

**AN ANALYSIS OF TEACHING STYLES USED BY ERIN GRUWELL IN
FREEDOM WRITER MOVIE**

THESIS

Submitted as A Partial Requirements for The Degree of
Sarjana in English Language Education Study Program



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Thank you for attention,

Wassalamu'alaikum Warahmatullah Wabarakatuh

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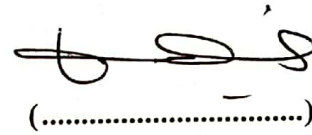
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DEDICATION

This thesis is dedicated to :

1. My mother and my father who always give their great praying, suggestion, and spirit to finish this thesis.
2. My beloved Brothers, Muhammad Iqbal Bintang Ariesna and Wildan Firdaus Hiva Ariesna, who always support me.
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MOTTO

“Be thankful for what you have; you’ll end up having more. If you concentrate on what you don’t have, you will never, ever have enough.”

-Oprah Winfrey-

“Sometimes, when things are falling apart, they may actually be falling into place.”

-Unknown-

“Even miracles take a little time.”

-The Fairy Godmother, Cinderella-

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “*An Analysis of Teaching Styles Used by Erin Gruwell in Freedom Writer Movie*” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 22 Juni 2023

Stated by,



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Alhamdulillah, all praise to be Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitle “*An Analysis of Teaching Style Used by Erin Gruwell in Freedom Writer Movie*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would be not completed without helps, support and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported and suggested her during the process of writing this thesis. This goes to:

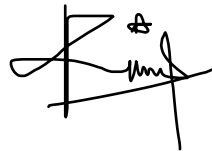
1. Prof. Dr. H. Mudofir, S.Ag., M.Pd., as the Rector of the UIN Raden Mas Said Surakarta. Thanks for giving permission for the researcher’s research.
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Surakarta, 22 Juni 2023

The Researcher,



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ABSTRACT

Nurul Nabilah Riesna Putri. 2023. *An Analysis of Teaching Styles Used by Erin Gruwell in Freedom Writer Movie*. Thesis. English Language Education Department. Cultures and Languages Faculty.

Teaching becomes the interaction between both teachers and students. It has to be effective teaching learning process. To reach that, teachers need interesting teaching styles to teach their students and to make their students enthusiastic to study. Related to this case, this research is aimed to find out teaching style used by Erin Gruwell and the advantages for her students in the *Freedom Writers* movie.

This research was content analysis. The source of the data in this research was *Freedom Writers* movie that has duration 122 minutes. The object of this research was teaching style applied by Mrs. Erin Gruwell. The main instrument in this research was the researcher herself. The data were collected by using observation. The researcher used content analysis technique as the technique of analyzing the data. The researcher used expert judgement according to Skjong's theory to check the trustworthiness of the data.

The researcher found 13 data of teaching style, they are: expert style 1 datum, authority style 1 datum, demonstrator style 4 data, facilitator 3 data, and delegator style 4 data. The researcher also found the advantages of teaching style. There are providing information for the students, the student participates to do things in a correct and acceptable way, the students do a direct observation and following a role model, self-discovery and develop problem-solving skills, emphasizes student-centered learning with focused on student needs and goals, build student responsibility to take initiative for meeting the demands of various learning tasks, and help student's development to be confident and independent learners.

Keywords : *Teaching, Teaching Style, Movie*

CHAPTER I

INTRODUCTION

In this chapter, the researcher explained about Background of the Study, Problem Identification, Limitation of the Study, Problem Statement, Objective of the Study, Benefit of the Study and Definition of Key Terms.

A. Background of the study

English has an important role especially in education. It is one of the subjects which taught in Indonesia. Learning English cannot be separated from teachers' role. Sometimes Indonesian student have difficulty in learning English. In order to make them easier in learning English, the teachers need to use a teaching style that will make the students understand English well. Teaching style is needed to solve this problem. In other way, students need an interesting teaching style that makes them motivated to learn English.

There are several definitions of teaching style. According to Brown (2000), teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It can be said, teaching style is how the teacher delivered the information to their students while teaching learning process. According to Edmund Amidon (1967) cited in Rajagopalan (2019) has defined the teaching as an interactive process, primarily involving classroom talk which take place between teacher and pupils and occurs during

definable activities. On the other hand, teacher's teaching style is how the teachers can create a classroom atmosphere that makes students comfortable and how the teachers can convey the material well.

According to Grasha (1996) in Frunza (2014), there are 5 categories of teaching style. The categories of teaching style are expert, authority, demonstrator, facilitator, and delegator. In expert style, teacher displays knowledge and expertise that students need. In authority style, teacher possesses status among students because of knowledge and role as a faculty member. In demonstrator style, teacher believes in "teaching by personal example" and establishes a prototype for how to think and behave. In facilitator style, teacher emphasizes the personal nature of teacher-students interactions. And in delegator style, teacher concerned with developing students' capacity to function autonomously.

A teacher is the one who is responsible when it comes to teaching style. According to Arends (2014), teachers are given professional statuses such as, they are expected to use best practice to help students learn essential skills and attitudes. But it does not mean all teachers can find the best teaching style for their students, some of them find problem such as limited solutions and knowledge about how to find the best teaching style effectively. Sometimes their ways of teaching make the students bored and think that English lesson is not interesting. From this problem, we know that the teachers need interesting teaching styles to teach their students and to make their students enthusiastic to study English. Such as students make noisy during the teaching and learning process, students do not want to read books

that used in teaching and learning process, students do not make attention to their teacher during teaching and learning process, students do not respect to their teacher, and students do not obey the rules in the class.

Such condition is portrayed in *Freedom Writers* movie. This movie is directed by Richard LaGravenese in 2007. *Freedom Writers* movie is an interesting movie, because it is based on the book “*The Freedom Writers Diary*” by the teacher named Erin Gruwell who writes the story based on her story in Woodrow Wilson High School. In this movie, Mrs. Erin Gruwell as the English teacher and the main character started her first teaching job in Room 203 at Woodrow Wilson High School, Long Beach, California. Students in this class had already been labeled “un-teachable”. An idealistic teacher like Erin would never expect the type of her class is disrespectful, they did not respect to each other, and they did not care about school or their future. Her students were consists of some gang and different races. They hated each other based on their ‘color’, the black students hate the white students, and the white students hate the black students. Even they also hated Mrs. Erin Gruwell as their teacher. They often fought over this problem and caused several damages for surrounding area. All of these problem effect to their behavior and achievement in school. They seem like didn’t have any motivation to study.

Looking to the problem, Erin Gruwell as a teacher challenging herself to solve this problem as mentioned before. With her brilliant idea, she can change her student and the world around them. Not only teach about English language, Erin Gruwell also teaches her student about tolerance, respect and

compassion. She finds out the way to teach, guide and educate her student on the right path and positive of life.

The example of teaching style that is used in this movie can be seen at 01:03:44-01:05:50 minute. It shows when Mrs. Erin Gruwell takes her student to a museum tour. They watch and listening to a multimedia presentation about Holocaust and the victims. After explaining verbally in the classroom about Holocaust, Mrs. Erin Gruwell also explains it with the multimedia presentation through museum tour. So it can be concluded that Mrs. Erin Gruwell uses demonstrator style.

The other example of teaching style that is used in the movie can be seen at the 01:06:08-01:07:30 minute. It shows when Mrs Erin Gruwell and the student have a dinner with Holocaust survivor in each table. They are listening to the Holocaust survivor's story about the condition when it happened. The student can learn and synchronize the information that they get from the presentation at the museum and the stories from the survivor. Mrs. Erin Gruwell tries to explain about the Holocaust in a more flexible way through dinner and invite Holocaust survivor. So it can be concluded that Mrs. Erin Gruwell uses Facilitator style.

This movie is interesting to be analyzed because most of the scenes focus on teaching and learning process, and it shows how Mrs. Erin Gruwell teaches her class that full of conflict because of the students' background. It also shows the effort of Erin Gruwell to develop the student's knowledge by using a unique way of teaching style, gave them many kinds of book, asked them to write their daily life or anything on their own journal book. The

method she created is not only to boost students' academic fulfillment, but also foster students' self-values, confidence, cultural and racial diversity. She followed a student-centered learning model based on "internal motivation". She supported "internal motivation by listening to their voices, engaging interests, encouraging them to ask questions, and developing their problem-solving skills flexibility. Students are internally motivated in a sense of the classroom, feeling like they are in their home.

There are some educators who had watched and learned from *Freedom Writers* movie. They successfully applied the method and strategy in their teaching-learning process. Since 2007, the teacher at Mc Crimmon Middle School, Ontario, are now using some of the books Gruwell had used at Wilson High, including *The Diary of Anne Frank*, *The Outsiders*, and *Monster*. Their students are journaling about some of the issues the books raise, including racial discrimination, bullying, and violence. The students have also participated in different debates and some games to get them talking about these sometimes uncomfortable social topics.

Based on the background above, the researcher is interested to conducting about teaching styles in *Freedom Writers* movie. In this thesis, the researcher tried to focus on teaching style used by Erin Gruwell as the English teacher. Based on the description above the researcher chooses to do a research entitled as follows AN ANALYSIS OF TEACHING STYLES USED BY ERIN GRUWELL IN *FREEDOM WRITERS* MOVIE.

B. Identification of the Problem

Based on the background of the study above, the researcher states the identification of problems clearly and systematically as follows:

1. Students are lack of discipline in the classroom.
2. The teachers do not understand about their responsibility to deliver lesson in teaching learning session.
3. Teaching and learning process is too monotone so that students are less interested.
4. Teachers need to learn various teaching style to enrich their teaching experience and make their teaching better.

C. Limitation of the Problem

This study has a broad scope, so the problems that the researcher deals with in the study are limited to the types of teaching style used by Erin Gruwell in *Freedom Writers* movie. The study also focuses on the advantage of the teachers' teaching style for the students in the *Freedom Writers* Movie.

D. Formulation of the Problems

Based on the background of the study and problem identification above, the researcher proposed the problem is:

1. What are the teacher's teaching styles used by Erin Gruwell in *Freedom Writers* movie?
2. What are the advantages of the teachers' teaching style for the students in *Freedom Writers* Movie?

E. Objectives of the study

The objectives of this study are stated as follows:

1. To explain the teacher's teaching styles in *Freedom Writers* movie.
2. To explain the advantages of the teacher's teaching styles in *Freedom Writers* Movie.

F. Benefits of The Study

In conducting this research, the researcher hopes that this research on analyzing teaching techniques in *Freedom Writers* movie gives a lot of benefits. The benefits of the study will be explained into two benefits:

1. Theoretical benefit

- a. This research gives information about teaching styles found in the *Freedom Writers*' movie.
- b. This research gives information for the next research especially related to the teaching styles in movie.

2. Practical benefit

The researcher expects that the study can contribute to the development of literature study, particularly among the people who are interested in literary study. This research is expected that the study can contribute to the development of teaching style, especially among teacher and students who are interested in study.

- a. This research is conducted well and can be used as an academic reference or a previous study by the other researchers or conduct

further research dealing with teaching styles that will be done by teacher in future.

- b. The researcher hopes that this research gives many benefits to:
 - 1) English teachers are able to know and understand about teaching style that is not monotone.
 - 2) Future researchers are able to do another research on teaching styles in different data and sources.
 - 3) For the students
 - a) This research gives motivation to the students to learn more about social not just in academic.
 - b) This research gives the important meaning of friendship.

G. Definitions of Key Terms

There are some key terms in this research, the researcher wants to explain the definition briefly:

1. Teaching

According to Brown (2000), teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

2. Teaching Style

According to Frunza (2014), teaching style is undoubtedly an important variable staff communication support if through the teaching behaviors they encompass, are characterized by sufficient elasticity and

permissiveness designed to create an atmosphere of emulation, reliable and productive cooperation within the school staff.

3. Freedom Writers' Movie

The movie is directed by Richard LaGravenese in 2007. It tells about Mrs. Erin Gruwell as the English teacher and the main character, started her first job in Room 203 at Woodrow Wilson High School, Long Beach California. Student in this class had already been labeled “un-teachable”. (freedomwritersfoundation.org)

CHAPTER II

THEORETICAL REVIEW

This chapter consists of some theories which would like to be discussed by the writer. The review of related literature is including the theory which related to the analysis and the previous studies.

A. Theoretical Review

In order to help the analysis of this research, it will be given the explanation about the definition of teaching, teaching strategies, teaching style, and sort explanation about freedom writers' movie.

1. The Definition of Teaching

Teaching is an interactive process between the teacher and the students. According to Brown (2000), teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The teachers' understanding of how the learner learns will determine their philosophy of education, the teaching style, the approach, methods, and classroom techniques. According to Edmund Amidon (1967) cited in Rajagopalan (2019) has defined the teaching as an interactive process, primarily involving classroom talk which take place between teacher and pupils and occurs during definable activities. It means that teaching becomes the interaction between both of teacher and students

and it has to be effective teaching learning process, so teacher are demanded to utilize the approach, method, or appropriate techniques inside of teach.

Bruce (2003) stated that the important point is that teaching can make a big difference to students at both the classroom and school levels. This is the core of effective teaching because the effective teachers are confident that they can make a difference and that the difference is made by tooling up their learning community. Then they study student learning closely and shape the learning environment to accelerate growth. Based on the definitions above, can be conclude that teaching is a process of helping the students to gain or acquire knowledge effectively in a learning activity that guided by teacher. In order to maintain learners' interest in learning, a teacher should use different strategies and apply different kinds of activities in teaching.

2. Teaching Style

Teaching style is how the teacher delivered the information to their student while teaching learning process. Sternberg (1997) in Gafoor and Babu (2012) stated that teaching styles refer to “a teacher’s preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching, and besides differing from individual to individual, may sometimes differ between different groups, for example schools”.

Wong (2015) collects the point out of teaching style from many researchers, that teaching style is vital for providing students with good

learning experiences and enhancing students' academic outcomes. However, there is limited educational research identifying teaching styles, especially in second/foreign language education.

According to Frunza (2014), teaching styles is undoubtedly an important variable staff communication support if through the teaching behaviors they encompass, are characterized by sufficient elasticity and permissiveness designed to create an atmosphere of emulation, reliable and productive cooperation within the school staff. It can be conclude that teaching style indicates the teaching strategies and methods employed plus use of certain kinds of theories. It is associated with teachers' personal teaching and learning experience, educational background and cultural background.

According to Grasha (1996) in Frunza (2014), there are 5 categories of teaching style. The categories of teaching style are:

a. Expert

The teacher displaying the expert teaching style possesses knowledge and expertise students need, challenges students to reach their potential, and is concerned with preparing students for assigned goals. The expert teaching style defines teachers who want to showcase a high level of knowledge and expert in a subject and use information to challenge students.

The advantage of the expert teaching style is the information, knowledge, and skills such individual possess. Unfortunately, students

who acquire knowledge in classrooms led by teachers with an expert teaching style may be disadvantaged because if the teacher overused, the display of knowledge can be intimidating to inexperienced students. This may not always show the underlying thought processes that produced answer.

b. The authority or lecture style

Sarode (2018) stated that the authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information. Therefore, Grasha (1996) in Frunza (2014) stated that authority is focused on content and can be very instructor-centered. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the "correct, acceptable, and standard ways to do things".

The authority style is primarily used in a lecture or auditorium setting, whereby the teacher will give a lengthy, one-way discussion on a pre-assigned topic whilst students take notes and memories key pieces of information. Though popular in higher-education when there is a large group of students present, the authority or lecture style is less common in the standard classroom setting. This is because the strategy offers little to no student participation, making it impossible to meet the needs of each individual pupil. It can work effectively in studies like law or music where there are established rules that need to

be followed, and where a teacher can lead by example by playing an instrument or discussing legal procedure.

The advantage of the Authority or Lecture style is the focus on clear expectations and acceptable ways of doing things. Meanwhile the disadvantage is a strong environment in this style can lead to rigid, standardized ways of managing students and their concern.

c. The demonstrator or coach style

Like the lecture or authority style of teaching, the demonstrator retains authority in the classroom. However, instead of relying solely on a verbal lecture, the demonstrator style combines lectures with other teaching forms, including multimedia presentations, demonstrations and class activities. Sarode (2018) declare that the demonstrator retains the formal author role by showing students what they need to know. The demonstrator is a lot like the lecturer, but their lessons include multimedia presentations, activities, and demonstrations.

Therefore, Grasha (1996) in Frunza (2014) stated this teaching style believes in “teaching by personal example” and establishes a prototype for how to think and behave. The instructor defines the steps an expert in the field would use to accomplish necessary tasks as well as defines the standards which would indicate mastery in applying these procedures. The instructor then develops situations in which these steps can be performed and results observed. The instructor may

be the one who demonstrates the procedures; students may be the ones practicing the procedures, or some combination of both.

This style is particularly well suited to music, art and physical education subjects, where demonstrations are required to fully understand a topic. In other areas of study however, the demonstrator style may not be suitable. Like the authority style, there is little direct teacher to pupil interaction, so it can be difficult to accommodate the needs of all students.

The advantage of demonstrator or coach style is the “hands on” nature of the approach. An emphasis on direct observation and following a role model. Meanwhile the disadvantage is that some teachers may believe their approach is “the best way”, leading some students to feel inadequate if they cannot live up to such expectations and standards.

d. The facilitator or activity style

Based on Grasha (1996) in Frunza (2014) statement, teachers who have a facilitator model teaching style tend to focus on activities. Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving. Facilitator style emphasizes the personal nature of teacher-students interaction. Guides students by asking questions, exploring options, suggesting alter natives, and encouraging them to develop criteria to make informed choices.

Teachers who adopt a facilitator or activity-based style encourage self-learning in the classroom through increased peer to teacher learning. Unlike the lecture style, teachers ask students to question rather than simply have the answer given to them. In this style, activities are used to promote self-discovery and develop problem-solving skills, which can often lead to the student developing a much deeper understanding of the topic.

The advantage of this teaching style is emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. There are disadvantages of this technique: as the facilitator, teachers must actively interact with individual pupils, which can be difficult in a large classroom setting, so the design layout of the room should be deeply considered. From the theories, it can be conclude that this style allows for much greater flexibility in the classroom and focuses on student needs and goals. But it can be time-consuming and ineffective if the subject matter is one where a more direct approach is needed. Some students might also be uncomfortable if it is not used in a positive and affirming manner.

e. The delegator or group style

According to Sarode (2018), the delegator style is best suited for curriculum that requires laboratory activities, such as chemistry, micro-biology, and biology, or subjects that warrant peer feedback, like debate and creative writing. Grasha (1996) in Gafoor and Babu

(2012) states that the delegator style does much to emphasize the student as an independent learner, but the style can be consuming and may result in misreading of students' readiness to take on independent work.

For subjects that necessitate group work, peer feedback or lab-based learning, a delegator or group style of tutoring is often adopted. As a delegator, the teacher may take an observer role to promote collaboration and encourage peer-to-peer learning. Despite becoming increasingly popular, some critics consider the delegation or group style to be a poor teaching strategy given that it removes the teacher from a position of authority. It is in line Grasha (1996) in Frunza (2014) statement that by Teachers who practice a delegator teaching style tend to place control and responsibility for learning on individuals or groups of students. This teacher will often give students a choice in designing and implementing their own complex learning projects and will act in a consultative role.

The advantage of the Delegator or Group style is helping students develop the tools to be confident and independent learners. Still the disadvantage of this teaching style is the students who aren't ready for such autonomy could become anxious and not perform well.

3. Freedom Writers' Movie

The story of Freedom Writers movie is directed by Richard LaGravenese takes place among 1992-1995. It begins with scene from 1992 in Los Angeles. It then says that there were 120 murders in Long Beach since the riots. With this tragedy, Erin Gruwell (Hillary Swank) wants to change, and then decides a job as a teacher in Woodrow Wilson High School 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 arrives to teach English. She is very educated, pretty, middle class, no ethnic, well-dressed, and smart. Her efforts to be a good teacher for her students and she never gives up until her students become better. There are another character in the movie, such as: Steve Gruwell, Scott Casey (Erin's husband), Margaret Campbell, Miep Gies, Alejandro Santiago, Marcus, Eva Benitez, Jamal Hill, Sindy, Gloria Munez, Ben daniels, Tito, Brandy Ross, Victoria, Brian Gelford, Grant Rice, Gloria Ungar, Dr. Carl Cohn, Andre Bryant, Paco, and many more.

Erin Gruwell is a dynamic educator and an inspired activist, devoting of the Freedom Writers Foundation. She established the Freedom Writer Method (freedomwritersfoundation.org, 2007). The method she created is not only to boost students' academic fulfillment, but also foster students' self-values, confidence, cultural and racial diversity. She followed a student-centered learning model based on "internal motivation". She supported "internal motivation" by listening to their voices, engaging

interests, encouraging them to ask questions, and developing their problem-solving skills flexibly. Students are internally motivated in a sense of the classroom, feeling like they are in their home.

In Gruwell's teaching practice throughout her young life, she captured the hearts of her students and won their trust. She promoted tolerance and cheered the students up by thinking and rethinking critically about their own beliefs and considering their everyday decision, and planning their futures. She transformed her students' lives turned out from a dark side into a positive side.

There are some educators who had watched and learned from Freedom Writers movie. They successfully applied the method and strategy in their teaching-learning process. Since 2007, the teacher at Mc Crimmon Middle School, Ontario, are now using some of the books Gruwell had used at Wilson High, including *The Diary of Anne Frank*, *The Outsiders*, and *Monster*. Their students are journaling about some of the issues the books raise, including racial discrimination, bullying, and violence. The students have also participated in different debates and some games to get them talking about these sometimes uncomfortable social topics.

While she struggled with his disciplines, at the same time she also faced with the thorny problem of the relationship with his family. Her husband (Patrick Dempsey) is supportive, but often jealous of her time commitments. Finally, Erin Gruwell chose to divorce. Her father (Scott

Glenn) is often disappointed of her career choice, but proud of her courage and tenacity. Finally, with the spirit to teach, Erin Gruwell successful to unify their students, who initially hate each other because of differences in race, eventually became friends. In fact, they would cooperate with other. They also change their attitude and realize that education is important. The students really like their teacher, they want Erin Gruwell to be a teacher again on the next class, but the school did not allow, because she is a new teacher at the school. But students still struggle, and finally Erin Gruwell are given permission to teach them again.

Meanwhile, Erin Gruwell said that her students to write their diaries book form. She compiles the entries and names it the Freedom Writers Diary. The end of this movie is Erin Gruwell successfully brings many of her students to graduation and college. The Freedom Writers method does not increases the involvement and satisfaction of students with school but also of teachers. The effect of the Freedom Writers story makes students and teachers together that can receive difference of background their economic, the colour of their skin, or their learning abilities, students learn from each other and know about their lives

B. Previous Related Studies

In order to support this research, the researcher discusses some related studies. The first is a thesis from Irra Wahidiyati (Universitas Negeri Semarang), entitled “The Teachers’ Teaching Style Variations in The English Classroom Activities: A Study on The English Teachers of SMPN 2 Ambarawa”. Based on the finding and discussion, the researcher concluded

that the three English teachers in SMPN 2 Ambarawa have their own teaching styles variations. But the way to show their teaching style variations was similar to each other. The equation is both researching about teaching style. The difference is in the object of the study.

The second is a thesis from Sekliananda Kasih Putro (Universitas Islam Negeri Raden Mas Said Surakarta), entitled “Teachers’ Teaching Style in Teaching English Based on Curriculum 2013 at The Seventh Grade of MTs N 3 Sukoharjo in Academic Year 2020/2021”. This research is focus on the teacher’s teaching style in English Classroom activity. The equation is both researching about teaching style. The difference is in the object of the study.

The third is a journal from Tahereh Heydarnejad, Azar Hosseini Fatemi and Behzad Ghonsooly (2017), entitled “An Exploration of EFL Teachers’ Teaching Styles and Emotions”. Their research aims at delving into English as Foreign Language (EFL) teachers’ preferred teaching style and the emotions that they experienced in their classes. Based on the finding and discussion, the results demonstrated that among teaching styles, facilitator and delegator were the most preferred teaching styles. The teacher’s emotions had a statistically significant impact on teachers’ styles. Their research has similarities and there is also difference with this research. The equation is both researching about teaching styles. The difference is in the object of the study.

The fourth is a thesis from Dhimas Wicaksono (2022) (Raden Mas Said State Islamic University of Surakarta) with the research is “Descriptive Study of Multicultural Teaching Strategy Reflected in Freedom Writers’ Movie”. His

research was to identify the characteristic of multicultural teaching strategy reflected in the *Freedom Writer* movie and to describe the multicultural teaching strategy detected in the *Freedom Writers* movie. The research was a type of qualitative research. The researcher found 5 characteristic in Gruwell's character, those are: Gruwell has high expectation and positive attitudes and caring way toward her learners, Gruwell brought and though the learners books and relevant material has same with the learners' cultural and ethnicity, Gruwell teaching style were matching with the teaching and learning process, Gruwell showed her respect to the student in the movie at several time, Gruwell has positive goals in her multicultural teaching strategy. Their research has similarities and there is also difference with this research. The equation is both of the object is Erin Gruwell as an English teacher in *Freedom Writers* movie. The difference is in the subject of the study.

The fifth is a thesis from Sena Juang Perdana Sakti (2021) (Raden Mas Said State Islamic University of Surakarta) with the research is "An Analysis of Student Politeness Strategy in Refusing Teacher's Instruction in The Movie Entitled "Freedom Writer" (2007) by Richard Lagraveness". His research was to analyzed the kind of politeness strategy found in the students' refusal utterances toward the teacher's instruction in the movie. The research was a type of qualitative research. The research found 33 data classified as the Refusal Strategies. Their research has similarities and there is also difference with this research. The equation is both object in the research is *Freedom Writers* movie. The difference is in the subject of the study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of Research Design, Data and Source of Data, Research Instrument, Technique of Collecting Data, Technique of Analyzing Data, and Trustworthiness of Data.

A. Research Design

This research is qualitative research. Qualitative researchers seek to understand phenomenon by focusing on the total picture rather than breaking it down into variables, the goal is a holistic picture and depth of understanding rather than a numeric analysis of data (Ary, *et al.*, 2009:29). Qualitative research served the data in the form of word, not in the form of number, graphic, statistic or other quantitative forms.

According to Ary, *et al* (2009), there are many different types of qualitative research: basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and phenomenological studies. This research was content analysis. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior, the material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. This research focused on analyzing how teaching styles applied by Mrs. Erin Gruwell as English teacher in *Freedom Writers* movie.

B. Data and Source Data

The data of this research were dialogs and actions in the scenes of *Freedom Writers* movie that indicates applying of teaching style by Mrs. Erin Gruwell as the English teacher. The source of data in this research is a movie entitled *Freedom Writers* that has duration 122 minutes.

C. Subject and Object of The Research

The subject of this research was the main character in *Freedom Writers* movie, Mrs. Erin Gruwell, as the English teacher at Woodrow Wilson High School, Long Beach, California. The object of this research was teaching style applied by Mrs. Erin Gruwell.

D. Research Instrument

In identifying the study, the researcher needs some instruments to support it. It is used for collecting the data. The instruments were divided into two: main instrument and supporting instrument. Creswell (2007) states that researcher is the key instrument. This research used only one instrument, it was the main instrument, and the main instrument in this research was the researcher herself.

According to Moleong (2017), in the qualitative researearch, the main instrument is the researcher herself whose roles are planning, collecting, analyzing, and reporting the data. In conducting the research, the researcher used a movie entitled *Freedom Writers* as the source of data and relevant theories to answer the kind of teaching styles especially according Grasha's theory of teaching style.

E. Technique of Collecting Data

According to Creswell (2009), the most common source of data collection in qualitative research are interview, observation and review of document. The researcher uses observation to collect the data. According to Creswell (2009), qualitative observation are those which the research takes field on the behavior of individuals at the research site. Qualitative observation may also engage in roles varying from nonparticipant to a complete participant.

This method was chosen as the method of data collection in this research to gain all of the information in *Freedom Writers* movie. Based on the technique of observation is used to look and observe changes in social phenomena grow and develop then changes can be made from the evaluation, for the observer sees certain moment in object so we can separate between what is needed and not needed (Margono, 2007). The observation was conducted to gain information from *Freedom Writers* movie. The observation is focused on finding teaching style used by Erin Gruwell.

F. Technique of Analyzing Data

The researcher used data analysis as stated by Seiddel (1998) in Moloeng (2017) to analyze the data:

The activities in analyzing the data are:

1. Displaying the data related of teaching style conducted by researcher and reducing unnecessary data from the movie. In this case, the data of teaching style.
2. Classifying the form of teaching style employed by the character in the Movie *Freedom Writers*. The researcher classify the activities from the teacher in the movie based on the criteria that proposed by Grasha theory of teaching style.
3. Analyzing and interpreting the kinds of teaching technique employed by character in the movie *Freedom Writers*.
4. Drawing conclusion from the data analysis and giving suggestion.

G. Trustworthiness of Data

The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's finding are "worth paying attention to" (Lincoln & Guba. 1981 in Moloeng 2017). In conducting the research, the researcher used expert judgement for checking the data being analyzed. According to Skjong (2001), expert judgement is an informed opinion based on the experts training and experience. Experts may provide information, evidence, judgements and assesments. Expert judgement allows gathering information from specialist in a specific field through a consultation process with one or more expert that have experience in similar and complementary topics.

According Skjong (2001), there are three procedures in expert judgement: selection of experts, elicitation, aggregating Judgements. In

this research, the researcher did several procedures in expert judgement. The first, the researcher's advisor, Mrs. Nor laili Fatmawati, M.Pd, suggests several candidates to become expert judgement. Then the researcher choosed Ms. Cahyaningtyas Fitra Palupi, S.Pd as expert judgement. Then the researcher contacted her by WhatsApp and asked her to be the expert judgement in the researcher's research and she accepted. The researcher sent file of data that will be judged by her, that consists of theories, finding and discussion. After several days later, Ms. Cahya finished the judgement process and sent the final result with her signature in it.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The finding of this research have been collected from watching *Freedom Writers* movie and reading its scripts. The researcher found 13 data of teaching style used by Erin Gruwell in *Freedom Writer* movie. For the detail data can be seen in each table below.

1. Teaching styles used by Erin Gruwell in *Freedom Writers* movie.

There are 5 categories of teaching style which are observed. They are expert style 1 datum, authority style 1 datum, demonstrator style 4 data, facilitator style 3 data, delegator style 4 data. So the total of teaching style used by Erin Gruwell in *Freedom Writers* movie is 13 data. The classification can be seen in the table.

Table 1.1 Total data of teaching style categories


No.	Categories of Teaching Style	Total
1.	Expert Style	1
2.	Authority Style	1
3.	Demonstrator Style	4
4.	Facilitator Style	3
5.	Delegator Style	4
	TOTAL DATA	13

The finding for every categories is described in the table. These data are selected to gain a description of the teaching style used by Erin Gruwell as the teacher in *Freedom Writers* movie.

a. Expert Style

In the beginning of the teaching, at minute 00:30:02-00:31:46 shows that she is giving the student explanation about the story behind a picture in the museum that similar to Tito’s drawing. In this scene, the student just kept quiet and listen to her explanation. The finding for expert style can be seen in the table.

Table 1.2 Data finding of expert style

No.	Data	Teaching Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell : “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’s nose. But he wasn’t just one particular Jewish man, this was a drawing of all</p>	Expert Style	00:30:02-00:31:46	Mrs. Erin Gruwell knows that one of her student, Tito, Draws something and gives it to Jamal. It is a drawing for Jamal, a person who has a big lip. Then Mrs. Erin Gruwell talks about a


<p>Jews. And these drawings were put in the newspapers by the most famous gang in history.”</p> <p>Student : “That’s us, dawg.”</p> <p>Mrs. Erin Gruwell : “You think you know all about gangs? You’re amateurs. 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, an identity and somebody to blame. You take over neighborhoods? That’s nothing compared to them. They took over countries. And you wanna know how? They just wiped out everybody else.”</p> <p>Student : “Yeah.”</p> <p>Mrs. Erin Gruwell ; “Yeah, they wiped out everybody they didn’t like, and everybody they blamed for their life being hard. And one of the ways they did it was by doing this. See, they’d</p>			<p>museum that shows a picture of Jewish man. She explained about the story behind the picture and about the holocaust.</p>
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<p>print pictures like this in the newspapers. Jewish people with big, long noses. Blacks with big, fat lips. They'd also publish scientific evidence that proved Jews and blacks were the lowest form of human species. Jews and blacks were more like animals. And because they were just like animals. It didn't really matter whether they lived or died. In fact, life would be a whole lot better if they were all dead. That's how a holocaust happens. And that's what you all think of each other."</p>			
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b. Authority Style

It shows at the minute 00:28:16-00:28:38. Mrs. Erin Gruwell explains about some sentences in the board that are not correct. There are several students who don't pay attention to her. She saw Gloria was reading her magazine instead of focus on the lesson. So she pointed Gloria to read the sentences. Then she also gives instruction her student to rewrite the sentences using the proper tenses and spelling on page four of their workbooks. The finding of authority style can be seen in the table.


Table 1.3 Data finding of authority style


No .	Data	Teachin g Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell : “Gloria? Please read the first sentence on the board.”</p> <p>Gloria : “Why me?”</p> <p>Mrs. Erin Gruwell : “Because I know you love to read. Close the magazine.”</p> <p>Gloria : “Odysseus had no sense of direction.”</p> <p>Mrs. Erin Gruwell : “Now, none of these sentences are correct. I’d like you to rewrite these sentences using proper tenses and spelling on page four of your workbooks.”</p> <p>Student : “I don’t have a page four. It got torn out.”</p> <p>Mrs. Erin Gruwell : “Okay, why don’t you just use the next blank page?”</p>	Authorit y Style	00:28:16 - 00:28:38	Mrs. Erin Gruwell explains about some sentences that are not correct. To gain more focus from the student, she pointed Gloria to read the sentences in the board because Gloria didn’t pay attention to her. Then she want the students to rewrite that sentences use the proper tenses and spelling on page four of their workbooks.


c. Demonstrator Style

Mrs. Erin Gruwell is a teacher who has a unique way of teaching. She is able to lighten up the atmosphere in learning activities in various ways. In this movie, Mrs. Erin Gruwell uses multimedia presentations, demonstrations and class activities. She takes the students to the museum so that the student can learn about Holocaust directly. They can read about the biography of the victims. For the class activity, Mrs. Erin Gruwell uses song as an example of an internal rhyme, watching *Freedom Riders* movie and held a *Toast for Change* so students could freely come forward and tell stories. The finding of this authority style can be seen in the table.


Table 1.4 Data finding of demonstrator style

No .	Data	Teachin g Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell : “I have the lyrics to this song printed out. I want you to listen to this phrase I have up on the board. It’s an example of an internal rhyme. What he does is very sophisticated and cool actually.”</p>	Demonst rator Style	00:20:18 -00-20-45	Mrs. Erin Gruwell gives a task to her student for listening to a phrase on the board. She used a rap song to be an example of an internal

	<p>Andre : “Man-child in the promised land couldn’t afford many heroes.” “Moms was the only one there Pops was a no-show.”</p> <p>Marcus : “ And, no, I guess you didn’t know that I would grow to be so strong.” “You looking kinda pale, was it the ale? Oh, pops was wrong.”</p> <p>Jamal : “Where was the money that you said you would send me?” “Talked on the phone and you sounded so friendly.”</p>			<p>rhyme. Suddenly Marcus, Andre and Jamal are singing into other phrase in order to complain why the white people teaching them about rap.</p>
<p>2.</p>	 <p>Student : “At the beginning of the tour, they give you a card with a child’s picture on it. You could find out who they were and what camp they were sent to. And at the end of the tour you could find out if they survived. I got a little girl from Italy.”</p>	<p>Demonst rator Style</p>	<p>01:03:44 - 01:05;50</p>	<p>Mrs. Erin Gruwell takes her student into a museum tour. They are listening to the explanation about Holocaust and the victims.</p>

	<p>Mrs. Erin Gruwell : “Tito, your hat.”</p> <p>Presentation : “Kristallnacht, they called it. The night of Broken Glass. Hundreds of synagogues looted and burned. More than 7,000 Jewish stores destroyed. Over 100 Jews killed. A small center for children in Isieux in the French province of Ain. Among the children deported that day to Birkenau was 11-year-old Liliane Berenstein, who, before leaving, left behind a letter to God.”</p> <p>Student : “My little boy died. He got off the train and they killed him. I don’t know why it bothered me so much. I’ve seen death all my life. But this little boy was only five.”</p>			
3.	 <p>Mrs Erin Gruwell : “Okay, guys, gals, listen up! This is what I want you to do. I want each of you to step forward and take one of</p>	Demonst rator style	01:10:19 - 01:11:32	Mrs. Erin Gruwell makes her classroom like a party room. There are some glasses of sparkling

<p>these Borders bags, which contain the four books we're gonna read this semester."</p> <p>Student :</p> <p>"All right!"</p> <p>Mrs Erin Gruwell :</p> <p>"They're very special books, and they each remind me, in some way, of each of you. But before you take the books, I want you to take one of these glasses of sparkling cider, and I want each of you to make a toast. We're each gonna make a toast for change. And what that means is, from this moment on every voice that told you "you can't" is silenced, Every reason that tells you things will never change, disappears. And the person you were before this moment, that person's turn is over. Now it's your turn. Okay? Okay, you ready to get this party going on?"</p> <p>Student :</p> <p>"What? Stop doing that, man."</p> <p>Mrs Erin Gruwell :</p> <p>"What's the dealio?"</p>			<p>cider and some bags contain of books. This day, Mrs. Erin Gruwell wants to motivate her students that they have to believe if they can change into a better person. She asks her student one by one to take a glass of sparkling cider and they have to say something about themselves. After that, they get the border bag contain of four books to read in that semester.</p>
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<p>4.</p>	 <p>Presentation ; “...enraged them and provoked them into acts of violence. In 1961, an interracial civil rights group traveled by bus through the South to challenge segregation. Blacks sat in the front, whites in the back. They were attacked, firebombed, but they kept going. In Montgomery, Alabama, Jim Zwerg offered to be the first off the bus, knowing there was a mob waiting for them. He was almost beaten to death so the others could get away.” Student : “That kind of courage in 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 friends. But not anymore. And I must have some kind of courage, because I could have</p>	<p>Demonst rator style</p>	<p>01:37:12 - 01:37:58</p>	<p>Mrs. Erin Gruwell takes the students to watch a documentary movie about Freedom Riders in the classroom. The scene tells about someone who sacrifices himself to be beaten into death while facing the mob. So that the others could get away. And it is motivating the student to be more courage than before.</p>
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	lied to get out of here, but I stayed. I stayed.”			
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d. Facilitator Style

In the facilitator style, the teacher focuses on activities. It shows at the minute 00:41:24-00:45:24, she makes a game called Line Game. She asks the student some questions and in every question that applies to the students, they step onto the line. Then step back away for the next question. Mrs. Erin Gruwell also takes the student to a dinner with Holocaust survivor for listening to their story. Meanwhile at the minute 01:19:22-01:19:38, it shows that Eva asks Mrs. Erin Gruwell about the next story on the other page of the book. She didn't answer it and tells Eva to keep reading. She wants Eva to know the next story by herself. The finding for facilitator style can be seen in the table.


Table 1.5 Data finding of facilitator style

No	Data	Teaching Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell : “Okay. This is called the Line Game. I’m gonna ask you a question. If that question applies to you, you step onto</p>	Facilitator style	00:41:24 - 00:45:24	Mrs. Erin Gruwell makes a game. She calls it the Line Game. She asks the students some questions

<p>the line, and then step back away for the next question. Easy, right?”</p> <p>Student : “Yeah, whatever.”</p> <p>Mrs. Erin Gruwell : “The first question, how many of you have the new Snoop Dogg album?”</p> <p>Student : “Did you steal it?”</p> <p>Mrs. Erin Gruwell : “Okay, back away. Next question, how many of you have seen Boyz n the Hood? Okay. Next question. How many of you live in the projects? How many of you know someone, a friend or relative, who was or is in juvenile hall or jail? How many of you have been in juvenile hall or jail for any length of time? Detention don’t count.”</p> <p>Sindy : “Does a refugee camp count?”</p> <p>Mrs. Erin Gruwell : “You decide. How many of you know where to get drugs right now? How many of you know someone in a gang? How</p>			<p>about their life, and in every question that applies to the students, they step onto the line. Then step back away for the nest question.</p>
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	<p>many of you are gang members?"</p> <p>Student :</p> <p>"Nice try."</p> <p>Mrs. Erin Gruwell :</p> <p>"Okay, that was a stupid question, wasn't it?"</p> <p>Student :</p> <p>"Yeah."</p> <p>Mrs. Erin Gruwell :</p> <p>"You're not allowed gang affiliations in school. I apologize for asking. My badness. Okay, now I'm gonna ask you a more serious question. Stand on the line if you've lost a friend to gang violence. Stay on the line if you've lost more than one friend. Three. Four or more. Okay, I'd like us to pay respect to those people now. Wherever you are, just speak their name.</p> <p>Student :</p> <p>"James. Beatriz."</p> <p>Mrs. Erin Gruwell :</p> <p>"Thank you all very much."</p>			
2.	 <p>Student :</p>	Facilitator Style	01:06:08 - 01:07:30	Mrs. Erin Gruwell takes her student into a hotel restaurant.

<p>“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 Elisabeth Mann.”</p> <p>Elisabeth Mann :</p> <p>“I had my parents, sister, my two brothers.”</p> <p>Students :</p> <p>“Gloria Ungar.”</p> <p>Gloria Ungar :</p> <p>“If any of you have seen someone with a number on their arm, these were the lucky people. The people who, when we came to Auschwitz, when they tattooed the people they took us to do the slave work. Not the others, and that included many of my family. So, we ran away, some of the young kids. I was at that time. 11-and-a-half years old.”</p> <p>Student :</p> <p>“Eddie Ilam.”</p> <p>Eddie Ilam :</p> <p>“And where to go, I didn’t know, but I remember one place where I used to live. So when I ran there, there was not one Jew left. I was in the worst</p>			<p>She invites real Holocaust survivors to meet her student. They are Elisabeth Mann, Gloria Ungar, Eddie Ilam and Renee Firestone. The students listen every part of story which told by the survivors. They are amaze to the survivors’ story.</p>
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	<p>camp. I was in Auschwitz.”</p> <p>Student :</p> <p>“And Renee Firestone.”</p> <p>Renee Firestone :</p> <p>“When I arrived, my parents were immediately taken away from me. My little sister, who was then 14 years old, stayed with me for a little while. And later on, I was separated from her also.”</p> <p>Student :</p> <p>“She lost her whole family at the camps. She came to this country with \$4 in her pocket and a newborn baby. I’ll never forget these people. And then she was killed because they didn’t want... I can’t believe Ms. G did all of this for us.’</p>			
3.	 <p>Mrs. Erin Gruwell :</p> <p>“Hi.”</p> <p>Eva :</p> <p>“When is Anne gonna smoke Hitler?”</p> <p>Mrs. Erin Gruwell :</p> <p>“What?”</p> <p>Eva :</p>	Facilitat or style	01:19:22 - 01:19:38	In this scene, Eva asks Mrs. Erin Gruwell about the next story on the other page of the book. Instead of answering Eva’s question

	<p>“You know. Take him out?”</p> <p>Mrs. Erin Gruwell :</p> <p>“Eva, this is The Diary of Anne Frank, not Die Hard. Keep reading.”</p>			<p>about the next story, Mrs. Erin Gruwell suggests Eva to keep reading by herself.</p>
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e. Delegator Style



Mrs. Erin Gruwell wants to improve students’ reading and writing skills. So, she give books every semester to her students and they will review the stories. They also send a letter directly to Miep Gies, the one who helped shelter the Franks, and tell about their feeling after reading the book. Mrs. Erin Gruwell also uses debate to increase self-confidence and emphasize her students to become independent learners. For detail finding of delegator style can be seen in the table.

Table 1.6 Data finding delegator style

No .	Data	Teachin g Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell :</p> <p>“Now, I have something for each of you. Everyone has</p>	Delegato r style	00:45:25 - 00:46:44	<p>Mrs. Erin Gruwell gives a journal for each student. She wants them to make a creative</p>

<p>their own story, and it's important for you to tell your own story, even to yourself. So, what we're going to do is we're gonna write every day in these journals. You can write about whatever you want, the past, the present, the future. You can write it like a diary, or you can write songs, poems, any good thing, bad thing, anything. But you have to write every day. Keep a pen nearby. Whenever you feel the inspiration. And they won't be graded. How can I give an A or a B for writing the truth, right? And I will not read them unless you give me permission. I will need to see that you've made an entry, but I'll just do this, skim to see that you wrote that day. Now, if you want me to read it, I have... Excuse me. A cabinet over here. It has a lock on it. I will keep it open during class, and you can leave your diary there if you want me to read it. I will lock this cabinet at the end of every class. Okay? So, you can each come up, one by</p>			<p>writing about their daily life. She wants them to write everything they like, the past, the present, the future. They also free to write songs in it, even a poems, any good thing, bad thing, anything. But they have to write it every day. She also have a cabinet with a lock on it to keep their journal inside.</p>
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	one, and take your own journal. Whenever you're ready."			
2.	 <p>Mrs. Erin Gruwell : “Okay, listen up. Marcus has given me an idea. Instead of doing a book report on The Diary of Anne Frank, for our assignment I want you to write a letter to Miep Gies, the woman who helped shelter the Franks. She’s still alive and she lives in Europe. In the letter, I want you to tell her how you feel about the book. Tell her about your own experiences. Tell her anything you like. But I want the letter to be perfect, so be prepared to do more than one draft, okay?”</p>	Delegator style	01:21:26 - 01:21:55	After read the book entitled <i>The Diary of Anne Frank</i> , it is the one of four books that is given by Mrs. Erin Gruwell in the party class, she wants her students to make a book report based on that book. But Mrs. Erin Gruwell gets an idea from Marcus to make a letter for Miep Gies, the one who helped shelter the Franks. She still alive and she lives in Europe.

<p>3.</p>	 <p>Mrs. Erin Gruwell : “Stop! That’s it! Now, now! Hey! You get an extra three second. Go!”</p>	<p>Delegato r style</p>	<p>01:36:58 - 01:37:08</p>	<p>Mrs. Erin Gruwell changes the arrangement of their desk to do a debate session.</p>
<p>4.</p>	 <p>Mrs. Erin Gruwell : “Now, I have one final project in mind.” Student : “Ms. G.” Mrs. Erin Gruwell : “Yeah?” Student : “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</p>	<p>Delegato r style</p>	<p>01:52:21 - 01:53:36</p>	<p>Mrs. Erin Gruwell chooses a creative writing for final task. They have to write their diaries into a book, just like Anne Frank. There is John Tu who donate 35 computers for them. Mrs. Erin Gruwell asks them about the tittle of the book. Then they are coming up with</p>

	<p>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."</p>			<p>"Freedom Writer"</p>
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From the data above, it can be concluded that the English teacher or the main character in this movie, Erin Gruwell, uses several categories of teaching style for teaching her class.

2. The advantages of teaching styles used by Erin Gruwell in *Freedom Writers* movie according to Grasha theory:

- a. The teacher providing information for the students. It shows in the scene when Mrs. Erin Gruwell explains about Holocaust at minute 00:30:02-00:31:46.
- b. The student participates to do things in a correct and acceptable way. It shows in the scene when Mrs. Erin Gruwell asks Gloria to read the sentences and close the magazine at minute 00:28:16-00:28:38.
- c. The students do a direct observation and following a role model. It shows in the scene when Mrs. Erin Gruwell plays a rap song to

be an example of internal rhyme at minutes 00:20:18-00:20:45. Another finding at minutes 01:03:44-01:05:50 when Mrs. Erin Gruwell takes the student to a museum tour. At minute 01:10:19-01:11:32 when Mrs. Erin Gruwell makes her classroom into a party room with sparkling cider and the student's life story. The last, at minute 01:37:12-01:37:58 when Mrs. Erin Gruwell takes the student to watch a documentary movie about Freedom Riders in the classroom.

- d. Self-discovery and develop problem-solving skills. It shows in the scene when Mrs. Erin Gruwell and the students play a Line Game at minute 00:41:24-00:45:24.
- e. Emphasizes student-centered learning with focused on student needs and goals. It shows in the scene when Mrs. Erin Gruwell and the students have a dinner with Holocaust survivor at minute 01:06:08-01:07:30.
- f. Build student responsibility to take initiative for meeting the demands of various learning tasks. It shows in the scene when Mrs. Erin Gruwell didn't answer Eva question and tell her to keep reading at minute 01:19:22-01:19:38.
- g. Help student's development to be confident and independent learners. It shows in several scenes. First, at minutes 00:45:25-00:46:44 when Mrs. Erin Gruwell gives a journal for each student. Second, at minutes 01:21:26-01:21:55 when Mrs. Erin Gruwell give an assignment to write a letter to Miep Gies after

reading *The Diary of Anne Frank*. Third, at minute 01:36:58-01:37:08 when Mrs. Erin Gruwell hold a debate session in the class. The last, at minute 01:52:21-01:53:36 when Mrs. Erin Gruwell gives a final task to put their diaries into a book called *Freedom Writers*.

B. Research Discussion

1. Teaching styles used by Erin Gruwell in *Freedom Writers* movie

In this research, the researcher also analyze teaching style used by Erin Gruwell in *Freedom Writers* movie based on Grasha (1996) in Frunza (2014). The explanation of each teaching style are below:

a. Expert style

In the minute 00:30:02-00:31:46 indicates that Mrs. Erin Gruwell uses expert style. Expert teaching style defines teachers who want to showcase a high level of knowledge and expert in a subject and use information to challenge students. It suits to this scene when Mrs. Erin Gruwell explains clearly about Holocaust and showcases her knowledge of what her students want to know about. She reversed the wrong way of thinking by her students with the high level of information she had. It shows that she is giving the student explanation about the story behind a picture in the museum that similar to Tito's drawing. The student just kept quiet and listen to her explanation as they gain knowledge from the teacher. Although Mrs. Erin Gruwell is a new member of the

school environment, she knows about the information and history that has happened related to her students' condition. It is clearly showed that she has a high level of knowledge and proved that she uses expert style in this scene.

b. Authority style

In the minute 00:28:16-00:28:38 indicates that Mrs. Erin Gruwell uses authority teaching style. Authority style is focused on content and can be very instructor-centered. This can make the students focus on clear expectations and acceptable ways of doing things. It suits to this scene when Mrs. Erin Gruwell gives instructions to her students to do the task properly. She explains about some sentences in the board that are not correct. She also pointed a student who reads a magazine in the middle of lesson to read the sentence and close the magazine. Mrs. Erin Gruwell tries to show about the acceptable and standard ways to do things. It is when they are in a classroom, they have to pay attention to the teacher. So it can be concluded that Mrs. Erin Gruwell uses authority style.

c. Demonstrator style

Instead of relying solely on verbal lecture, the demonstrator style combines lecture with other teaching forms, including multimedia presentations, demonstrations and class activities. In

the minutes 00:20:18-00:20:45 indicates that Mrs. Erin Gruwell uses demonstrator style. She uses rap song to be an example of an internal rhyme, the subject that they will learn that that time. She instructs the students to listen to the phrase she have on the board. She also provides a tape to play the song. It suits to the definition of demonstrator style.

At minute 01:03:44-01:05:50 also shows that Mrs. Erin Gruwell uses demonstrator style. She takes her student to a museum tour. They watch and listen a multimedia presentation about Holocaust and the victims. It suits to the concept of demonstrator style which use multimedia presentation to give information. Demonstrator retains the formal author role by showing students what they need to know. In this case, Mrs. Erin Gruwell do a museum tour that explain about Holocaust, the subject that her students want to know.

Another finding about demonstrator style also found at minute 01:10:19-01:11:32. In this scene Mrs. Erin Gruwell uses activity class as one of teaching forms in the demonstrator style. She makes her classroom into a party room. There are some glasses of sparkling cider and some bags contain of books. Each student gets four books to be read in semester. In the demonstrator style, the instructor may be the one who demonstrates the procedures, students may be the ones who practicing the procedures, or some combination of both. It suits to this scene when she makes a

concept called *Toast for Change*. She tells the procedure of the concept and the students practicing as told. The student one by one take a glass of sparkling cider and they say something about themselves. There also a scene that shows her giving some advices to the students before she start the party. The students have to believe if they can change into a better person for a better future. They can do everything they want. Even if they have a bad past, they can change into a better person. In the theory, All the advices that given at the party is something that they have to know in the future. So, it can be concluded that Mrs. Erin Gruwell uses demonstrator style.

The last finding of demonstrator style found at minute 01:37:12-01:37:58. In this scene, Mrs. Erin Gruwell takes the student to watch a documentary movie about Freedom Riders in the classroom. It has the similarity with the Museum Tour activities. Mrs. Erin Gruwell tries to combines lecturing with multimedia presentation. In this time, she used *Freedom Riders* movie to be watch by the students in the classroom. Demonstrator style believes in “teaching by personal example” and establishes a prototype for how to think and behave. It suits to this scene because the movie tells about someone who sacrifices himself to be beaten into death while facing the mob that want to destroy the whole bus that contain of white and black people. Mrs. Erin Gruwell uses the man who sacrifices himself to be a personal example for student. It

means that they have to protect each other no matter what their skin color. The student makes an observation about the movie and is motivated to follow what the characters do in the movie. From all the explanation above, it can be concluded that Mrs. Erin Gruwell uses demonstrator style.

d. Facilitator style

At minute 00:41:24-00:45:24 indicate that Mrs. Erin Gruwell uses Facilitator teaching style. As stated in theory, teachers who have facilitator model teaching style tend to focus on activities. In this scene Mrs. Erin Gruwell and her students play a game, she calls it the Line Game. Mrs. Erin Gruwell will ask some questions to her students. If that question applies to them, they have to step onto the line, and then step back for the next question. It suits to the concept of facilitator style that emphasizes the personal nature of teacher-students interaction. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Mrs. Erin Gruwell asks some question about Snoop Dogg album, *Boyz in the Hood* movie, and more specific questions about their friend who lived in jail, who have been in the jail for any length of time, who know to get drugs, and who lost their friends to gang violence. It can be seen from this scene, Mrs. Erin Gruwell tries to apply flexibility in the classroom and focuses on student needs and goals.

Another finding about facilitator style can be seen at minute 01:06:08-01:07:30. In facilitator style, teachers typically design a group activities which necessitate active learning, student-to-student collaboration and problem solving. The theory can be seen this scene when Mrs. Erin Gruwell and the student have a dinner with Holocaust survivor in each table. They are listening to the Holocaust survivor's story about the condition when it happened. The student can learn and synchronize the information that they get from the presentation at the museum and the stories from survivor. From the theories, facilitator style allows for much greater flexibility in the classroom and focuses on student needs and goals. Mrs. Erin Gruwell tries to explain about the Holocaust in a more flexible way through dinner and invite Holocaust survivor, so that the student will get a new atmosphere in learning. In this way, the student can easily absorb the information that Mrs. Erin Gruwell wants to achieve.

The last finding of facilitator style can be seen at minute 01:19:22-01:19:38. This scene indicates that Mrs. Erin Gruwell uses facilitator style. When Eva who had read several pages of The Diary of Anne Frank asks Mrs. Erin Gruwell about what happened on the next page. But Mrs. Erin Gruwell didn't answer Eva's curiosity. Instead, she tells Eva to keep reading on her own if Eva wants to know the next story. This style of Mrs. Erin Gruwell

match to the concept of facilitator style which is used to promote self-discovery and develop problem-solving skills. She lets the student figure out the information that they wanted to know by reading the book. Students will be preoccupied with reading activities which is one of Mrs. Erin Gruwell's strategies to make her students' interest in reading. From all the explanation above, it can be concluded that Mrs. Erin Gruwell uses Facilitator style.

e. Delegator style

At minute 00:45:25-00:46:44 indicate that Mrs. Erin Gruwell uses delegator teaching style. The delegator style is best suited for curriculum that requires laboratory activities, such as chemistry, micro-biology, and biology, or subjects that warrant peer feedback, like debate and creative writing. It is well reflected in this scene shows when Mrs. Erin Gruwell gives a journal for each student. She wants them to write everything and every day to the journal. She wants the student to do creative writing. She won't graded it because it's their diary. In delegator style, the teacher takes an observer role to promote collaboration and encourage peer-to-peer learning. This is showed in the scene when Mrs. Erin Gruwell also mentions that she will not read it except the students allow her. If they want her to read it, they have to put their journal into the cabinet inside the classroom.

The next finding of delegator style can be seen at minute 01:21:26-01:21:55. In this scene, Mrs. Erin Gruwell wants to give an assignment after the students have finished reading *The Diary of Anne Frank*. Previously, she wanted to give a task to make a book report from *The Diary of Anne Frank* which she gave to the student as the *Toast of Change* party, but she changed her mind. Now, she wants the student to write a letter to Miep Gies, the one who helped shelter the Franks. She said that she wants the student to tell Miep Gies about their feeling after read the book. They can write anything they like. The task that given by Mrs. Erin Gruwell can be categorized in creative writing which is included in one of the activities in delegator style. Grasha in Gafoor and Babu (2012) states that the delegator style does much to emphasize the student as an independent learner. Mrs. Erin Gruwell let the student freely express what they wanted to say in this school assignment. In this task, Mrs. Erin Gruwell take an observer role.

The next finding of delegator style can be seen at minute 01:36:58-01:37:08. It indicates that Mrs. Erin Gruwell uses delegator style in this scene when she hold a debate session in the class which is consisting of 2 groups, women and men. Mrs Erin Gruwell's role in this debate is an observer and a referee. It is written in the blackboard that the subject of the debate is *Misogyny & Mayhem in Gangsta Rap*. It is mentioned in the theory that debate is one of the delegator style's activities. This kind of

activity can develop student self-confidence as an independent learner.

The last finding of delegator style can be seen at minute 01:52:21-01:53:36. In this scene, the student will be in a junior class and Mrs. Erin Gruwell will not teach them anymore. So, Mrs. Erin Gruwell give a final task to them. She wants the student to put their diaries from the journal, that she given in *Line Game*, into a book. She knows a businessman, John Tu, who donates 35 computers to facilitate the students in write down their diaries. This activity is also included into a creative writing. It is state in the theory that the teacher will give students a choice in designing and implementing their own complex learning projects and will act in a consultative role. Mrs. Erin Gruwell motivates the student that they are writers with their own voices and stories. From all the explanation above, it can be concluded that Mrs. Erin Gruwell uses Delegator style.

2. The advantages of teaching styles used by Erin Gruwell in *Freedom Writers* movie based on Grasha (1996) in Frunza (2014).
 - a. The teacher providing information for the students.

This datum is reflected in expert style. The advantage of expert style is the information, knowledge and skill such an individual possess. It shows in the scene when Mrs. Erin Gruwell explains about Holocaust at minute 00:30:02-00:31:46. The student just

kept quiet and listen to the explanation about Holocaust by Mrs. Erin Gruwell. She explains to the student and showcase her high knowledge, so it can increase the amount of information directly from the expert.

- b. The student participates to do things in a correct and acceptable way.

This datum is reflected in authority style. The advantage of this style is The focus on clear expectations and acceptable ways of doing things. It shows in the scene when Mrs. Erin Gruwell asks Gloria to read the sentences and close the magazine at minute 00:28:16-00:28:38. Mrs. Erin Gruwell tries to concern with the correct, acceptable and standard ways when student is in the classroom. She wants to show that student have to pay attention to the teacher.

- c. The students do a direct observation and following a role model.

This datum is reflected in Demonstrator style. The advantage of demonstrator style is the “hands on” nature of the approach. An emphasis on direct observation and following a role model. It shows in the several scene of the movie. All of them are suit to the theory that Mrs. Erin Gruwell instructs the student to do a direct observation about what she gives to them. Before Mrs. Erin Gruwell applied to the school, they have a problem with

understanding each other. But with this style, they can directly observe about the world outside their mind. They also follow a role model that given by Mrs. Erin Gruwell so that it can change how they think and behave

d. Self-discovery and develop problem-solving skills.

This datum is reflected in the facilitator style. The advantage of facilitator style is emphasizes student-centered learning. There is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. It shows in the scene when Mrs. Erin Gruwell and the students play a Line Game at minute 00:41:24-00:45:24. She tries to ask the question about the student's life. So that it makes them to do a self-discovery and find what the right problem-solving for their problems. This activity suits with the advantage of facilitator style.

e. Emphasizes student-centered learning with focused on student needs and goals.

This datum is reflected in the facilitatory style. It shows in the scene when Mrs. Erin Gruwell and the students have a dinner with Holocaust survivor at minute 01:06:08-01:07:30. They are listening to the Holocaust survivor's story about the condition when it happened. The student can learn and synchronize the information that they get from the presentation at the museum and the stories

from survivor. This activity is suits with the advantage of facilitator style that is emphasizes student-centered learning. There is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. Mrs. Erin Gruwell focuses on her student needs and goals to learn more about Holocaust.

- f. Build student responsibility to take initiative for meeting the demands of various learning tasks.

This datum is reflected in the facilitator style. The advantage of facilitator style that is emphasizes student-centered learning. There is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. It shows in the scene when Mrs. Erin Gruwell didn't answer Eva question and tell her to keep reading at minute 01:19:22-01:19:38. Mrs. Erin Gruwell wants to build Eva's responsibility about her task to read all of the pages of the book.

- g. Help student's development to be confident and independent learners.

This datum is reflected in the delegator style. The advantage of delegator style is helping students develop the tools to be confident and independent learners. It shows in several scenes. Mrs. Erin Gruwell gives a journal for each student, gives an assignment to

write a letter to Miep Gies after reading *The Diary of Anne Frank*, holds a debate session in the class and gives a final task to put their diaries into a book called *Freedom Writers*. All of her activities that mentioned above have the same advantage. It can help the student to develop their confident and independent learner by giving them debate and creative writing activity.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the conclusion of the research and the suggestion from the researcher are presented as follows:

A. Conclusion

In this chapter, the researcher came to the conclusion of this research. Based on research finding and the discussion, there are several points that can be concluded as following description. There are five categories of teaching style that is applied in teaching English by the main character as the English teacher in *Freedom Writers* movie. In teaching learning process, Erin Gruwell as the English teacher uses several style, they are expert style, authority style, demonstrator style, facilitator style and delegator style. But the most used teaching style are demonstrator style and delegator style. It is because the student in her class need a teaching style that consists a lot of activities such as museum tour, watching movie, debate, game and many more.

The researcher also found the advantages of teaching style used by Mrs. Erin Gruwell. There are, providing information for the students, the student participates to do things in a correct and acceptable way, the students do a direct observation and following a role model, self-discovery and develop problem-solving skills, emphasizes student-centered learning

with focused on student needs and goals, build student responsibility to take initiative for meeting the demands of various learning tasks, and help student's development to be confident and independent learners. It can be concluded that Mrs. Erin Gruwell can facilitate the student with different character in teaching learning session. In the beginning of the movie, the student didn't have motivation and didn't want to study at all. But at the movie, they found their spirit to study through the teaching style used by Mrs. Erin Gruwell. Teaching is not only about explains the material in the books, teacher have to know and use the best teaching style for the students.

B. Suggestion

This study contributes to the learners in exploring literary works, especially movie. By looking up to this research, hopefully it would help other teacher in applied the best teaching style for their student. The most important is the teachers have to develop and find the best teaching style. However, this study is far from being perfect. So the researcher hopes there will be a lot of researcher who might conduct further research by using the same movie or the topic. The researcher also hopes this research could be useful as additional academic reference, especially on teaching style.

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APPENDIX I

The Whole Data of the Finding of Teaching Style are Used by Erin Gruwell as the Main Character in *Freedom Writers* Movie.


A. Expert Style

No.	Data	Teaching Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell : “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’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.”</p> <p>Student : “That’s us, dawg.”</p> <p>Mrs. Erin Gruwell :</p>	Expert Style	00:30:02-00:31:46	Mrs. Erin Gruwell knows that one of her student, Tito, Draws something and gives it to Jamal. It is a drawing for Jamal, a person who has a big lip. Then Mrs. Erin Gruwell talks about a museum that shows a picture of Jewish man. She explained about the story behind the picture and about the holocaust.

<p>“You think you know all about gangs? You’re amateurs. 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, an identity and somebody to blame. You take over neighborhoods? That’s nothing compared to them. They took over countries. And you wanna know how? They just wiped out everybody else.”</p> <p>Student :</p> <p>“Yeah.”</p> <p>Mrs. Erin Gruwell ;</p> <p>“Yeah, they wiped out everybody they didn’t like, and everybody they blamed for their life being hard. And one of the ways they did it was by doing this. See, they’d print pictures like this in the newspapers. Jewish people with big, long noses. Blacks with big, fat lips. They’d also publish scientific evidence that proved Jews and blacks were the lowest form of</p>			
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	<p>human species. Jews and blacks were more like animals. And because they were just like animals. It didn't really matter whether they lived or died. In fact, life would be a whole lot better if they were all dead. That's how a holocaust happens. And that's what you all think of each other."</p>			
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B. Authority Style


No.	Data	Teaching Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell : “Gloria? Please read the first sentence on the board.”</p> <p>Gloria : “Why me?”</p> <p>Mrs. Erin Gruwell : “Because I know you love to read. Close the magazine.”</p> <p>Gloria : “Odysseus had no sense of direction.”</p>	Authority Style	00:28:16-00:28:38	Mrs. Erin Gruwell explains about some sentences that are not correct. To gain more focus from the student, she pointed Gloria to read the sentences in the board because Gloria didn't pay attention to her. Then she want the students to

	<p>Mrs. Erin Gruwell : “Now, none of these sentences are correct. I’d like you to rewrite these sentences using proper tenses and spelling on page four of your workbooks.</p> <p>Student : “I don’t have a page four. It got torn out.”</p> <p>Mrs. Erin Gruwell : “Okay, why don’t you just use the next blank page?”</p>			rewrite that sentences use the proper tenses and spelling on page four of their workbooks.
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C. Demonstrator Style

No.	Data	Teaching Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell : “I have the lyrics to this song printed out. I want you to listen to this phrase I have up on the board. It’s an example of an internal rhyme. What he does is very sophisticated and cool actually.”</p> <p>Andre :</p>	Demonstrator Style	00:20:18-00-20-45	Mrs. Erin Gruwell gives a task to her student for listening to a phrase on the board. She used a rap song to be an example of an internal rhyme. Suddenly Marcus, Andre and Jamal are singing into other phrase in

	<p>“Man-child in the promised land couldn’t afford many heroes.”</p> <p>“Moms was the only one there Pops was a no-show.”</p> <p>Marcus :</p> <p>“And, no, I guess you didn’t know that I would grow to be so strong.”</p> <p>“You looking kinda pale, was it the ale? Oh, pops was wrong.”</p> <p>Jamal :</p> <p>“Where was the money that you said you would send me?”</p> <p>“Talked on the phone and you sounded so friendly.”</p>			<p>order to complain why the white people teaching them about rap.</p>
<p>2.</p>	 <p>Student :</p> <p>“At the beginning of the tour, they give you a card with a child’s picture on it. You could find out who they were and what camp they were sent to. And at the end of the tour you could find out if they survived. I got a little girl from Italy.”</p>	<p>Demonstrator Style</p>	<p>01:03:44-01:05;50</p>	<p>Mrs. Erin Gruwell takes her student into a museum tour. They are listening to the explanation about Holocaust and the victims.</p>


	<p>Mrs. Erin Gruwell : “Tito, your hat.”</p> <p>Presentation : “Kristallnacht, they called it. The night of Broken Glass. Hundreds of synagogues looted and burned. More than 7,000 Jewish stores destroyed. Over 100 Jews killed. A small center for children in Isieux in the French province of Ain. Among the children deported that day to Birkenau was 11-year-old Liliane Berenstein, who, before leaving, left behind a letter to God.”</p> <p>Student : “My little boy died. He got off the train and they killed him. I don’t know why it bothered me so much. I’ve seen death all my life. But this little boy was only five.”</p>			
3.	 <p>Mrs Erin Gruwell : “Okay, guys, gals, listen up! This is what I want you to do. I want each of you to step</p>	Demonstrator style	00:10:19-01:11:32	Mrs. Erin Gruwell makes her classroom like a party room. There are some glasses of sparkling cider and some bags contain of books.

<p>forward and take one of these Borders bags, which contain the four books we're gonna read this semester.”</p> <p>Student : “All right!”</p> <p>Mrs Erin Gruwell : “They're very special books, and they each remind me, in some way, of each of you. But before you take the books, I want you to take one of these glasses of sparkling cider, and I want each of you to make a toast. We're each gonna make a toast for change. And what that means is, from this moment on every voice that told you “you can't” is silenced, Every reason that tells you things will never change, disappears. And the person you were before this moment, that person's turn is over. Now it's your turn. Okay? Okay, you ready to get this party going on?”</p> <p>Student : “What? Stop doing that, man.”</p> <p>Mrs Erin Gruwell :</p>			<p>This day, Mrs. Erin Gruwell wants to motivate her students that they have to believe if they can change into a better person. She asks her student one by one to take a glass of sparkling cider and they have to say something about themselves. After that, they get the border bag contain of four books to read in that semester.</p>
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	“What’s the dealio?”			
4.	 <p>Presentation ; “...enraged them and provoked them into acts of violence. In 1961, an interracial civil rights group traveled by bus through the South to challenge segregation. Blacks sat in the front, whites in the back. They were attacked, firebombed, but they kept going. In Montgomery, Alabama, Jim Zwerg offered to be the first off the bus, knowing there was a mob waiting for them. He was almost beaten to death so the others could get away.”</p> <p>Student : “That kind of courage in 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 friends. But not anymore. And I must have</p>	Demonstrator style	01:37:12-01:37:58	Mrs. Erin Gruwell takes the students to watch a documentary movie about Freedom Riders in the classroom. The scene tells about someone who sacrifices himself to be beaten into death while facing the mob. So that the others could get away. And it is motivating the student to be more courage than before.

	some kind of courage, because I could have lied to get out of here, but I stayed. I stayed.”			
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D. Facilitator Style

No.	Data	Teaching Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell : “Okay. This is called the Line Game. I’m 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?”</p> <p>Student : “Yeah, whatever.”</p> <p>Mrs. Erin Gruwell : “The first question, how many of you have the new Snoop Dogg album?”</p> <p>Student : “Did you steal it?”</p> <p>Mrs. Erin Gruwell : “Okay, back away. Next</p>	Facilitator style	00:41:24-00:45:24	Mrs. Erin Gruwell makes a game. She calls it the Line Game. She asks the students some questions about their life, and in every question that applies to the students, they step onto the line. Then step back away for the next question.


<p>question, how many of you have seen Boyz n the Hood? Okay. Next question. How many of you live in the projects? How many of you know someone, a friend or relative, who was or is in juvenile hall or jail? How many of you have been in juvenile hall or jail for any length of time? Detention don't count."</p> <p>Sindy : "Does a refugee camp count?"</p> <p>Mrs. Erin Gruwell : "You decide. How many of you know where to get drugs right now? How many of you know someone in a gang? How many of you are gang members?"</p> <p>Student : "Nice try."</p> <p>Mrs. Erin Gruwell : "Okay, that was a stupid question, wasn't it?"</p> <p>Student : "Yeah."</p> <p>Mrs. Erin Gruwell : "You're not allowed gang affiliations in school. I</p>			
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	<p>apologize for asking. My badness. Okay, now I'm gonna ask you a more serious question. Stand on the line if you've lost a friend to gang violence. Stay on the line if you've lost more than one friend. Three. Four or more. Okay, I'd like us to pay respect to those people now. Wherever you are, just speak their name.</p> <p>Student : "James. Beatriz."</p> <p>Mrs. Erin Gruwell : "Thank you all very much."</p>			
2.	 <p>Student : "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 Elisabeth Mann."</p> <p>Elisabeth Mann : "I had my parents, sister, my two brothers."</p> <p>Students : "Gloria Ungar."</p>	Facilitator Style	01:06:08-01:07:30	Mrs. Erin Gruwell takes her student into a hotel restaurant. She invite real Holocaust survivors to meet her student. They are Elisabeth Mann, Gloria Ungar, Eddie Ilam and Renee Firestone. The students listen every part of story which told by the



<p>Gloria Ungar : “If any of you have seen someone with a number on their arm, these were the lucky people. The people who, when we came to Auschwitz, when they tattooed the people they took us to do the slave work. Not the others, and that included many of my family. So, we ran away, some of the young kids. I was at that time. 11-and-a-half years old.”</p> <p>Student : “Eddie Ilam.”</p> <p>Eddie Ilam : “And where to go, I didn’t know, but I remember one place where I used to live. So when I ran there, there was not one Jew left. I was in the worst camp. I was in Auschwitz.”</p> <p>Student : “And Renee Firestone.”</p> <p>Renee Firestone : “When I arrived, my parents were immediately taken away from me. My little sister, who was then 14 years old, stayed with me for a</p>			<p>survivors. They are amaze to the survivors’ story.</p>
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	<p>little while. And later on, I was separated from her also.”</p> <p>Student :</p> <p>“She lost her whole family at the camps. She came to this country with \$4 in her pocket and a newborn baby. I’ll never forget these people. And then she was killed because they didn’t want... I can’t believe Ms. G did all of this for us.’</p>			
3.	 <p>Mrs. Erin Gruwell :</p> <p>“Hi.”</p> <p>Eva :</p> <p>“When is Anne gonna smoke Hitler?”</p> <p>Mrs. Erin Gruwell :</p> <p>“What?”</p> <p>Eva :</p> <p>“You know. Take him out?”</p> <p>Mrs. Erin Gruwell :</p> <p>“Eva, this is The Diary of Anne Frank, not Die Hard. Keep reading.”</p>	Facilitator style	01:19:22-01:19:38	In this scene, Eva asks Mrs. Erin Gruwell about the next story on the other page of the book. Instead of answering Eva’s question about the next story, Mrs. Erin Gruwell suggests Eva to keep reading by herself.

E. Delegator Style

No.	Data	Teaching Style	Minute	Explanation
1.	 <p>Mrs. Erin Gruwell : “Now, I have something for each of you. Everyone has their own story, and it’s important for you to tell your own story, even to yourself. So, what we’re going to do is we’re gonna write every day in these journals. You can write about whatever you want, the past, the present, the future. You can write it like a diary, or you can write songs, poems, any good thing, bad thing, anything. But you have to write every day. Keep a pen nearby. Whenever you fell the inspiration. And they won’t be graded. How can I give an A or a B for writing the truth, right? And I will not read them unless you give me permission. I will need to see that you’ve made an entry, but I’ll just do this, skim to</p>	Delegator style	00:45:25-00:46:44	Mrs. Erin Gruwell gives a journal for each student. She wants them to make a creative writing about their daily life. She wants them to write everything they like, the past, the present, the future. They also free to write songs in it, even a poems, any good thing, bad thing, anything. But they have to write it every day. She also have a cabinet with a lock on it to keep their journal inside.

	<p>see that you wrote that day. Now, if you want me to read it, I have... Excuse me. A cabinet over here. It has a lock on it. I will keep it open during class, and you can leave your diary there if you want me to read it. I will lock this cabinet at the end of every class. Okay? So, you can each come up, one by one, and take your own journal. Whenever you're ready."</p>			
2.	 <p>Mrs. Erin Gruwell : “Okay, listen up. Marcus has given me an idea. Instead of doing a book report on The Diary of Anne Frank, for our assignment I want you to write a letter to Miep Gies, the woman who helped shelter the Franks. She’s still alive and she lives in Europe. In the letter, I want you to tell her how you feel about the book. Tell her about your own experiences. Tell her</p>	Delegator style	01:21:26-01:21:55	After read the book entitled <i>The Diary of Anne Frank</i> , it is the one of four books that is given by Mrs. Erin Gruwell in the party class, she wants her students to make a book report based on that book. But Mrs. Erin Gruwell gets an idea from Marcus to make a letter for Miep Gies, the one who

	anything you like. But I want the letter to be perfect, so be prepared to do more than one draft, okay?			helped shelter the Franks. She still alive and she lives in Europe.
3.	 <p>Mrs. Erin Gruwell : “Stop! That’s it! Now, now! Hey! You get an extra three second. Go!”</p>	Delegator style	01:36:58-01:37:08	Mrs. Erin Gruwell changes the arrangement of their desk to do a debate session.
4.	 <p>Mrs. Erin Gruwell : “Now, I have one final project in mind.” Student : “Ms. G.” Mrs. Erin Gruwell : “Yeah?” Student : “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</p>	Delegator style	01:52:21-01:53:36	Mrs. Erin Gruwell chooses a creative writing for final task. They have to write their diaries into a book, just like Anne Frank. There is John Tu who donate 35 computers for them. Mrs. Erin Gruwell asks them about the tittle of the book. Then they are coming up with “Freedom Writer”

<p>people. We weren't just kids in a class anymore. 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."</p>			
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APPENDIX II

The Validation Sheet

On this sheet shows that the tables below are contain of the data that is validated by the expert judgement.

Data of teaching style used by Erin Gruwell as the main character in *Freedom Writers* movie.

No.	Teaching Style	Minute	Valid
1.	Demonstrator style	00:20:18-00:20:45	Valid
2.	Authority style	00:28:16-00:28:38	Valid
3.	Expert style	00:30:02-00:31:46	Valid
4.	Facilitator style	00:41:24-00:45:24	Valid
5.	Delegator style	00:45:42-00:46:44	Valid
6.	Demonstrator style	01:03:44-01:05:50	Valid
7.	Facilitator style	01:06:08-01:07:30	Valid
8.	Demonstrator style	01:10:19-01:11:32	Valid
9.	Facilitator style	01:19:22-01:19:38	Valid
10.	Delegator style	01:21:26-01:21:55	Valid
11.	Delegator style	01:36:58-01:37:08	Valid
12.	Demonstrator style	01:37:12-01:37:58	Valid
13.	Delegator style	01:52:21-01:53:36	Valid

Surakarta, 18 Juni 2023

Validator,



Cahyaningtyas Fitra Palupi S.Pd.,

NIP.