

**AN ANALYSIS OF THE MAIN CHARACTER IN FREEDOM
WRITER MOVIE**

THESIS

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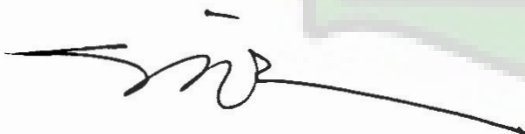
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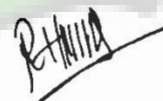
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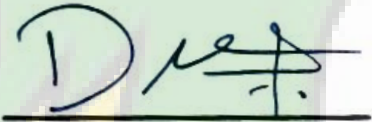
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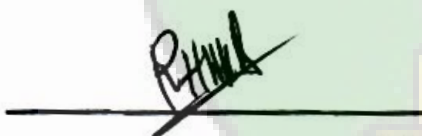
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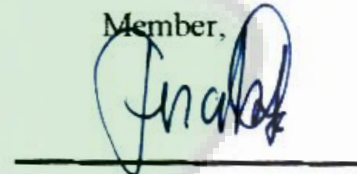
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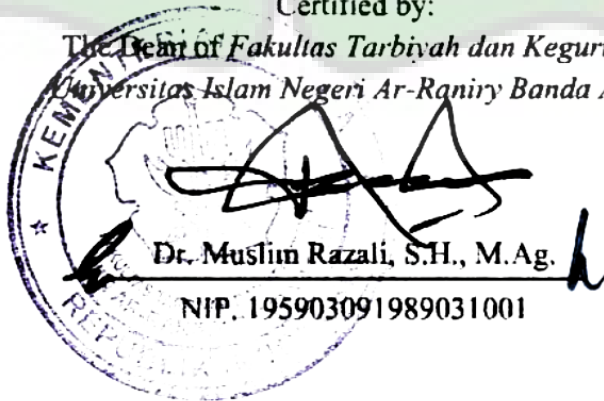
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An Analysis of The Main Character in Freedom Writer Movie

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya maka sepenuhnya akan menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15th May 2020

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Therefore the writer realizes that this thesis still needs improvement thus constructive suggestions are always expected to make this better.

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ABSTRACT

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The purpose of this study is to analyze the main character traits and to find out the main character motivation what makes her interested to teach in a school with an integration program where the students was a racist victim. This research was related to the developing concepts in analyzing character in literature and fiction. A qualitative approach was implemented in this research using the descriptive method with data analysis. The data of this study were in the form of film, dialogue and the script that refers to the character. The process of data collection was done by watch freedom writer then analyzing the traits of the main character through dialogue, actions and interaction with other characters. It was found that Mrs. Erin Gruwell is an outstanding teacher. She was optimistic, forbearing, and empathetic, and her motivation in teaching at Wodrow Wilson school because she was committed to conveying anti-racism. This study was conducted to increase academic references concerning literature, fiction, analyzing character, and characterization.

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CHAPTER I

INTRODUCTION

This part of chapter presents background of the study, research questions, aim of the study, scope of the study and significance of the study.

A. Background of Study

A genuine feeling and thought can be expressed by creating literary art. People are accustomed to literary art as they engaging with language always. The embodiment of literature is drawing the truth of life such as happiness, love, tragedy, comedy, etc. In another words, literature is an expression of life through a language. It regarded as a masterpiece of art made by the writer to express his experience, knowledge, thought or opinion, and about an event.

Hudson (1960) stated that literary works are designed for three main purposes there are to entertain, to provide information of some kind, to explain how language is used. It refers to compositions that tell stories, situation, express emotions, and advocate ideas.

Besides, learning literature will cheer up our spiritual and train high order thinking because it provide the knowledge. For education major, literature is important subject which taking part of curriculum because it provides information about science, philosophy, culture, history and others.

Nowadays, most people especially students relishing literary art by watching a movie. Most of movie directed by the true story but some of them are adopted

from the novels or books such as Harry Potter, Twilight, The Lord of the Ring, etc. Film was not only provide an amusing story but also, contains the information. By learning movie, could improve the understanding about character, interpretation of language style, conflicts, etc. Similar to a novel, movie also have themes, setting, character, plot and poin of view.

The intrinsic elements in a novel are the elements that construct the story. Those are plot, character, theme, setting, and point of view. Meanwhile, extrinsic elements are those which are outside of the story, but indirectly influence the story building of a literary work. They do not take a part in it. (Nurgiyantoro, 2007)

Many situations in a movie that make the story increasingly appealing, sentimental, sensational, scary, and conflictive, each component of the movie work together to convey feeling and to interpret meaning. Characters are playing components. Without a character, there are no conflicts in it. Viewers would know the qualities of characters by watching through their appearances, manners, actions, activities, minds, communication, and pick settings.

Character is a representation of a human being that reveals thoughts, speeches, and actions. The approach of character in literature as well as a concern when we approach an individual in real life. It can be observed by their actions, to listen to what they say and how they say, in order to notice how they relate to other characters and how other characters respond. It was related to other elements because it plays a role to show the elements in the movie.

Wellek and Warren (1963) revealed that the analysis of the characters and their attitudes is a psychological action for each character asserts a unique personality and individual differences. Characterization in literary works could be explained that the creation of characters may be supposed in degrees, inherited types, personality, and appearance. Characters in play or novel were judged psychologically true.

According to Levin, D. T, Hymel, A.M, Baker. L (2013) the success of movie character can be assessed if it makes the watcher experience emotional feelings and gets ideas from the movie. It is presented with an idea in mind, is reflected in their understanding. Understanding film scenes and especially characters, their actions, plans, and goals has been argued to require a so-called.

In order to concern, character analysis in literature, the writer chooses Freedom Writer movie which tells about the main character, Mrs. Erin Gruwell a fabulous English teacher that successfully gives proper education to racist victim students where other teachers avoid teaching them. But Erin was different. She dedicates herself to reach the goals that she could change her students that regard as the scum of society becomes who have high enthusiasm in learning until they compiled diary book about their life experiences and also created togetherness in diversity.

However, racism giving the worst impact on nations. It is the wrong belief that perceived one group race is superior than others get underestimate. Racism refers to negative attitudes that reject race. The race is a perception from a society that places a person in a certain group based on their physical characteristics.

Examples are based on skin color, hair type, face shape, and eye shape. The differences between race and ethnicity, race can be categorized their genetic characteristics, geographical origin and physical appearance. While ethnicity can be identified by looking at their language, country, religion and culture. Racism can vanish if the race equality policy implemented.

Saperstein (2012) stated that racism is analytically distinct from racial discrimination and racial inequality. Racial discrimination focused on the unequal treatment of races, whereas racial inequality concerns unequal outcomes (in income, education, health, etc.). Although racism is often implicated in both processes, contemporary racial inequalities and forms of discrimination are not always the immediate result of contemporary racism.

The writer is interested to analyze the character of Erin Gruwell as reflected in her attitude, thought, and action, which represents her characterization. As a motivator, teachers are required to be a person who highly empathy can control and dissolve to student's emotions in their self-development. Surely it was challenging and could be difficult to be a teacher especially Erin Gruwell that can conquer the students although need to survive in.

The successful of teacher can be seen by student's achievements through the motivation. Motivation is one of the basic psychological processes and inner motive that encourages human behavior. It can be seen by the effort of a person create within other individuals motivation for the desired behavior and in practice.

B. Research Questions

In this research, the writer had two main research questions as the basic reasons for further research. The questions are:

1. How is the main character personality depicted in the Freedom Writer movie?
2. What are the motivations of the main character depicted?

C. Aims of the Study

1. To analyze the main character in Freedom Writer movie
2. To find out the motivations of the main character in the movie.

D. Research Significance

This research is expected to provide the following benefits for students, lecturer, and researcher.

1. Students

This research is expected to be useful for English department students of Universitas Islam Negeri Ar-Raniry, Banda Aceh. Knowing how to analyze characters especially movie as well as a source for conducting further research in literature subject.

2. Lecturer

As the educator, the lecturer is responsible for educating their students not only transferring knowledge but also impart great character. Through this research, hope it can be inspired and boost motivation personality.

3. *Researcher*

The researcher expect to this research will be helpful for herself in improving knowledge about analysis character, characterization related to literature issue and its development.

E. Research Terminology

Before going deeper into this research, basic terms in need to be defined to avoid misunderstanding.

1. *Main Character*

The main character can be identified, if they frequently appears in the story. It also considered as the important character and key of the story. Main character giving the influence of the plot in the story that touch the audience emotions and their empathy with the most.

2. *Movie*

The movie is produced by recording scene using camera or creating images using animation techniques most of the film adapted from real stories. By showing the character in movies, people can educate morals, social, cultural, values, etc. In this research, the research will only focused on Erin Gruwell character analysis and motivations.

CHAPTER II

LITERATURE REVIEW

This part of study deals with a description about relevant literatures. The chapter explains some components, those are definition of literature, movie, character, aspect of characterization.

A. Definition of Literature

As stated by Humphrey (1985) literature is one of the most innovative artworks, commonly methods for communicating the emotional, spiritual, or intellectual concerns of humanity, similar to fine music and workmanship, fine literature spoken by a creative mind. Literature may teach and educate, engage, express close to home happiness or torment. Literature could be discovered in composed content and even in oral talking at the same time, as well as can be found in writings. The phrasing of writing etymologically took from Latin; *Litera* implies the composition or the letter sets.

Literature itself emerged in Europe in 18 centuries, where it right off was applied as a composing language. At that time, it was created by the pattern as an ideal model that writing was the utilization of aesthetical language.

Generally, a few authors agree with the supposition about the difficulty to build a widespread meaning of the writing. Henceforth, it very well may be said that the meaning of writing relies upon the way of life, condition, and

circumstance where the writing is recognized. Literature ordered into four classifications or kinds: process fiction, poem, drama, etc (Robert;Jacob,1995).

B. Movie

A movie is part of literary art. The various literature form; there are novels, poems, comics, dramas, graphic novels, soap operas, movies or films, and so on. People might prefer to watch a movie rather than reading a novel. Watching a film gives us a more creative mind in our brain and we have the opportunity to control what we think about the character in the book.

The most effective artist within recent memory has picked film as their method to communicate. It is also being business field that made a profit in projects which cost a lot of cash of companies with expectations of It achieving incredible aim fortune.

Based on artwork, movie takes from a drama or a novel has been a Hollywood mainstay since 1912 when Adolph Zukor introduced his Famous Player Company. After well-known works of art, whether from the stage or the world served two priority functions for the early moviemakers: They provided instant, proven plots for an industry that would attract paying customers into the theatres. For those two reasons novels, plays, songs, etc., continue to be adapted into movies today (Siegel, 2004).

The movie giving fantasy and sounds for amusing vivid for the watcher. It presents us story or narrative that manifested through attitude, action, and interaction of characters depend on the condition and logical results, the

relationship in a movie is managed generally by the character's activities that cause happens to change. Characters have a role of a cause-impact relationship (Bordwell; Thomson, 1997). The film is one of the media of various media that used to build the viewpoints, minds, feeling, and advancing the issues.

The movie is one of the media for communication complete to social implication, made in various social, authentic, and cultural settings. (Afdilah, 2015). Film comprised of a plot and characters serves as the actors who take the role of a story. A story in the movie considered as an original story where the author had as a primary concern which considered just the necessary occasions that happen for a film with narration progress to be advance (Vassiliou, 2006). It describes a story and has existents (characters, objects, and location) and events.

As recorded by Bordwell and Thomson (1997) most of the films, such as action, dialogue, and events. Its plot can be showed from various perspectives from its dialogues. Nevertheless, the film viewed as a narrative and in this way, it matched the narrative theory.

a. Elements of Movie

1. Theme

A theme delivered directly called an explicit theme and a theme impliedly imparted to an event called an implicit themeo, it can be seen as the general idea of a story, and to derive it, we have to know what its central purposes is, what view of life it supports or what insight into life it reveals. that the theme, plot, setting, character. (Peck and Coyle ,1989).

2. Plot

Plot is created based on the interaction of causes and effects chronologically, Movie has a plot has a conflict or problem that the characters struggle to resolve that interest the audience Therefore, plot provides related events where the story exists. In the development of the story, plot consists of problems, complication, climax and resolution.

Further, as cited by Nurgiyantoro (2000), the plot is an arrangement of story of which a story formed. It planned about with narrative structure or storyline contains conflict, climax, and resolution. Follow, action, and goal are the rendering and requesting of the occasions and area of the story. The plot frequently depicted as a twist to reveal to the rise and fall of action in the story. Besides, the plot comprises of what has occurred in the story, for example, the conflicts that have happened.

3. Setting

Setting describes about all the sights which used to tell the reader about where and when the story takes place and to describe the social environment.

Bordwell (1997) said that the movie producers can control settings by people to arrange the plays and actions. The areas might shift in shooting a film.

As claimed by Abrahams (1991) the general setting of a narrative or general area, the authentic time, and emotional work is the in which activity happened; the setting of a single condition or scene inside work is the specific physical location where it takes.

Therefore setting is an important which tends to be concerned about the spot in which the character lives and the time in which they live. It is the physical the spot, the time, and the social setting that impacts the activities of characters.

4. Character

The characters are the individuals who engaged with what occurs in a story.

Pierre (1984) states in *Literature, Structure, Sound, and Sense* characters are the people in the text: there is part of the ordinary life that meets when the readers read.

As cited by Birkert (1993) in *Literature the Involving Canon* character is an imagined person in a story whom we know from the work we read on the page.

Gill (1997) stated that a character is a person in a literary work, whereas characterization is how a character created. Characters are all the product of characterization. That is to say that they have made a particular way.

b. Genre of Movie

One can be watched that a movie in the action genre depicts different scenes if we compare to a film in the comedy genre, in particular, if it is a romantic comedy.

A movie genre category based on similarities in either the real life and the emotional response to the movie (namely, serious, comic, etc.).

Most theories of movie genres adopted in literary genre criticism. The form of basic genres subgenres included fiction and documentary emerged, such as docufiction and docudrama.

The differences are in subgenres such as action-comedy and romantic comedy. Each type of genre has its set of rules for action, adventure, comedy, drama, crime, horror, fantasy, romance, thriller, animation, family, and war (Keith, 2007).

C. Character

Character is the personality of someone's manner that showed verbally through action, spoken, description, and analysis.

The movie director figures out which characters are deserving of consideration, bolstered and even adored including figures out which characters might be chuckled at, despised or even loathed (Roberts; Jacobs, 1995).

From this definition, we know that as a portrayal of human beings, a character is an agent who carries the story to reveal the author's intention. Story is about a major problem that the characters should solve also related to other characters, with a troublesome situation, a character might win or lose. Characters like genuine individuals, one character may be brave, and another may be timid.

Nurgivantoro (2007) divided the characters into five sorts. They are following to their development, according to the role of the story, according to the character's performance on, according to the reflection of the responsibility of the character toward the people in real life.

1) According to Its Development

The character classified into static and dynamic characters. According to Kennedy and Gioia (2010) the static characters never show signs of change or are being created suddenly. On the contrary, dynamic characters encounter the advancement by changing the event and situation. Which is can grow or stronger the personality or manners of the characters.

2) According to the Role in the Story

DiYanni (2004) stated that the characters divided into fundamental characters and supporting characters. The main character is the character who takes a role in the whole story some times in the movie provides mystery, riddle, and thriller, the fundamental characters show up in certain incidents. While supporting characters are not exact fundamental characters, and possibly show up if related to the main character and in the situation. Along these lines in deciding the main character, people have various viewpoints based on the role which happening.

3) According to the Character's Performance Function

According to Nurgiyantoro (2007) two sorts of characters from the capacity of the characters are the hero and opponent. The hero is the character who we respected to one of the mainstream types classified as hero. This character brings the implication norm and good deeds. On the other hand, the enemy is a character, which consistently contra with the protagonist and who consistently makes up the distraction for the hero or being a rival for the main character.

4) According to the Reflection of the Responsibility of the Character towards the People in Real Life

There are common characters, which depicted as a genuine person, all thing considered. A neutral character is the result of the author's creative mind. The Traders said the two characters by observing the impression of them toward the individuals, all thing considered. (Wellek;Warren, 1963)

D. Aspect of Characterization

Character differentiate from characterization. Character is any person or subject that exists and plays the role in the story. On the other side, Characterization is the act of creating and describing characters in literature.

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 (Brooks; Warren, 1959).

Characterization is also one of the intrinsic element in the film. Characterization defined as the presence of a character by allowing the reader or audience to interpret the qualities of each character through his words and actions.

Nurdiyantoro (2015) classified two concepts related to the characterization. The first concept is about how the characters developed in the story. It refers to the flat character and round character. Flat characters are characters that have only one personality. They have no personality or behaviour changing to surprise the reader.

Therefore, flat characters are easy to be understood or stereotyped. Round characters personality is more complex than flat characters. Round characters are unpredictable they can show different personality and behaviour throughout the story. As contrary to the flat characters, round characters are capable of surprise, contradiction, and change they represent the complexity of the human being in reality (Surjowati, 2013).

The second concept is about the writer's way or method in presenting a character in his or her story. There are two methods in presenting a character in the story that is showing and telling (Nuriadi,2016). The expression character can be a various meaning, based on the context in which it happens to use. Consider the contrast between this reveal he is a genuine character and he has genuine character. Both are showing the way out about the individual referred to.

However, the thing that has a stick on the speaker's attention is different. The first expression refers to the character as an individual, on the other side, the second expression means "someone's ethically relevant traits, the collection of a person's virtues and vices. It is through characterization that the author created the character well rounded and complex. Sometimes, the writer should be like a character or show his or her attitudes and beliefs. Characterization can involve improving several aspects of a character, such as an appearance, belief, education, occupation, ambitions, motivation, etc.

In movies, characterization is the character's elaboration, which has the function to set up the theme. Characterization can be introduced either directly or indirectly. Direct portrayal happens when the author tells the viewer what

character resembles. In indirect characterization, the viewers must reason for themselves what the character resembles through the character's considerations, activities, spoken, looks, and relationships with other characters.

Characterization analyzed through four points. Robert (1995) clarifies that a character, a figure which described through what the characters say, what the characters does (activity), what different the characters state about her/him, and what the characters think.

1. What the Character Think

Janet Burroway cited from Aristotle, who said that idea was the process by which a person works in his thought from his aim to figure out what move he can make toward that aim. So the deed and says of the character is the idea that appears from a person.

2. What the Character Does

Action is something that the character does toward the events that occur in the story. It can be a response to show the reaction or the idea of the characters. Robert and Jacobs (1995) bring up that "What the characters do is our most ideal approach to what they are." Further, they include, Action may also sign the qualities characteristics as gullibility, shortcoming, misdirection, a plotting character, strong conflicts inside, or awareness or development or some similarities.

3. What the Character Says

As claimed by Kartapati (1981), someone's personality can be seen by the conversation. When someone is talking at the same time they are expressing themselves. The language which is used by the speaker can detect the mental condition whether anger, sadness, or happiness, even dishonesty could not be hidden. It also expresses personality and thoughts to the outside. The characterization described through the talk of the characters. Speaking not just concern about the information and knowledge, but also the character manner, education, communication, affectability and insight.

4. What Other Characters Say About Her / Him

The portrayal of a character also revealed through the state of different characters about her/him. Robert and Jacobs (1995) proving, By saying what characters talk about each other, you can improve your knowledge of the character explained.

Psychologically, everybody has their trait since they created was this to enhanced through training or education. Education is necessary and has remembered for the basic needs of an individual. Educators and guardians should give full consideration in coordinating and controlling children's exercises. What ought to do by the teachers is creating kind attitude and capacity of students that has benefit help them to confront problem creative and innovative way later on if only stuffing their knowledge would not support a lot of the students, since it is uncertain that they can use the information in the forthcoming time.

The deed and what they say of the character is the implication of what his / her thought. Without the ability to understand the interest, the activities, the imaginings, the inner thought every soul of children. For that reason, the children gained from a discussion and talk by using a psychological view.

E. Motivation

Motivation is the driving force within a person to carry out certain activities, in order to achieve certain goals. as a power within the individual, which causes the individual to do actions. These motives are not directly observed, but can be interpreted in their behavior, in the form of stimulation, encouragement, or power generator the emergence of a certain behavior.

As cited in Mclelland (1953) reveals that each individual has the potential or power that will be released and developed depending on their strength or motivation of the individual itself and the situations or opportunities. It is also mentioned as Achievement Motivation. Thus, achievement motivation theory focuses on three achievement :

1. Achievement needs
2. Power needs
3. Affiliate needs.

The need for achievement is the urge to surpass, struggle to reach the goal related to a set of strategies, grappling for success. The characteristics of individuals who show high orientation include being willing to accept high risks,

a desire to get feedback on their work, a desire to take responsibility for problem-solving.

Secondly, the need for power is the need to make other people behave in a way where people without being forced or a form of expression from the individual to control and influence others. McClelland (1953) stated that the need for power is closely related to the need to achieve a leadership position.

Finally, the need for affiliation or mingling is the desire for friendly and intimate interpersonal relationships. Individuals reflect a desire to have a close, cooperative, and friendly relationship with other parties. Individuals who have a high need for affiliation generally succeed in jobs that require high social interaction. McClelland said that most people have a combination of these characteristics, the consequences of which will affect employee behavior in working or managing the organization.

McClelland (1953) stated that people who have high achievement motivation, those have a high level of personal responsibility, dare to take any risks, have realistic goals, have a comprehensive work plan and strive for manifest goals, take advantage of concrete feedback in all activities carried out, looking for opportunities to realize the plans that have been programmed. or it can be concluded:

- a. Achievement is more important than material.
- b. Accomplishing a goal or task provides greater personal satisfaction than receiving praise or recognition.

c. Feedback is very important because it is a measure of success (reliable, quantitative, and factual feedback).



CHAPTER III

METHODOLOGY

This chapter consists of the method used in the study. It also shows the source of the data, methods of data collection, methods of data analysis.

A. Research Design

This research aim to analyze Mrs. Erin Gruwell's character and her motivations. Therefore, the qualitative approach was implemented in this research.

Bryman (2012) claimed that by using qualitative approach, the researchers do not interest to describe a phenomenon but prefer, do an exploration in which little is known about the problem. Additionally by utilizing a qualitative method, the researcher could collect information from a small number of person or sites. As said by Creswell (2012) that qualitative research was great used when the researcher has no idea the exact variables to explore. The literature reviews did not play as main role, yet they helped yield information about the phenomenon. What matters the most in qualitative research was the view of the participants about the study.

To analyze Erin Gruwell, main character personality in Freedom Writer Movie, qualitative research is implemented using descriptive method to analyze the data. The qualitative research is the data collected are in the form of words or pictures rather than an number (Bogdan; Bikle, 1992). From this statement the writer concludes that qualitative research is a method to analyze the data with all

information as closely as possible to the form in narrative form, the written word is a priority in the descriptive-qualitative approach.

B. Data Source

The main source used in this study is a movie titled *The Freedom Writer* an American director named Richard LaGravenes, the fictional work of the 13th from 21 total movie story script by Richard LaGravenes. This movie was launched on 5 January 2007 and has 122 minutes duration. This movie received an excellent rating stars response from critics, Philip Roth, a novelist e United States said that *The Freedom Writer* is a masterpiece of Richard LaGravenes. There are many more positive responses to this movie which very interesting and worth watching. The primary resource of the data is the video and subtitle from this movie.

The file of the movie downloaded from www.bioskopkerenin.com. The movie becomes the subject of the analysis, and the writer follows the main character and all of the characters to find the result for this research. The secondary source of the data is the file of the subtitle, downloaded from www.subscene.com. The writer will add it in a media player application in which the movie to analyze the character in the film.

C. Methods of Data Analysis

Collected data is classified based on criteria and analyzed. Intrinsic elements of plot, theme, and setting took into, but to answer the research questions, the

researcher focused on analysis of Mrs Erin Gruwell character and her psychological motivation.

According to According to Sugiyono (2011), finding and arranging systematically is data analysis process where data found from interviewers, field notes, and documentation. The things need to do in data analysis are notes, and research. Data analysis in qualitative research including collection, selection, classification, categorization, searching to specific patterns, and a conclusion making. In this research, the researcher would use several procedures to make analysis of the data as below:

1. Data making

The researcher conducts and observes the data source is Freedom Writers movie by watching it meticulously and more than once repeatation. Then, the researcher would organizes the data and makes a list of data recognizing steps those are:

a. Using

The data unit of information, found in the film and other sources which are related to analyze it. The analysis of this research as all dialogues.

b. Recording

In recording data, the researcher watches the movie. When the scenes are found, the researcher describe the topic, the character in the movie the researcher swept out the irrelevant data yet take notes to the relevant one.

2. Concluding

Design of collecting data based on analytical construct which is done to the relationship between the data and the construct. The data is Erin's personality and her motivation and the data context as the dialogues among actors and actress shown in the film.

3. Data analysis

The researcher presents the data by describing dialogues which tells about Mrs. Erin Gruwell personality and the motivations. The data are the information that is relevant to the observed phenomena.

4. Validity

To get the validity, the researcher arranges directly of the data research which suitable to be relevant information. Finally, the conclusion and the finding display them in writing.

Besides, the writer will describe the character by watching and match it with the script of the Freedom Writer movie carefully and accurately. Then, identifying the characters in the film and explained the characters by proving from the sentences and scenes. By watching, reading, browsing, and collecting resources from libraries and websites.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion of the research to answer research question mentioned in chapter I. The data were obtained through analysis character used characteriation by Nurgiyantoro (2007) and Mclelland (1953) motivational theory.

A. Character Analysis of Mrs. Erin Gruwell

The following are traits of Mrs. Erin Gruwell identified based on the dialogues of the movie.

1. Optimistic
2. Forbearing
3. Empathetic

1. Optimistic

Oprimistic is a belief that everything is positive. An optimistic person will never hesitate to the actions they do and has no fear of failure. They were confident although what they had expected is in contrast with reality.

Here the researcher found that Mrs. Erin was very optimistic. She met the headmaster and brought the lessons plan. She was a first-time teacher. She wanted to teach in this school even though with a chaotic situation and must have the ability to deal with problems. But she was sure that she could face it even should

enter the school with voluntary school integration (sometimes also called voluntary school desegregation). It refers to the efforts that a school district (or region, or state) might undertake to encourage racial and ethnic diversity in its schools absent a court order requiring it to do so.

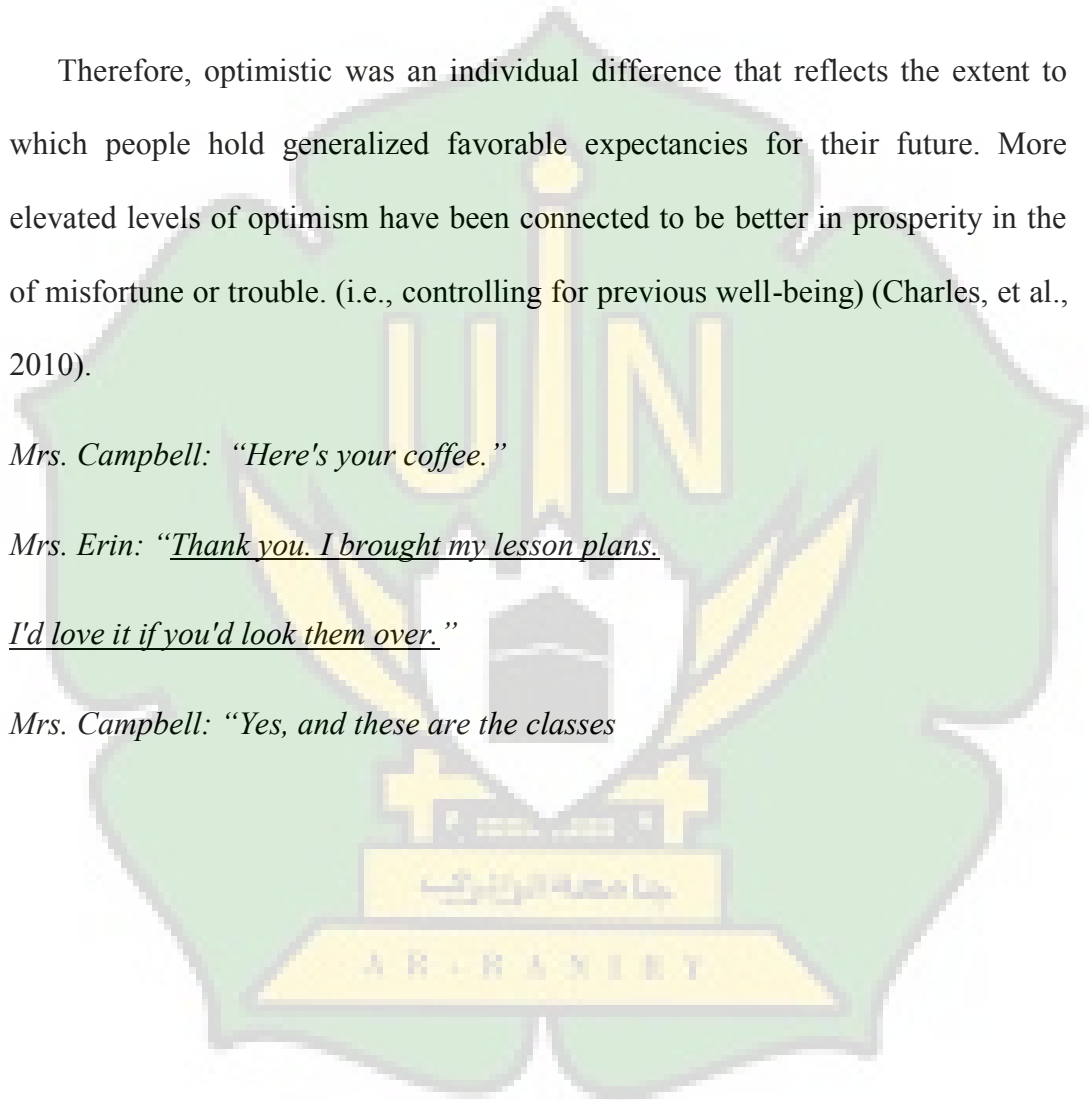
Therefore, optimistic was an individual difference that reflects the extent to which people hold generalized favorable expectancies for their future. More elevated levels of optimism have been connected to be better in prosperity in the of misfortune or trouble. (i.e., controlling for previous well-being) (Charles, et al., 2010).

Mrs. Campbell: "Here's your coffee."

Mrs. Erin: "Thank you. I brought my lesson plans.

I'd love it if you'd look them over."

Mrs. Campbell: "Yes, and these are the classes



you'll start with. Freshman English, four classes, about 150 students in all. Some of them are just out of juvenile hall. One or two might be wearing ankle cuffs to monitor their whereabouts. And you see here, we'll have to revise your lesson plans. And if you look at their scores, these vocabulary lists and some of these, the books, Homer's The Odyssey, they're gonna be too difficult for them."

Mrs. Erin: "All right." (Performed 00:03:59 - 00:04:39)

Mrs. Campbell: "Erin, I think you're a lovely, intelligent woman. But you're a first-time teacher. As head of this department, I have to be confident you're capable of dealing with what we have to face here."

Mrs. Erin "I am. I know I have a lot to learn as a teacher, but I'm a really good student. I am, and I really want to be here." (Performed 00:05:48 - 00:06:09)

2. Forbearing

Forbearing was an attitude that take control, to restrain emotion or wishes in the although in the difficult situation without any complain. It also the ability of self-control considered as the high valued personality. It is reflected the strong soul also.

By seeing the dialogues below, Erin is forbearing person can be proved when she starts the lesson by playing 2pac Shakur rap song in the tape and printed the lyrics and gives it to all students. Several of them rapped it perfectly and underestimate Erin because they thought she was dull. Erin wants her students to listen to the song phrase and had it up on board and she told her student examples

of internal rhyme that the song has messages about. Students were mocking on her, but she just keep strong and be patient because of their words.

Forbearance is defined for the present as the attempt to suppress the visible signs of negative emotion (i.e., emotional expression) and visible behaviors (i.e., the expression of negative vengeful or avoidant motives) in response to hurt or offense, often (but not always) for the sake of group harmony (Lin, 2015, p.3).

Marcus: “White girl gonna teach us about rap.”

Mrs. Erin: “No, it's not that. See, what I was trying to do...”

Eva: “You have no idea what you're doing up there, do you?

You ever been a teacher before?”

Jamal: “And the teacher gets nailed, y'all!”

Mrs. Erin: “Come on. I am sick of these antics in my classroom.”

Jamal: “Well, there you are. I was wondering when you were gonna lose that damn smile.” (Performed 00:20:02 - 00:21:17)

3. Empathetic

Empathy is the comprehension, being delicate to someone's feeling, and vicariously encountering the sentiments, considerations, and experience of another of either the past or present without judging or blaming.

The empathetic trait from Mrs. Erin can be seen when Eva has been being the witness in the court for the case shooting of Cambodian student, where she was honest and reveals the truth, she breaks the promise to defend Paco. After the

court finish, she got attack by him and his team. She feels so scared. Mrs. Erin empathy for her because of the incident.

Eva: "My father won't talk to me anymore. And I have to lay low for a little while because there's word out to jump me. So I'm gonna be living with my aunt.

See, my aunt lives even further away, so I was just wondering if I could, like, stay here late with you so I can get my homework done 'cause it's late by the time I get home."

Erin: "You can stay as late as you want. And I can even drive you to your aunt's, if it gets too late." (Performed 01:34:28- 01:35:28)

B. Mrs. Erin Gruwell's Motivation

Mrs. Erin Gruwell motivations were found based on McClelland motivation's those are need for power, need for achivement and need for affiliation.

1. Need for Power

Here the researcher found that Mrs. Erin had a desire to have influence and control her students. She has a responsible character, strives to influence their manner, Erin who has the need for power tends to behave more assertively.

When Erin was writing on the blackboard the students suddenly laughed because of Tito. He draws a picture of a black guy with a big nose and big lips. After each of them sees and hand over one by one until to Jamal then he sobbed. Erin orders all the students to close the book and admonished Tito that such a trivial image is the cause of the death of a child.

At first, they rebelled against Erin's words because she did not understand the tragic life they were living in and also feel give up and perceived go to school is useless if somebody and identity are blamed or it is not important whether life or death, if justice is just nothing for them, always war in racial diversity and always happen social inequality. With her rhetoric power, she tries to give views of what they gonna do to destroy each other as the gang member will be over for nothing especially after death.

They thought, they will die as the winning fighter and got respected but in the fact after dying nobody cares and will be rotten in the grave, and people are gonna go on living and forget all about their fight. It is kind of something worthless. She also gave the real example of the Holocaust incident to make them thinking rationally and her words touch their heart. Erin also delivers the message that everything is not about color. From the dialog below, we could identified that Erin has need power to persuade the students stop bullying each other.

Scene 1

Mrs. Erin: Tito? Would this be funny if it were a picture of you?"

Tito: It ain't.

Mrs. Erin: "You know something? I saw a picture just like this once in a museum.

Only it wasn't a black man, it was a Jewish man. And instead of the big lips,

he had a really big nose, like a rat nose. This gang would put you all to shame and

they started out poor and angry, and everybody looked down on them. Until one

man decided to give them some pride, identity and somebody to blame. You take

over neighborhoods? That's nothing compared to them. They took over countries. And one of the ways they did it was by doing this. See, they'd print pictures like this in the newspapers. In fact, life would be a whole lot better if they were all dead. And that's what you all think of each other."

Andre: Do you even know how we live? We was here first, man.

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

Eva: "You don't know nothing!" (Performed 00:29:27- 00:32:27)

Scene 2

Eva: "White people always wanting their respect like they deserve it for free"

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

Eva: "It's all about color. It's about people deciding what you deserve, about people wanting what they don't deserve, you see, I hate white people."

(Performed 00:33:15- 00:33:31)

2. Need for Achievement

Actually, Mrs. Gruwell also had need for achievement. Mrs. Erin characteristics shows high orientation include being willing to accept high risks, a desire to get feedback on their work, a desire to take responsibility for problem-solving. Instead Mrs. Erin interested and enthusiastic to integrated school program while other teacher avoid to face difficulties in teaching at the school. She did not

hesitate to take a very big risk in the middle of the rampant gangsters, crimes, violence, firearm possession.

Therefore, Erin has the achievement need of motivation to convert the children to come back to the school and get the proper education for the best future and being the right person. They are too young for the courtroom which is not suitable for students. Even they were there, the youngs were clearly defeated and got oppressed. Justice will not take side with them because they are only children and just applies to those in power. If a fight occurs for them in school it is still considered normal compared to arrived in the court.

In the fact, many of Erin's students have ever lived in the projects, knowing someone or relative who was or is in juvenile hall or jail, have been in juvenile hall or jail for any length of time, knowing to get drugs right now, know someone in a gang, also they are gang members. They are also lost a friend to gang violence and more than one friend and living in the worst condition.

Mrs. Erin; "Well, actually, I chose Wilson because of the integration program I think what's happening here is really exciting, don't you? My father was involved in the civil rights movement. And I remember when I was watching the LA riots on TV, I was thinking of going to law school at the time. And I thought, God, by the time you're defending a kid in a courtroom, the battle's already lost. I think the real fighting should happen here in the classroom. Well, that's a very well-thought-out phrase." (Performed 00:05:15- 00:05:35)

Erin reject her father's offer to run a major company and said she can not help and has many times she listened to her father about walking civil right marches. Erin's father worries about her and tries to reconfirm her husband whether it is good enough for her and her husband support her and makes Erin stronger by saying if Erin thinks she can teach these kids she can while Steve telling her she can not is just gonna make her mad then Erin smiled.

Steve (Erin's Father): "With your brains, you could run a major corporation. Instead, I worry all night because you're a teacher at Attica."

Mrs. Erin: "Can you hear what you're saying?"

How many times have I listened to you about walking civil rights marches?"

Steve: These gangs are criminals, not activists. You read the papers? They said the same thing about the Black Panthers. I'll lay odds your kids don't even know who Rap Brown or Eldridge Cleaver were. You're gonna waste your talents on people who don't give a damn about education. It breaks my heart. I tell you the truth." (Performed 00:17:37 - 00:18:06)

Erin giving the novels for all students in the class. The title is Durango Street which tells the story of Rufus Henry, who at the beginning of the story is being released from Pine Valley, a juvenile detention center where he was sent after being found guilty of Grand Theft Auto. He returns home to find out that his mother has moved to the Durango Housing Project with his brother and sister.

Erin has a purpose to make her students understand the moral value they can take from the book. Erin tries the best for her students.

When Erin's Father tried to tempt his daughter and brought up her salary Erin felt annoyed with his dad when her father underestimates her. On the other hand, she did not want to disappoint her father because of Erin's job as being a teacher in that school but she has to provide and changed student's bad mental. Erin did not accept when her father judge her as if she had been misleading cause she intends to conquer the rebellious students in school. Erin's Father likens her to Atticus Finch, a high level of criminal court fiction character. Erin is purely want to teach the children without thinking of salary.

Scott: "So he doesn't like your job. So what? Why do you let it get to you?"

Erin: "I don't know, it just does. I'm not used to disappointing him. I... I can't believe he brought up my salary. What's happened to him?

He was like Atticus Finch to me when I was growing up, and now he's talking about salaries? I think he's playing too much golf. I think he needs an intervention. Why isn't being a teacher good enough for him?"

Scott: "Honey, just calm down." (Performed 00:18:38- 00:19:06)

One day in the classroom, Mrs. Erin persuades her students to play Line Game. after that, Mrs. Erin witnesses it, surprisingly many of them are in the worst condition based on the question. Therefore, she gives them a journal, where they can write anything whatever they want as a diary. She feels shocked when she read about their truth one by one. Since they were a kid they live in war and

racial tension and also life in the very worst situation to survive alive. Erin has big empathy for them.

Next, Erin gives the novel for all students. The title is Durango Street which tells the story of Rufus Henry, who at the beginning of the story is being released from Pine Valley, a juvenile detention center where he was sent after being found guilty of Grand Theft Auto. He returns home to find out that his mother has moved to the Durango Housing Project with his brother and sister. Eventhough it is not part of curricullum but the purpose to make her students understand the moral value they can take from the book. Erin tries the best for her students.

Mrs. Erin: "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. So, I'm going to try my best to get permission, all right?" (Performed 00:56:07 - 00:56:19)

Erin asks for Dr. Carl as the Board Education to support directly because Mrs. Campbell never care and underestimate to the students. Dr. Carl can not involve in their school policy. Erin argued about what's the point of the integration program if it was warehousing the children and has no development to expanding knowledge outside so Mrs. Erin has the idea to give them chance doing a trip outside Long Beach. Dr. Carl hesitates if the budget restriction of books for the student has a problem and how about a school trip and he assumed that she will not approve it. But Erin ambitious to raising money for all of that.

Mrs. Erin: "It's been a little difficult getting their attention. Up until recently, the only thing they hated more than each other was me."

Dr. Carl Cohn: "Well, you united them and that's a step. What can I do for you?"

Mrs. Erin: "I want to do more with them, and I need the support of someone in power."

Dr. Carl Cohn: "You have to take this up with your department head and your principal. I can't get involved in inner school policy."

Mrs. Erin: "My principal only listens to my department head, and she's not very supportive."

Dr. Carl Cohn: "You'll have to find a way to deal with it."

Mrs. Erin: "No, I'd rather just deal directly with someone in power."

Dr. Carl Cohn: "Ms. Gruwell, there's a system in place. Based on years of running an educational facility. You have to follow that system."

Mrs. Erin: "No. I won't. Look, I'm just trying to do my job here. What's the point of a voluntary integration program if the kids making it to high school have a 5th grade reading level?"

Dr. Carl Cohn: I enforced that program.

Mr. Erin With all due respect, all that program is doing

is warehousing these kids. Until they're old enough to disappear.

Dr. Carl Cohn: “Look, I appreciate your intentions, but there's nothing I can do on a class-by-class basis.”

Mrs. Erin: “Dr. Cohn, why should they waste their time showing up. When they know we're wasting our time teaching them? We tell them, "Go to school.

Get an education. And then we say, "Well, they can't learn,

so let's not waste resources. I'm thinking trips. Most of them have never

been outside of Long Beach. They haven't been given the opportunity

To expand their thinking about what's out there for them. And they're hungry for

it. I know it and it's purely a reward system. They won't get anything

they haven't earned by doing their work and upping their grades.

Dr. Carl Cohn: “But if Ms. Campbell won't give you books. because of budget restrictions, she's not gonna approve school trips.”

Mrs. Erin: “I'll raise the money. I just need to know I won't meet resistance.

See, I can't promise them anything I can't deliver. It only proves what they already

believe. All I'm saying is, Ms. Campbell doesn't need to be bothered.”

(Performed 00:56:23 - 00:58:16)

Mrs. Gruwell has an idea instead of doing a book review of *The Diary of Anne Frank*, for students assignment they have to write a letter for Miep Gies, the woman who helped shelter the Frank. Mrs. G want them to tell how their feelings about the book, tell her about their own experiences, and anything they like. The letter also should be perfect and the student had to prepare. They were so excited

and get her to read the letters and do efforts to make Miep Gies could come to their school and had a big dinner again. Even though it would be really expensive, they struggle to raise money. Mrs. Gruwell was touched with their zest and tried to get the number for the Anne Frank Foundation in Basel, Switzerland. Erin sends a student's letter to Amsterdam. Then, students hold dance concerts and food and drink stand to raising funds.

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

Marcus: “Is she gonna read the letters?”

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

Paco: “We should get her to read them.”

Andre: “We could raise the money.”

Mrs. Erin: “Hi, I'm trying to get the number for the Anne Frank Foundation in Basel, Switzerland.”

Marcus: “Ms. G sent our letters all the way to Amsterdam to Miep Gies, herself.

When Ms. G made up her mind

about something, there was no stopping her,

man, for real. And after we raised the money to bring

her to Long Beach, there she was.” (Performed 01:21:28 - 01:25:30)

On the other hand, Erin was totally prioritizes her job. She almost full time spending time in school. Erin's purpose is outstanding because she did many efforts raising money for students needs even though it is exaggeratedly by taking the other two jobs more at once while Erin's Father has told her, that she should remember this thing is only a job does not involve to her whole life. If she feels objection then find another job as told by her father. First job, selling bras at a department store part-time to get an additional budget for purchasing books for students. Then, working at the weekend as a hotel employee to get a cost for the student to do a trip to a museum outside the long beach.

Scene 1

Scott: “You're gonna sell bras at a department store”

Erin: “Just part-time.”

Erin: “I'm having a little trouble getting books and things for the kids. so, a little extra money will give me a little more freedom to do what I want. And this way you can play tennis with Evan after work.”

Scott: “Okay, let me get my head around this. You're going to get an extra job to pay for your job.”

Erin: “It's just temporary. I promise. Once the kids' grades go up, I'll get a little more help from the school. And I get an employee's discount. Isn't that great?”

(Performed 00:55:12- 00:55:39)

(Scene which performed at 01:36:32 shows that Erin works at a bras store)

(Scene which performed at 01:36:48 shows that Erin works at Marriott Hotel as a receptionist)

Scene 2

Scott: “You're a concierge at the Marriott?”

Erin: “It's just weekends. You play tennis with Evan on Saturdays. And you can play golf with my dad on Sundays.”

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

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

Scott: “What if I said no?”

Erin: “No, what? ~~But I can make it work, Scott.~~”

Scott: “~~No, that's not the point.~~ You can do anything! We know that already. It's just that I... You... ~~You didn't even ask me.~~”

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

Scott: “~~By getting two more jobs?~~” (Performed 00:58:20- 00:59:00)

Scene 3

Scott: "I don't understand, Erin."

Erin: "Scott, this is our time to go after what we want, when we're young before we have a family. Maybe this is the perfect time for you to go back to school, Get your architect's degree. Wouldn't that be great?"

Scott: "What?" (Performed 00:59:04 - 00:59:25)

After they finish some effort for raising money, they held a little party in a class called "Toast of Change" everybody enjoys the drink, and also Mrs. Erin gives the four books which they ever have read inside the goodie bag. From this dialog, she has excellent interpersonal communication by giving them motivation so that they will be brave to make their dream become true and fearless by having progress if they compared to pass time, now they are the better human without hating each other.

However, Mrs. Erin teacher success in achievement with a different style of teaching and has her unique curriculum so that she could provide emotions, wisdom, life learning even sometimes she makes several decisions that out of school systems and not getting supported by school stuff especially Mrs. Campbell and also budget restriction. Erin gives them books where they can take the messages of life from that. Their reading scores also improve better.

The title of the book those are The Diary of Anne Frank, Durango Street, and Twelve Angry Man. Not only to improve the reading score, but Erin also did more than just it. After understand about student's situation in pressured, Mrs. Gruwell

gives journal books and asks them to write it every day. They can write anything and will not be putting a score because the truth can not be graded.

Honestly, Erin's strategy is very excellent to inspire the students until one of the featured student's from Mr. Brian's class wants to move Erin's class because she saw they are so cool. Erin also be brave to contact Anne Frank Foundation and invite Miep Gies to come that has purposed giving them life lessons to their school by raising funds doing a little concert, fair, and exhibition until highlighted on the newspaper articles entitled Local Long Beach Restaurants to Help H.S Students Funds Raiser, What Are Public School Funds Funding If Not Our Student, Chatartic Writing Course Chronicles Student's Live (Teacher Inspires Students to Tell Their Own Stories and Woman Who Child Anne Frank is Guests to Wilson High School.

Finally, Mrs. Erin Gruwell wants her student to chronicle their diaries together in a book like Anne Frank. She got a donation of 35 computers from a businessman, John Tu for students to work. She told her students that they have something to declare to people. They weren't just children in a class anymore but they are the writer with our own voices, their own stories.

Even if nobody else read it, the book would be something to leave behind as the proof they were here, this is what happened, they mattered. Even if it was just to each other they won't forget. Although Mrs. Erin did not promise it would get published or anything, the student could get it out there themselves. She asked us to come up with a title, something to call themselves as Freedom Writer.

Scene 1

Mrs. Erin: "Everyone has their own story, and it's important for you to tell your own story, even to yourself. So, what we're going to do is we're gonna write every day in these journals. You can write about whatever you want, the past, the present, the future. You can write it like a diary, or you can write songs, poems, any good thing, bad thing, anything. But you have to write every day. Keep a pen nearby. Whenever you feel the inspiration. And they won't be graded. How can I give an A or a B for writing the truth, right?" (Performed 00:45:33 - 00:46:09)

Scene 2

Mrs. Erin: "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." (Performed 01:11:00 - 01:11:18)

Scene 3

Miep Gies: "I have read your letters, And your teacher has been telling me many things about your experiences. You are the heroes. You are heroes every day. Your faces are engraved in my heart" (Performed 01:28:28 - 01:28:54)

Scene 4

Gloria: "Ms. G wanted us to put our diaries 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 kids 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 it was just to each other. And we won't forget. Ms. G didn't 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.” (Performed 01:52:33- 01:53:25)

Scene 5

Mrs. Polacheck: “Their reading scores, their writing has markedly improved, Ms. Campbell.”

Mrs. Campbell: “On paper. But what has she accomplished in reality? What about new student that come in next year?”
(Performed 01:55:40 - 01:55:43)

3. Need ForAffiliation

Due to Erin motivation is related to need for affiliation, it shows that Mrs. Erin encourages to build intrapersonal communication especially with her students. She was maintaining her students as her family. They went for touring outside Long Beach visited the Simon Wiesenthal Center, Beit Hashoah Museum of Tolerance. At the beginning of the tour, students are given a card with a child picture on it by the museum worker. The student could find out the child was and what camp they were sent to.

At the end of the tour, the student could find out if they survived. By entering the card into a computer, then complete pieces of information would be shown on screen. Next, they saw in the cinematic big screen they watch about Kristallnacht,

The Night of Broken Glass an incident where hundreds of synagogues looted and burned were more than 7.000 Jewish stores, over 100 jews killed. They saw a small center for children in Iseux in the French province of Ain. Among the children expelled that day to Birkenau was 11 years of age Liliane Berenstein, who before leaving left behind a letter to God.

They quit from the museum and had a beautiful dinner at the hotel with her students. Erin invited the real Holocaust survivors from the museum to meet the students. Erin had the struggle to do some efforts. Students listened to their stories. An old lady explained to students if any of them have seen someone with a number in their arm, these were the lucky people, the people who when they came to Auschwitz, and get tattooed and they took them to do slave work.

They want to run away but do not know where to go. One of the survivors, during that event, she was in the worst camp, Auschwitz when she arrived her parent were immediately taken away from her. She had a sister who was then 14 years old, stayed with her for a little while but later on, she has separated from her sister also and lost the whole family at the camps. Then, her sister came to this country with her 4 dollars in the pocket and a newborn baby but her sister was killed. The student feels incredible where they can witness the real Holocaust survivors and take the wisdom of life.

Santiago: "Ms. G had a beautiful dinner for us at the hotel where she works.

She invited real Holocaust survivors from the museum to meet us. There was Elizabeth Man.."

(Holocaust survivors tell their story each other)

Santiago: “I can’t believe Ms. G did all of this us” (Performed 01:06:07 - 01:07:30)

Finally, Mrs. Erin realized that her solemn sacrifice for her students makes her and her students got blissfulness. Together with these children, she gained significant life experiences and lessons. they have belonged to each other despite differences of races. racism has disappeared. What is left is love and affection among them. Erin is also very grateful for what happened even though there were many challenges and it was not easy at first. Erin is a figure full of empathy so that students love her and don't want to be replaced by another teacher. The way her teaching can change their mindset, face the world full of challenges, foster fighting with zest in an unyielding life, teach the meaning of peace, foster solidarity, and others.

Scene 1

Erin: “I didn't plan on becoming responsible for these kids.”

Scott: “They're not even your kids!”

Erin: “Why do I have to be asked? Scott...I finally realized what I'm supposed to be doing and I love it. When I'm helping these kids make sense of their lives, Everything about my life makes sense to me. How often does a person get that?” (Performed 01:39:33-01:40:03)

Scene 2

Mrs. Campbell: "To who? To you?"

Mrs. Erin: "To each other. Room 203 is a kind of home for them. Their trust is all wrapped up in us being together as a group."

Mrs. Campbell: "Once they're out of her class, believe me, they'll slip back into their old habits." (Performed 01:54:55- 01:54:56)

Erin was still with her students but in a senior year or sophomore year spring semester comes, they have to be apart. All of her students loved her, devoted her seems like their mother. Only in class they can express everything and be themselves. They disagree if Erin does not with them and have a plan to rebel educator in school. Mrs. Margaret Campbell said what Erin asks for is law-breaking whereas Erin has no intention against it.

Mrs. Campbell: "What she is suggesting violates our union charter. She may not move on with her students to teach them a junior year. She's only been here two years there are teachers here who have tenure, who have worked and committed themselves for far longer to attain a position of seniority not to mention their experience in teaching students of a higher caliber social, racism, violent so students can take moral value from that. The Distinguished Scholars Program is under our jurisdiction."

Mrs. Erin: "I don't want to replace the Distinguished Scholars Program. I just want to stay with my kids next year." (Performed 01:46:40 - 01:47:05)

Some of dialog above is depicted that Mrs. Erin motivation based on the Mclelland (1953) those are shaped by need for power, need for achievement, need for affiliation. Her dedication to the teaching and learning process. Her behavior is not the same as an ordinary teacher at school where she only focuses on how to change their perspective on racial and cultural differences, respects others, altruism, tolerance, mercy to each other, creating love, build their enthusiasm in emotional, raise their awareness that being racist is ruined each other and nation. No matter what the color is, humans are the same ability and power. No one is superior to others.

Racism is totally irrational where justice is only for a particular race or group while others instead do not deserve it and treat certain racial abuse such as firing, genocide, abduction, violence. Thus, this incident makes them being traumatized and desperate to and caused an interracial grudge based on what students have written in their diary about their bitter life experience. Students are desperate so they think is useless to graduate from school.

The future is not guaranteed because of circumstances while they think they graduate every day to live to survive and fight. they in war. Yet now students in room 203, success as a freedom writer and devote love in diversity. Finally, freedom writers were the first in their families to graduate from high school and continue to the university.

Following some of her students, Mrs. Erin left Wodrow Wilson school to teach at California State University, Long Beach. "Freedom Writers Diary" was published in 1999. Erin Gruwell and her ex-students, the alumni started the

Freedom Writers Foundation dedicated to recreating the success of room 203 in the classroom throughout the country.



CHAPTER FIVE

CONCLUSION AND SUGGESTION

A. Conclusion

Mrs. Erin Gruwell, as the main character is depicted an optimistic person, forebearing, and empathetic. Her motivation also appropriate to McClelland theory that motivation has three category those are need for power, need for achievement, and need for affiliation. Finally, she has been succeed in teaching her students and change their perspective that racism is totally wrong way

B. Suggestion

At the end of the research, the writer would like to give some suggestions. First, watching a movie is not only entertain us but it also the best way to analyze any character from the movie apart from a novel because movie characters surely are portrayed as the genuine character in real life. It also can be our reference to analyze someone's traits in reality. We can easily explore character thus for the readers who read this thesis, the readers could increasing knowledge about analyzing the character in the movie.

Character is a main element whether a movie or a novel, because without the existing character, therefore the story will never begin to proceed. Students who study these character, they can take this thesis to be a reference. Finally, it is for the English Department can use this thesis to add a reference to the analysis character.

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