



**THE EFFORTS OF THE MAIN CHARACTER TO BUILD
TOLERANCE IN RACIST SOCIETY AS SEEN IN *FREEDOM WRITERS*
MOVIE**

UNDERGRADUATE THESIS

**BY
EMANUEL TRIYOO
NIM: 105110100111105**



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
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Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra*

BY
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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
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2017

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2. If at later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

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ACKNOWLEDGEMENTS

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Emanuel Triyogo

ABSTRACT

Triyogo, Emanuel.2017. **The Efforts of the Main Character to Build Tolerance in Racism Society in *Freedom Writers* Movie.** Study Program of English, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Melania Shinta Harendika

Keywords: Efforts, Tolerance, and Racism

Freedom Writers is a movie describing the real life about the effort of teacher in New Port Beach written by Richard La Gravenese in 2007. This movie tells about the efforts of Erin Gruwell, a teacher in 203th class of which the students are intolerant between tribes and races. This conflict also became the background in this research.

The researcher limits the research only in what and how efforts of the main character to build tolerance in racism society reflected in *Freedom Writers* movie. The aims of the research are to find and describe the efforts of the main character to build tolerance in racism society reflected in *Freedom Writers* movie.

The research use qualitative method by analyzing the main character of the movie using the character theory. To get the answer for the research questions, the writer analyzed the movie by watching the movie, understanding the story, collecting the data and classifying the main character efforts in *Freedom Writers* movie. Then, the researcher identified the effort of the main character to build tolerance in racism society reflected in the movie.

In this research, the writer find two basic aims from the main character to build tolerance in her class they are diminishing the gap between students and raising the awareness of equality that lead to seven efforts: speech or lecturing, dialogue, changes their seat, playing games, asking for toast of change, giving a book and touring in museum of tolerance. From her efforts, can create the big influences by building the tolerance in her class.

ABSTRAK

Triyogo, Emanuel. 2017. **Upaya Karakter utama Untuk Membangun Toleransi dalam Masyarakat Rasisme dalam Film *Freedom Writers***. Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Dosen Pembimbing: Melania Shinta Harendika.

Kata Kunci: Usaha, Toleransi, dan Rasisme

Freedom Writers adalah film yang menggambarkan upaya guru di New Port Beach yang ditulis oleh Richard La Gravenese pada tahun 2007. Film ini menceritakan tentang upaya Erin Gruwell, seorang guru di kelas 203 yang murid-muridnya tidak toleran antar suku dan ras. Konflik ini juga menjadi latar belakang dalam penelitian ini.

Peneliti membatasi penelitian hanya dalam hal apa dan bagaimana upaya tokoh utama membangun toleransi dalam masyarakat rasisme yang tercermin dalam film *Freedom Writers*. Tujuan dari penelitian ini adalah untuk menemukan dan mendeskripsikan upaya karakter utama untuk membangun toleransi dalam masyarakat rasisme yang tercermin dalam film *Freedom Writers*.

Penelitian ini menggunakan metode kualitatif dengan menganalisis karakter utama film dengan menggunakan teori karakter. Untuk mendapatkan jawaban atas pertanyaan penelitian tersebut, penulis menganalisis film tersebut dengan melihat filmnya, memahami ceritanya, mengumpulkan data dan mengklasifikasikan karakter utama dalam film *Freedom Writers*. Kemudian, peneliti mengidentifikasi upaya karakter utama untuk membangun toleransi dalam masyarakat rasis yang tercermin dalam film tersebut.

Dalam penelitian ini, penulis menemukan dua tujuan dasar dari karakter utama untuk membangun toleransi di kelasnya mengurangi kesenjangan antara siswa dan meningkatkan kesadaran akan kesetaraan yang menghasilkan tujuh upaya: ucapan atau ceramah, dialog, perubahan tempat duduk, permainan bermain, mengajak tos untuk perubahan, memberi buku dan tur di museum toleransi. Dari usahanya bisa menciptakan pengaruh besar dengan membangun toleransi di kelasnya.



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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literary works are literature products that represent and replicate daily human lives. The writer chooses movie as the unit to analyze because movie can be considered as a literary work to share the same ability and share story about daily human lives and replicating the daily life of a society. The most similar examples between literary works and movies are theatre, early plays and dances because of the common use of script, sets, costumes, directors, and actors.

The movie which the writer wants to analyze is *The Freedom Writers* movie. This movie tells us about racism that occurs in the school, where the main character works. This racism condition that happens around the main character makes the main character determined to build tolerance in racism society in the school. In the beginning of the movie, Erin Gruwell (Hillary Swank) a new transferred teacher from Newport Beach as her hometown to Woodrow Wilson High School in Long Beach, a formerly famous school that changes into a special school for problematic kids with gangs and neighborhood issues because of the new governmental policy. As a new teacher in the school, Erin Gruwell was so enthusiastic to teach her student, but her enthusiasm was challenged when she



realized that her class was no ordinary class. Her class was known as the 'untouchable' students and as students that did not have any interest for studying as she was expecting before. Her students divided themselves into racial groups in the classroom, there is fighting happens between groups a few times. Someday the students lost their interest for attending the class one by one. Gruwell finally realized that she needs other ways to teach this class, so she made some actions to earn the student's attention and build a tolerance. She started to give diaries to the students to write what they feel and experience everyday and also asks them to collect their diary in a locker in class if they want Gruwell wants to read it. This action made Gruwell understand her student's problems and increase the trust of the students toward Gruwell.

Her students start to respect toward her, started by Marcus (Jason Finn) and followed by the other students. Later on, Gruwell invited the Holocaust survivors to tell story about their experiences to her students in a dinner. Gruwell also invited her students for a field trip to the Museum of Tolerance. This film reflected the theory of racism where natives become a minority as an effect caused by euro gaze which euro gaze itself is a characteristic of post-colonialism. The cases above makes the writer interested to analyze about the effort of the main character to build racism tolerance reflected in *Freedom Writers* movie.



1.2 Problem of the Study

The problem of this study is what and how the efforts of the main character to build tolerance in racism society reflected in *Freedom Writers* movie.

1.3 Objective of the Study

Concerning with the problems of the study above, this study is intended to find and describe the efforts of the main character to build tolerance in racism society reflected in *Freedom Writers* movie.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer will describe some theories related to the study.

The writers use some concepts about racism, characterization, and theory of tolerance to reveal the answer for this study about *Freedom Writers* movie.

Racism and theory of tolerance can be used to understand about the tolerance in racism society described in the movie, while characterization can be used to analyze the efforts of the main character to build racism tolerance in racism society.

2.1 Theoretical Framework

2.1.1 Racism

It is a common sense that basic racism behaviors are degrading people directly based on the color of their skin. The institutional racism is also a common scene in the practical of racism. This institutional racism indicating the structural inequality in terms of access to institutions and facilities, this practice of this racism behavior remains to continue in a concealed ways.

According to Longman Dictionary of Contemporary English racism defines as “unfair treatment of people, or violence against them, because they



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belong to a different race from your own.” On the other ways, racism also defines as “the belief that some races of people are better than other races.”

The other definition based on sociological perspective is, “a situation in which one group is regarded as inferior to and dominated by another” (Robertson, 1980, p.286). While according to Brauner (cited by Robertson, 1980, p.269), racism features condition “in which a group that is seen as inferior or different is exploited and oppressed by a dominant group.”

In addition, Schuman (cited by Ritzer *et al*, 1979, p.325) says that:

The term racism is generally taken to refer to the belief that there are clearly distinguishable human races; that these races differ not only in superficial physical characteristics, but also innately in important psychological traits; and finally that the differences are such that one race (almost always one’s own, naturally) can be said to be superior to another.

There is also a statement that most human groups have the tendency to be ethnocentric, “that is they unquestioningly assume that their own values and way of life are superior to all others...use their own standards to judge other groups and, not surprisingly, find those that they are judging deficient in some respect” (Robertson, 1980, p.269). In addition, Zanden (1990, p.284) states that “people assume that it is in the nature of things that all groups should be organized according to the same assumptions that characterize their own group. Zanden concluded that when people are intended to be ethnocentrism, they easily consider that the other groups as an object of hatred as a symbol of evil or even danger.



Furthermore, Robertson (1980, p.269) states that most of people think that their own norms, religions, attitudes, values, and cultural practices are more right and proper, compare to the other groups are odd, bizarre or even immoral. In addition, Robertson (1980, p.269) says that under certain conditions, ethnocentric attitudes can lead to extreme and aggressive action and can be used to justify the oppression to other racial or ethnic group.

Robertson (1980, p.271) stated as follows:

Racist ideology of the dominant group defines the minority as inferior. Because the members of the minority group are considered inferior, they are believed to be unsuited for high-status jobs, advanced education, or responsible positions in society.

Accordingly, they are not given access to these opportunities, they naturally hold low-status jobs, are poorly educated, and fill few responsible positions in society. This situation is then cited as an objective fact to 'prove' that the minority group is inferior, and the racist ideology is confirmed.

Racism is an idea or theory which says that the causal link between inherited physical features and certain traits in terms of personality, intellect, culture or a combination of them, gives the reason to the superiority of a particular race over another races. Racism comes from dominance provides the social bases of justification for degrading and violating people based on their skin color.

2.1.2 Tolerance

The definition of tolerance, as written in the Stanford Encyclopedia of Philosophy coming from the Latin '*tolerare*' that mean to put up with,



countenance or suffer – generally refers to the conditional acceptance of or non-interference with beliefs, actions or practices that one considers to be wrong but still tolerable.

There are four conceptions of tolerance that taken from Stanford Encyclopedia of Philosophy, described as follow:

1) Permission

This concept explained that toleration is a relation between authority or a majority and a minority. Toleration means that the authority gives the minority permission to live as what the minority belief in condition that the minorities have to accept the dominant position of the authority or majority. So as long as the minority difference remains within the certain limits and as long as the minority do not claiming an equal public and political status, the authority or majority groups will be tolerate the difference of the minority groups.

2) Coexistence

These concepts have the similar purpose of tolerance which is to ending or avoiding conflict and to clear their ways to achieve their goals. The difference is the relation of both majority and minority are equal in power, and both side sees that tolerance is for the sake of social peace, and the pursuit of their own goals achievement so the mutual tolerance is the best option for both sides.



3) Respect

This concept is a tolerance based on equal respect between majority and minority. Even they have difference in their ethnical beliefs about the ways of life and their cultural practices, as long as their rights, liberties, and the distribution of resources are concerned.

This concept has two models, which are formal equality and qualitative equality. The formal equality tends to be intolerant to ethical or cultural forms that require a public appearance and that is different from the dominant traditional and cultural forms that existing in the society. While the qualitative equality, people respect each other with a certain ethical and cultural identities differences can be tolerated if it important for a person and can provide good reasons for the exception or general changes to comply with the existing social structures.

4) Esteem

This concept means a fuller and demanding idea of mutual recognition between people than the respect conception does. In this concept, being tolerant does not just mean respecting people with other cultural way of life and religions as moral and political equals, being tolerant also means having some kind of ethical esteem for their beliefs that is taking them to be ethically valuable conception even it different from one's own beliefs are ethically attractive and held by a good reasons.



Many arguments for justifying tolerance whether it is religious, pragmatic, moral or epistemological can be used as a justification for the conceptions that are mentioned above.

2.1.3 Movie Studies

2.1.3.1 Characterization

Based on Boggs and Petrie (2008, p.59) plot become the important elements in film, something happened is also important because it can help us to understand the character in the movie which being developed. The main appeal of these character lies in the qualities that set them apart from ordinary people. Some films, by action or dialogue focuses on the right declanation of something unique happened in the character. The theme of the movie told the expressed in a brief description of the main character, by emphasasing in unusual aspects by individual personality.

Some viewers if they are not interest in the film, they are interest in the characters. Only there is a litte bit chance that human interested in a whole of the films. The character has to be interesting to have seem real, worth caring about and understandable. The most part character in the story are believable in the same way which the story is believable.

The character is actually rational, it is impossible to remain neutral toward the characters. We have to give some respon to them. For example, we have to admire for their heroic acts and nobility or carry out of them for their failures. We may love the way they act or even compare their events to our daily events. We may laugh from their stupidity, because we feel that sometimes we did the same stupidity with the characters. If there are negative reactions it means that we may hate them for the goodness, cruelty, selfishness, cowardness, and their cunning method.

2.3.1.2 Characterization trough Dialogue

According to Boggs and Petrie (2008, p.61), also there are some characters which is showed trough the dialogue. Character showed in fictional movies in fact told about a great or good deal in themselves by what they say. The great deal showed also in how they say a true thinks, attitudes, and emotions which can be showed in beautiful ways of word choices and word stress, pitch, turn taking of their speech.

Actors generally use a grammar, vocabularies, sentence of the structure and particular dialects. From this, we must keep in developing keen ear, keep attuned to the faintest and more soft nuances kind of meaning which is showed through the human voice. Then, we must listen carefully not only in what they said but also in how they were said.



2.3.1.3 Dialogue

The major part of modern film is naturally come from understanding the dialogue. According to most films, dialogue give us a good deal for important informations. According to Boggs and Petrie (2008, p.258), dialogue in film is also different from stage dialogue. Therefore, we must need to be aware of the unique of characteristics of film dialogue.

The important element of dialogue is showed in a typical stage, it means the essential of the audience hear much words. We have to be carefully because speaking in turn by their line and incoporating a brief turn by the question, response pattern so that the person have to occupying the worst seat in the room can hear each line clearly.

Film dialogue can also be delievered at more rapid pace so that can make stage dialoge. For the example, Director Franks Capra put this capibility for good use in Mr. Smith Goes to Washington and Mr. Deeds Goes to Town. He make using of compressed, machine-gun-paced dialogue in phone conversations that get necessary but non dramatic exposition of the way, so that can get down to the serious activities of telling his stories.

2.3.1.4 Analyses of the Whole Film

Based on Boggs and Petrie (2008, p.403), when we watch a movie in theater, we need to keep certain things in our mind. We cannot stop the film for



analysis. It is only in continuous flowing from is it truly motion picture. Therefore, we have to pay attention on responding sensitively to what is happening in the movie. We also have to store up of another short, asking by ourselves on how? Why? And how it is effective? About everything we see or we hear in the movie. We must make an effort to get sunk in the reality of the film. To analyse the whole film, we have to know about the theme first, what about is the movie, then we have to divide the theme elements.

Second, reading the reviews. We have seen the film. Analysing and interpret it for ourself. We must formed our opinions about its worst or not by our personal and subjective reactions to it. We also may agree with the critic by many points and disagree on others completely. Reader and critic may analyze or interpret the film in the same way and take the conclusions on it.

Third, evaluating the reviewer. We may evaluate the reviewers what we read, also determining how it became a good think on what they have carried out of their duties. The key function of the reviewer is to lead about a better understanding or a keener appreciation of specific films or the medium in general.

After reading, we may also ask how good the reviewer succeeds in carrying out the funtion on it.



2.2 Previous Studies

“An Analysis on The Racial Prejudice and The Symbol in Harper Lee’s To Kill a Mockingbird” by Irawati (2009). The writer wants to supply different analysis of the racism by using different theories. The writer used the theory of racism, prejudice and racial prejudice in analyzing the racial prejudice events that experienced by Tom Robinson and Boo Radley. The writer generates the behavior of the society towards Tom and Boo.

“A Study on The Conflicts of The Main Character in Arthur Golden’s Memoirs of a Geisha” by Rysmawati Hastyna (2008). The writer tried to analysis the conflict that experienced by the geisha character using the characterization theory.

This research is focusing on the racial behavior and the efforts to build tolerance in *Freedom Writers* movie, the researcher choose this theme because *Freedom Writers* movie is usually analyzed using feminism approach. The similarity with both researches above is the analysis of racism and main character.

The differences between the writer’s thesis with the two mentioned above are the writers focused to analyzing the main characters efforts and acts to build tolerance between racist society.



2.3 Research Method

2.3.1 Method of the Research

The method of the research that will be used by the writer is qualitative method. The writer will analyze the movie by using character theory. First the writer watches and learning in the *Freedom Writers* Movie repeatedly to analyzes the main character.

2.3.2 The Technique of Data Analysis

Data analysis of qualitative is method which used by the writer in this research. The writer analyses the main character in the *Freedom Writers* movie by using the characterization theory. The writer would analyze the data by analyzing the data main character in *Freedom Writers* movie. In this analysis, the writer explains the data such as the dialogues and picture of this movie.

2.3.3 The Instrument of Research

The research instrument of this qualitative research is the writer herself. The writer tries to get qualitative data about another meaning of the main character related to women role in *Freedom Writes* movie by watching the film, understanding the story, collecting the data and classifying the main character in *Freedom Writers* movie. Furthermore, the writer relates the exiting text with The Effort of The Main Character to Build Tolerance in Racism Society Reflected in *Freedom Writers* Movie.



2.3.4 The Unit of Data Analysis

The unit of data analysis in this research is a *Freedom Writers* Movie. A *Freedom Writers* Movie by Richard La Gravenese and released on 2007. To analyze the data, there are some steps to analyze it: (1) understanding of the tolerance theory, (2) determining the concepts or the efforts which is used by the main character to build a tolerance, (3) outlining the tolerance concepts, (4) determining the effect, and (4) taking the conclusions.



CHAPTER III

FINDING AND DISCUSSION

Based on the problems of the study that the writer has mentioned in the first chapter, the writer analyzes the principles of equality manifested in the struggle efforts of the main character to build racism tolerance in *Freedom Writers* movie in this chapter. This chapter will begin with racism shows in the movie, and the effort of the main character to build a tolerance by racism society in freedom writer movie.

3.1 The Efforts to Build Tolerance in Racism Society by the Main Character in *Freedom Writer* Movie

Erin Gruwell is a young teacher who has a white skin that became a central role to build tolerance awareness in 203th class after the integration program was done, where who has a black skin forbidden going to school.

Although Gruwell became a young teacher, she never gave up building the tolerance awareness between her students. The effort of tolerance awareness shows when she teaches in many ways such as: lecturing, interactive dialogue, games and giving an information access.

3.1.1 Diminish the Gap Between Students



Erin Gruwell's efforts intended to diminish the gap between students because the students in her class inclined to grouping based on their races and make a gap between student's social interactions. This gap became trouble to Gruwell's teaching process, the students inclined to not pay attention to the class because they are busy to talking and joking in their groups. The effort that Gruwell make is arranging the seat order of the students and asks her students to do a toast for a change.

3.1.1.1 Arranging the Seat Order

Erin Gruwell arranged the seat orders between the students as shown in Figure 3.6. This method was used because her student came from many races, tribes and gangs. Certainly, this method was refused by her students. It showed by the dialogues:

GRUWELL : *Come on.* (21:19)

BEN : *I can't go back there alone.* (21:19)

SINDY : *I'm not sitting near him.* (21:24)

JAMAL : *I ain't going up there without my homey.* (21:25)

SINDY : *I'm not sitting back there alone!* (21:26)



Figure 3.1. Unifying students using seat orders. (*Freedom Writers*, 2007, m.21:17-22:35)

The dialogues were identified that everyone rejected the replace of their sit, but Mrs. Gruwell still insisted her command. Finally, all students agree to replace their sit one by one as her command. In fact, the split among races and gangs is not happening in class only but also happen outside the class.

The changable of their seat becomes the impossible ways in this films. This condition was hard rejected of the figure in this film. But this scene showed the character of the figure. This was showed that Mrs. Gruwell character which resolute, and high establishment.

3.1.1.2 Toast of Change

The toast of change also becomes the approaches through the game. At that time, Mrs. Gruwell brings four books for her student to read in the next semester and a cup of apple juice. After that, one by one came and take the glass.

Before they drink the juice, every student has to toast first for every commitment or wishes for them to change.

Mrs. Gruwell asks the students to make some commitment for their big change of life. Without following their first predecessor who had many fault in their ways of life and their ways of think, but to make them growing also have future and that they will have to fight on. This also showed in some dialogue:

GRUWELL : *I want each of you to make a toast. We're each gonna make a toast for change. And what that means is, from this moment on every voice that told you "You can't" is silenced. Every reason that tells you things will never*

change, disappears. And the person you were before this moment, that person's turn is over. Now it's your turn. (1:10:44)

Every student came forward and said their hopes and dreams that everyone will try their best to achieve it. Everything will never be an obstacle to them to achieve their goals. They hope that their spirit to achieve the goals will be delivered through the toast of change. Their hopes are showed below:

GLORIA : *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. (1:11:47)*

BRANDY : *And one day, my war will end. And I will not die. And I will not tolerate abuse from anyone. (01:12:15)*

MARCUS : *My moms 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. (01:12:26)*





There are two qualities of the mentally according such as open-minded serta close-minded (Pickering dan Hooper, 1981:33). Open-minded generally characterized by giving opinion in fond, otherwise the close-minded is more closer , full of secrets, and hiding somethings. Generally, the students of 203 class have some characters in close-minded, but Mrs. Gruwell's expertises can change them to have an open-minded character. This is showed when their toast of change is opened and show up about what their fell each other.

3.1.2 Raising the Awareness of Equality

The second aim of Gruwell's effort is to raise the awareness of equality in her students. This aim is made after Gruwell realized that her students does not know behind their feeling that their own races superiors or the others are just disturber around them and using violence to eliminate them, but the fact is that they share the same experience and suffers negative effects of their own or group racism. Gruwell realized that what make her students think that way is because they lacks information about the world outside them, so Gruwell planning to open and provide the information access to her students by giving speech, dialogue about holocaust event, play games, giving books, and tour in Museum of Tolerance.



3.1.2.1 Erin Gruwell's Speech

Became a new teacher in the middle of this situation is not easy, the situation where Gruwell face a condition an integration program. Where this rule makes who are minority and underage criminals may going to school than jail and it becomes the situation in class was broken or split as they are coming from different races and gangs.

This situation was shown by Eva Benites soliloquy in Figure 3.2 when she is going to school. In the film, soliloquy strategies often use for feeling expression, intuition, or inner thing conflict in major characterization (Minderop, 2011,134).

EVA : *If it was up to me, I wouldn't even be in school. My probation officer threatened me, telling me it was either school or boot camp. Dumbass. He thinks that the problems going on in Long Beach aren't going to touch me at Wilson. My PO doesn't understand that schools are like the city, and the city is just like a prison, all of them divided into separate sections, depending on tribes.* (13:02-13:25).



Figure 3.2 Eva's Expressing Her Feeling (*Freedom Writers*, 2007, m.12:59)

Eva is one of representation from all Gruwell's student in 203 class. Her hard background life from children until now is showed in in the first opening of the first film. It give influences for her character which is arrogant and indifferent, by this can be showed her arrogant when she critics to the new rule which considered by the probation officer that makes her going to school.

Firstly, as a teacher which does not have many experiences, she only relies the lecturing as the usual method, but it was not noticed by them at all. Although in a second meeting no one wants realize her. It showed when Mrs. Gruwell tells about Homer's the Odyssey which the student does not pay attention and even make joke of in her telling.

GRUWELL : *But maybe he was bald just like Homer Simpson.* (14:32)

Not only no one pay attention, but also the students play by their self until they fight in front of Mrs. Gruwell. Many bad words also spoken from their mouth which recorded two times, such when she promised by them that she will not stay long to teach them, and when she disrespected by them by "bitch a week".

JAMAL : *I give this bitch a week.* (09:47)

EVA : *Slanty-eyed bitch!* (15:51)

Any problem which is showed by Mrs. Gruwell is not only the students that have hard background of life but also the reality of the their hard attitude in the streests. It was became the character domination in school environment especially in class. The anarchist, wild, and do not know the formal rule.

In third day, the same method is used and finally, when the students joking by their self. Along this joke showed by Tito's drawing which is impersonate Jamal who has a black skin and thick lips become a mock of the class, where this drawing is arrived at Jamal, the student who is mocked. This situation makes Mrs. Gruwell angry then she said about what she have seen in a museum as a same condition.

GRUWELL : I saw a picture just like this once in a museum. Only it wasn't a black man, it was a Jewish man. And instead of the big lips, he had a really big nose, like a rat's nose. But he wasn't just one particular Jewish man, this was a drawing of all Jews. And these drawings were put in the newspapers by the most famous gang in history. (30:04-30:26)

The pictures that Gruwell saw ended by Holocaust event from Nazi, which Gruwell described as the biggest gang in the history. This was a big event that shows what racism can do. Gruwell follows up the incidents by introducing her students the history and stories about holocaust incident and try to make the students compare their experience to the holocaust victims.

Gruwell's anger is not become her hater, but also she is carrying out of them. Her anger is become the strategy to ask their attention for the students.

Therefore, the anger is become Gruwell character that care and smart on it.

Gruwell's lecturing method started to build the students curiosity to study the history and also raise the tolerance between her students and make them feel like a family that is showed very obvious in figure 3.4 when Mrs. Gruwell advises her students, where every student is family. This event happened because of Tito's question where he asks Mrs. Gruwell that does she will teach them in the next year.

GRUWELL : *All of you. Don't use me as another excuse for why you can't make it. You made it to your junior year. Think about how you did that. Everyone in this room has a chance to graduate. For some, you'll be the first in your family. The first with a choice to go to college.* (1:51:33-1:52:00).



Figure 3.3. Gruwell giving advise in her students.(01:52: 02)

These character of caring that showed by Gruwell for her students is not showed only inside the class, but it goes more further, because Gruwell also thinking about her students future.

3.1.2.2 Dialogue About Holocaust Event

Dialogue is a way which always used by Gruwell to build tolerance in a class. Dialogue also has a meaning in oxford dictionary by conversation in a book, play, or film, and formal discussion between two groups or countries. The first meaning of the word is relevant to discuss.

The dialogue that will be analyzed in this research is only dialogues that became Mrs. Gruwell's strategy to build tolerance awareness. These dialogues find in intentionally condition or unintentionally condition.

First dialogue happened when Mrs. Gruwell advises her student which intolerance, but it does not understood by her students, they argue by hate style as shown in Figure 3.5. The dialogue or debate is happened only in a racism group between who has majority and minority races.

This dialogue begins from Marcus denial in his teacher by impolite tone which the teacher did not know anything. Mrs. Gruwell continuously agree by that statement and she ask to explains what he has to think, but Marcus unwilling to explain.

MARCUS : *I ain't explaining shit to you!* (31:51)

Eva also commented and protested after Marcus. She tries to explain how she and people who in the same fate and how they life.

Cambodian boy : *Do you even know how we live?* (31:54)

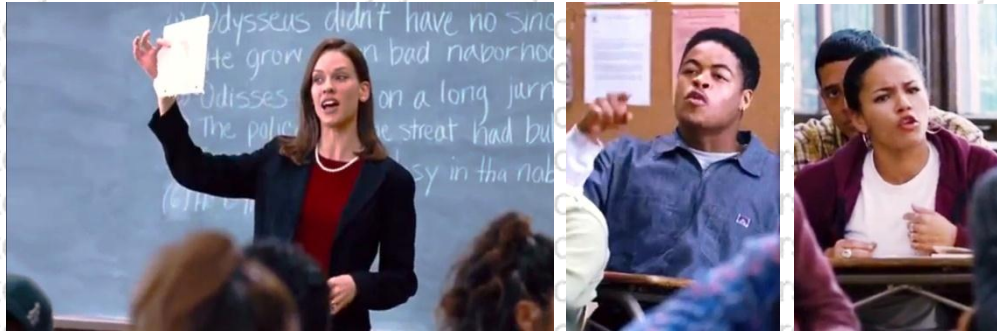


Figure 3.4. Arguing with students. (*Freedom Writers*, 2007, m.30: 00)

Mrs. Gruwell tries to explain how the effect of their racism behavior. First, they are all feeling better if here are no other races or gangs around them except theirs. Second, based on their hatred among each other races and gangs that was built from the negro's picture like Tito's drawing as example, it was all could be the reason to kill others races or gangs member even the victims doesn't know what they do wrong.

GRUWELL : *if they weren't here, everything would be better for you, isn't that right?* (32:11).

GRUWELL : *It starts with a drawing like this, and then some kid dies in a drive-by, never even knowing what hit him.* (32:26)

The dialogue is not only finished on that situation. Eva was not receiving what Mrs. Gruwell said, more over Gruwell is come from people who have white skin. She said it using hateful expression.

EVA : *You don't know nothing! You don't know the pain we feel. You don't know what we got to do. You got no respect for how we living. You got us in here, teaching us this grammar shit, and then we got to go out there*



again. And what are you telling me about that, huh? What are you doing in here that makes a goddamn difference to my life? (32:26-32:46).

Mrs. Gruwell also understood this situation, in Eva's speech is not coming from her mind but Eva's thinks that she need a respect from her friend. From this, the teacher advises to her that who needs a respect, should give the same respect to the others. Actually, this advises is useless, they do not take it.

ANDRE : I'm not just gonna give you my respect because you're called a teacher. White people always wanting their respect like they deserve it for free. (33:16).

Mrs. Gruwell explains that she is a teacher, but she did not realize that she was hated because she is a white people. This idea also come from Eva that she has a bad experience with someone who has a white people that hurt her family and her friend which showed below:

EVA : It's all about color. It's about people deciding what you deserve, about people wanting what they don't deserve, about whites thinking they run this world no matter what. You see, I hate white people. (33:20-33:32)

EVA : I saw white cops shoot my friend in the back for reaching into his pocket! I saw white cops break into my house and take my father for no reason except because they feel like it! Except because they can. And they can because they're white. So I hate white people on sight!(33:39-34:01).

Marcus also has a same thought with Eva. He think that he feel restricted to do anything in his life as he think that people who have black skin do not get their right as people who have white skin.

MARCUS : *When I look out in the world, I don't see nobody that looks like me with their pockets full, unless they're rapping a lyric or dribbling a ball. So what else you got in here for me? (34:19)*

Mrs. Gruwell does not anger when Eva said that she hates her. From this

Mrs. Gruwell also try to catch the situation is good. For the example she try to make them realize that anarchy did not change anything. She gives a motivation that who doing that anarchy does not get something good. Mrs. Gruwell also deny when her student said that die as fighters are honor.

GRUWELL : *So when you're dead, you'll get respect? Is that what you think? You know what's gonna happen when you die? You're gonna rot in the ground. And people are gonna go on living, and they're gonna forget all about you. And when you rot, do you think it's gonna matter whether you were an original gangster? You're dead. And nobody, nobody is gonna wanna remember you, because all you left behind in this world is this. (34:49-35:29).*

An intentional dialogue is built by Mrs. Gruwell to open the stories about conflict that her students experienced. Dialogue which comes from every debate is never finish but, such this dialogue is actually needed to know and understand the students situations and experiences that make them became a racist.

The character of the figure can be showed in their voice tone, pressure or dialect which is used by the figures. Eva's character which hard and rigid, that showed in how she describe her opinion. The high tone and by her gladering eyes.

Marcus's character showed more silent although in he become a dynamic. He can





push until the exact limitation by his self. This also showed when Marcus often shaking his head before he responds in Mrs. Gruwell.

3.1.2.3 Play Games

Games are always became the interesting method to pay attention than speech or dialogue. This method of using games also creates a familiarity. Mrs. Gruwell used this approach to build the tolerance awareness between her students as shown in figure 3.7.

Game is become a strategy for her to make the melty situation according to the students hard behaviour between each other. Although gruwell still become a new teacher there, but she know what have to do by asking them to play a games.

She knows that dialogue method is not so effective to create tolerance between her racist students, she asks the students to singing and rapping by analyzing the 2Pac Shakur song. This method was very interesting to take the attention of her students who has a gang life because 2Pac is a rapper that has a gangsters background so they look up to 2Pac as an idol. Even though before she describes the rhyme, the students have memorized it. Even so that, the students still scoffed her, it showed in dialogue below:

ANDRE : *Think we don't know 2Pac?*

MARCUS : *White girl gonna teach us about rap. (20:44)*

EVA : *You have no idea what you're doing up there, do you? You ever been a teacher before? (20:55)*

GRUWELL : *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. (41:16-41:19).*



Figure 3.5. Line Game. (*Freedom Writers*, 2007, m.41:23-45:27)

The rules of this game are very easy, because Mrs. Gruwell will give a question. If the answer is “Yes” they have to come in front near the line, if the answer is “No” they have to come back again from the line. First, she only gives an easy question, then who has the answer “Yes” have to come forward in front of the line until they have to see each other by the hate face.

Mrs. Gruwell give the question again, this not same as the first question.

The question is the serious one about who someone ever lost their friend because of gang life. All students come forward in front of the line, it means that everybody ever losing their friends. After this, Mrs. Gruwell asks her students to

give a respect for their friend who has left them by mentions their name one by one.

Mrs. Gruwell also makes some game. She decides every student into two groups which consists of male and female, they have to sing in every group. The same races, tribes and gangs are did not come again as a wall in their environment around them.

The action which is done by Mrs. Gruwell reflect the main character's characcter. This called by progressive character which every action that done is become the process to know the problem and ask the way to complete.

3.1.2.4 Giving Books

Giving a book is the kind of giving an information. The word "information" in oxford dictionary means 'fact or detail about somebody and something'. According to definition, the information in this research means to do supply knowledge by the information access that gives knowledge about something good through historical fact.

The information access in this film is made by Mrs. Gruwell as a teacher. She gives her students the information access after she knows that her students have a limited knowledge about the history in the past time, she wants to supply

the information about the history to her students. In this film, the information access is found from the book, museum, interviewees, and documentation of the film.

Book becomes the basic of information access. Some books which has effect to increasing the knowledge of the students such diary and literary writing. The limitation of history information is realized by Mrs. Gruwell when one of the students asks about holocaust, only one of them knows about this holocaust. Mrs. Gruwell asks Mrs. Campbell in library to lend the books which needed for her students. They are need The Diary of Anne Frank and Romeo Juliet. However, Mrs. Campbell does not agree to give them those books, and only lend a book which has a picture.

MARGARET : *Look at their reading scores. And if I give your kids these books, I'll never see them again. If I do, they'll be damaged. (37:36-37:42).*

MARGARET : *It is Romeo and Juliet, but it's a condensed version. But even these, look how they treat them. See how torn up they are? They draw on them. (37:53-37:58).*

Mrs. Gruwell feels that no one can support her. Another teacher, committee of the school and senior teacher does not agree by her opinion. No one agree that students who come from minority races become a good student and want to read any literary work. It showed in dialogue of Mrs. Campbell:

MARGARET : *Well, I don't have the budget to buy new books every semester when these kids don't return them. (38:06)*

Their cynicism caused by integration assesses which they think make the Woodrow Wilson High school degrade from a well known high class school. The dialogues are:

BRIAN : *This was an A-list school before they came here. And look what they turned it into. (39:52)*

BRIAN : *that kids who want an education should suffer because their high school gets turned into a reform school? Because kids who don't want to be here, and shouldn't be here, are forced to be here by the geniuses running the school district? Integration's a lie. (40:02-40:16).*

GRUWELL : *They know they get these because no one thinks they're smart enough for real books. (38:01).*



Figure 3.6. Students Achieve Their Books. (*Freedom Writers*, 2007, m.56:18)

This condition made Mrs. Gruwell desperate for a while until Mrs. Gruwell takes some decision, she wants to buy some books for her students by herself. She can buy a book by the title 'Durango Street' which talks about colony's life. Mrs. Gruwell also gives them another book 'The Diary of Anne Frank'.

Stanton mentions the basic reason of doing some character is motivation (Stanton, p.33). There is a spontaneous motivation where the character not being

aware, also basic motivation that leads the character to do something. The motivations of Mrs. Gruwell is a kind of basic motivation, where they faced by some situation that demanding them to do everythings by themselves.

Book is the absolute need for her students, but another cases, there were no acces to get it. No one gives a support including the school do not give the book for the students. This situation makes Mrs. Gruwell sacrifice to get work in part time so she can buy some books for her students.

3.1.2.5 Tour in Museum of Tolerance

They get much information from not only from books, but also they invited to have a tour in the Museum of Tolerance. This museum was built for remembering Holocaust victims. When they are arrive to the museum, every visitors given a card with baby picture. The visitors can put the card into computer and they will be told who are they and where the camps they were delivered. In the end of the story they will get the answer about where is the baby and are they survive or not.

In this museum they were understand about the big incident that happened because of the racism. There are 7000 stores which is the property of Jewish have been looted and burned and 100 Jewish was killed.



NARRATIVE OF THE MUSEUM MOVIE: *Hundreds of synagogues looted and burned. More than 7,000 Jewish stores destroyed. Over 100 Jews killed.* (1:04:08-01:04:56).



Figure 3.7. Museum of tolerance (*Freedom Writers*, 2007, m.01: 04: 06)

The next information access are interviewees, Mrs. Gruwell invited the holocaust survivors into a dinner with her students and also Miep Gies she talks about the story of how she save Anne Frank's family and by her brave that have been told in the diaries of Anne Frank. Other thing is watching a documenter movie about 1961 incident.

This movie talks about when a bus full of mixed races including white people have a tour in purpose to build tolerance in the society was attacked by majority race. It talks about a sacrifice, where a white people who was riding the bus willing to be beaten to get freedom, equality and tolerance for the other races especially for the others who riding the bus. They help each other to change the current regulation, which is demanding a peace without restricted by limitation of races.

Mrs. Gruwell is not only become a care teacher for her students but also as smart and hard fighters for her students change their life. Her intelligence and her effort can showed from how she seeks and gives the information which actually needed for her students. Although their life is hard, Gruwell tries to shows what their faced is nothing the value than the holocaust victims.

3.2 The Effect of The Main Character's Efforts to Build a Tolerance by Racism Society in Freedom Writer Movie

The effort which has done by Mr. Gruwell to build the tolerance awarness in the 203th class, it create a friendship, tolerance, and being respectful into each others in class. In this research, the writer analyse the efect of Mrs. Gruwell's effort to build a tolerance awarness, and also get the result from her effort.

The result of Mrs. Gruwell's effort in 203th class is success to build tolerance. There are three kinds of tolerances which done by her students, such as giving permission, side by side of life, and respect each other.

3.2.1 Permission

The definition of permission concept is how the relations between two groups living together in peace as long as they do not violate some boundary on others group business in anyways.

This became the difficult problem which faced by Mrs. Gruwell when become a teacher after the integration program is applied. The bad condition is broken in first and second day, where she get mocked and disrespected because she is in different races. But along the day, she has done some effort for her students to start opening themselves to grow tolerance for the other groups.

Finally, the permission concepts were grown in the middle of their different background. For the example, when Mrs. Gruwell replaces their sitting orders, this method was rejected by them for the first and fights each other. From this action make them blend between each other and separated from their main groups.

The method does not work quickly, but this will make the limitations of races between groups started to broken because every student which from different race forced to blend with the other races. This condition becomes the basic one of the permission concept is applied.

This concept used by Mrs. Gruwell through the games she give to the students, the games makes the students more open to the others students as they realize that they experienced the same racism and degrading from majority. It is

also shows from Mrs. Gruwell's effort to make her students can write diary which tell what ever about their feel, trust, experience, and hope. The students also let Mrs. Gruwell read their diary even they can choose to be not, this indicating that the permission concept works between the students into Mrs. Gruwell.

One of the examples of the diary has been read when Mrs. Gruwell makes some small party which called by Toast for Change, the content of the diary is:

STUDENT : I looked up at the sky, waiting for something to happen. My mother has no family to lean on, no money coming in. Why bother coming to school or getting good grades if I'm homeless? The bus stops in front of the school. I feel like throwing up. I'm wearing clothes from last year, some old shoes and no new haircut. I kept thinking I'd get laughed at. Instead, I'm greeted by a couple of friends who were in my English class last year. And it hits me, Mrs. Gruwell, my crazy English teacher from last year, is the only person that made me think of hope Talking with friends about last year's English and our trips, I began to feel better. I receive my schedule and the first teacher is Mrs. Gruwell in Room 203. I walk into the room and feel as though all the problems in life are not so important anymore. I am home (1:13:39 -1:14:39).

3.2.2 Coexistence

The coexistence is basic thing of tolerance concept, where in society the big differences between them were put aside to ensure a peace in their life. This is also the effort of Mrs. Gruwell for her students. The ethnicity and diversity is not fighting and try to get rid of each other, but to live together as one society within peace.

Living together in 203th class is impossible, but along the time Mrs. Gruwell can create the awareness of live together and peace, where no one asking questions such: who are you, what race you have. Togetherness is the key and tool that can delete identity problem.

Togetherness and life together was seen from how their enthusiastic to invite Miep Gies, they are rallying together to raise a fund by selling foods, and make dance concert. Beside that there are interesting events that proof this concept was successful, it shows when Ben who has white skin with his friend come in dance concert. Andre welcomes his arrival by good familiar, shaking hand as best friend. This makes their entire friend startled from what they have seen.

3.2.3 Respect Each Other

The attitude of respect each other in this film is shows when Eva became the key witness of event where her boyfriend shots Asian guys death, which are the boyfriend of her classmate. But the police suspect someone who has blacks which are also Eva's schoolmate. Eva said what happened there, she does not care although the culprit is her boyfriend and also her father's gang member.

EVA : *I saw... Paco did it. Paco killed the guy.* (1:32:56).

The change of Eva's attitude is come from Mrs. Gruwell. This girl knows as someone arrogant, but at some point Eva told all things to her teacher about the changeable of her new home that far from intimidation from her gang, and she cannot meet her father as the gang leader. This attitude proven of respect each other concept occurred in this movie.

Respect each other also showed in next since, when her classmate who is the girlfriend of the guy that killed by Eva's boyfriend gave her face powder to Eva. She given of her face powder is a kind of gratitude effort, because Eva has testified by honest in trial of her boyfriend murder. This change is not as a natural, as remember before the two students hostile each other and hate each other, but along the time it change everything's, especially when Mrs. Gruwell has teach them many things, and the important one is how they life it should be.

The other respect is come from Ben that he showed as quiet figure and fearful against his class, with Mrs. Gruwell effort he brave to ask classmate, making close friend with his classmate. This act actually comes from documentation which he has seen with his classmate. The film is a documentary about the protest about the segregation. The scenes in Montgomery, Alabama, Jim Zwerg which are white as a majority offer himself to get down from bus full of mixed races after knowing people waiting outside the bus to attack the minority. He was beaten until dying so that another can save their self. Ben's brave is showed in some dialogue when watching that film;

That kind of courage is unbelievable to me. I was afraid of just being in this class, and I was ashamed because I've always been the dumb kid in school, even with my



CHAPTER IV CONCLUSIONS AND SUGGESTIONS

This chapter focuses on the conclusions and suggestions. The conclusions based on analyzing the data and the statement of problems. Moreover, the suggestions are given to the next researcher who interested in doing similar research in the same field.

4.1 Conclusion

Based on findings of the study, the researcher tries to analyze and discuss the research problem about the effort and the effect of main character to build the tolerance in “*Freedom Writers*” movie. The researcher found four kind of type to build tolerance in Racism society by the main character in *Freedom Writer* movie. For the first is speech (lecturing), second is interactive dialogue, third is game and the last is information access.

In short, based the efforts to build tolerance which done by Mrs. Gruwell, at least can give some impact in student awareness about tolerance in 203th class.

As the result of this research, the researcher find out that from the efforts that the main character made reflecting three of the tolerance concept such as permission concept, respect concept, and coexistence concept. The three concepts that the

researcher found is the reason for Erin Gruwell's success for building tolerance in racist society.

4.2 Suggestion

This study focuses on the types and the effect of the main character to build tolerance in *Freedom Writer* movie. So, it will enrich the knowledge for the next researcher by giving benefits and more information about the study of literary work. Furthermore, this study is expected as reference and comparison that might be relevant to the subject of the researcher who interested in conducting the same field.

In addition, the further researcher is expected to investigate deeper and more specific each category used. The researcher hopes for the next researcher who is interested in this term and the same research to study well. Giving more detail of each strategy because this term is quiet difficult and need much more understanding from the researcher itself.

Furthermore, the researcher is fully aware that this study is still far from excellence and perfection on this methodology, theories provided procedures of analyzing, and data interpretation. Then the researcher knows well if there are so many weaknesses found in this study. In short, this study is hopefully being useful as additional references for those who want to conduct studies in the same field.

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