data source that obtained not through the first hand, but through the second, third and so on. It means, the data has collected by someone else earlier, such as

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<sup>25</sup> Navira Musliyati, “An Analysis of the Main Character in Freedom Writers” (Banda aceh, UIN Ar - Raniry Banda Aceh, 2020 n.d.), 24.

websites, journals articles, or theory used in the research.<sup>26</sup> In this research the secondary data using theory presented by (*Kemendiknas*) formulation. There are 18 types of character education values taken from (*Kemendiknas*) formulation, includes: religiosity, honesty, tolerance, discipline, hardworking, creativity, independent, democracy, curiosity, national spirit, patriotism, highly regard achievement, friendly/ communicative, peace maker, good reader, environmental care, sociality, and responsibility. While secondary data are written sources that interpret or record primary data, which tend to be less reliable such as news bulletins, e-books, books, journals, magazines, newspapers, documentaries, advertising, the internet that related to the discussion of impicature and movie.<sup>27</sup>

### 3. Data Collection Technique

This data was obtained used library research writer used documentary technique to collect the data by getting the data from reading the subtitle transcript or the script of the movie and watching of “Freedom Writers” movie more than once. Actually, documentary technique is the technique to collect data and the data usually from transcript, books, newspaper, magazine, script, etc.<sup>28</sup>

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<sup>26</sup> Sari Anis K. *An Analysis of Directive Speech Acts in “UP” Movie*. (IAIN Ponorogo: 2022). pg.11

<sup>27</sup> Khotari, *Research Methodology: Methods and Techniques 2<sup>nd</sup> Revised Edition*, (Jaipur: New Age, 2004), 95.

<sup>28</sup> Siti Mukarromah, “An Analysis of Character Educational Values In” *Zootopia* “Movie Script” (IAIN Ponorogo, 2019), 90.

In this research, the researcher necessary following steps to collecting the data as follows:

- 1) Downloading the movie script.
- 2) Watching the movie more than once.
- 3) Reading and observing the script dialogue.
- 4) Collecting the data by watching the movie and try to get a deep understanding and look for all expressions.
- 5) Classifying them into categories of character education values reflected on Erin Gruwell based on (*Kemendiknas*) formulation.
- 6) Selecting each sentence of the movie about the character education values of the character.

#### **4. Data Analysis Technique**

In this research, the researcher uses content analysis in process of analysis the data. Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful) to the contexts of their use. The researcher gets the data from watching the movie in order to have the deep understanding.

In secondary data, the researcher uses is the theory of the character education values proposed by Ngainun Naim consisting of: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, appreciate achievement, be friendly/ communicative, love peace, love to read, care

about the environment, care about social, responsibility.<sup>29</sup> In this case, the writer analyzes the data based on the theory of formul (Kemendiknas) ation that explains about character education values. In conducting this research, the writer provides some ways to analyze the data as following:

1. Watching and understanding movie “Freedom Writers” directed by Richard LaGravenese.
2. Reading the script “Freedom Writers” movie directed by Richard LaGravenese.
3. Finding the character dialogue data that contains the character education values reflected on Erin Gruwell in “Freedom Writers” movie script by Richard LaGravenese
4. Highlight character sentences that contain the character education values meanings.
5. Analyzing and describing the dialogues of the character containing characters education values based on the theory of (Kemnediknas) formulation.
6. Draw conclusions about the conclusions of the writer.

## **G. Organization of the Thesis**

To make a good thesis, it needs to arrange systematically, the organization of the thesis covers the following chapters.

### **CHAPTER I : Introduction**

It consists background study, statement of research problems, objective of the research, significances of

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<sup>29</sup> Juwita Sari Indah, Yetty Morelent, and Dainur Putri, “The Values of Character Education in Bangkok the Journal Novel by Moemoe Rizal”(2019) 9 (n.d.).

the research, previous research result, research method consist of research design, data and data sources, technique of data collection, technique of data analysis and the last is organization of the research.

## **CHAPTER II : Theoretical Background**

It consists of review some theories related to the character educational value, movie and previous study.

## **CHAPTER III : Findings and Discussion**

This chapter presents the finding of library research which is then analyzed by using theory that has been reviewed in chapter 2.

## **CHAPTER IV : Closing**

This last chapter presents two sub chapter:

### **A. Conclusion**

The researcher systematically describes about the summary of the research representing the answer of the research problem.



## B. Suggestion

In accordance to limitation of the research, the researcher gives suggestion and recommendation to the other people who is interested in the topic being analyzed.



## CHAPTER II T

### HEORETICAL BACKGROUND

#### A. Character Education

##### 1. Definition of Character

In terminology, meaning the character forward by Thomas Lickona. He said the character is “a reliable inner disposition to respond to situations in a morally good way. “Then he added, “so conceived character has three interrelated parts: moral knowing, moral feeling, and moral behavior.<sup>30</sup> A character in literary art may be entirely fictional or based on real – life. It was also can be a human, supernatural creature, animal, etc. However, in the way of describing every character in fiction must resemble ourselves; it must be recognized as human.<sup>31</sup>

According to DiYanni, characterization can be described as, “Characterization is the means by which writers present and reveal character.” Characterization and character it’s different thing. A characterization in the film is created a character. The author created characterization to brings and makes some character. To develop a character according to what the author wants, author using characterization as a

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<sup>30</sup> SA Kamaruddin, “Character Education and Student Social Behavior,” *Journal of Education and Learning* 6 (n.d.): 225.

<sup>31</sup> Brooks Cleanth and Robert Penn Warren, *Understanding Fiction*, second edition (New York: Appleton- Century Crofts, Inc, n.d.).

method. The author shows the character in the film for audience to know more about the character's personality.<sup>32</sup>

Character According to KBBI (Kamus Besar Bahasa Indonesia) is psychological or moral that distinguish person from other.<sup>33</sup> Meanwhile, character is a collection of values that lead to a system, which underlies the thoughts, attitudes and behaviors that are shown. Zubaedi discusses that character is an innate, heart, soul, behavior, and personality.<sup>34</sup>

Character are abilities from within the human body that play a role in responding or solving a problem. Character is something that exists in a person and is related to a person's moral values, attitudes, and behavior that appear as a reflection that someone has certain characteristics or character.<sup>35</sup>

Character determines someone's private thoughts and someone's action done.<sup>36</sup> Good character is the inward motivation to do what is right, according to the highest standard of behavior, in every situation. Based on that statement, as in character count Coalition (a project of the Joseph Institute of Ethics), there are six pillars of character. The six pillars of character can be mentioned below:

- a. Trustworthiness
- b. Fairness
- c. Caring

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<sup>32</sup> Diyanni, R *Literature :Reading Fiction, Poetry, and Drama ,Compactedition*, (Singapore :McGraw - Hill, 2001 n.d.), 56.

<sup>33</sup> Reza A A Dalimunthe, "*Strategi Implementasi Pelasanaan Pendidikan Karakter Di SMPN 9 Yogyakarta*," Program Sarjana UNY, n.d., 103.

<sup>34</sup> Dalimunthe, 103.

<sup>35</sup> Eni Nurhana and Rs. Festi himatu Karima, "*The Analysis of Character Building Values Found in Aladdin 2019 Movie*," Buana Pendidikan: Pendidikan Bahasa Inggris, Universitas PGRI Semarang, Indonesia 18, no. 1 (2022): 206–123.

<sup>36</sup> Muslich Masnur, *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional*, 2011th ed. (Jakarta: PT Bumi Aksara, n.d.), 89.

- d. Respect
- e. Citizenship
- f. Responsibility

Generally, characters take a role in the functions of the media they are part of, as for entertainment purpose, artistic purposes, education, information, distribution of ideologies, or advertising. The other function are media – specific: in novels or feature films, they as primarily narrative purposes, whereas in board games or video games their ludic purposes seem to be able to perform certain moves with them.<sup>37</sup>

## 2. Definition of Education

Education is one important factor in supporting the development of the times. Through quality education will certainly give birth to a generation of intelligent, innovative, creative, and most importantly competent in their field. The education hierarchy certainly must prioritize objectivity, equality, tolerance, and the truth of science. The development of science and technology or often we are familiar with the era globalization, of course, must be balanced with qualified knowledge.<sup>38</sup>

Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and

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<sup>37</sup> Jens Eder *et al* , *Characters in Fictional Worlds : Understandings Imaginary Beings in Literature, Films, and Other* (Berlin :Hubert &Co. 2010), 86.

<sup>38</sup> Riana Dwi Lestari, “Character Educational Value Analysis in Collection of Students,” *Journal of Language Education Research IKIP Siliwangi* 2, no. 3 (n.d.): 89.

followers and then growing up to the person we are meant to be. The purpose of life is undoubtedly to know oneself and be oneself.<sup>39</sup>

In addition's the aim of education has a function as a toll, and ways to make changes human live. In extensive meaning education can be identified the characteristic such as.<sup>40</sup>

- a. Lifelong education. It means from one generation to other generation education is processed without stopped.
- b. Education happened in all human live level. It's mean beside education are processed in education itself, education also processed in economic, law, healthy, technology, etc.
- c. Education happened in anywhere and anytime.
- d. The prime object of education is human cultivation in their live.

Education is the manner and effort to increase human knowledge, skill also experience to continued their life. Humans in an attempt to maintain the continuation of life bequeathed various cultural values from one generation to the next generation. Consecutively education is important to knowledge, to inculcate skills to fit people in life and, above all, to help young people develop as full human beings, equipped to lead a good life.<sup>41</sup>

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<sup>39</sup> Devakumar Jacob, Kerala Pathanamthitta, and Rani MR, *International Journal of Informative & Futuristic Research*, 2013, 76.

<sup>40</sup> Suhartono Suparlan, *Filsafat Pendidikan*, (Jogjakarta : Ar Ruzz Media. 2009). 83–84.

<sup>41</sup> Michael Farrell, *Foundations of Special Education*, 2009th ed. (Singapore : Wiley Blackwell Publisher, 2009, n.d.), 2.

### 3. Definition of Character Education

The issue of character is given more attention nowadays, particularly by the teachers and the teachers and the other educational practitioners due to the moral decrease on the society. Character has also been a concern for the Ministry of Nasional Education as they try hard to revitalize good characters on the students. This phenomenon leads to the nation of character education. Based on National Commission on Character of USA in Berkowitz, character education is a deliberate approach undertaken by school personnel, community as well as parents both in helping and forming children and youth become caring, principled, and responsible.<sup>42</sup>

Thomas Lickona describes character education as “the deliberate effort to cultivate virtue”. The key word is deliberate. We should not assume that children. Left to their own accords, will grow and become young adults of good character. Clearly, children need adults to teach them through example and exhortation.<sup>43</sup>

“Peraturan Menteri Pendidikan dan Kebudayaan” Number 20 Year 2018 Chapter 3 Verse 2 stated that character educational values that have been described above are realization of five main values which are interrelated. Five main values would be explained in the following descriptions:

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<sup>42</sup> Marvin W. Berkowitz and Melinda C. Bier, *Whats Woks in Character Education: A Research - Driven Guide for Educators* (Washington DC: Character Education Partneship,2005 n.d.), 2.

<sup>43</sup> Aynur Pala, “The Need for Character Education” 3 (2011): 25.

a. Religious

Religious value reflects faith in God almighty which is manifested in the behavior of implementing religious teachings and beliefs, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, living in harmony and peace with adherents of other religions.

b. Nationalist

Nationalist value is a way of thinking, behaving, and acting that show loyalty, concern and high respect for the language, physical, social, cultural, economic and political environment of the nation, placing the interests of the nation and the state above the interests of themselves and their groups.

c. Independent

Independent value is an attitude and behavior that is independent of others and uses all energy, thoughts, time to realize hopes, dreams and aspirations.

d. Mutual Assistance

Mutual assistance value reflects the act of respecting the spirit of cooperation and working hand in hand to solve common problems, establish communication and friendship, provide assistance or assistance to people in need.

e. Integrity

Integrity value the value that underlines behavior based on efforts to make himself a person who can always be trusted in words, actions and work, has commitment and loyalty to human and moral values.<sup>44</sup>

Character education includes a board range of concepts such as positive school culture, moral education, just communities, caring scholl communities, and service learning. All of these approaches promote the intellectual, social, emotional, and ethical development of young people and share a commitment to help young people become responsible, caring and contributing citizens. Educating the mind and promoting ethical values that lead to success both for individuals and society. (principles of Effective Character Education, 2010). Below there is a list of benefits of quality character education:

1. Promotes core ethical values and supportive performance values as the foundation of good character.
2. Defines “character” comprehensively to include thinking, feeling, and behavior.
3. Uses a comprehensive, intentional, and proactive approach to character development.
4. Creates a caring school community.

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<sup>44</sup> Tim Penyusun PKK Kemendikbud, Konsep dan Pedoman, 8-9.



5. Provides students with opportunities for moral action.
6. Curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strives to foster student self – motivation.
8. Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.
9. Fosters shared moral leadership and long – range support of the character education initiative.
10. Engages families and community members as partners in the character – building effort.
11. Assesses the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.<sup>45</sup>

Character education has some benefits to develop good character and attitude such as.<sup>46</sup>

- a. It promotes character development through the exploration of ethical issues across the curriculum.

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<sup>45</sup> Pala, 26.

<sup>46</sup> Charlie Abourjilie, *Character Education Informational Handbook and Guide II for Support and Implementation of the Student Citizen Act of 2001 (Character Education)* (Public Schools of North Carolina, n.d.), 3.

- b. It develops a positive and moral climate by engaging the participation of students, teacher and staff, parents, and communities.
- c. It teaches how to solve conflicts fairly, creating safer schools that are freer of intimidation fear, and violence, and are more conducive to learning.

The function character education is (1) build a multicultural national life; (2) build a civilization of intelligent, cultured noble, and capable of contributing to the development of the human race; developing the potential of the base in order to be good, good thoughts, and good behavior and exemplary good; (3) to build attitude of the citizens who love peace, creative, independent, and able to coexist with other nations in a harmony.<sup>47</sup> Character education is done through a variety of media, the family, the education, community, government, business, and social media.<sup>48</sup>

According to above explanation, character education is shared responsibility of all school members which mean that all related parties, like teachers, headmaster, school staffs, and students should have good character. Everyone at schools should be responsible in promoting good character. In character education, values should be highlighted and followed to result in the expected behaviors.<sup>49</sup>

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<sup>47</sup> Jalal, 7.

<sup>48</sup> Jalal, 7.

<sup>49</sup> Putri Ayu Imayatul Utami, "An Analysis of Character Values in the Texts of English Textbook Entitled Pathway to English for Grade XI of Senior High School" (Thesis, Lampung, UIN Raden Intan Lampung, n.d.), 20.

#### 4. Definition of Education Value

Education in the manner and effort to increase human knowledge, skill also experience to continued their life. Humans in an attempt to maintain the continuation of life bequeathed various cultural values from one generation to the next generation. Consecutively education is important to knowledge, to inculcate skills to fit people in life and, above all, to help young people develop as full human beings, equipped to lead a good life.<sup>50</sup>

Value as thing which are considered “good” in themselves (such as beauty, truth, love, honesty and loyalty) and as personal or social preferences. Value is very important in life because value orientation is essential for the planning of a good future. Values are essential for positive human behavior. Education from time immemorial has focused on values. Values form the core of education goals and objectives. Education is inherently values oriented and must develop in learners caring, co – operation and respect for others.<sup>51</sup>

Educational values an education in the concern with the development of the total personality of the individual intellectual, social, emotional aesthetic, moral and spiritual. It involves developing sensitive to the good, the right and beautiful, ability to choose the right values is accordance with the thought and action. In a row education value is to

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<sup>50</sup> Michael Farrell, *Foundations of Special Education: An Introduction* (Singapore: Wiley Blackwell Publisher, 2009, n.d.), 2.

<sup>51</sup> Sheela Ramachandran, *Value Education - Human Right Foundation Course - I Part - IV* (Coimbatore: Bharatiar University, 2009 n.d.), 13.

developing rational critical thinking, to educate the emotions, to cultivate the imaginations.<sup>52</sup>

Educational value is not only can be found in academic processed but also can be found in the other experience. So based on the explanation of the educational value above, we can also interpreter that educational world has experiences changes toward a more positive, if the first model only as the teaching of science education, moral degradation, then education must also be balanced with educational value.<sup>53</sup>

Education value also can define a something or limitation of anything that educate someone directed to maturation, which have good or bad character, so it can useful for human live that can reach from educational process.<sup>54</sup> Educational value is the spirit of education: therefore, wherever they are taught, education value will manifest itself. “According to the definition above, the researcher can deduce that educational value refers to the values that steer humans in the right way in life. Moral, religious, societal, and familial values are all examples of educational worth. Humans, on the other hand, do not evade the principles in their life. Individuals will adhere to either go or negative values

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<sup>52</sup> Seshadri, “*An Approach to Value Orientation of Teachers’ Education*,” *Journal of Value Education* 5 (n.d.): 12.

<sup>53</sup> Miftahul Jannah, “*Educational Values in ‘Akeelah and the Bee’ Movie*” (Thesis, Ar - Raniry State Islamic University Darussalam Banda Aceh, 2018), 22.

<sup>54</sup> Suryati Selvy Dwi, “*An Analysis of Education Values in ‘Life of Pi’ Movie*” (Thesis- UIN Raden Intan Lampung, 2018): 14.

depending on their circumstances. They will survive their lives if they select good values, and will suffer if they pick negative values.<sup>55</sup>

Poerwati<sup>56</sup> argued that nation character educational value can be done by making student accustomed with moral values and make them habitual with nation character. In case of emphasize.

## 5. Definition of Character Education Value

Character education value covers a wide range of aspects, including morals education, civis education, and character development. And it became exclusive concern for the Ministry of Education and Culture of Indonesia especially for the Indonesia Ministry of Education and Culture. They even set up 18 characters education through the law no. 20, article 2, section 2, 2018. The values that should be included in the education process.<sup>57</sup>

Character education value are essential values in every aspect of life. They help people to accomplish and reach their goals in any conditions and situations. States the character education in the process of forming the personality, psychology, and physical structure in a balanced relationship. The process is done to anticipate the influence of the outside is not good. In general, character education is to protect oneself and form

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<sup>55</sup> Erlidawati and Siti Rahmah, "The Educational Values in Fairy Tale Cartoon Film," *Journal of English Language Teaching Linguistics and Literature* vol 2 (n.d.): 12.

<sup>56</sup> Loekloek Endah, Poerwati, *Panduan Memahami Kurikulum 2013* (Jakarta: Prestasi Pustaka Jaya, n.d.), 112.

<sup>57</sup> Regulation of the Minister of Education and Culture No. 20 of 2018 on the Strengthening of Character Education in Formal Education Units, n.d.

personality independently based on certain beliefs individual or group as well as nation and state.<sup>58</sup>

## 6. Types of Character

Character in fiction can be classified a major and minor, static and dynamic. A major character is an important figure at the center of the story's action and theme. Usually, a character's status as major and minor is clear. On occasion however, not one but two characters may dominate a story, their relationship being what matters most.<sup>59</sup>

### a. Major Character

According to Nurgiyantoro, major character is the most presented character in the story. He or she is the most telling character, either as subject or objects of the conflict. Even on particular stories, major character is always present in every scene and conflict. The presence of major character is very dominant because he or she is the figure who is always present in the story and also affects the development of the conflict and climax in the story. Although the major character is not always present in every scene, any conflict will always be associated with him or her.

### b. Minor Character

According to Nurgiyantoro, minor character is character that appears less often than major character. Minor character is an

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<sup>58</sup> Tati Mardewi, Endra Wanto, and Furi Indriyani, "Character Educational Values of Stephen Hawking in the Theory of Everything Movie Directed by James Marsh," *Universitas BSI Bogor, West Java* 5 (May 2020): 2.

<sup>59</sup> Robert Diyyani, *Literature Reading Fiction, Poetry and Drama* (New York, McGraw Hill Companies, 2002 n.d.), 55.

important character in the story after the main character. Without minor character, major character role will not be perfect. Conflict cannot be done only by the main characteristic needs other characters to make the conflict more varied.

c. Flat or Static Character

Static character is also called flat character. It contrasts with the round or dynamic character. The static character is never grown like a dynamic character. There is no significant growth or development of this character. Static character is a minor character in a story. According Kennedy, static character is rarely the central character in a story. It stays the same throughout a story.

According to Nurgiyantoro, flat character is a simple character that has only one personal quality. The nature and behavior of this character are flat, monotonous, reflecting only one nature. The unchangeable nature of the flat character is also used as a comparison when the other characters change their behavior. It just has one personality, good or bad personality.

For example, she is a rich man but arrogant. If he or she is a good person, then from the beginning of the story until the end of the story until the end of the story he or she will always be a good one. And if he or she is a bad person, then from the beginning of the story until the end of the story he or she will always be a bad one.

#### d. Round or Dynamic Character

A dynamic character is also known as a round character. It grows and changes as in real life in course. It changes significantly because of something happens and influences the character. There are growth and development as a reaction to the character. According to Kennedy, dynamic character is a character who, during the course of the story, grows or changes in some significant way.

According to Nurgiyantoro, round character is a character in fiction portrayed as a having complex, multifaceted personality. They change's as they experience many problems and conflicts. Sometimes, it is difficult to explain these characters because they do not only have one trait of personality. They also evolved or changed in the story. Usually, changes that occur in a round character are influenced by the conflicts which also experienced the character.<sup>60</sup>

### 7. Types of Education Value

The Ministry of Education and Culture (*Kemendikbud*) integrates character education into the existing curriculum through activities of strengthening character education. Curriculum is an instructional curriculum offered to students that contains everything that can affect student's growth and personal creatin in conjunction with educational

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<sup>60</sup> Ami Mayadah Hasyim, Maria Yosephin WL, and Jafar Sodik, "Character Development Found in before i Fall Movie and Its Feasibility as Source to Teaching Drama," *English Teaching, Literature and Linguistics (Eternal) University of PGRI Semarang*, January 27, 2021, 102–4.



objectives and is intended to enhance the quality of life in its execution not only at school but also outside of school.<sup>61</sup>

The Ministry of National Education (*Kemendiknas*) designed a foundation for character education based on 18 cultures and national character values, as follow:<sup>62</sup>

a. Religiosity

Religiosity is attitude and behaviors that are obedient to the ruler of religion. This character is attitude and behaviors that obedient in implementing religious, tolerant of the implementation of other religious and live in harmony with other religions.

b. Honesty

Honesty is attitudes and behaviors which telling the truth and being trustworthy. This behavior seeks to establish himself as a person who can always be trusted in words and work.

c. Tolerance

Tolerance is attitudes that can appreciate the differences between other people. Other definition tolerance is attitudes that respect the differences of religious, ethnic, opinion, attitude, and actions of others.

d. Discipline

Discipline is the quality of being able to behave and work in a controlled way which involves obeying particular rules or standards.

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<sup>61</sup> Wardani, "Analysis of Character Education Values in the English Textbook for the Twelfth Grade Senior High School Students," *Jurnal Pendidikan Karakter*, 2019 n.d.

<sup>62</sup> *Regulation of the Minister of Education and Culture No. 20 of 2018 on the Strengthening of Character Education in Formal Education Units*, n.d..

The people who do this character usually orderly behavior and abiding by the rules and regulations.

e. Hardworking

Hardworking in the behaviors which do the task that required (too) much effort to complete. This behavior that shows genuine efforts and accomplish the tasks as well as possible.

f. Creativity

Thinking and doing something to generate new ways or the result of something that has been owned.

g. Independent

Independent is the ability which not dependent on other and can do by himself. This character that are not easily dependent on others in completing tasks.

h. Democracy

Thinking, behaving, and acting evaluate the same right and obligations of oneself and others.

i. Curiosity

Curiosity is an eager wish to know or learn about something. This character that always seek know more deeply and extensively from something which is he learn, seen and heard.

j. National spirit

Way of thinking, act, and sound that puts the interests of the nation above self – interest and group.

k. Patriotism

Way of thinking, being and doing that show of loyalty, care and high appreciation of language, physical environment, social, cultural, economic and political nation.

l. Highly regard achievement

Attitudes and action that encourage to produce something useful for society, and recognize and respect other people's success.

m. Friendly/ communicative

Actions that show a sense of fun to talk, mingle and cooperate with others.

n. Peace maker

Attitudes, words and actions that cause others to feel happy and secure on the presence of himself.

o. Good reader

Habits take time to read the various readings are on virtue for him.

p. Environmental Care

Attitudes and action which always wanted to prevent damage to the surrounding natural development, and develop measures to repair the environmental damage that has occurred.

q. Sociality

Attitudes and action always wanted to help other people and communities in need.

r. Responsibility

Attitude and behavior of people to carry out tasks and obligations, which should be done to himself, society, environment (natural, social and cultural) country and God Almighty.

According to Zaim El Mubarak, educational values are divided into two groups.<sup>63</sup> There are values of being and values of giving.

e. Values of Being

The values of being is a value that is within involved human beings into the behavior and the way we treat others. Which include:

1. Honesty

Honesty is defined as a human attitude when faced something or phenomenon and tell the information without change the information. It also can be defined as an attitude or behavior which appear and based from our deep heart. Honesty is one of manner for people teach themselves to be brave confess, say or give an information appropriate to fact and reality.

Honesty can be done toward others, institutions, society, ourselves. Strength and confidence that comes from deep because there was nothing to hide. The characteristic of honesty we are tells the truth when a question is asked, have not pretend attitude, says what he/she thinks and believes to right, even when his/her friends disagree. He/she is strong enough to tell others that they

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<sup>63</sup> Zaim El Mubarak, *Membumikan Pendidikan Nilai* (Bandung : Alfabeta, 2008 n.d.), 12.

are wrong. In this movie honesty can be measured from the statement and action that the actor say's and do.

## 2. Brave

Brave is an attitude which appear from human that can be a dare to try things that either though difficult. Brave also can define as one of action to struggle and maintain something which believed as something good and right with pass a danger, difficulty and weakness.<sup>64</sup>

Brave can apply to oppose the flow is moving towards one, courage to say no, courage to provide, courage to admit the mistake and courage to require apologize. To measure bravery from someone, it can know from the action also can know from the statement too. It is movie brave that shown by character from the brave to admit the mistake and the action to opposed the enemy. Courage to follow your good heart in spite of marginalized and suffers from it. Dare to be gracious and friendly. He added the meaning of courage and is the best option for the long term.<sup>65</sup>

## 3. Peace

Peace is a harmony in human natural live where is nothing enmity or conflict. Peace can interpret as a calm and patient attitude. These attitude tendencies to try accept other people's

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<sup>64</sup> Mubarok, 15–17.

<sup>65</sup> Mubarok, 15–17.

opinions rather than denied and opposed it. Understand the differences are rarely resolved through conflict and that he has a problem or feel insecure, and therefore expect your understanding.

#### 4. Confidence and Potential

Confidence and potential it's a human attitude appears as boundaries awareness of ability. Potential can be defined as a prepared and able to do something that command. It can overcome the tendencies to blame others when experiencing difficulties. Confidence also be one of manner to believe to their ability. Characteristic of confidence are believed in hem it's means that confident people believe that their life fulfills a special important purpose in the world. They definitely know their strength and have accepted their weakness. They are very sociable. Confident people know how to endear themselves to others and how to take compliments and criticisms gracefully.

#### 5. Self – Discipline and Moderation

Self – Discipline is an attitude which can provide from human itself which get from their habit. Discipline also can define as a human consistency and consequences level to a commitment or agreement which have relation with the purpose that will be reach. Self - discipline can divide in the physical, mental, financial. Self - discipline can apply in everything. Apply self - discipline can be looked when we know the limits in terms of the

dangers when embracing extreme views and impartially. The ability to balance spontaneity with self – discipline.

## 6. Purity

Purity is the condition or quality of being pure; freedom from anything that database, contaminate, pollutes etc. example of purity is the virtue of a young girl with strong values. Purity also one of awareness to keep the value. Understanding about the role of life, awareness about the consequences of long – term (and extended) that be caused.

### f. Values of Giving

The values of giving so that values need to be practiced or provided which would then be accepted as a given. Values of giving include:

#### 1. Loyalty and Trustworthiness

Loyalty is the state or quality of being loyal, faithfulness to commitments or obligations. Loyal can indicated to family, to work, to the school, and to organizations and other institutions are responsible to us. A loyalty people usually ready to support, ready to serve, ready to help and trusted in carrying out consistent promise. Characteristic of trustworthiness be honest, be reliable, have the courage to do the right thing, build a good reputation, be loyal.

## 2. Respect

Respect is a way of treating or thinking about something or someone. It also can define as act in a way which shows that you are aware of someone's right, wishes etc. Respect can applies' for property rights, respect for nature, and respect for the beliefs and rights of others civilized and polite behavior. Respectful to yourself and avoid detraction to yourself. Characteristics of respect are treats others with respect, be tolerant and accepting of differences, use good manners, not bad language, be considerate of the feelings of others, don't threaten, hit or hurt anyone, deal peacefully with anger, insults, and disagreements.

## 3. Love and Affection

Love and Affection is a positive feeling you may have or express for other people or things. Affection defined as a feeling of liking and caring for someone or something. Love is more than just a loyal and respectful. Love can be indicated to dear friends, dear to the neighbor, who also love to hate us. And emphasizes the lifelong responsibility for saying to the family.

## 4. Sensibility and Not Selfishness

Not selfishness is a feeling where cares and considers to others. Not selfish is one attitude that more care to others, learn to feel the togetherness and compassion toward others. Not selfish usually shown by empathy, tolerance, and brotherhood.



Sensitive is having acute mental or emotional sensibility aware of responsive to the feeling of others.

#### 5. Kind and Friendly

Kind is a good attitude having people to others or things. It is aware friendly and caring attitude is more commendable than the rough and touch attitude. It can be shown by tenderness, especially on the younger or weaker. Capable of making new friends and maintain friendships.

#### 6. Fair and Humanist

Fair is treating someone in a way that is right or reasonable, or treating a group of people equally and not allowing personal opinion to influence a judgement. In other side fair define as agreeing with what is thought to be right or acceptable. About humane is characterized by tenderness, compassion and sympathy for people or things. The view of the natural consequences and the law of cause and effect. Appreciate the generous and forgiving attitude and understand that revenge is futile.

### **B. Movie**

#### **1. Definition of Movie**

Literature has many forms: they are poetry, novel, comic, soap, opera, electronic literature, graphic novel, movie or film and etc. Motion picture, also called movies or films are one of most popular forms of

entertainment. Movie or film is both art and business. It is art because it is made by creative people with vision and passion. The movie art form is in many ways a composite of all the others, including writing, performance, visual elements, sound, music and design. Some of the most important artist of our time have chosen movie as their means of communication.<sup>66</sup>

Movie is one of the visual aids that can be used in a writing class. It makes lessons more fun. It also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process.<sup>67</sup>

Movie is the audiovisual version of storytelling. Life stories and narratives enhance emotions and therefore set up the foundation for conveying concepts. Movie a provide a narrative model framed in emotions and imagine that is also grounded in the students' familiar, everyday universe. In other words, this study focuses the nation that when the goal is promoting reflection that includes both emotional and cognitive components, life histories derived from the movie are well – matched with the student's desires and expectations. Learning through aesthetics in which cinema is included stimulates a reflective attitude in the learner. Emotions make learning both more memorable and more pleasurable for students. Generally, movies along with television, video games, music, and

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<sup>66</sup> Michael Rabiger, *Directing: Film Techniques and Aesthetics* Third Edition. British: Burlington, MA. 2008. 56.

<sup>67</sup> Erwin Seftiarinin, "Improving Students Speaking Ability by Using Short Movie at Second Grade of Mts al Huda Bandung" (Tulungagung, IAIN Tulungagung, n.d.).

the internet are regarded as one of the most effective tools in giving pleasure to its target group.<sup>68</sup>

The movie tells a story and has existing (character, objects and places) and events. In this work, cinematic events describe events common to most films, for example, action, dialogue, suspense and emotional events. His plot can manifest itself in many ways and can be seen as his speech. When we talk about “going to the movies” we almost always mean that we will see a narrative film, a film that tells a story.<sup>69</sup> Therefore, the film can be seen as a narrative and therefore we can say that it conforms to the narrative theory.

According in Richard & Dave<sup>70</sup>, there are three major types of movies:

1. Narrative

Narrative is a way of how to create fictional or fictionalized stories presented in narrative films. Storytelling is a complicated business, especially when relating a multifaceted story involving multiple characters and conflicts over the course of two hours of screen time. Besides being a general tool for a story of a kind of movie, usually narrative is used to describe the way that movie stories are built and presented to engage, involve, and orient an audience. This

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<sup>68</sup> Bao, “The Different between Novels and Films - Enhance Literature Teaching by Using Films,” *US- China Education Review* 5 (n.d.): 46.

<sup>69</sup> David Bordwell and Kristin Thompson, *Movie Art: An Introduction* (New York :McGraw-Hill Companies,1997 n.d.).

<sup>70</sup> Richard Barsam and Monahan Dave, *Looking at Movies : An Introduction to Film*, 7th ed. (New York, London: W.W Norton & Company, 2016 n.d.), 71.

narrative structure – which includes exposition, rising action, climax, falling action, and denouement – helps filmmakers manipulate the viewer’s cinematic experience by selectively conforming to or diverging from audience expectations of storytelling.

## 2. Documentary

The documentary movie has a purpose to educate the viewer. The documentary has to recording real events or present political or social analysis. In other words, if we think of a narrative movie as fiction, then the best way to understand the documentary movie is as non – fiction. So, it can be concluded that a documentary should be based on a real story.

## 3. Experimental

Experimental is the most difficult of all types of movies to define precisely. Because experimental filmmakers actively seek to defy categorization and convention. For stater’s, it’s helpful to think of experimental cinema as pushing the boundaries of what most people think movies are – or should be.

## 2. Types of Movies

There are several types of movies or film as follows a:

- a. Action – These types of movies are high octane, big budget movies that show many physical stunts. If there is heroism, fights involving guns, swords of karate movies, horseback action or any destructive forces of nature, your keyword is Action. In these movies, it’s usually a fight between the good guys and bad guys, i. e. Fight Club.

- b. Adventure – Do you like thrilling stories that take you to wondrous places? They are similar to action films but the action may be less and more weight will be given to experiences. Indian Jones movies belong to this category.
- c. Comedies – They are loved by young and old for the feel's good content. A comedy can be based on innocent humor, exaggerations, facial expressions or downright crude jokes. Meet the Fockers is an example.
- d. Crime and Gangster films – Such films trace the lives of fictional and true criminals, gangs or mobsters. Serial killer films may be included here, i.e. Gangs of New York.
- e. Drama film – They are sensible movies with a strong plot. Drama's depict true stories or real – life situations. The character development is noteworthy, i.e. Little Women.
- f. Epics/ Historical Films – An epic involves elements like war, romance and adventure. The sets are created carefully to reflect the time period. Ben Her is a classic example. Historical movies tend to pay homage to legend or hero.
- g. Horror – You either loves them or hates them. These films expose our fears and give rise to nightmares. For some, horror films provide catharsis but other can barely sit through a movie due to the violence and gory scene. I. e. Jaws.
- h. Musicals/ Dance films – These are entertaining films that are based on full scale scores or song and dance. They can either be delightful,

light – hearted films for the whole family (i. e. The Sound of Music) or contain a dark aspect (Sweeney Todd) that is explored through music.

- i. War films – These are very true to real life and often depict the waste of war. Attention is given to acts of heroism, the human spirit, psychological damage to soldiers and the pain of families waiting at home. I. e. Flags of Our Fathers.
- j. Western – This genre is central to American culture and to its film industry. They are a peak of the days of expansion and the trials with Native Indians. The plots and characters are very distinctive. Remember Butch Cassidy and the Sundance Kid?
- k. Animation – Computer graphics and special effects are the backbone of these films which are enjoyed by the young and old. I. e. Finding Nemo.
- l. Thrillers – They differ from Horror because they are more provocative than scary. I. e. The Bone Collector.
- m. Sci – Fi – If your futuristic scenes, movies like Star Wars will intrigue you. They can be classified as adventure films too.<sup>71</sup>

### 3. Element of Movie

Elements of movie include are character, theme, setting, point of view, style and plot. Each element completes the other.

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<sup>71</sup> Gendis Madu Astuti, “An Analysis of Education Values In "Sing " Movie ( A Content Analysis)” (Thesis, Banten, Universitas Islam Negeri Sultan Maulana Hasanudin Banten, 2022), 14–16.

a. Character

Character play's an important role in drama, novels, short stories, and all types story. In drama, the character reflects the protagonist's personality and other related characters. The method of delivering information about the characters in art is called characterization. Characters can be fictional or based on reality, historical entity. It can be human, supernatural, mystical, animal or personification of abstraction. There are round characters, flat characters, stereotypical stock characters, etc.

b. Themes

The theme is another major element of literature, containing the center ideas of all forms of literature such as novels, drama, and short stories. That reflects innocence, experience, life, death, reality, fate, madness, sanity, love, society, individuals, etc.

c. Setting

It refers to geographical location of the story, time period, daily life of the characters and climate of the story. In a novel, the setting plays an important role. In short stories, sometimes it plays an important role, while for others it is not. Settings of literary forms have been changing according to theme of the literary piece.

d. Point of View

Point of view is another element of the narrative, through which a writer tells the story. Authors use first – person point of view or third – person point of view. First – person point of view indicated that the

main character is telling the story, whereas the third – person point of view directs that the narrator is telling the story. These points of view play an important role in the distinct structure of the story or a play.

e. Style

Style refers to the way the poem is written. Poems are written in various styles, such as free verse, ballad, sonnet, etc. which have different meters and number of stanzas.

f. Plot

Plot is the serial arrangement of incidents, ideas or events. In literature, the plot encompasses all the incidents and provides aesthetic pleasure. The story of the novel progresses through various plots and conflicts. Plots of dramas are divided into “Acts” and “Scenes”. Drama has five essential parts. These are:

- a) Introduction of the story where the characters and setting are introduced.
- b) Rising action.
- c) Climax.
- d) Falling action.
- e) Document Playwrights use dialog to develop their plots. They reveal information about their characters such as their background and personality.<sup>72</sup>

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<sup>72</sup> Rani K. D and Winaya I. M, *Intrinsic Elements and Sociological Criticism of Green Book Movie*, 2020th ed., vol. 3 (Humanis, 2020), 247.



#### 4. Movie as Instructional Media

Movie is an artwork and a culture which in a see – listen mass communication medium made based on the cinematography principles recorded in a celluloid tape, video tape, video disc, and/or other technology discovery materials in any forms, kinds, and sizes through chemical, electronic, or other processes with or without sound, which can be presented and/or displayed with mechanical projection systems, electronics, etc.<sup>73</sup>

Movie is one media that can educate people and enable to improve them understanding on specific subject though visual. Movie is a media that have important influence in giving information and as a tool deliver messages to audience or people. The messages can be positive of negative depend on audience, because movie show to audience by visualization. According to Yousuf and Dadabhoy movie is able to show the audience an image therefore can present themselves to the viewers lucidly.<sup>74</sup>

There are many characteristics that can be shown in the use of movie as an educative media to deliver education, as follows:<sup>75</sup>

1. Movie can describe process.
2. Movie can arouse impression of room and time.
3. The pictures are three dimensions.

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<sup>73</sup> P. D Degeng, I.N Kusumawardani, and M.H Isnaini, “Development of Short Movie as Instructional Media to Teach Present Tenses,” *Universitas Brawijaya*, n.d., 3, <https://doi.org/10.4108>.

<sup>74</sup> Yousuf S.M and Dadabhoy K, “The Use of Film for Teaching Social Values in English Classes at Elementary Level,” *Journal of Elementary Education*, n.d., 41–52.

<sup>75</sup> Sudarwan Danim, *Media Komunikasi Pendidikan* (Jakarta: Bumi Aksara, 1995 n.d.),19.

4. The sound can arouse reality of pictures in form of nature expression.
5. Movie can tell expert's voice while watching the appearance.
6. Colored movie can add reality of object which is practiced.
7. Movie can show scientific theory.

## 5. Freedom Writers Movie

Freedom Writers is a film based on the true story the struggle of a teacher in the New Port Beach area, Long Beach, California, United States in reviving the enthusiasm of their students to learn. It is said, Erin Gruwell (played by Hillary Swank), a highly educated woman, came to Woodrow Wilson High School as an English teacher in class 203, where there are various racial gangs that are always grouped, such as frangipani, black, latin, and whites, and at that time being warmly discussed on the issue of racism.

At the beginning of Erin's arrival, the student we are not at all interested in his presence. Most of them are not happy about white people. They assumed that Erin did not understand anything about their harsh lives, lives that were always under the shadow of war and violence. For them, life is how they survived violence.

Many challenges must be faced by Erin, both from the racist school, to the husband and father. Discrimination carried out by the school, such as class separation, as well as differences in facilities seen between the white race and outside races made Erin sad. In order to be accepted by her students, Erin looked for ways to approach and teach

appropriate methods. However, since Erin was preoccupied with her approach to her students and working part time, a new problem arose, she was divorced by her husband. Until in the end, his father, who initially did not support, turned to support Erin's work.

Erin understands the condition of her students who are always in groups with their respective races. Finally, he will a way to "reach out" to their lives by giving them books, and asking them to fill them with a daily journal. In fact, when the school discriminated against book facilities, Erin gave a new book about gang life that was closely related to their daily lives. Since reading a daily journal that tell about their harsh lives, Erin has become even more eager to change the lives of her students, as well as erase the invisible boundaries that culturally separate them in amazing ways.

To increase motivation for learning Erin brought Mrs. MiepGies, a helper woman Anne Frank, a Jewish child who lived in the days of Hitler and her holocaust. He brought Mrs. MiepGies to share stories with her students about a disaster that happened because of racism, as well as other Erin efforts that were challenged by the school.

Finally, Erin's determination in educating them paid off. The children, who originally hated each other because of racial differences, eventually became friends and removed racial barriers between them. In fact, when there is a shooting case that befell a fellow student, he teaches about the meaning of honesty. The daily journals they have written, typed

and collected into one book. Erin named the student diary by the name of The Freedom Writers Dairy.<sup>76</sup>

### 1. The Biography of the Director

The director of the Freedom Writers movie is Richard LaGravenese. He was born on October 30<sup>th</sup>. 1959 in Brooklyn, New York. He is the son of a taxi driver. He is American screen writer and occasional film director. He graduated from New York University Tisch School of the Arts, Experimental Theatre Program. He currently lives in Manhattan, New York on Central Park West with his daughter named Lili and his wife named Ann. LaGravenese wrote *The Fisher King* in the late 1980s. it was acquired by Linda Obst and Debra Hill's Production Company. They subsequently attracted Terry Gilliam to direct. The final film was a commercial hit, and brought LaGravenese an Academy Award nomination. It also secured his status as a premier screen writer and script doctor. ([www.imdb.com/name/nm0481418/](http://www.imdb.com/name/nm0481418/)).<sup>77</sup>

### 2. Erin Gruwell

Erin Gruwell is a person who wanted to prove the impossible. She proved that she could teach kids who are “unteachable”. She was able to inspire kids who wanted to be in gangs, and kids from bad homes to want to learn and read. She assigned them to read books that had to do with their lives, and each day she made them write in their journals (That she

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<sup>76</sup> Fita Riraswati, “An Analysis of Positive Politeness Strategy in the Film" Freedom Writers" and Its Educational Value” (Lampung, UIN Raden Intan Lampung, 2021), 28–30.

<sup>77</sup> “Richard LaGravenese,” in *Wikipedia*, January 19, 2023, [https://en.wikipedia.org/w/index.php?title=Richard\\_LaGravenese&oldid=1134633878](https://en.wikipedia.org/w/index.php?title=Richard_LaGravenese&oldid=1134633878).

gave to them) about something, anything as long as they wrote. Erin was able to see all of her kids graduate from high school because she never gives up on them.

Erin Gruwell was born on August 15, 1969 in California. She graduated from Bonita High School, in Verne, California, and the University of California, Irvine. She went on to California State University, Long Beach to earn her Master's Degree and teaching credentials. From there, she went on to her first teaching job at Woodrow Wilson High School in Long Beach, California.

Erin Gruwell was planning on becoming a lawyer, but when she watched the Los Angeles riots on TV in the early 1990's, that made her change her mind and life dramatically. She saw people starting fires robbing stores, damaging property, and beating up other people because they were angry. Erin believed that she could change how people were reacting to their frustration. she decided to go to work at Woodrow Wilson High School, where the kids were from many different backgrounds, and where she felt she would have a chance to make a difference.

At Woodrow Wilson High School, Erin was assigned to teach English to 9<sup>th</sup> graders. On her first day at Woodrow Wilson High School, Erin quickly learned that teaching these kids was going to be more challenging than she imagined. It was hard for her to teach her class because some of the kids were in gangs, they didn't want to learn, and/or they had a lot of problem at home. There were fights in class as well. The students didn't like her because she was white (one student said that

whites had no respect for blacks), and because she didn't understand their situations at all. All of the other teachers said that she had no idea what she was doing.

Erin Gruwell's father thought that she was making a mistake teaching there because it was dangerous, and even her husband thought she was wasting too much time with kids who would never learn or respect her. On parents' night, no one showed up to visit her classroom. Their parents didn't respect or care about their education.

A few days later after she started teaching, she started to realize that there was a lot of hatred in the class when someone passed a note with a drawing of one of her students with big lips. After she saw the note she started to teach the class about a gang from history called the Nazis who hated all people who were not like them. To embarrass the people that they hated, they drew pictures just like the one on the note, but instead put it in magazines and newspapers. This leads to the Holocaust. Erin found that her students never even knew about the Holocaust, but it was something that intrigued them, and it was something they could relate to. When she saw how her students were reacting and changing, Erin even invited some Holocaust survivors to a dinner with her students so they could speak in person.

Erin started to realize that to teach them how to read and write, she will need to give them books that will interest them or have a connection with their lives. Erin wanted them to read *Romeo and Juliet* because it was a gang story, but Erin couldn't convince the school administration to let

her give the books to her students. Her boss said that those kids would just write on the books and damage them, and they wouldn't understand the story anyway. Erin decided to go out and buy her students books with her own money. When the students received the books that she bought for them, they noticed that the books were brand new, and it showed them that she really cared about him.

To get her students to open up their feelings, Erin tried something different. She gave each student their own journal to write in. she required them to write in their journal every single day. It didn't really matter what they wrote about; all that Erin cared about was that her students write something. She told her students that she would not read the journals, but that at the end of the day, they could put their journal into the closet at the back of the room. If a journal was in the closet that meant that Erin could read the journal. The next day after, Erin gave them their journals, she looked inside the closet to see if theirs were any journals in the closet. To her surprise and excitement, all the journals were inside the closet, and Erin began to read them. Each day, everyone put their journals inside the closet. Erin's students really enjoyed writing in their journals because they were never really encouraged to read what they felt. They always had an assignment to write instead of writing what they wanted to write. With the journals, the students began to understand their own feelings better, and Erin began to understand the extent of the problems in their lives. Her students became known as the Freedom Writers because they finally felt free to tell their stories. In 999, these journal entries became a best selling

book called, the Freedom Writers Diary. In 2007 the story was told in the movie called, Freedom Writers.

Erin Gruwell no longer teaches in the classroom. She now runs the Freedom Writers Foundation which tries to teach others to use her methods to reach students no matter what their challenges are. The Freedom Writers Foundation is based in Long Beach, California. Erin Gruwell herself does speeches as well as video chats for people around the country who want to learn her teaching methods.<sup>78</sup>



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<sup>78</sup> <https://eringruwellinformation.weebly.com/biography.html>



## CHAPTER III

### FINDING & DISCUSSION

This chapter presented the result of the findings. It was intended to answer the first problem of the study. In the findings, the researcher described the process of calculating and presenting the result of data. Whereas, in the discussion section the researcher will analyze the finding. The data is come from the dialog or conversation according to the script.

Freedom Writers movie was directed by Richard LaGravenese, the fictional work of the 13<sup>th</sup> from 21 total movie story script by Richard LaGravenese. This movie was launched on 5 January 2007 and has 123 minutes duration. This movie received an excellent rating stars response from cities, Philip Roth, a novelist a United States said that the Freedom Writers is a masterpiece of Richard LaGravenese.

#### **A. The types of Character education values reflected on Erin Gruwell are found in “Freedom Writers” movie.**

In this study, the researcher finds 5 types of character education values reflected on Erin Gruwell spoken by the character which the researcher found by in “Freedom Writers” movie there are **honesty, tolerance, creativity, curiosity, peace – loving.**

##### **1. Honesty**

The character of honesty is defined as “*Behavior based on efforts to make himself a person who can always be trusted in words, actions, and work* (National Education Ministry, 2010)”. It refers honesty is the foundation of all character education values. Such as

honest with other individuals, institutions, society, and also with own self. Honesty is the behavior learn on the efforts to make somebody could be trusted even in words, action, and work.

Honesty character are expected in a school environment both between students and also students between a teacher. In an education environment, it is very necessary to have as honesty attitude from a student: this is interpreted because the value of honesty is the attitude or behavior of a person who can always adjust what is said with what is in his heart so that someone can be trusted. The honesty character education values reflected on Erin Gruwell in the movie.

## **2. Tolerance**

Tolerance refers to “*Attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, and action of others who are different from themselves* (National Education Ministry, 2010)”.

This means that tolerance is an attitude that must be carried out in the nation and state and the state because this attitude shows mutual respect between us and other people between religions, ethnicities, opinions, attitudes, and actions.

The values of tolerance character education can be concluded that in religion is education that provides direction to students to have a sense of tolerance among religious, ethnic, and regional communities in navigating social life. The character of tolerance revealed from this movie.

### 3. Creativity

The character of creativity is an elaborate as *“Thinking and doing something to produce a new way or result from something that is already owned. (National Education Ministry, 2010)”*. This means that creativity is an attitude that shows new ideas in a person and finds new things that are owned to show their ability to get something. With the value of creativity that is implemented in the educational process, especially in the learning system, students are expected to be able to find new ideas in the implementation of education, which is currently the need of every student.

### 4. Curiosity

The character of curiosity is an elaborate as *“Attitude and actions that always seek to know more deeply and broadly from something they have learned, seen, and heard (National Education Ministry, 2010)”*. That means curiosity is something they've learned but it's deeper for them to know what's going on. The value of curiosity in character education also can be concluded as a natural emotion that exists in humans where there is a desire to investigate and find out about what they don't know, by finding out students will get a lot of new information and knowledge and add to the insights they have. The scene below shows the students' curiosity towards someone who can be said to be a hero for protecting others from racism.

## 5. Peace – loving

Peace – loving refers to *“Attitudes and actions that encourages him to produce something useful for society, and recognize and respect others (National Education Ministry, 2010)”*. It means peace – loving is attitudes and actions that are useful in social peace and respect for each other. The value of peace – loving is also an attitude that causes others to feel calm and secure in his presence.

The researcher are giving bookmark exposure to hours, minutes, and seconds. Example (01:02:11), (01= hours), (02 =minutes), (11= seconds).

### A. Data 1

|                     |   |                       |
|---------------------|---|-----------------------|
| <b>Eva</b>          | <i>“My father won’t talk to me anymore and I have to lay low for a little while because there’s word out to jump me. So I’m gonna be living with my aunt. See, my aunt lives even further away, so I was just wondering if I could, like, stay here late with you.”</i> | <b>Peace – loving</b> |
| <b>Erin Gruwell</b> | <i><u>“You can stay as late as you want. And I can even drive you to your aunt’s, if it gets too late.”</u></i>   |                       |

Scene: (00: 34: 27 – 00: 35: 40)

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

### B. Data 2

|                     |   |                       |
|---------------------|---|-----------------------|
| <b>Erin Gruwell</b> | <i>“Okay, guys. Listen up. The only problem with this book is about a gang member and there’s violence in it, <u>so you may not be able to read it as part of the curriculum. So, I’m going to try my best to get permission, all right?”</u></i> | <b>Peace – loving</b> |
|---------------------|---|-----------------------|

Scene: (00: 56: 00 – 00: 56: 19)

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

### C. Data 3

|                     |  |                |
|---------------------|--|----------------|
| <b>Erin Gruwell</b> | <i>Okay, that was a stupid question, wasn't it? (All student nod: Yeah) You're not allowed gang affiliations in school. <u>I apologize for asking. My badness. Okay, now I'm gonna ask you a more serious question.....stand on the line if you've lost more than one friend.....Three. Four or more. Okay, I'd like us to pay respect to those people now. Whatever you are, just speak their name.</u></i> | <b>Honesty</b> |
| <b>Students</b>     | <i>James, Beatriz.</i>   |                |
| <b>Erin Gruwell</b> | <i>Thank you all very much. 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 journal.</i>   |                |

**Scene: (0: 41: 12) – (0: 45: 43)**

In the scene above, it proves that the honest attitude of students revealed where Erin Gruwell who is a teacher wants to know what is experienced by her students at school because she sees their less educated attitudes. She got an idea to test her student honesty by holding a game in class, and she asked them a non – serious question about “Snoop Dogg’s new album collection? And asked how many saw Boyzn the Hood? Asking how many of you stayed on the project? Until she

asked about serious things like how many of you know someone, a friend or relative, who has been or is in juvenile prison or prison?

#### D. Data 4

|                     |  |                   |
|---------------------|--|-------------------|
| <b>Erin Gruwell</b> | <i>We're gonna play a game, all right? It's a lot of fun. I promise. Look, you can either sit in your seats reading those workbooks, or you can play a game. Either way, you're in here till the bell rings. Okay. This is called the Line Game. I'm gonna ask you question. <u>If that question applies to you, you step onto the line, and then step back away for the next question.</u> Easy, right?</i> | <b>Creativity</b> |
|---------------------|--|-------------------|

Scene: (00:41:2)

After played the Line Game, Erin believed that each of students has their own story. She asked them to write a diary every day. According to Erin, it was important for them to tell their own story even to their self. She didn't limit whether they want to write the present, the future, songs, poems, good thing, and bad thing. But the rule was they have to write the every day. She had prepared a cupboard to they put the diary; if they gave permit her to read the diary. She would lock the cupboard at the end of every class.

#### E. Data 5

|                     |   |                |
|---------------------|---|----------------|
| <b>Erin Gruwell</b> | <i><u>"I want you all to know that Dr. Cohn and I tried very hard. But it's been decided we can't continue with each other junior way."</u></i> | <b>Honesty</b> |
|---------------------|---|----------------|

Scene :(01:50:50-01:52:20)

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

**F. Data 6**

|                     |   |                |
|---------------------|---|----------------|
| <b>Jamal</b>        | <i>Stop doing that, man.</i>  |                |
| <b>Erin Gruwell</b> | <i>What's the dealio?</i>   |                |
| <b>Gloria</b>       | <i>Man, I've had boyfriends since I was, like, 11, you know.</i>  |                |
| <b>Jamal</b>        | <i>I believe you.</i>   |                |
| <b>Gloria</b>       | <i>Shut up. Okay, well, I was always the person. That was gonna get pregnant before I turned 16 and drop out. Like my mom...Ain't gonna happen.</i>   |                |
| <b>Barndy</b>       | <i>Nobody ever listens to a teenager. Everybody thinks you should be happy just because you're young. They don't see the wars that we fight every single day. And one day, my war will end. And I will not die. And I will not tolerate abuse from anyone. I am strong.</i> |                |
| <b>Marcus</b>       | <i>My mom's kicked me out when I got jumped into the gang life. But I'd like her to see me graduate. I'd like to be 18.</i>   |                |
| <b>Miguel</b>       | <i>Ms. Erin Gruwell? Can I read something from my diary?</i>  |                |
| <b>Erin Gruwell</b> | <b><u>That'd be great.</u></b>  | <b>Honesty</b> |
| <b>Gloria</b>       | <i>Man, he's been with us from freshman year, fool.</i>   |                |
| <b>Jamal</b>        | <i>What's his name?</i>   |                |
| <b>Gloria</b>       | <i>I don't know</i>   |                |

**Scene: (01:10:00 – 01:14:45)**

In the scene above shows about the tolerance attitude of students when Erin Gruwell invites them to visit a Museum Tolerance where they learn about tolerance and various ethnicities, religions and races. Finally, they change their way of thinking to not look at other people from ethnicity, religion and race. Their attitude was encouraged by Erin Gruwell so that they respect each other, be friends and teachers in the classroom. During Erin Gruwell teaching and mentoring her students,

many changes happen to them. Tolerance character education principles are established in kind through a process of gaining knowledge and providing stimulus and reinforcement frequently so that they can be incorporated into students' everyday personalities. The value of tolerance in students' is carried out with models such as showing exemplary attitudes, repetition models and organizational models. Moreover, the process of inculcating the value of the character of tolerance is inserted during teaching and learning activities and during other activities such as giving assignments to students. Based on analysis above, it is important for the teacher to apply the value of tolerance to students during the learning process, because it is important that this attitude motivates students to respect each other more between religions, ethnicities, and opinions to make the learning process more an effective.

#### G. Data 7

|                 |   |            |
|-----------------|---|------------|
| Erin<br>Gruwell | <p><b><u>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.</u></b> So, what we're going to do is we're gonna 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.</p> | Creativity |
|-----------------|---|------------|

Scene: (00: 45: 26)



Then Erin Gruwell bought a new book that described story about life and violence of the gang member. The book was titled Durango Street. The students interested to read the book because the story related directly with their life.

#### H. Data 8

|                     |  |                   |
|---------------------|--|-------------------|
| <b>Tito</b>         | <i>These books are brand new.</i>  | <b>Creativity</b> |
| <b>Sindy Ngor</b>   | <i>I know</i>  |                   |
| <b>Erin Gruwell</b> | <i>okay, guys, gals. Listen up. The only problem with this book is it's about a gang member and there's violence in it, so you may not be able to read it as part of the curriculum. <u>So, I'm going to try my best to permission, all right?</u></i> |                   |

Scene: (00:56:03)

Afterwards Erin Gruwell invited her class on a trip. They went to Museum of Tolerance in Newport. She was paying the trip herself. In the Museum, the students got information about sacrifice of Holocaust, and she invites various Jewish Holocaust survivors to talk with her class about their experience.

#### I. Data 9

|                           |  |                   |
|---------------------------|--|-------------------|
| <b>Margaret Champbell</b> | <i>Principal Banning received a call from Dr. Cohn at the school board. Apparently you're taking your students on a trip?</i>  | <b>Creativity</b> |
| <b>Erin Gruwell</b>       | <i><u>Yes, but it's over the weekend, so it won't affect any test schedules. I know how busy you are, and since I'm paying for it myself, I didn't want to bother you.</u></i> |                   |
| <b>Andre Bryant</b>       | <i>Erin Gruwell had a beautiful dinner for us at the hotel where she works. She invited real Holocaust survivors from the museum to meet us. There was Elisabeth Mann.</i>     |                   |

In the next semester, Erin Gruwell made creative learning again. She not just asked students to read four books on the border bags that she bought herself again, but she also asked them to take a glass that contained wine that she had prepared on the table and make a toast changes. The activity influenced life the students and made them had expectation in the future.

#### J. Data 10

|                     |   |                   |
|---------------------|---|-------------------|
| <b>Erin Gruwell</b> | <p><i>Hi. Okay, guys, gals, listen up! This is what I want you to do. <u>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.</u></i></p> <p><i>All right! They're very special books. And they each remind me, I'm some way, of each of you. But, before you take the books, 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. No it's your turn. Okay? Okay, you ready to get party going on?</i></p> | <b>Creativity</b> |
|---------------------|---|-------------------|

#### Scene: (01:10:14)

After the students read the book that given by Erin Gruwell, she asked the students to write a letter to MiepGies who had helped shelter the Anne Frank be told on the book "Diary of Anne Frank". But her students hoped their letter would be read by MiepGies directly, so she sent the letter would be read by MiepGies via Anne Frank Foundation.

She even could invite MiepGies come to her class. Her students helped her by hold dance concert to raise money for Guest Speakers, MiepGies.

**K. Data 11**

|                     |  |                   |
|---------------------|--|-------------------|
| <b>Erin Gruwell</b> | <i>Okay, listen up. Marcus has given me an idea. Instead of doing a book report on The Diary of Anne Frank, for our assignment <u>I want you to write a letter to MiepGies, the woman who helped shelter the Franks.</u> 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 you 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?</i> | <b>Creativity</b> |
| <b>Marcus</b>       | <i>Ms. Erin Gruwell our letters all the way to Amsterdam to MiepGies, herself. When Ms. Erin Gruwell made up her mind about something, there was no stopping her, man, for real. And after we raised the money to bring her to Long beach, there she was. But, damn, I didn't expect her to be so small</i>  |                   |

**Scene: (01:25:24)**

In the last semester, Erin Gruwell asked students to put their diary together in a book like Anne Frank. They were very enthusiastic. They felt be respected by their teacher and she asked the book was named that something to call their selves, The Freedom Writers Diary.

**L. Data 12**

|                     |  |                |
|---------------------|--|----------------|
| <b>Erin Gruwell</b> | <i>I didn't plan on becoming responsible for these kids.</i> | <b>Honesty</b> |
| <b>Scott Casey</b>  | <i>Well, who asked you to?</i>                               |                |
| <b>Erin Gruwell</b> | <u><i>No one asked me to!</i></u>                            |                |

**Scene: (01:39:31)**

In the scene movie occurred because her husband disagreed about she did everything to her students. She even took some part time job to get money that would use to buy some books to her students until she did not pay attention to her husband. Her husband was angry, because her students were not her children and nobody asked to do it.

### M. Data 13

|                              |  |                   |
|------------------------------|--|-------------------|
| Erin Gruwell<br>(01:52:21)   | <b><u>Now, I have one final project in mind.</u></b>   | <b>Creativity</b> |
| Gloria<br>Munez<br>01:52:33) | <i>Erin Gruwell wanted us to put our diary together in a book, just like Anne Frank. She got this businessman, John Tu, to donate 35 computers so we could work. She told us we have something to say to people. We weren't just kind in a class anymore. We were writers with our own voices, our own stories. And even if nobody else read it, the book would be something to leave behind that said we were here, this is what happened, we mattered. Even if was just to each other. And we won't forget. Erin Gruwell promise it would get published or anything, but we could get it out there ourselves. She asked us to come up with a title, something to call ourselves.</i> |                   |

That is all creative of Erin Gruwell when she taught in her class. She did something that the other teacher did not do. She just not taught the subject, but she also made the subject interesting that related directly with students' life and made them gave expression of her emotion. She made the students were not lazy to read books. Her creative caused her students respected her as white and each other that in the beginning they were hostile they hated white.

**N. Data 14**

|                     |   |                  |
|---------------------|---|------------------|
| <b>Erin Gruwell</b> | <i>Eva, what's wrong?</i>   | <b>Curiosity</b> |
| <b>Eva</b>          | <i>Why didn't you tell me she dies? Why you didn't tell me she gets caught in the end? I hate you and I hate this book.</i> |                  |
| <b>Erin Gruwell</b> | <i>Eva</i>  |                  |
| <b>Eva</b>          | <i>If she dies, then what about me? What are you saying about that?</i>   |                  |
| <b>Erin Gruwell</b> | <b><u>Anne Frank died, but she...</u></b>   |                  |
| <b>Eva</b>          | <i>I can't believe they got her! That ain't supposed to happen in the story! That ain't right!</i>                          |                  |

**Scene (01:18:05 – 01:21:25)**

The conversation above between Erin and her students reveal curiosity attitude when she gave their students a book told about racism of Anne Frank, her students asked to bring Miep Gies in school, a woman who has still alive. She gave protection to Anne Frank attitude curiosity of the students about Miep Gies because Erin Gruwell gave a book to their read it tell' about Anne Frank who experienced racism in her life and Miep Gies gave protection to Anne Frank. In character education, the value of curiosity is needed for character building for students. The value of curiosity makes students active observers. One of the best ways to learn is to observe.

Curiosity makes students more sensitive in observing various phenomena or events around them. This means, students will learns' a lot. The value of curiosity will open up new challenging worlds and

attract students to learn more deeply. The value of curiosity can be implemented in the learning process based on the analysis above since the character of students' curiosity is attitudes and actions that always want to learn more deeply and broadly from something that is learnt, seen, and heard. Asking skills, such as the teacher asking students and students asking the teacher, can influence the worth of student curiosity. One of the goals of the value of curiosity in students character education is to foster curiosity in students, which is to generate motivation and encourage students to actively participate in learning.

#### O. Data 15

*“(Already in class)”*

|              |   |                              |
|--------------|---|------------------------------|
| Erin Gruwell | <b><u><i>I want you all to know that Dr. Cohn and I tried very hard. But it's been decided we can't continue with each other junior year.</i></u></b> | <b><i>Peace loving</i></b> – |
| Students     | <i>What?</i>  |                              |
| Erin Gruwell | <i>You... Wait. Wait. Guys. Everyone.</i>   |                              |
| Marcus       | <i>No! That don't fly, Ma!</i>  |                              |
| Erin Gruwell | <i>Look, first of all, I'm not anyone's mother in here, okay?</i>   |                              |
| Andre        | <i>No, it doesn't mean mother.</i>  |                              |
| Eva          | <i>It's a sign of respect for you.</i>  |                              |

**Scene: (01:50:48 – 01:53:37)**

Based on the scene above, after they visited the Museum Tolerance until the end of the story in this movie. The situation in class different; they start spending time together every day. When they learn and experience the character education provided Erin Gruwell, they all love each other peace and respect, respect that no one fights anymore, regardless of race, ethnicity, religion and also color or influence, but

they support each other to continue school and achieve their future. It's demonstration of respect for you, a student called Eva remarked, because they didn't want Erin Gruwell to be replaced as their teacher.

The scene above also shows that Erin Gruwell peace – loving attitude as able to change her students. At first' they hate it because of different ethnicities, tastes, religions, and skin color differences and even experienced racism between regions. But thanks to Erin Gruwell's fortitude, she is able to shape the character of these students into students who have character and think to achieve their future. Erin Gruwell encouraged them to write journals that were beneficial not only for themselves but also for others, with their writings they success in publishing a book entitled "*The Freedom Writers Diary*".

Instilling peace – loving education in students is an educational process that empowers students to be able to refrain from aggressive reactions that can lead to violent behavior such as fighting or being able to restrain their emotional attitudes because they are required to respect and respect others. The value of peace – loving cannot be directly given without an important step concerning understanding the values of peace that can be applied in everyday life. Based on the analysis above, the value of peace – loving is a process for students to be able to hold themselves, attitudes and emotional actions towards others because the value of character building is useful for mutual respect and respect in socializing with others.

**B. What is the most dominant types of character education values reflected on Erin Gruwell are found in “Freedom Writers” movie.**

The researcher concludes if the most dominant character education value reflected on Erin Gruwell is creativity and honesty. Creativity can be the most dominant because there consist of seven data and honesty can be the most dominant because there is four data. An explanation of each character education value is below:

| No | Scene               | Description   |
|----|---------------------|---|
| 1  | <b>(00: 45: 26)</b> | <i>Then Erin Gruwell bought a new book that described story about life and violence of the gang member. The book was titled Durango Street. The students interested to read the book because the story related directly with their life</i>   |
| 2  | <b>(00:56:03)</b>   | <i>Afterwards Erin Gruwell invited her class on a trip. They went to Museum of Tolerance in Newport. She was paying the trip herself. In the Museum, the students got information about sacrifice of Holocaust, and she invites various Jewish Holocaust survivors to talk with her class about their experience.</i>   |
| 3  | <b>(01:25:24)</b>   | <i>In the last semester, Erin Gruwell asked students to put their diary together in a book like Anne Frank. They were very enthusiastic. They felt be respected by their teacher and she asked the book was named that something to call their selves, The Freedom Writers Diary.</i>   |
| 4  | <b>(01:52:21)</b>   | <i>That is all creative of Erin Gruwell when she taught in her class. She did something that the other teacher did not do. She just not taught the subject, but she also made the subject interesting that related directly with students' life and made them gave expression of her emotion. She made the students were not lazy to read books. Her creative caused her students respected her as white and each other that in the beginning they were hostile they hated white.</i> |
| 5  | <b>(01:10:14)</b>   | <i>After the students read the book that given by Erin Gruwell, she asked the students to write a letter to MiepGies who had helped shelter the Anne Frank be told on the book “Diary of Anne Frank”. But her students hoped their letter would</i>   |



|   |                              |  |
|---|------------------------------|--|
|   |                              | <i>be read by MiepGies directly, so she sent the letter would be read by MiepGies via Anne Frank Foundation. She even could invite MiepGies come to her class. Her students helped her by hold dance concert to raise money for Guest Speakers, MiepGies.</i>  |
| 6 | <b>(00:41:2)</b>             | <i>After played the Line Game, Erin believed that each of students has their own story. She asked them to write a diary every day. According to Erin, it was important for them to tell their own story even to their self. She didn't limit whether they want to write the present, the future, songs, poems, good thing, and bad thing. But the rule was they have to write the every day. She had prepared a cupboard to they put the diary; if they gave.</i>  |
| 7 | <b>(01:21:27 – 01:25:00)</b> | <i>The scene above elaborates the conversation between Erin Gruwell and her students reveal a creative attitude when children want to ask MiepGies to visit them at school, but Erin Gruwell says they don't have the funds to do so. A student named Andre suggested the idea, he said we could raise money. Finally, all students agreed with Andre's opinion to raise funds. They have a fundraising idea to invite MiepGies. They are trying to raise their own funds in the school environment so they can bring MiepGies to school. The teacher is as the main character in building students to show student's creative attitude.</i> |

|          |                     |  |
|----------|---------------------|--|
| <b>1</b> | <b>(00: 41: 12)</b> | <i>I apologize for asking. My badness. Okay, now I'm gonna ask you a more serious question.....stand on the line if you've lost more than one friend.....Three</i> |
| <b>2</b> | <b>(01: 39: 31)</b> | <i>No one asked me to!</i>   |
| <b>3</b> | <b>(01: 10: 00)</b> | <i>That'd be great.</i>  |
| <b>4</b> | <b>(01: 50: 50)</b> | <i>"I want you all to know that Dr. Cohn and I tried very hard. But it's been decided we can't continue with each other junior way."</i>                           |

To determine the most dominant character education value reflected on Erin Gruwell in "Freedom Writers" movie, the researcher looked at the table data analysis results.

| Data    | Honesty | Tolerance | Creativity | Curiosity | Peace loving |
|---------|---------|-----------|------------|-----------|--------------|
| Data 1  |         |           |            |           | ✓            |
| Data 2  |         |           |            |           | ✓            |
| Data 3  | ✓       |           |            |           |              |
| Data 4  |         |           | ✓          |           |              |
| Data 5  | ✓       |           |            |           |              |
| Data 6  | ✓       |           |            |           |              |
| Data 7  |         |           | ✓          |           |              |
| Data 8  |         |           | ✓          |           |              |
| Data 9  |         |           | ✓          |           |              |
| Data10  |         |           | ✓          |           |              |
| Data 11 |         |           | ✓          |           |              |
| Data 12 | ✓       |           |            |           |              |
| Data 13 |         |           | ✓          |           |              |
| Data 14 |         |           |            | ✓         |              |
| Data 15 |         |           |            |           | ✓            |

### C. What are the value of the dominant types for nowadays life ?

The researcher concludes the value of the dominant types for nowadays life, is honesty and tolerance.

Honesty is part of a positive character that needs in studying. With the development of truth then cheating behavior and its negative effects can be avoided. Students will apply honesty in lecture activities and daily life, as well as they will develop into honest adult individual. Developing honesty is part of character education joint responsibility of various parties, parents, schools, campuses and public. Campus is one of the universities that also plays a role responsible for developing student character education in development personality, including honesty.

The practice of honesty in schools can be done in three ways, namely through the teacher's example, routine activities in the classroom or school and creating school programs related to the value

of honesty. The teacher's example in being honest has an important role to play for students to behave honestly. Before the teacher talks about honesty to students is actually a teacher first to be role model in this by speaking according to reality, both in class and outside of class activities in class.

Classroom activities can also be used as a way for teachers to build honest attitudes in students. Classroom activities are teaching and learning activities at school. In this teaching and learning activity, teacher can build an honest attitude towards students by giving assignments individually, not in group. Instilling honesty in students. In class, this can also be done by telling stories about people, such as the person of the Prophet, friend, figures world and so on. These personal stories can be motivation for student to be honest.

Then, the value of the dominant types for nowadays life is tolerance. Talking about tolerance, tolerance is included in one of the 18 national character values must be owned by students in Indonesia, including elementary school children. Apart from that, tolerance is harmony in a difference. For this reason, tolerance is willingness of a person and citizens to comply with the provisions that have been established, this is the meaning of democracy. Another opinion also says that tolerance means respect, acceptance, and appreciation for the diversity of world cultures, forms of expression, and human methods of being human. In addition, tolerance can mean a deliberate act of restraint in experiencing something that is not liked.

This tolerance can be divided into 2 types, namely active tolerance and passive tolerance. Alternative tolerance is a behavior that is based on knowledge, description and perspective. In contrast to passive tolerance which is more limited to ignoring or not really criticizing comparisons.

However, sometimes, there are still many students out there who do not have tolerance values. Viewed of the many students mocking their friends because of deficiencies in their cognitive aspects. So situations like this create a learning situation that is neither conducive nor comfortable. Because of situations like this, a special program is needed to maintain the integrity of the classroom atmosphere by providing Citizenship Education Teaching. Good tolerance values can increase students' abilities and absorption energy in learning so that it makes people who understand the rules, are educated, have noble morals and become citizens who love the Unitary State of the Republic of Indonesia which has many kinds of cultures.

Apart from that, in protecting the integrity of a nation with various differences, feeling is really needed tolerance, so that it is embedded in the minds of all individuals so that the threat of division caused by differences can be avoided, and with these differences each individual is able to live in harmony and with each other respect and appreciate each other. For this reason, the value of tolerance must be instilled in the minds of all Indonesian individuals or citizens,

especially children in the basic education range who will become the next generation of the Indonesian nation.



## CHAPTER IV

### CLOSING

In this chapter, the researcher is going to explain a conclusion of character education values reflected on Erin Gruwell in “Freedom Writers” movie.

#### A. Conclusion

1. The character education values reflected on Erin Gruwell as the main character in “Freedom Writers” movie these are honesty, tolerance, creativity, curiosity, and peace – loving, because of Erin Gruwell honest attitude based on efforts to make someone trustworthy in their words, actions and work. She has an attitude of tolerance which refers to mutual respect for each other. She also has a curious attitude that shows how they know more about something. She also has an attitude. The creative value is having new ideas to achieve new things and having a peace – loving attitude explaining attitudes and action that are useful in social peace and mutual respect. This refers to the importance of character education values in forming good characters that can respect national identity on order to achieve development and competitiveness, especially for students as the younger generation who must incorporate these values into everyday life a lifestyle.
2. The most dominant values in character education values reflected on Erin Gruwell in “Freedom Writers” movie is creativity and honesty, because Erin Gruwell did something that the other teacher

did not do. She just not taught the subject, but she also made the subject interesting that related directly with students life and made them gave expression of her emotion.

3. The value of the dominant types for nowadays life is honesty and tolerance.

## **B. Suggestion**

In the end of the research, the researcher would like to give some suggestions as follow:

First, watching movie is a media to give us not only entertainment but also education in the same time. We can learn about good message that can apply in daily and leave bad messages a lesson. Watching movie also give us motivation to step forward.

Second, the readers can get knowledge about character education value in movie. Character education value is really important for human. Movie is a media we can easily to get character education value. Finally, it is for English Department that hopefully can use this thesis to reference about character education value.

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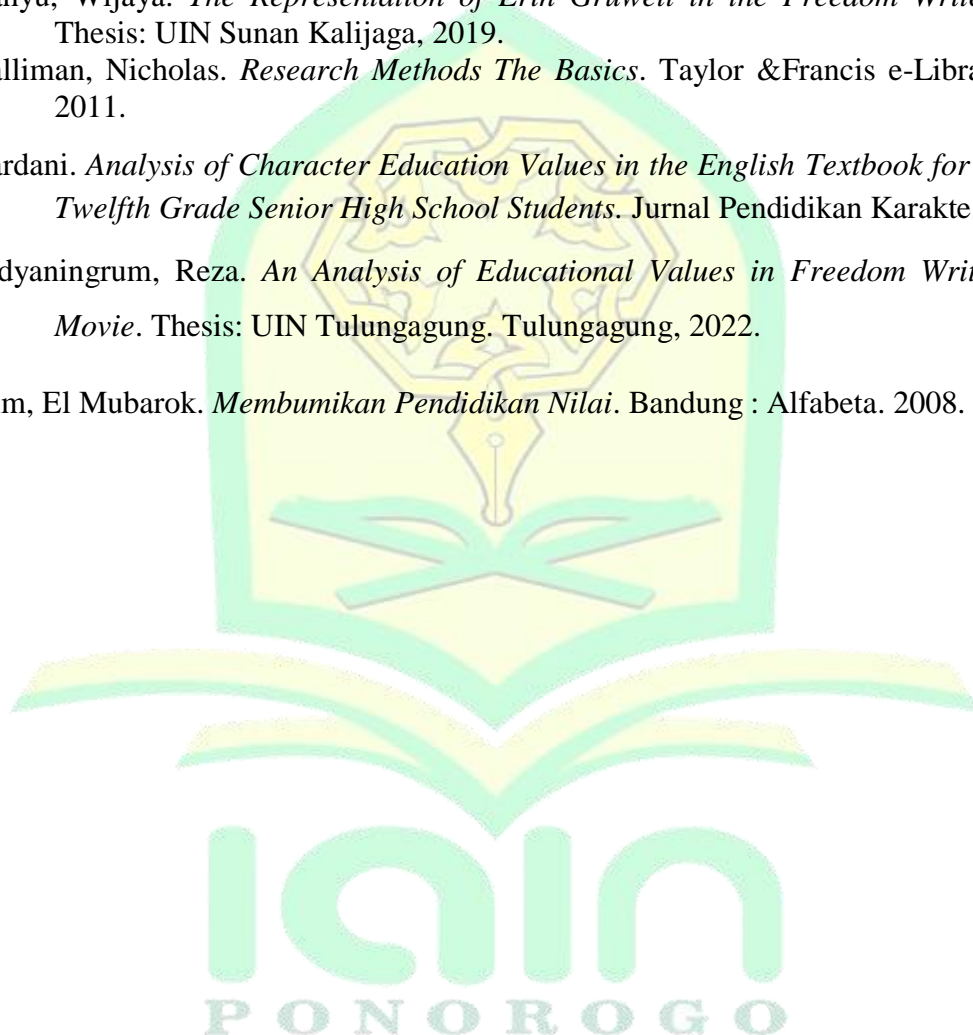


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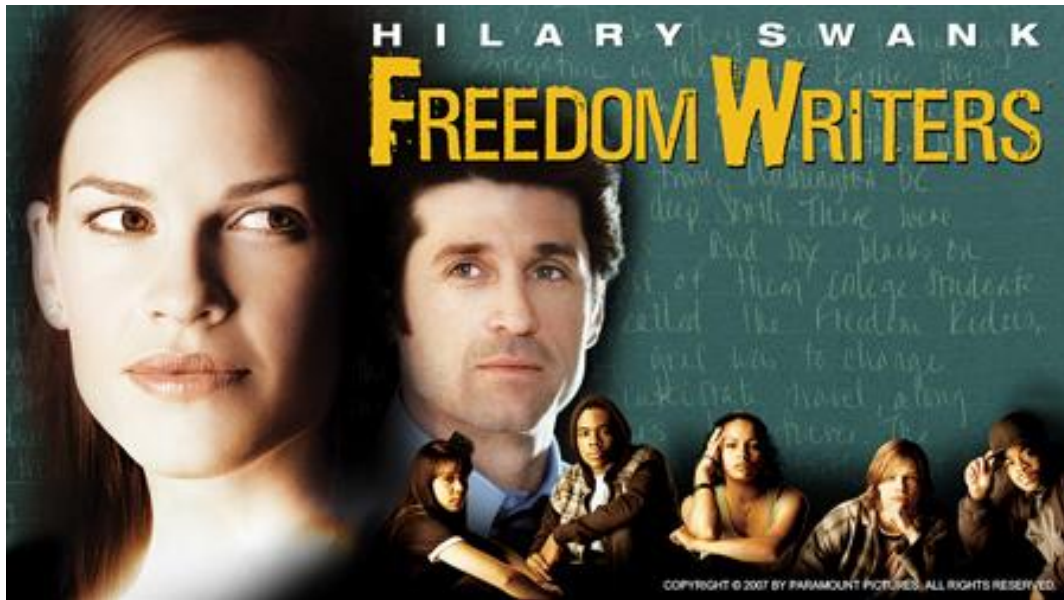
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## APPENDICES

### *Appendix 01*

#### FREEDOM WRITERS



*Freedom writers* is a movie based on the true story and diaries of students in Ms. Gruwell's class which takes place in Los Angeles, California in 1992 Erin Gruwell, a first time teacher, is hired to teach a lower level academic class at Woodrow Wilson High School. She knew from the moment she walked in to her less than inviting classroom on the first day of school, met her seemingly disrespectful students, and witnessed a fight in her own classroom that her year wasn't going to be a walk in the park. Her father, a lawyer and her reason for wanting to learn. However, Erin was excited to try and make improvements in her classroom, because having been around her father in the courtroom, she believed that by the time juveniles are fighting battles in the court it is too late, but the real fighting needs to happen in the classroom. Unlike many other faculty of Woodrow Wilson High School who wait for the day whe the problematic colored students

quit coming to school, Erin aspired to help them. It took Ms. Gruwell many weeks to accomplish any sort of breakthrough, but she persisted and presented learning to them in a way they would understand and be able to connect with. Her first assignment which would carry over the course of the year was to write daily in a journal she had purchased herself for each student. In these journals the student could write anything whether it be happy or sad entries, and she would only grade by their participation unless an individual wanted her to read their entries, which ended up being the case.

Ms. Gruwell took on two additional part time jobs to help pay for new books for her students since the school refused to provide her class with any resources. She went above and beyond what any normal teacher would've done to make her students feel special and make a connection with them. By the end of the year, Ms. Gruwell had transformed her disrespectful and culturally isolated class into a family; a family that actually got excited about going to school, making journal entries, participating, and working together on projects like fundraising to meet Miep Gies. Miep Gies is one of women who helped hide Anne Frank during the Holocaust, and after reading the *Diaries of Anne Frank*, the class wrote letters to Miep and paid for her to come to their high school and speak to them.

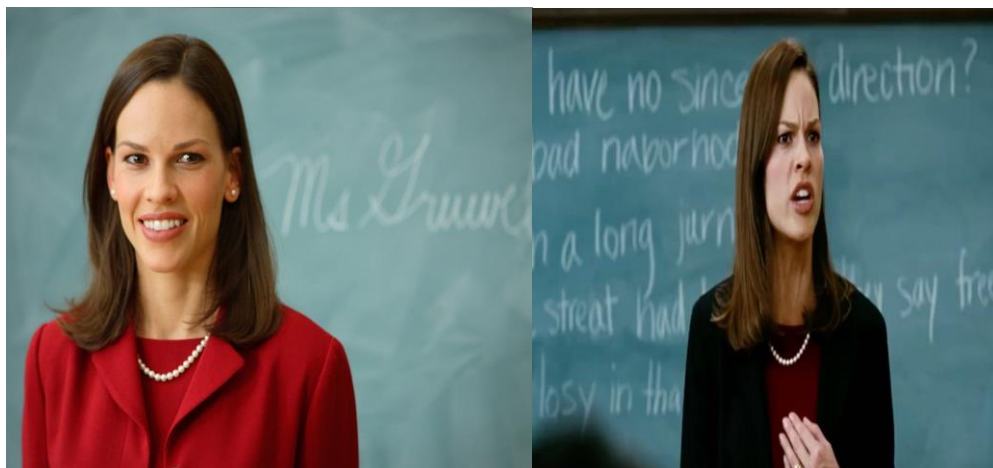
Because of all the extra time Erin was putting into her job and students, her husband felt neglected and unworthy of all of her accomplishments, which led to their unfortunate divorce. It was at this time that Erin's father started supporting her and encouraged her efforts. He could finally see that she had given the kids a new direction in life and provided hope for them. In the end, their journal entries

from that entire year were compiled together in a book called the *Freedom Writers*, which was published in 1999, and was the basis for the movie.



## Appendix 2

### ERIN GRUWELL



Erin Gruwell is a teacher, an author, and an activist who has been fighting for social justice for over to decades. She first gained national attention in 1998 when she and her 150 students appeared on an ABC special – Prime Time Live – with Connie Chung.

Erin’s students – affectionately called the Freedom Writers – came from backgrounds of poverty, gangs, and violence, and many were at – risk of dropping out of school due to the school – toprison – pipeline. But, under Erin’s guidance, all 150 Freedom Writers graduated from high school and pursued higher education.

In 1999, Erin and the Freedom Writers published their book, *The Freedom Writers Diary*, which detailed their unique journey from hardship to hope. The book became a #1 New York Times bestseller and was adapted into a major motion picture, *Freedom writers*, starring two – time Academy Award – winner Hilary Swank as Erin. The film brought Erin’s work to an even wider



audience, and she has since used her platform to continue her fight for equity and inclusion with her non – profit, the Freedom Writers Foundation.

Erin’s work has been recognized with several humanitarian awards, including the prestigious spirit of Anne Frank Award. Erin and the Freedom Writers have appeared on multiple television shows to promote educational reform, including Oprah, The View, Good Morning America, and bNBC’s Today. They have also been featured on National Public Radio, numerous newspapers, and national magazines, such as people. In 2019, Erin and the Freedom Writers were the subjects of the Emmy Award – winning PBS documentary Freedom Writers: stories from the Heart. Erin also hosts the Freedom Writers Podcast with guests who are authors, activists and civil rights icons.

In 2022, Erin and the Freedom Writers Foundation released their latest book, Dear Freedom Writer. This critically acclaimed book combines heartfelt letters written by the next generation of student authors with deeply personal responses from the original Freedom Writers.

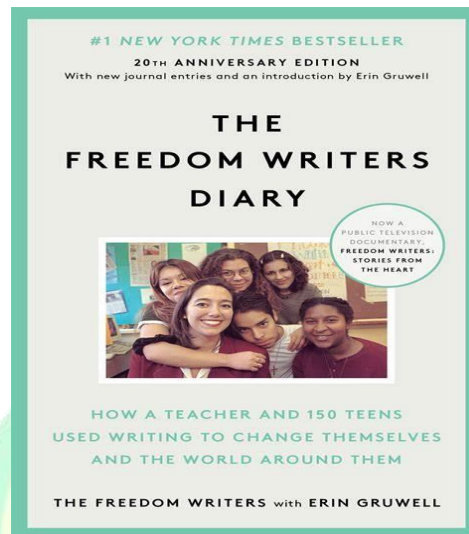
Be it in the classroom, or otherwise, Erin’s powerful message of hope and possibility is sure to resonate with any audience, whom she encourages “to stand up, speak up and speak out”.

*Appendix 3***RICHARD LAGRAVENESE**

The director of the *Freedom Writers* movie is Richard LaGravenese. He was born on October 30<sup>th</sup>. 1959 in Brooklyn, New York. He is the son of a taxi driver. He is American screen writer and occasional film director. He graduated from New York University Tisch School of the Arts, Experimental Theatre Program. He currently lives in Manhattan, New York on Central Park West with his daughter named Lili and his wife named Ann. LaGravenese wrote *The Fisher King* in the late 1980s. it was acquired by Linda Obst and Debra Hill's Production Company. They subsequently attracted Terry Gilliam to direct. The final film was a commercial hit, and brought LaGravenese an Academy Award nomination. It also secured his status as a premier screen writer and script doctor. ([www.imdb.com/name/nm0481418/](http://www.imdb.com/name/nm0481418/)).

## Appendix 4

### The Freedom Writers Diary



The Freedom Writers Diary is a nonfiction book that collect the stories of English teacher Erin Gruwell and her students at Wilson High School in Long Beach, California, as they move from their freshman to senior years from 1994 – 1998. The book is divided into eight major sections, one for the fall and spring of each year, as well as a forward and epilogue. Each major section begins with an introductory entry from Ms. Gruwell, followed by anonymous, numbered diary entries from her students.

At the beginning of the book, Ms. Gruwell is just about to start her first official year as an English teacher. As a student teacher the previous year, Ms. Gruwell found a racial caricature one of her students had drawn of Sheraud, her most difficult student. When she compared this drawing to the propaganda the Nazis used during the Holocaust, she realized her students didn't know what the Holocaust was and decided to focus the remainder of the year on tolerance. Her efforts attracted positive attention from the media, but she also received positive attention from the media, but she also received death threats and endured

disparaging racial comments from neighbors. Her school department head, leery of her unconventional teaching methods and worried about negative publicity, assigned Ms. Gruwell to teach “at risk” freshman for the rest of that year, rather than continuing teaching the class Sheraud was in.

The students in Ms. Gruwell’s freshman class are almost all African American, Latino, or Asian, and at first, they are suspicious of their white, suit – wearing teacher. They bet she will quit within the first week of month, but she quickly wins them over with unique teaching methods and reading material the students find relatable. The fall of their freshman year, they read *Durango Street*, a book about an African American teenager living in the projects after being released from a juvenile work camp for stealing cars, and then they make a movie about it. In the spring, when they read *Romeo and Juliet* and, Ms. Gruwell compares the Capulets to a local Latino gang and the Montagues to a rival Asian gang and gains the respect of more students. Still, the students deal with many difficulties that distract them from school, including race – based gang violence, domestic violence, illness, drug and alcohol addiction, and homelessness.

During the students’ sophomore year, Mr. Gruwell organizes a “toast for change” and a “read – a – thon for Tolerance”. Among the books that the students read are *Anne Frank: The Diary of a Young Girl*, and *Zlata’s Diary: A Child’s Life in Sarajevo*. After reading these books, the students have the idea to invite Zlata, a teenager their age who wrote her diary from 1992 to 1993, during the Bosnian War, to visit their classroom. They write her letter and she agrees to come for a visit. This same year, the students are also visited by a Holocaust

survivor and Miep Gies, the woman responsible for hiding Anne Frank's family and later, retrieving the dead girl's diary.

For the students' junior year, Ms. Gruwell asks them to turn their diary entries into a book. The students decide to call themselves "Freedom Writers" after learning about the Civil Rights – era Freedom Riders, who took bus trips through the south in the 1960s to protest segregation. Once the book is completed, they raise money for a trip to Washington, D. C. to present the book to U. S. Secretary of Education Richard Riley.

Their senior year, the students begin to think about their future, they are the subject of a Los Angeles Times feature that draws increased media and public attention to their project. Over winter break, Ms. Gruwell learns that they have won the The Spirit of Anne Frank Award and must accept it in person in New York, the company GUESS? Sponsors travel for 45 students to New York to accept the award and shortly there after the students learn that Doubleday wants to formally publish their book of diary entries. As the year concludes, the students learn of where they have been accepted collage, and they plan a "Freedom Writers" reunion trip to Europe the next summer.



## CURRICULUM VITAE



Sely Puspita Sari was born in Pacitan, June 29, 2001. She was so very grateful to live in earth as the daughter of Mr. Bambang and Mrs. Sumini. She is first daughter of two children.

The primary education attained in 2006 at TK Beringin Asri Tegalombo Pacitan. The next education is undertaken at SDN 1 Ploso Tegalombo Pacitan attained in 2013. Then continue her study at MTs Al – Fattah Tahunan Tegalombo Pacitan attained in 2016, after graduate she continue to study in MA Al – Fattah Tahunan Tegalombo attained in 2019.

In 2019, she continued her study to State Islamic Institute of Ponorogo by taking English Language Teaching Department, during her study at IAIN Ponorogo, she domiciled at PPHM Soboguno.

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