CHAPTER III

MOVIE ANALYSIS

This chapter discusses how the character of Erin Gruwel is analyzed. The writer also would like to find out the answer of research questions in chapter one.

A. Synopsis of The Freedom Writers Movie

The movie of Freedom Writers is directed by Richard La Gravenese which take place among 1992-1995. It begins with scene from 1992 in Los Angeles. He said that there were 120 murders in Long Beach, California. Where new integration program are puts students of all background and races in classes together. Erin Gruwell is a teacher with this background; an idealistic teacher arrived to teach English. She is very educated, pretty, middle class, no ethnic, well-dressed, smart, active, dynamic, creative, cheerful attitude, assertive and courageous. Her efforts to be a good teacher for her students and she never gives up until her students become better.

Mrs. Erin Gruwell taught in English classroom 203. Her students consist of a mixture of races such as Asian, black, Latin, and some of the famous white lazy learner. They must be forced into class by security guards and segregate themselves into racial groups in the classroom, the tension is apparent every time from one face look at those from another. Each group protects each other and often engages in inter-gang violence. At the beginning of the taught process, the students even had a fight when she was teaching and eventually most of the students left the class. In subsequent meetings the situation remained the same.

Erin Gruwel not only meet opposition from her students, but also she has a hard time with the head department of the, who believed that she should focus on the lesson in teaching
the students discipline and obedience. The first day at school, Erin Gruwell was shocked by her students, when she saw a fight in her classroom.

Then she found the riots outside the classroom. Her students did not obey her and continuously talked back against her. While struggling with the students, Erin Gruwell had to deal, at the same time, with two complicated and to demand male relationships. This atmosphere caused many teachers did not feel happy and gave up. They felt better to resign.

Erin Gruwell still tried to make the students interested in learning. Some she used learning strategies, for example; using the recorder as a type of media of learning, but her students were not interested in and even insulted. Erin Gruwell tried to find another way to change behavior of her students. The first strategy made by Ms Erin Gruwell did not worked, yet she did not give up.

The next meeting, when the teaching-learning process took place, one of the students drew a caricature of black man with thick and large lips, His caricatures is given to others students and finally it was on Jamal’s hand (black students). After looking the caricature, at Jamal felt depressed.

When Erin Gruwell knew Jamal’s face, she changed the subject by telling a story named Holocaust. Erin Gruwell said that the gang provided by them was nothing when it was compared with Holocaust. Explained about reality of the gang. After listening, the students began to realize and appreciated Erin Gruwell as their teacher.

In addition, Erin Gruwell also tried to use a technique, playing game, such as game line back. In playing the game, the students should be honest to tell their background. Then she convinced her students to write anything about the pain and hardship in their diary. And then discussed the diary.

She gave a project to the students to write their diary in the form of a book. She compiled the project into a book and named it The Freedom Writer Diaries, she also made
her discipline approach consisting of four ethnic groups by discussing their pleasures such as music, movies, broken home, and rift with their community.

Erin Gruwell also would like to invite them to the Museum and talked with Holocaust victims so that they really understood about what she called the Holocaust. Since the students read the books and knew about the Holocaust, they changed completely. They no longer concerned about race.

They began to know each other. They also had to raise money to invite Miep Gies as a speaker in their class. Miep gave was an old lady who used to hide Anne (in the book Diary of Anne Frank) when the hunt against the Jews occurred. He said that he was not a hero, but he was only doing things that were supposed to do. While he struggling with her disciplines, at the same time she also faced the thorny problem of the relationship with her family. Her husband (Patrick Dempsey) was supportive, but often jealous of her time commitments. Finally, Erin Gruwell chose to divorce. Her father (Scott Glenn) was often disappointed of her career choice, but proud of her courage and tenacity.

Finally, with the spirit in teaching, Erin Gruwell was successful to unify their students, who initially hated each other because of the differences in race, then eventually became friends. In fact, they would cooperate with other. They also changed their attitude and realized that education was important. The students really liked their teacher, they wanted Erin Gruwell to be their teacher again in the next class, but the school did not allow her, because she was a new teacher at the school. But students still struggled, and finally Erin Gruwell was permitted to teach them again.

Meanwhile, Erin Gruwell asked her students to write their diaries book form. She compiled the entries and named it the Freedom Writers Diary. The end of this movie was that Erin Gruwell successfully brought many students to graduate and continue to college. The Freedom Writers method did not increase the involvement and satisfaction of students with
school but also teachers. The effect of the Freedom Writers story made students and teachers together that could receive difference of background their economic, the color of their skin, or their learning abilities, students learn from each and know about their lives.

a) **Character of Erin Gruwel**

This section discusses the character in the movie freedom writers, as mentioned in the previous chapter that the purpose of this study was to determine the character of “Erin Gruwel” in the movie freedom writers, and character “Erin Gruwel” based on the role is protagonist.

3.1. Protagonist

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<tr>
<th>No</th>
<th>Time</th>
<th>Place</th>
<th>Topic</th>
<th>Sentences</th>
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<tbody>
<tr>
<td>1</td>
<td>0:32</td>
<td>Classroom 203</td>
<td>Holocaust</td>
<td><em>You do not feel respected is that what you were said, Eva? Well, maybe you were not. But to get respect, you have to gave it.</em></td>
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<td>2.</td>
<td>0:35:06</td>
<td>Classroom 203</td>
<td>Holocaust</td>
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<td>- You all think you was gone make it to graduation like this?</td>
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<td>- You knew what was gone happen when you die? You were gone rot in the ground and people were gone went on lived, and they were gone forgot all about you, and when you rot, do you think it was gone matter whether you were an original gangster? You were dead, and nobody is gone want remember you, because all you left behind in this world is this, you were raising your hand.</td>
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<td>- Raise your hand if you knew what the Holocaust was (everyone raises their hand, except for Ben)</td>
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3.2. Round Character

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<th>Topic</th>
<th>Sentence</th>
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| 1. | 0:18:49  | In Bathroom | Talking about Erin’s Father | - I can not believe he brought up my salary. *What is happened to him?*  
He was like Atticus Finch to me when I was growing up, and now he is talking about salaries? I think he is playing too much golf. In fact, I think he needs an intervention. *Why is not being a teacher good enough for him?* |
|    |          |             |                            |                                                                                                                                         |
- *Of course I can.*  
- *Normal kids? Yes, they are. They are reading The Diary of Anne Frank. They are learning vocabulary, grammar, writing, poetry.* |

b) Analysis character of Erin Gruwel.

This section discusses the analysis of characteristic in freedom writers as mentioned in the previous chapter that the purpose of this study to analyze the salient characteristic of the main character.

To describe Erin Gruwel character including his habit, attitude, behavior and traits, the most prominent character the writer uses Hans Eysenck traits, and there are three ways to analyze the character, those are:

1. Psychoticism
2. Extraversion
3. Neuroticism

To reveal character of Erin Gruwel in The Movie Freedom Writer, the writer find it in the dialog which is the writer used to be the sample in this thesis. As shown in these tables:

3.3. Most dominant character (Extraversion)

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<th>Topic</th>
<th>Sentence</th>
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</table>
| 1  | 0:04:53| In school office | Discuss The state of student’s in class 203 | Well, actually, I chose Wilson
because of the integration program. I think what is happening here is really exciting, do not 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 are defending a kid in a |
In class 203

**2. 0:14:19**
Discuss material about homer’s the odyssey

- Settle down. *Let is go over the first name on the list, Homer’s The Odyssey.*
- *No, this Homer was an ancient Greek, but maybe he was bald just like Homer Simpsons. Okay.*

**3. 0:20:03**
Talking about Tupac Shakur poetry.

- *I have this idea. We are gonna be convering poetry. Who here likes Tupac Shakur?*
- 2pac Shakur. Excuse me. Raise your hand. Really? I thought there had be more fans. I have the lyrics to this song printed out. *I want you to listen to this phrase I have up on the board.* It is an example of an internal rhyme. *What he does is very sophisticated and cool, actuall*
- *No, it is not that. See, what I was trying to do.*
- *All right, Jamal, enough. Jamal!* That is enough! You know what? I want you to move to this front seat right here now.
- *Come on. I am sick of these antics*
<table>
<thead>
<tr>
<th>5.</th>
<th>0:41:12</th>
<th>In class 203</th>
<th>Playing game</th>
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<tbody>
<tr>
<td>-</td>
<td>We are gonna play a game, all right? <em>It is a lot of fun, I promise.</em> Look, you can either sit in your seats reading those workbooks, or you can play a game. Either way, you are in here till the bell rings. Okay. <strong>This is called the Line Game. I am gonna ask you a question. If that question applies to you, you step onto the line, and then step back away for the next question. Easy, right?</strong></td>
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<td>-</td>
<td>The first question, how many of you have the new Snoop Dogg album?</td>
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<td>-</td>
<td>Okay, back away. <strong>Next question</strong>, how many of you have seen Boyz the Hood? Okay, <strong>Next question</strong>. How many of you live in the projects?... How many of you have been in juvenile hall or jail for any length of time? How many of you know where to get drugs right now? How many of you know someone in a gang? <strong>How many of you are gang members?</strong></td>
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c) **Interesting thing belongs to Erin Gruwel**
In this section the author find interesting things from Erin Gruwel starting from the attitudes, behaviors and habits of Erin, while playing a role in the movie freedom writers. can be proven from the dialog above:

3.4. Intrest Character (psychoticism)

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<tbody>
<tr>
<td>1.</td>
<td>0:12:00</td>
<td>In the staff</td>
<td>Discuss student behavior in class</td>
<td><strong>Brian</strong>: You saw a little action today, I hear.</td>
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<tr>
<td></td>
<td></td>
<td>room</td>
<td>Erin.</td>
<td><strong>Erin</strong>: <em>Yeah. It happened so fast.</em></td>
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<td></td>
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<td></td>
<td><strong>Brian</strong>: Well, do not be discouraged. You put your time in, In a few years, you will be able to teach juniors. They are a pleasure. By then, most of your kids will be gone anyway.</td>
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<td></td>
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<td></td>
<td></td>
<td><strong>Erin</strong>: What do you mean?</td>
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<td></td>
<td></td>
<td><strong>Brian</strong>: Well, eventually, they just stop coming.</td>
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<td></td>
<td><strong>Erin</strong>: <em>Well, if I do my job, they might be lining up at the door. Right?</em></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Brian</strong>: Yeah.</td>
</tr>
</tbody>
</table>
Meeting

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

Erin: No. I will not. Look, I was just trying to do my job here. What the point of a voluntary integration program if the kids making it to high school have a 5th grade reading level?

Carl: I enforced that program.

Erin: With all due respect, All that program was warehousing these kids Until they were old enough to disappear.

Dr. Cohn: Look, I appreciate your intentions, But there was nothing I can do on a class-by-class basis.

Erin: Dr. Cohn, why should they waste their time showing up. When they knew were wasting our time teaching them? We tell them, "Go to school. Get an education. "And then we say, "Well, they cannot learn, so let was not waste resources. "I thinking trips. Most of them have never been outside of Long Beach. They have not been gave the opportunity to expand their thinking about what out there for them. And they were hungry for it. I know it, and it was purely a reward system. They will not get anything they have not earned By doing their work and upping their grades.
Dr. Cohn: But if Ms. Campbell will not give you books because of budget restrictions, she was not going to approve school trips.

Erin: I will raise the money. I just need to know, I will not meet resistance. See, I cannot promise them anything. I cannot deliver. It only proves what they already believe, all I said was, Ms. Campbell did not need to be bothered.

3. 0:40:45  In class 203  Game Line

- Okay, now I gone ask you a more serious question. Stand on the line if you have lost a friend to gang violence. Stay on the line if you have lost more than one friend. Three. Four or more. Okay, I had liked us to pay respect to those people now. Wherever you were, just speak their name.

- 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.
B. Discussion

In this section of the chapter, the writer mentions about how this research relates to the theory used. Provides a clarity of research collaborate by a source of theory already know by many audiences, if a study does not lie on or equipped with the theory then the research was considered less effective and reliable, because the back of a study is the theory. Based on research conducted by the writer, this study concludes that the character there are 6 character among other (protagonist, antagonist, underdog, sidekick, major and minor character) after the writer watching the movie the writer find character of Erin Gruwel is the protagonist in a role and round character based on personality. And the writer find to characteristic most prominent in movie based on the theory of traits that can be influenced by habits, behavior of people in their environment. Indirectly these traits experienced by the main character in the movie freedom writers. According to Eysen, by creating PEN (Psychoticism, Extraversion and Neuroticism) can make people know the character traits of each person better in the place and character traits that exist\textsuperscript{1}.

In addition, to the theory of research results examining the character of Erin Gruwel. Furthermore, evidence can be found from the protagonist and round character of Erin Gruwel, the behavior that she experienced shows that she has a kind attitude, defender of truth, peaceful, brave and does not like differences. Described by the writer in chapter pages.

Then the writer also explains based on the most prominent characteristics there are 3 character according Eysenk among others (psychoticism, Extraversion, and Neuroticism) of the properties possessed by Erin Gruwel. in the movie freedom writers most prominent to Extraversion. The writer find its nature by watching the movie and examiners the dialogue of Erin Gruwel. The writer proves the findings of the research by analyzing and

\textsuperscript{1}Eysenck Three Personality Traits Theory…..p.64. accessed on February 20,2019
describing the character’s talk and behavior. Thus it can be concluded that the main character has friendly, decisive, brave, active, creative, and dynamic manner. All that has been explained are the evidence that the nature of a person's behavior affects the environment.

The Writer to find interest for Erin Gruwel because with Her efforts to be a good teacher for her students and she never gave up until her students become better even when he taught each group protects each other and often engages in inter-gang violence. At the beginning of the teaching process, the students even had a fight when she was taught and eventually most of the students left the class. This atmosphere caused many teacher do not feel happy and gave up they were better to resign. But not with Erin in high spirits Erin Gruwel still tried to learn. Although students were not interested and even insulted. Erin Gruwel strategy made by Ms Erin Gruwel did not worked. She did not give up taught.