

**THE TEACHER'S STRATEGIES FOR SOLVING THE RACIAL
DISCRIMINATION OF AMERICA AS SEEN IN THE FILM *FREEDOM***

WRITER

A FINAL PROJECT



Presented as Partial Fulfillment of the Requirement to Obtain the Sarjana

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Redita Anggika Irawati

30801600275

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WRITER


Prepared and Presented by :

Redita Anggika Irawati

30810600275

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Dr. Didik Murwanto, S.S., M.Hum

Advisor

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Prepared and Presented by:

Redita Anggika Irawati

30801600275

Defended before the board of examiners on August..., 2021 and declared acceptable

board of examiners

Chairman : Dr. Didik Murwanto, S.S., M.Hum

Secretary : Afina Murtiningrum, S.S., M.M., M.A.

Member : Idha Nurhamidah, S.S., M.Hum.

Semarang, August 18, 2021

College of Language and Communication Science

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Dean

Kurniasan Yudhi Nugroho S.Pd., M.Pd

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.



Semarang, August 20th 2021



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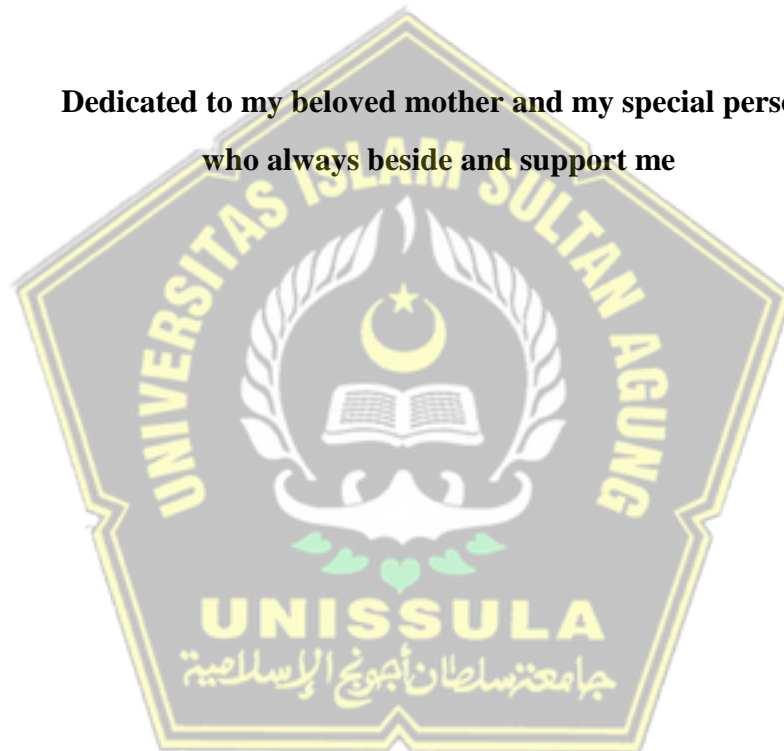
MOTTO AND DEDICATION

MOTTO:

“Practice, Practice, Practice, makes perfect result”

DEDICATION :

**Dedicated to my beloved mother and my special person
who always beside and support me**



ABSTRACT

Irawati, Redita Angika. 30801600275. The Teacher's Strategies For Solving The Racial Discrimination In American As Seen In the Film *Freedom Writer*. Advisor: Dr. Didik Murwanto, S.S., M.Hum.

This research illustrates the strategy of a teacher for overcoming the race discrimination of America as reflected in the film *Freedom Writer*. This film was based on the true story of a teacher named Erin Gruwell who taught in the multicultural students in Long Beach in 1994. The purposes of this research are to find out the description of the racial discrimination in America and to analyze the strategies of the teacher to overcome the racial discrimination in America as seen in the film *Freedom Writer*.

This study used a qualitative method supported by a library research. The *Freedom Writer* film was the object of the research as the primary data. The secondary data were from articles, books, journals and on-line data. After the data were collected, this research took some steps. Watching the film several times and reading the scripts by making some notes were the first step in this research. Then the data were classified based on the problem formulation along with the social background of racial discrimination in the American society. The main character's monologues and dialogues in the film were analyzed by qualitative approach supported by analyzing the theory of racial discrimination in the form of statements.

The result of the study shows that this film *Freedom Writer* described the condition of some multi-ethnics students who were full of racial discrimination in the class and outside class. They tried finding out the struggles for fighting against the condition of violence and injustice happened by some different ethnics of the students. They were proud of their own identities without giving empathy toward other ethnics. The second result finds that the teacher named Brown found a strategy on how to teach multicultural class. Role-playing, exposure to different language and culture, knowledge of students' background and cooperative learning were some strategies to overcome the problem of racism and to support the students to be the good guys in a society.

Key words: Racism, racial discrimination, *Freedom Writer*.

INTISARI

Irawati, Redita Anggika. 30801600275. Strategi Guru Untuk Mengatasi Diskriminasi Rasial Orang Amerika Yang Tergambarkan Dalam Film *Freedom Writer*. Pembimbing: Dr. Didik Murwanto, S.S., M.Hum.

Penelitian ini menggambarkan strategi seorang guru untuk mengatasi permasalahan diskriminasi ras seperti yang ada di film *Freedom Writer*. Film ini berdasarkan kisah nyata seorang guru bernama Erin Gruwell yang mengajar kelas multi-etnik di Long Beach tahun 1994. Tujuan dari penelitian ini adalah untuk menggambarkan kondisi diskriminasi antar ras di Amerika dan untuk menganalisa strategi seorang guru untuk mengatasi permasalahan ras di Amerika yang tercermin dalam film *Freedom Writer*.

Penelitian ini menggunakan metode kualitatif yang didukung dengan studi kepustakaan. Film *Freedom Writer* adalah objek dari penelitian ini sebagai data primer. Sedangkan data sekunder berasal dari artikel, buku, junal maupun sumber-sumber dari internet. Setelah data – data tersebut dikumpulkan, penelitian ini menggunakan beberapa langkah. Melihat film berulang kali dan membaca skrip sekaligus membuat catatan merupakan langkah pertama dalam penelitian ini. Kemudian data di klasifikasikan berdasarkan rumusan permasalahan yang sejalan dengan kondisi social mengenai diskriminasi ras dalam masyarakat Amerika. Monolog dan dialog dari tokoh utama dalam film ini dianalisa dengan pendekatan kualitatif serta menggunakan teori rasism dalam bentuk pernyataan.

Hasil dari penelitian ini adalah film *Freedom Writer* menggambarkan kondisi siswa dari berbagai ras suku bangsa yang penuh dengan kondisi diskriminasi ras baik dalam kelas maupun di luar kelas. Para siswa mencoba bertahan dalam melawan kondisi yang penuh dengan kekerasan dan ketidakadilan yang dialami oleh para siswa tersebut. Mereka terlalu bangga terhadap ras mereka sendiri sehingga rasa empati terhadap ras lain berkurang. Temuan kedua adalah usaha seorang guru bernama Brown yang mempunyai strategi bagaimana mengajar siswa multi-ras. Memainkan peran, menyelami perbedaan Bahasa dan budaya, memahami perbedaan latar belakang siswa dan pembelajaran kooperatif adalah beberapa strategi yang dipakai untuk mengatasi masalah diskriminasi ras dan mendorong siswa untuk menjadi warga yang baik di masyarakat.

Kata Kunci: rasisme, diskriminasi ras, *Freedom Writer*.

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First of all I give my highest thanks to Allah SWT for His blessings, mercy and grace, so that I can complete this final project. This study is proposed as a final result which is a requirement for completing a Bachelor of Literature degree in the English Literature study program of Sultan Agung Islamic University. Here the author thanks:

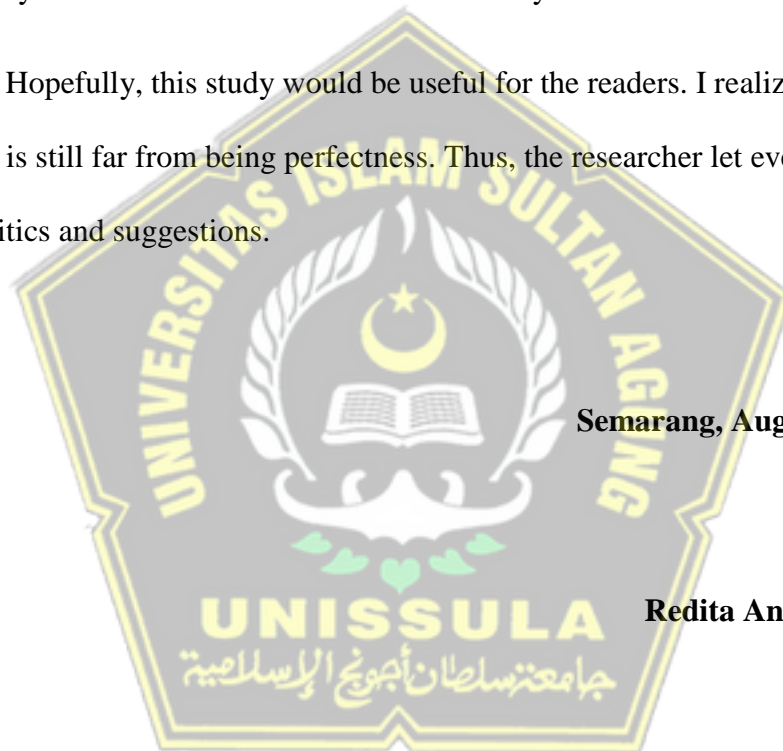
1. Mr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd., as dean of English Literature Department the Collage of Languages and Communication Science Sultan Agung Islamic University.
2. Idha Nurhamidah, S.S., M.Hum., as the head of English Literature Department of Collage of Languages and Communication Science Sultan Agung Islamic University.
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Hopefully, this study would be useful for the readers. I realize this final project is still far from being perfectness. Thus, the researcher let every reader give critics and suggestions.



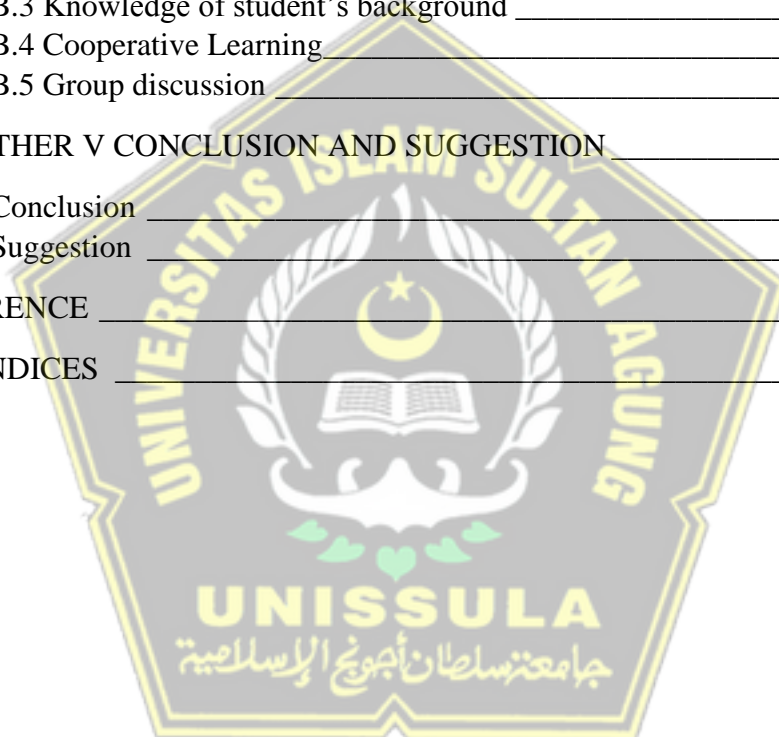
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CHAPTER I

INTRODUCTION

A. Background of the Study

People in America turned out to be victims of discrimination from Whites. Black people were isolated because of the race that separated them from Whites. The word is from the Latin *Discriminatus* and the Latin activity word *Discriminare*. It suggests a yell toward an awful conduct which is not clearly described in law (Virgil and August 535). As indicated by the Oxford Dictionary, separation is the act of treating somebody or a specific group of people in the public eye less decently than others (Oxford Dictionary). Discrimination of the American from one angle and numerous parts of life can be found out in the open administrations, for example, in lodging, transport or public transportation, clinic, library, education, and the court of law.

Based on sociological perspective, the racism is seen as a conflict in the society. Individual categorize a race based on the physical features of people and culture, conduct, and customs. Races are naturally inconsistent and, accordingly, should be the positioning hierarchically. They accept that both behavior and physical features are inborn and acquired (Smedley 16).

Racial discrimination issues had happened in this world caused obliterated the compromise of mankind. For the most part, race separation implies an alternate treatment to people or gatherings. This activity will separated people dependent on their group. Racism began in the seventeenth century. The formation of few centuries the idea of the race changed. The manner in individual saw in human contrasts. As indicated by Paul,

racial segregation forced social significance on actual variety between groups of people and filled in as a reason for organizing the entire society (Paul 9).

People will classify themselves into their races. The researchers have tried different things with history of the association to gauge and clarify human variety. They contend that racial gatherings' capacity cannot be clarified by contrasts in ecological everyday environments or socio-economy. This is known as logical prejudice since it infers that hereditary qualities clarify IQ contrasts between races, making another race substandard.

As those racial clashes generally happen, numerous writers are propelled by this phenomenon and began to compose abstract works talking about racism. Those literary works might be writing, novel, verse, and dramatization of the film. From a few works, the researcher picks the Film of Freedom Writers. The arrangement of the film is in Long Beach soon after the mobs occur. Erin Gruwell, an intense young lady who accepts the best approach to end racial disdain is to impact the youthful age. For that reason, she applies to work in a persuasively coordinated school where the students are ordered into four races: whites, blacks Latinos, and Cambodians. Her fantastic objectives are not shared by her specialization head, Margaret Campbell, her neglected spouse, Scott, or her dad. Erin's initial not many days in school are a reality check, however a conversation about Hitler and the Holocaust opens amazing entryways, and she starts to interface with a portion of her students, including Eva and Andre. Erin at that point gives out a book to them and requests that the students make everyday sections as a task. In 1999, those tasks were distributed as The Freedom Writers Diary, which turns into the film's source material.

In this study, the researcher applies the sociological way to deal with racial discrimination theory which includes social clash, which can be seen through a sociological viewpoint. The researcher is additionally keen on investigating the racial separation in America portrayed in the film.

In this study, the researcher utilizes the main viewpoint, which centers around literary investigations that make literature fills in as social documentation, reflecting when the work is made. Along these lines, this examination centers around racial discrimination and its abhorrence sentiments, which happened in the film *Freedom Writers* and the appearance on America's racial separation. Hence, the researcher mark this study under the title **THE TEACHER'S STRATEGIES FOR SOLVING THE RACIAL DISCRIMINATION OF AMERICA AS SEEN IN THE FILM *FREEDOM WRITER***.

B. Limitation of the Study

Relating to the background of the study. This study focuses on the character's conversations and attitudes in the film *Freedom Writers* which shows racial discrimination and the film's condition, reflecting the social background in America. In finding of the data, the researcher includes the theory of racial discrimination in the film. This study eliminates another intrinsic parts of the movie apart from the characters.

C. Problem Formulation

Below is the problems of this study formulated:

1. How is the racial discrimination seen in the American society of life as portrayed in the film *Freedom Writer*?
2. How are the strategies of a teacher to solving the racial discrimination in America as seen in the film *Freedom Writer*?

D. Objective of the Study

With the formulation of the problem, this research purpose to:

1. To identify racial discrimination depicted in the American society of life in the film *Freedom Writer*.
2. To analyze the strategies of a teacher to solving the race discrimination in America as reflected in the film *Freedom Writer*.

E. Significance of the Study

There are some expectations from the researcher about this study:

The researcher finds that this study, which concerns racial discrimination in the film *Freedom Writers*. It will give a worthwhile contribution to students who want to learn more about the movie and theory. This study will give the readers more knowledge about racism. Especially, racial discrimination and also references for the student to conduct a study with similar topics. This study will help the students of Faculty of Language and Communication Science of Sultan Agung Islamic University and other people interested in the topic to do further analysis.

F. Organization of the Study

This study is divided into five chapters. First consist of introduction which divided into (a) background of the Study that consist the reason to choose this topic, (b)

limitation of the study which focus on specific theme (c) problem formulation, (d) objectives of the study, (e) significance of the study and (f) organization of the study. Second chapter, there are ; review of related literature. It starts with synopsis of the movie, and continue to explaine about the theory that will be used in the study. Third chapter discusses research method. This chapter devided into three parts. They are types of the data, data collecting method and analyzing the data. Fourth chapter talk about the finding and discussion. The last chapter are conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Synopsis

In 1994 in Long Beach, Erin Gruwell has been acknowledged to instruct English to imperiled students at Woodrow Wilson High School. This is a school that used to be very revered. But since the Los Angeles riots two years earlier. Erin fought to interact with the students. He saw several battles between several students in a rival group.

In the evening, Eva Benitez went to a grocery store with her boyfriend. He is Paco, There are two different friends living in the vehicle. Eva's classmate and rival. Apart from that another friend also entered the shop. African-American student Grant Rice asks a store owner for a discount after losing an arcade game. When Grant's out. Paco retaliates for losing his previous battle against him during a terrible fight at school. He attempts to butcher her but misses and accidentally executes Sindy's boyfriend, while Grant leaves the scene and is later arrested. Eva had to assert in court as an observer. He expected to monitor his own race in his statement.

In the tomorrow morning, Erin inspects a racist illustration by one of her Latino student. She endeavors it to show the class about the Holocaust. She starts to acquire their trus. She also purchases plan books for them to use as diaries. They talk about their battles of being mishandled. Beside, seeing their companions kicking the bucket, and being seized.

Erin takes on a couple of low maintenance responsibilities to purchase and pay books. Her husband, Scott, is being disappointed. A change is explicitly observable in

Marcus. Erin welcomes Jewish Holocaust survivors to talk in her group about their encounters. The students understand that being rivals just dependent on race against one another ought not to be motivation to restrict their kinships with each other. However, her interesting techniques of teaching are tormented by her partners and division seat on Margaret Campbell.

The next year comes Erin shows her class once more. She making it the subsequent year. On the principal day of school. Erin makes her class a Toast for Change. It allowing everybody to make some noise about their battles. Beside, what they wish to change about themselves in the next days. Later, the class brought enough money for Miep Gies to go to the United States and revealed to his account that he helped Anne Frank, her family, and Van Pels escape the Nazis. He then also encouraged the students that they were legends and that they could light a little light in a boring room on their little street.

This event motivates Eva to come clean, breaking away from her father's consistent pleas to keep herself safe. In Grant's introduction, he shocks the court by revealing that Paco executed Cindy's lover at the scene. Grant is saved from charges while Paco is convicted. Even so, Cindy later forgave Eva. After that, Eva is busted at the end of the day being rescued by her relative's gangsters, who keep her away from him. She moved in with her aunt for her safety.

Then, Erin demanded her students to organize their journals into a book. He compiled the diaries and named them The Freedom Writers Diary. Her husband then separated from her because he felt Erin was very devoted to her students and not enough

time for their own married life. Margaret reveals to him that she cannot teach her students for the following year. After being encouraged by her father, Erin faces this choice, eventually persuading the administrator to show her students during their senior years. Finally, there are records showing that he effectively arranged for many high school students to graduate and go on to university, the first in their family to do so.

B. Related Literature

Rao explain that (Rao 3) criticism is a critical study of some subject or theme which emerges as an interpretation, judgment, analysis, feasibility assessment, unfavorable opinion and systematic investigation. It also provides an opportunity for context setting. Literary criticism is an investigation, contrast, understanding, and assessment of a literary work. Literary criticism is basically a view, supported by evidence, identifying itself with an authentic or political subject, style, setting, or setting. It mostly incorporates dialogue on the substance of the work and coordinates thinking with different research experiences. Literature criticism may have positive or negative tendencies and may be an investigation of one's literary or artistic work.

B.1 Definition of Race

Race is a group of distinguished people from other groups based on specific biological characteristics (Lauer 24). When discussing race, individuals will in general gander at themselves from their skin tone and hair tone. Chinese have yellowish skin and inclining eyes. Negroes have brown complexion. It also wide level Caucasians have lighter skin and high meager noses. The tone and surface of these individual's hair, It

contrast much the same as their skin and nose are unique. That is the thing that surfaces to individuals' brains when they caught wind of races (Benedict 113).

It could just imply that race is a natural contrast between people. However, race is considered a biological idea. By that time sociology had denied that race was the only natural idea; they suggest that race is a social idea. Race is considered a variable shaped by broader cultural forces. Race is also a well-known socio-authentic idea (Omi and Winant 11).

Despite the fact that actual qualities individuals can separate races, there are no reasonable definitions about the actual race. Bobo and Fox, in their paper, clarified that race a generally unexpected social development. Silva suggests that such qualifications or classifications shift in setup after some time and by huge convergences with age, class, sex, and sexuality. Likewise, government practices and approaches assume a critical part in the agreement and social impacts of these classes (Bobo and Fox).

The individual mind in separating the races leads to the development of the races. The possibility of racialization or racial development is based on the notion that race is a social development and not a broad or basic scientific classification (Barker 247). The term racial regulation refers to the social, financial, and political forces that determine the substance and significance of racial classifications and by which they are shaped by racial implications.

Social orders that have various racial, strict, and social gatherings can be depicted as multiethnic or multiracial. Numerous nations have multiracial social orders. Including the United States of America, Indonesia and etc. Multiracial social orders should interface with each other. That is called race and ethnic relations. Investigations of race and ethnic

relations are generally concerned about how the different encounters of multiracial societies met and interacted over a wider period (Marger 6).

Race and ethnic relations appearing as strife and rivalry are likewise celebrated in media known as aggression and viciousness. In any case, intergroup relations are not generally in clash. Participation and convenience are likewise described as ethnic relations. There are acceptable and terrible relations. When it comes to aggression and cruelty in intergroup society, there are always prevailing associations and subordinate associations. Dominant groups generally feel they are superior to subordinates. Furthermore, subordinate associations will generally receive inconsistent treatment. This sort of feeling may cause bigotry as racial bias and separation.

In most multiethnic social orders, ethnic gatherings are organized in a progression in which the prevailing gathering gets advantages in view of more noteworthy political, monetary, and social force. To implement its power and support its advantages, the predominant ethnic gathering utilizes explicit apparatuses; (1) by holding convictions and qualities with respect to the character and limits of specific gatherings that appear as separation. Segregation is a negative thought towards lower ethnic groups and thoughts that express the prevalence of the dominant association, (2) by carrying out activities against ethnic minority groups, including immorality, swearing, danger, or physical union which is called separation (Marger 50).

B.2 Racism

Racism dependent on race habitually showed up between white individuals and individuals of color in the United States (Rahmatillah and Kuncoro 159). As per Silva,

whites and non-white individuals have an alternate comprehension of the expression racism. For most white individuals, racism is bias, and prejudice is orderly or organized for the vast majority of shading. Silva said that racism is the inconsistent treatment of subordinates who compose the prevailing organizational structure so that there is a racial design conveyed by people (Silva 10).

Race is perceived not as an all-inclusive or total existent thing but instead as an unforeseen and precarious social class with which individuals recognize. However, racial classification is not completely independent of all things considered. Ideally, what they mean is briefly resolved by social practice. Considered a type of character, race does not exist outside of depiction but is produced as an important class and with symbolism related to the battles of social and political power. The idea of racialization alludes to how social relations between individuals have been organized by utilizing human natural qualities (Barker 170).

B.3 Racial Discrimination

There are a lot of type people in this world. It variations can be found from skin color, culture, language and others. People is classified into groups based on their background. The type of group is called as a race. As Tischler said through his book. It is about Introduction to Sociology. Race tend to a category of people, who have similar physical characteristics" (qtd.in Afigh 3). It can be said that race is a term for how to categorize humans based on the physical characteristics they have. As their skin color and ethnicity. In addition, he also said the term discrimination refers to different treatment. It is usually unequal and detrimental. This applies to individuals who are considered to belong to a certain category or group (qtd.in Afigh 3). It can be concluded that racial

discrimination as the treatment of individual or group based on the race they belong. White people act unfairly towards Black people. White people assume that they are better than Black people. This behavior arises because of differences in the color of their skin.

In America, racial discrimination happened from the 17th century until this present day. Racial discrimination continues. This situation is getting worse. It affects in daily life. Especially, for racial minorities in America. Being a Black people in U.S society. It means being prepared for anti-Black action by White people. In most places and most of the time. It can happen in a matter of days, weeks, months, or years. Being Black people means undergoing various types of racial discrimination from the cradle to the grave (qtd. in Burt et al. 648). This racial discrimination behavior is committed by White people toward Black people. They are criminal and intolerant. They made Black people into objects of ridicule and oppression.

Racial discrimination is experienced by races who have different physical characteristics. They behave differently towards other races that do not belong to their group. As white people do to black people. According to Williams & Mohammed, racial discrimination is differential treatment of members of other groups. It can be from individual or group (qtd. In Lee et al. 209). From the statement above, it is Black people who feel the act of racial discrimination. They are treated differently. They feel uncomfortable and sad. They are distinguished based on their skin color they have. In fact, the differences in skin color do not distinguish anything even though they are all human.

B.4 Multicultural Setting-Based Teaching Speaking

An educator ought to make classroom exercises where students have genuine correspondence and permit students to rehearse their language. The most suitable exercises to expand mindfulness are working in gatherings. In these exercises, the student can cooperate to accomplish learning goals. As indicated by Brown, group work ought to be very much arranged, and few principles should be considered prior to actualizing bunch work in the study hall. The principles are:

To start with, present the strategy; this implies that the students need an away from of the action they will complete. The presentation ought to incorporate the motivation behind gathering work. The students should know the theme and the number of individuals they will work with. At that point, the utilization of little gatherings; when students have a thought of what they should do, the teacher should show or embody what students will do and get the chance to rehearse the language. Give unequivocal directions; this implies that the guidelines should be clear, they ought to be short, exact, and with basic words. The students will see the various pieces of the exercises and complete them.

Give helpful articulation, perhaps the most significant is an educator should consider while setting up a movement for bunch work is to consider all potential articulations students will require to do the action. At that point, partition the class into gatherings, it is a smart thought to utilize an assortment of collection strategies to make students work with various individuals each time another movement is relegated. Allocate jobs implies despite the fact that students realize their own capacities quite well and can appoint themselves their own jobs, it would be a smart thought if the educator can say

what each individual from the gathering is liable for. Check for explanation, it is vital to confirm if students have perceived what they need to do. One method of doing this is by requesting that students clarify the directions back.

Put the undertaking into action, implies that once steps one to seven has been finished, the teacher requests that students start the action. Screen the errand, the educator ought to consistently stroll around the space to screen what students are doing. Students normally prefer to pose inquiries, explain questions, and even make the educator another gathering part for a couple of moments. Set a period for questioning and input, this last advance is crucial to make an action important. Students need to present and share what they did. At times, educators don not experience this progression on account of absence of time, yet students do should be remunerated and lauded for what they did. There are some showing methodologies for the teacher to educate in a multicultural study hall. Multicultural setting-based teaching based on Brown (Brown 21):

B.4.1 Role playing

Role-playing by Brown (Brown 21) is an adaptable action that permits understudies to communicate their assessment in a sensible circumstance. In role-playing, the understudies have an impact they don't play, in actuality. A multicultural pretend exercise permits students to be inundated in a social situation that makes them experience sentiments and real factors that they may not, in any case, be presented to. Thus by getting sorted out a role-playing action in the class, the teacher can acquire issues of the subjects identified with religion, current theme, or something identified with history which is generally hard to disclose to the understudies in the class.

B.4.2 Exposure to different language and culture

Culture refers the traditions, rituals, beliefs, and values of individuals. Individual is a part of culture. Along these lines, the primary objective of multicultural instruction ought to help the youngsters with perceiving contrasts just as likenesses among individual understudies. Permitting kids to investigate shifting society's sets out open doors for them to see that in any event, when different understudies have various traditions, dialects, and languages (Brown 21).

B.4.3 Knowledge of Student's Background

For a successful multicultural classroom setting one of the most essential thing is knowledge of diverse cultures. The teacher should set aside out effort to get familiar with the foundation of the class understudies. Information on the conventions, convictions, values, customs, food propensities, financial status for aiding in understanding the understudies in a superior way. This information should then be imparted to youngsters by consolidating them into the learning encounters. The understudies ought to be urged to pose inquiries that assist them with understanding other people who have a foundation unique in relation to their own. Educators may find out about cultures and examine their student's culture (Brown 21).

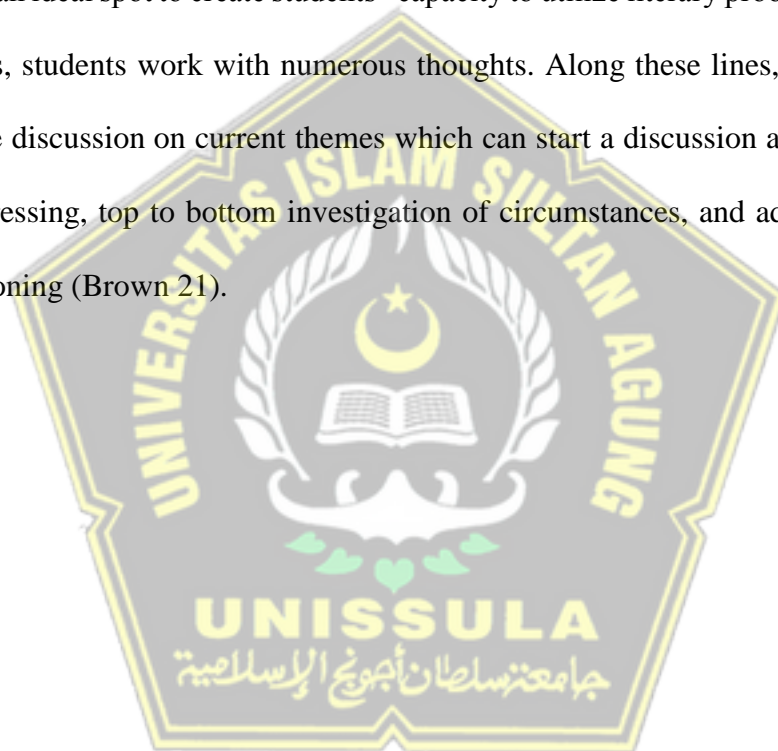
B.4.4 Cooperative learning

The environment of the classroom should help students from minority societies in creating participation and social abilities. The overall thought behind agreeable learning is that making a little heterogeneous group of students so they can dominate the different parts of a specific errand. Moreover, cooperative learning have been helpful as an asset

to have solid and steady beneficial outcomes on the social connection between socially various students (Brown 21).

B.5.5 Group discussion

Group discussion invigorates thinking. It is a fantastic system for upgrading student's inspiration. They give freedoms to students have abilities including the capacity to explain and shield positions. They also think about an alternate perspective. The discussion is an ideal spot to create students' capacity to utilize literary proof. In gathering conversations, students work with numerous thoughts. Along these lines, the educators should utilize discussion on current themes which can start a discussion and help create students addressing, top to bottom investigation of circumstances, and advancement of sensible reasoning (Brown 21).



CHAPTER III

RESEARCH METHOD

A. Type of Research

This study uses a qualitative method. Qualitative methods pertain to investigating methodologies that produce descriptive data: words that individuals construct or express themselves and visible behaviors (Moleong 26). Qualitative research is multi-technical in the middle, including an interpretive, naturalistic way of dealing with the topic. This implies that subjective researchers study things in their characteristic settings, seek to find out or decipher, and marvel at the implications that individuals. Qualitative research includes the use of appropriate materials, contextual analysis, and visual content (Denzin and Lincoln 25).

In this study, the qualitative method is employed to analyze the racial discrimination and its antipathy feeling which occurred in Film Freedom Writers and its reflection to the racial discrimination of America.

B. Data Organizing

B.1 Data Collecting Method

The researcher gathered the information by watching the film Freedom Writers. The stage was completed a few times to will grasp the film. From that point forward, the researcher read the film script multiple times. The primary perusing was for understanding the fundamental thought passed on in the Film. The subsequent perusing

measure was to discover and feature the discussion and mentality of the character that show racial separation in social angles in the Film.

At last, the researcher grouped the entirety of the information in the table depending parts of racial separation in social design, financial life, political and training. At that point the researcher applied four hostility sensations of racial discrimination, for example, the sensation of prevalence. The feeling that the subordinate race is an outsider and extraordinary. The sensation of the exclusive case to certain advantage, and dread; and feeling doubt which subordinate race in America.

B.2 Types of the Data

The data of this study consist of sentence and dialogues of the film *Freedom Writers* that show the racial discrimination in social aspects in the film and racial discrimination in America society. The primary data is taken from the film and the movie scripts of *Freedom Writers*. The secondary data are taken from some books and e-books, journals and e-journals, dictionary, and also articles related to this study.

B.3 Analyzing of Data

Based on above explanation, the researcher breaks down the information that served into the table. The researcher consider the information racial discrimination and the social design setting in America society of life as found in the film.

Moreover, the researcher takes a few depictions of the film the racial separation in America by utilizing hypothesis of scholarly analysis. The researcher centers on the artistic work as social documentation. It mirrors the circumstance when the scholarly

work is responded. The last interaction of examining the information is that by making the finish of the examination.



CHAPTER IV

FINDING AND ANALYSIS

A. Racial discrimination seen in the American society of life in the film *Freedom*

Writer

America is a country with a majority white population. In America there are also many immigrants from various countries with different races. One of the races will discuss here is black skin race. In America the majority of skin color is white. Historically, Black people receive bad treatment from White people. Being a Black people in U.S society. It means being prepared for anti-Black action by White people. In most places and most of the time. It can happen in a matter of days, weeks, months, or years. Being black means undergoing various types of racial discrimination from the cradle to the grave (qtd. in Burt et al. 648). It can conclude that racial discrimination is the unfair treatment by White people towards Black people. They think Black people are slaves. They feel that they are better than others. This happen because of the racial differences they have. In *Freedom writer* movie, there is a part which can be the depiction of this situation.

TV REPORTERS: There have been shots fired. Total civil umest is happening throughout the Los Angeles area. Dozens of police are running down the streets. Smoke reigned over the entire city. We're telling anybody who's in downtown South Central. There are 38 dead and more. The EMT are having a hard time getting in where truck driver Reginald Denny was pulled from his vehicle.

(Scene: 0.00.36—0.00.53)

The monologue delivered by TV reporter that shows the chaos between races that is happening in America. The conflict between races lead to some deaths and mess in the steers and public areas. The following is also a part that can be the depiction of this situation.

TV REPORTERS: The city resembles a war zone. Crowds gathered at Parker Center downtown here in Hollywood, where looters have struck many businesses. There have been 3,600 structural fires. Thick, black smoke rising from the countless fires in Hollywood, downtown, Compton, Watts and Long Beach.

(Scene: 0.00.55—0.01.20)

In the America, there's so many crimes happens where people start to attack each other in the street. The city itself become a war zone for the people who live there. Tischler explain about discrimination as follow: The term discrimination refers to different treatment. It is usually unequal and detrimental. This applies to individuals who are considered to belong to a certain category or group (qtd.in Afigh 3). It can be seen that discrimination refers to different treatment, and harm. A race will feel itself better than other races. Finally they can treat the race as they want. This is reflected in what is done by White people to Black people who are tell in this film.

EVA: When I got my initiation into the gang life, I became third generation. They beat you so you won't break. They are my family. In Long Beach, it all comes down to what you look like. If you're Latino or Asian or black, you could get blasted any time you walk out your door.

We fight each other for territory. We kill each other over race, pride and respect. We fight for what is ours. They think they're winning by jumping me now, but soon they're all going down. War has been declared.

(Scene: 0.02.45—0.03.57)

In this scene, Eva is as the main character in the movie. She explain her view of the war that she is facing now. She explains how other races would be in danger the moment the show up in public. The following is also a part that can be the depiction of this situation.

JAMAL: Man, what am I doing in here? This whole ghetto ass class has got people in here looking like a bad rerun of Cops and shit. You know what I'm saying? It's true.

ERIN: Are you Jamal?

JAMAL: Yeah.

ERIN: Well, for some reason they have you registered in this class.

JAMAL: Yeah, and that's some bullshit.

ANDRE: It's the dumb class, coz. It means you're too dumb.

JAMAL: Man, say it to my face, coz. ANDRE: I ju st did. See what I mean? Dumb. JAMAL: Man, I know you ain't talking to me! ERIN: Okay...

JAMAL: Look, homey, I'll beat that ass, homeboy .

ERIN: Can you please sit back down?

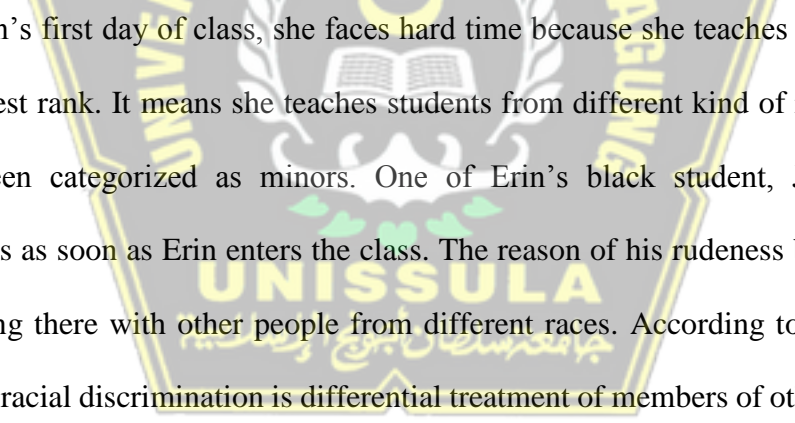
JAMAL: Look, I got your spot on the team. That's why you're over there wagging your tongue.

ERIN: Please sit back in your seats.

JAMAL: Look, your spot is good as gone. I don't know why you keep wasting your time coming to practice with them two-year-old Nikes on your feet!

ANDRE: You don't know nothing about me, coz! Broke down my whole situation.

(Scene: 0.10.41—0.10.56)



On Erin's first day of class, she faces hard time because she teaches the class that is in the lowest rank. It means she teaches students from different kind of races and the class has been categorized as minors. One of Erin's black student, Jamal shows unfriendliness as soon as Erin enters the class. The reason of his rudeness because he is unhappy being there with other people from different races. According to Williams & Mohammed, racial discrimination is differential treatment of members of other groups. It can be from individual or group (qtd. In Lee et al. 209). From the statement above, Black people who feel acts of racial discrimination. They feel uncomfortable and sad. They are differentiated based on their skin color. The following is a part that can be the depiction of this situation.

EVA (On her way to school, it's dark outside. Voice over): If it was up to me, I wouldn't even be in school. My probation officer threatened me, telling me it was either school or boot camp. Dumbass. He thinks that the problems going on in Long Beach aren't going to touch me at Wilson. My PO doesn't understand that schools are like the city, and the city is just like a prison, all of them divided into separate sections, depending on tribes. There's Little Cambodia. The Ghetto. Wonder Bread Land. And us, South of the Border or Little Tijuana. That's just the way it is, and everyone knows it. But soon enough, you have little wannabes trying to hit you up at school, demanding respect they haven't earned. It looks like this, one tribe drifting quietly to another's territory without respect, as if to claim what isn't theirs. An outsider looking in would never see it, but we could feel it. Something was coming.

(Scene: 0.13.03—0.14.05)

This situation shows that Eva hates that white people do whatever they want to other races. In this dialogue, White people is breaking Eva's house as they like and taking Eva's father away just because they are not White people. This situation shows that white people do whatever they want to other races. In this dialogue below, white people is breaking Eva's house as they like and taking Eva's father away. There is also a part of this movie that depicts this situation.

EVA: White people always wanting their respect like they deserve it for free.

ERIN: I'm a teacher. It doesn't matter what color I am.

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

ERIN: You hate me?

EVA: Yeah.

ERIN: You don't know me.

EVA: I know what you can do. I saw white cops shoot my friend in the back for reaching into his pocket! His pocket. I saw white cops break into my house and take my father for no reason except because they feel like it! Except because they can. And they can because they're white. So I hate white people on sight!

B. The strategies of a teacher to solving the racial discrimination in America as seen in the film *Freedom Writer*.

As the result of the racial discrimination that occurs in the film, as a teacher, the researcher uses the multicultural based teaching theory by Brown to analyze the second problem formulation.

B.1 Role-playing

Role playing by Brown (Brown 21) is an adaptable action that permits understudies to communicate their assessment in a sensible circumstance. In role-playing,

the understudies have an impact they don't play, in actuality. A multicultural pretend exercise permits students to be inundated in a social situation that makes them experience sentiments and real factors that they may not, in any case, be presented to. Thus by getting sorted out a role-playing action in the class, the teacher can acquire issues of the subjects identified with religion, current theme, or something identified with history which is generally hard to disclose to the understudies in the class. Erin starts to use new methods in teaching her multicultural class. She starts to have an idea by doing roleplaying by reading poetry. With two students raised their hands it is more than enough that they start to make some good feedback for her English class. It can be seen in the following scene:

ERIN: I have this idea. We're gonna be covering poetry. Who here likes Tupac Shakur?

JAMAL: It's 2Pac.

ERIN: 2Pac Shakur. Excuse me. Raise your hand. (Just two of them raise their hand) Really? I thought there'd be more fans. I have the lyrics to this song printed out. I want you to listen to this phrase I have up on the board. It's an example of an internal rhyme. What he does is very sophisticated and cool, actually.

(Scene: 0.20.02—0.20.30)

B.2 Exposure to different language and culture

Culture alludes to the traditions, rituals, beliefs, and values that are normal and shared among a gathering of individuals. Each individual is a piece of one culture or the other. Along these lines, the primary objective of multicultural instruction ought to help the youngsters with perceiving contrasts just as likenesses among individual understudies. Permitting kids to investigate shifting society's sets out open doors for them to see that in any event, when different understudies have various traditions, dialects, and languages (Brown 21).

In this situation, Tito draws a big lips for black students. Erin finds out and she start to make comparison to a holocaust history about Jewish people. Eventually, her students starts to pay some attention about the Holocaust story. This is the first time her students shows interest in her class. Erin herself starts to look for the Diary of Ann Frank and she wants to make the students read them. It can be seen in the following scene:

ERIN: You know something? I saw a picture just like this once in a museum. Only it wasn't a black man, it was a Jewish man. And instead of the big lips, he had a really big nose, like a rat'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.

STUDENT: That's us, dawg.

ERIN: 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. STUDENTS: Yeah, Yeah.

ERIN: 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 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. (Scene: 0.30.05—0.31.50)

B.3 Knowledge of student's background

For a successful multicultural classroom setting one of the most essential thing is knowledge of diverse cultures. The teacher should set aside out effort to get familiar with the foundation of the class understudies. Information on the conventions, convictions, values, customs, food propensities, financial status for aiding in understanding the

understudies in a superior way. This information should then be imparted to youngsters by consolidating them into the learning encounters. The understudies ought to be urged to pose inquiries that assist them with understanding other people who have a foundation unique in relation to their own. Educators may find out about cultures and examine their student's culture (Brown 21). Erin has the strategy to know her students background by doing the Line game. She will starts to ask questions and she examine each students. It can be seen in the following scene:

ERIN: We're gonna play a game, all right? It's a lot of fun. I promise. Look, you can either sit in your seats reacting those workbooks, or you can play a game. Either way, you're in here till the bell rings.

Okay. This is called the Line Game. I'm gonna ask you a question. If that question applies to you, you step onto the line, and then step back away for the next question. Easy, right?

STUDENT: Yeah, whatever.

ERIN: The first question, how many of you have the new Snoop Dogg album? (Most of them step forward)

JAMAL: (to other student): Did you steal it?

ERIN: Okay, back away. Next question, how many of you have seen Boyz n the Hood? (Scene: 0.41.12—0.41.49)

Another thing that Erin tries to do is giving a journal for her students. At first, she says that this journal won't be graded. Also this journal won't be read by her, but she

gives her students an option if they want Erin to read their journal, they have to put it on the locker. As soon as days passed, Erin starts to collect the journal and start to learn more each of her students.

ERIN: 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 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.

(Scene: 0.45.38—0.46.53)

B.4 Cooperative Learning

The environment of the classroom should help students from minority societies in creating participation and social abilities. The overall thought behind agreeable learning is that making a little heterogeneous group of students so they can dominate the different parts of a specific errand. Moreover, cooperative learning have been helpful as an asset to have solid and steady beneficial outcomes on the social connection between socially various students (Brown 21). Now that the class shows some improvement. Erin buys

book with her own money for her students. She pick a book that contains violence because she know that this kind of book will make them understand more about the bad effect from hating difference races. It can be seen in the following dialogue:

(Cut to class 203. The students have their book in their hands)

TITO: These books are brand new.

BRANDY: I know.

ERIN: Okay, guys, gals. Listen up. The only problem with this book is it's about a gang member and there's violence in it, so you may not be able to read it as part of the curriculum. So, I'm going to try my best to get permission, all right?

(Meeting in the Long Beach Unified School District)

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

MR. CARL: Well, you united them and that's a step. What can I do for you?

ERIN: I want to do more with them, and I need the support of someone in power. (Scene: 0.56.04—0.56.50)

B.5 Group discussion

Group discussion invigorates thinking. It is a fantastic system for upgrading student's inspiration. They give freedoms to students. Including the capacity to explain and shield positions and think about an alternate perspective. The discussion is an ideal spot to create students capacity to utilize literary proof. In gathering conversations, students work with numerous thoughts. Along these lines, the educators should utilize discussion on current themes which can start a discussion and help create students addressing, top to bottom investigation of circumstances, and advancement of sensible reasoning (Brown 21). It was the first day of school after holiday. Erin ask her students to take four books that they will discuss on this semester. She also make "Toast of Change" for he student. She hopes that every person will have a better change. After that, one by one students start to make a speech and the other will listen full of respect. After that, each students hugs each other. It can be seen in the following dialogue:

GLORIA: Man, I've had boyfriends since I was, like, 11, you know.

JAMAL: I believe you .

GLORIA: Shut up. Okay, well, I was always the person That was gonna get pregnant before I turned 16 and drop out. Like my mom.... Ain't gonna happen.

BRANDY: Nobody ever listens to a teenager. Everybody thinks you should be happy just because you're young. They don't see the wars that we fight every single day. And one day, my war will end. And I will not die. And I will not tolerate abuse from anyone. I am strong.

MARCUS: My mom's kicked me out when I got jumped into the gang life. But I'd like her to see me graduate. I'd like to be 18.

MIGUEL: Ms. G? Can I read something from my diary?

ERIN: That'd be great.

JAMAL (whispering to Gloria) Who is he?

GLORIA: Man, he's been with us from freshman year, fool.

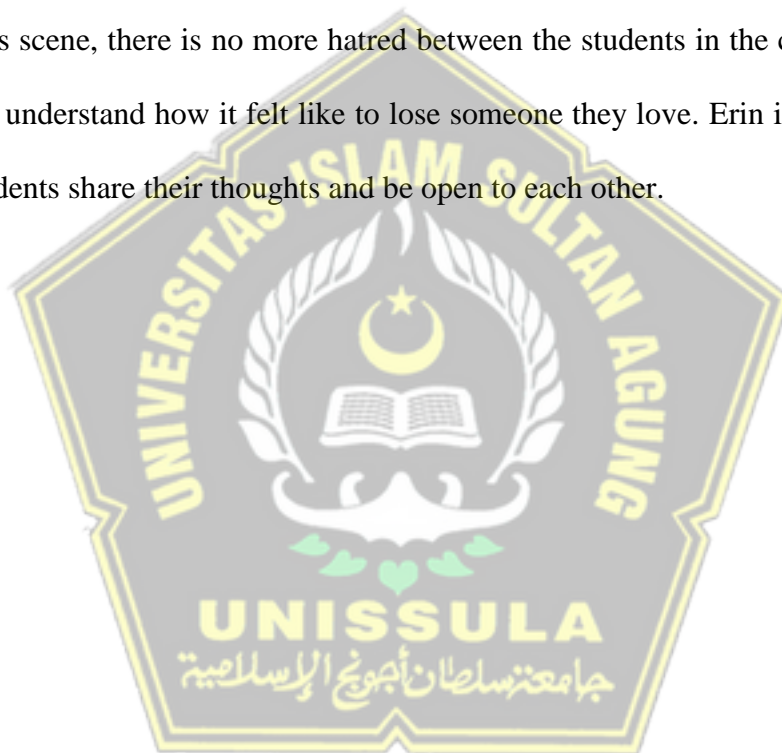
JAMAL: What's his name?

GLORIA: I don't know.

MIGUEL: "This summer was the worst summer in my short 14 years of life. It all started with a phone call. My mother was crying and begging, asking for more time as if she were gasping for her last breath of air. She held me as tight as she could and cried. Her tears hit my shirt like bu Bets and told me we were being evicted. She kept apologizing to me. I thought, 'I have no home. I should have asked for something less expensive at Christmas. On the morning of the eviction, a hard knock on the door woke me up. The sheriff was there to do his job. I looked up at the sky, waiting for something to happen. My mother has no family to lean on, no money coming in. Why bother coming to school or getting good grades if I'm homeless? The bus stops in front of the school. I feel like throwing up. I'm wearing clothes from last year, some old shoes and no new haircut. I kept thinking I'd get laughed at. "Instead, I'm greeted by a couple of friends

who were in my English class last year. And it hits me, Mrs. Gruwell, "my crazy English teacher from last year, is the only person that made me think of hope. Talking with friends about last year's English and our trips, I began to feel better. I receive my schedule and the first teacher is Mrs. Gruwell in Room 203. I walk into the room and feel as though all the problems in life are not so important anymore. I am home. (Scene: 1.11.43—1.12.50)

In this scene, there is no more hatred between the students in the classroom. All of them now understand how it felt like to lose someone they love. Erin is happy to see all of her students share their thoughts and be open to each other.



CHAPTER V

CONCLUSION AND SUGGESTION

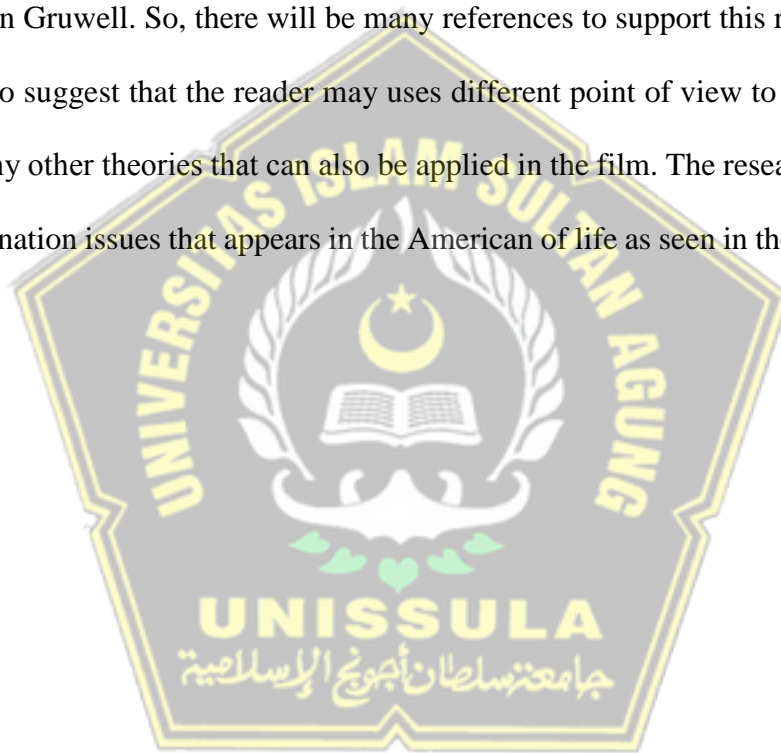
A. CONCLUSION

The conclusion of this research is mainly based on the Chapter IV. The researcher used type of racial discrimination to describe the condition of the students who got violence and injustice. The first problem formulation can be answered by giving the description and explaining the condition of racial discrimination. In some monologues, it describes that there were many crimes happened by American people through attacking each other people in the street. It was like a war zone. The racial discrimination often happened in society was racial segregation for minorities. The film *Freedom Writer* shows that some students felt unfriendliness because of different races. The conflicts happened there were some injustice, rude and oppressive actions toward minorities. Tireless openness may also prompt a negative perspective whereby people attribute antagonistic goals in uncertain or kindhearted circumstances.

The second problem formulation can be concluded that multicultural teaching method was one of the ways to overcome the problem of the multicultural class. In this film *Freedom Writer*, the teacher used ethnography approach to get a better understanding of the students' background. Then she approached some students to find out the solution of racial discrimination happened in the class and outside class. By using the theory of racial discrimination, the researcher understood the contributions of the teacher's role in finding the strategy to overcome the problem of racial discrimination. The teacher had to support the positive sides of the students in cut off the racial actions toward the minorities.

B. SUGGESTION

Based on this research, the researcher chose to use the theory of racial discrimination and few others. This study omitted another intrinsic part of the film apart from the characters and methods of multicultural teaching by Brown. Then the researchers used the Freedom Writers film as the object to be analyzed. The film was based on the true event or a true story by a real life teacher called Erin Gruwell. So, there will be many references to support this research. However, the researcher also suggest that the reader may uses different point of view to do research in this film. There's many other theories that can also be applied in the film. The researcher only focuses on racial discrimination issues that appears in the American of life as seen in the film the Freedom Writers.



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APPENDIX

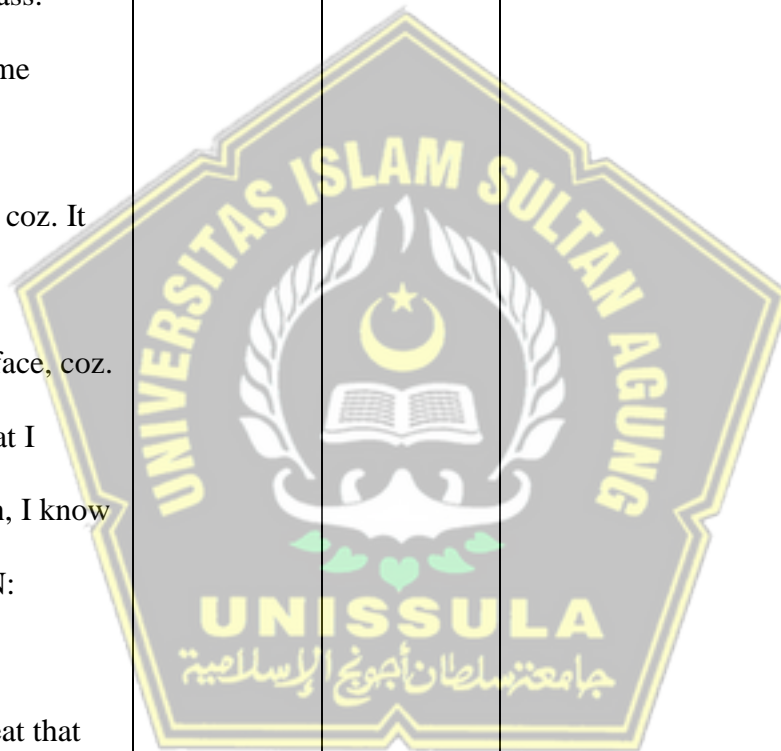
1. How is the racial discrimination seen in the American society of life as portrayed in the film *Freedom Writer*?

No.	Quotes	Forms	Minutes	References	Comments
1.	<p>TV REPORTERS: There have been shots fired. Total civil unrest is happening throughout the Los Angeles area. Dozens of police are running down the streets. Smoke reigned over the entire city. We're telling anybody who's in downtown South Central. There are 38 dead and more. The EMT are having a hard time getting in where truck driver Reginald Denny was pulled from his vehicle.</p>	Monologue	0.00.36— 0.00.53	<p>Being a Black people in U.S society. It means being prepared for anti-Black action by White people. In most places and most of the time. It can happen in a matter of days, weeks, months, or years. Being black means undergoing various types of racial discrimination from the cradle to the grave (qtd. in Burt et al. 648).</p>	<p>The monologue delivered by TV reporter that shows the chaos between races that is happening in America. The conflict between races lead to some deaths and mess in the streets and public areas.</p>

2.	<p>TV REPORTERS: The city resembles a war zone. Crowds gathered at Parker Center downtown here in Hollywood, where looters have struck many businesses.</p> <p>There have been 3,600 structural fires. Thick, black smoke rising from the countless fires in Hollywood, downtown, Compton, Watts and Long Beach.</p>	Monologue	0.00.55— 0.01.20	<p>Being a Black people in U.S society. It means being prepared for anti-Black action by White people. In most places and most of the time. It can happen in a matter of days, weeks, months, or years. Being black means undergoing various types of racial discrimination from the cradle to the grave (qtd. in Burt et al. 648).</p>	<p>In the America, there's so many crimes happens where people start to attack each other in the street. The city itself become a war zone for the people who live there.</p>
3.	<p>EVA: When I got my initiation into the gang life, I became third generation. They beat you so you won't break. They are my family.</p>	Monologue	0.02.45— 0.03.57	<p>The term discrimination refers to different treatment. It is usually unequal and detrimental. This applies to individuals who are</p>	<p>Eva is one of the main character in the movie. She explain her view of the war that she is facing now. She explains how</p>

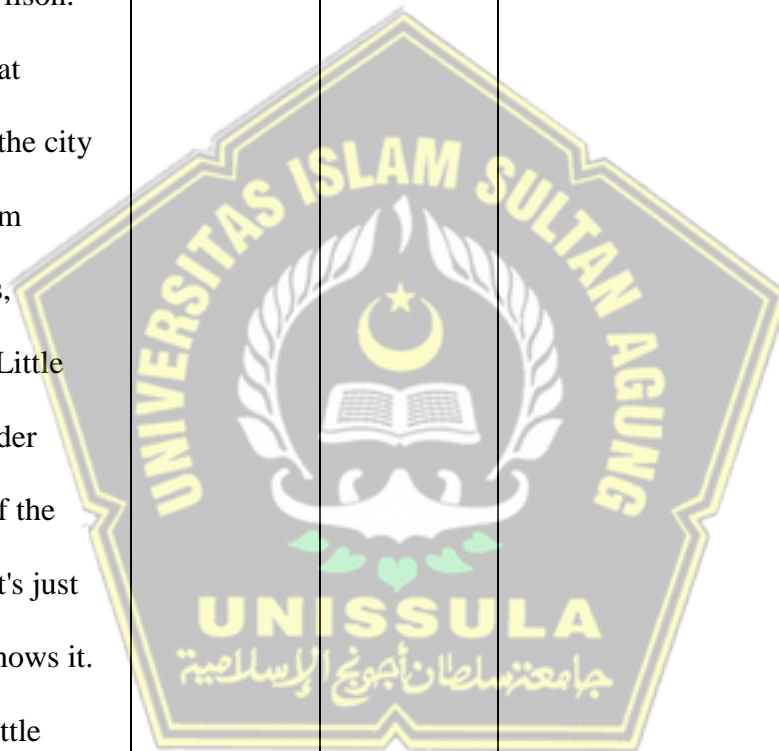
	<p>In Long Beach, it all comes down to what you look like. If you're Latino or Asian or black, you could get blasted any time you walk out your door.</p> <p>We fight each other for territory. We kill each other over race, pride and respect. We fight for what is ours.</p> <p>They think they're winning by jumping me now, but soon they're all going down. War has been declared.</p>			<p>considered to belong to a certain category or group (qtd.in Afigh 3).</p>	<p>other races would be in danger the moment the show up in public.</p>
4.	<p>JAMAL: Man, what am I doing in here? This whole ghetto ass class has got people in here looking like a bad rerun of Cops and shit. You know what I'm saying? It's true.</p>	<p>Dialogue</p>	<p>0.10.41— 0.10.56</p>	<p>The term discrimination refers to different treatment. It is usually unequal and detrimental. This applies to individuals who are</p>	<p>On Erin's first day of class, she faces hard time because she teaches the class that is in the lowest rank. It means she teaches</p>

<p>ERIN: Are you Jamal?</p> <p>JAMAL: Yeah.</p> <p>ERIN: Well, for some reason they have you registered in this class.</p> <p>JAMAL: Yeah, and that's some bullshit.</p> <p>ANDRE: It's the dumb class, coz. It means you're too dumb.</p> <p>JAMAL: Man, say it to my face, coz.</p> <p>ANDRE: I ju st did. See what I mean? Dumb. JAMAL: Man, I know you ain't talking to me! ERIN: Okay...</p> <p>JAMAL: Look, homey, I'll beat that ass, homeboy .</p> <p>ERIN: Can you please sit back down?</p>			<p>considered to belong to a certain category or group (qtd.in Afigh 3).</p>	<p>students from different kind of races and the class has been categorized as minors. One of Erin's black student, Jamal shows unfriendliness as soon as Erin enters the class. The reason of his rudeness because he is unhappy being there with other people from different races.</p>
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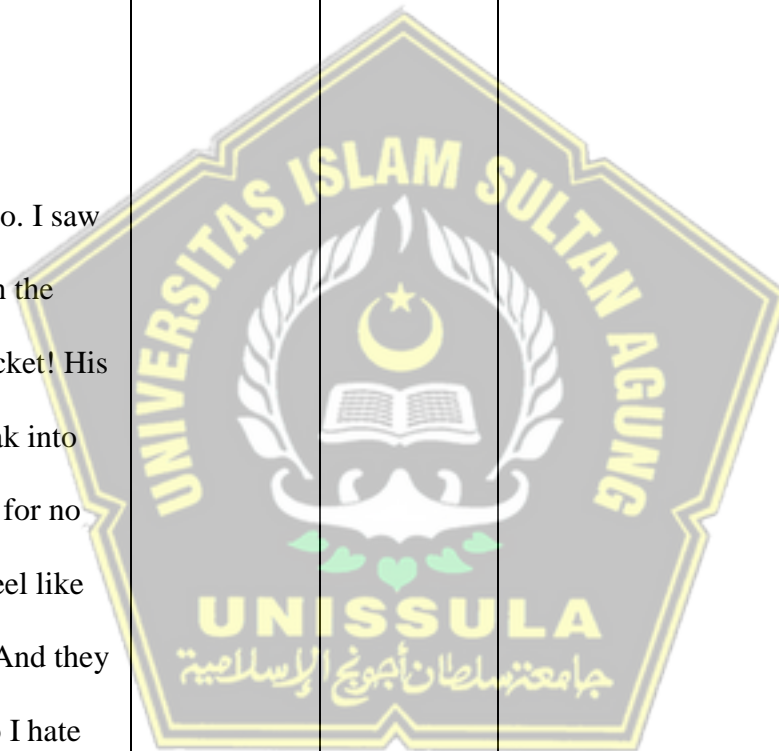
	<p>JAMAL: Look, I got your spot on the team. That's why you're over there wagging your tongue.</p> <p>ERIN: Please sit back in your seats.</p> <p>JAMAL: Look, your spot is good as gone. I don't know why you keep wasting your time coming to practice with them two-year-old Nikes on your feet!</p> <p>ANDRE: You don't know nothing about me, coz! Broke down my whole situation.</p>				
5.	<p>EVA (On her way to school, it's dark outside. Voice over): If it was up to me, I wouldn't even be in school. My probation officer threatened me,</p>	<p>Monologue</p>	<p>0.13.03— 0.14.05</p>	<p>According to Williams & Mohammed, racial discrimination is differential treatment of members of other groups. It can be from</p>	<p>Eva thinks about how school is just like prison where the students are being divided based on</p>

<p>telling me it was either school or boot camp. Dumbass. He thinks that the problems going on in Long Beach aren't going to touch me at Wilson. My PO doesn't understand that schools are like the city, and the city is just like a prison, all of them divided into separate sections, depending on tribes. There's Little Cambodia. The Ghetto. Wonder Bread Land. And us, South of the Border or Little Tijuana. That's just the way it is, and everyone knows it. But soon enough, you have little wannabes trying to hit you up at</p>			<p>individual or group (qtd. In Lee et al. 209).</p>	<p>their races. The tension between races are too obvious for her even in the school.</p>
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<p>school, demanding respect they haven't earned.</p> <p>It looks like this, one tribe drifting quietly to another's territory without respect, as if to claim what isn't theirs.</p> <p>An outsider looking in would never see it, but we could feel it. Something was coming.</p>				
<p>6. EVA: White people always wanting their respect like they deserve it for free.</p> <p>ERIN: I'm a teacher. It doesn't matter what color I am.</p> <p>EVA: It's all about color. It's about people deciding what you deserve, about people wanting what they don't</p>	<p>Dialogue</p>	<p>0.33.14— 0.34.03</p>	<p>According to Williams & Mohammed, racial discrimination is differential treatment of members of other groups. It can be from individual or group (qtd. In Lee et al. 209).</p>	<p>This situation shows that white people do whatever they want to other races.</p> <p>In this dialogue, white people is breaking Eva's house as they like and taking Eva's father away.</p>

<p>deserve, about whites thinking they run this world no matter what. You see, I hate white people.</p> <p>ERIN: You hate me?</p> <p>EVA: Yeah.</p> <p>ERIN: You don't know me.</p> <p>EVA: I know what you can do. I saw white cops shoot my friend in the back for reaching into his pocket! His pocket. I saw white cops break into my house and take my father for no reason except because they feel like it! Except because they can. And they can because they're white. So I hate white people on sight!</p>				
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2. How are the strategies of a teacher to overcome the racial discrimination in America as seen in the film *Freedom Writer*?

No.	Quotes	Forms	Minutes	References	Comments
1.	<p>ERIN: I have this idea. We're gonna be covering poetry. Who here likes Tupac Shakur?</p> <p>JAMAL: It's 2Pac.</p> <p>ERIN: 2Pac Shakur. Excuse me. Raise your hand. (Just two of them raise their hand) Really? I thought there'd be more fans. I have the lyrics to this song printed out. I want you to listen to this phrase I have up on the board. It's an example of an internal rhyme. What he does is very sophisticated and cool, actually.</p>	Dialogue	0.20.02— 0.20.30	<p>Role-playing by Brown (Brown 21) is an adaptable action that permits understudies to communicate their assessment in a sensible circumstance. In role-playing, the understudies have an impact they don't play, in actuality. A multicultural pretend exercise permits students to be inundated in a social situation that makes them experience sentiments and real factors that they may not, in any case, be presented to. Thus by getting sorted out a role-playing action in</p>	<p>Erin starts to use new methods in teaching her multicultural class. She starts to have an idea by doing roleplaying by reading poetry. With two students raised their hands it is more than enough that they start to make some good feedback for her English class.</p>

				the class, the teacher can acquire issues of the subjects identified with religion, current theme, or something identified with history which is generally hard to disclose to the understudies in the class.	
2.	ERIN: You know something? I saw a picture just like this once in a museum. Only it wasn't a black man, it was a Jewish man. And instead of the big lips, he had a really big nose, like a rat's nose. But he wasn't just one particular Jewish man, this was a drawing of all Jews. And these	Dialogue	0.30.05— 0.31.50	Exposure to different language and culture Culture alludes to the traditions, rituals, beliefs, and values that are normal and shared among a gathering of individuals. Each individual is a piece of one culture or the other. Along these lines, the primary objective of multicultural	In this situation, Tito draws a big lips for black students. Erin finds out and she start to make comparison to a holocaust history about Jewish people. Eventually, her students starts to pay some

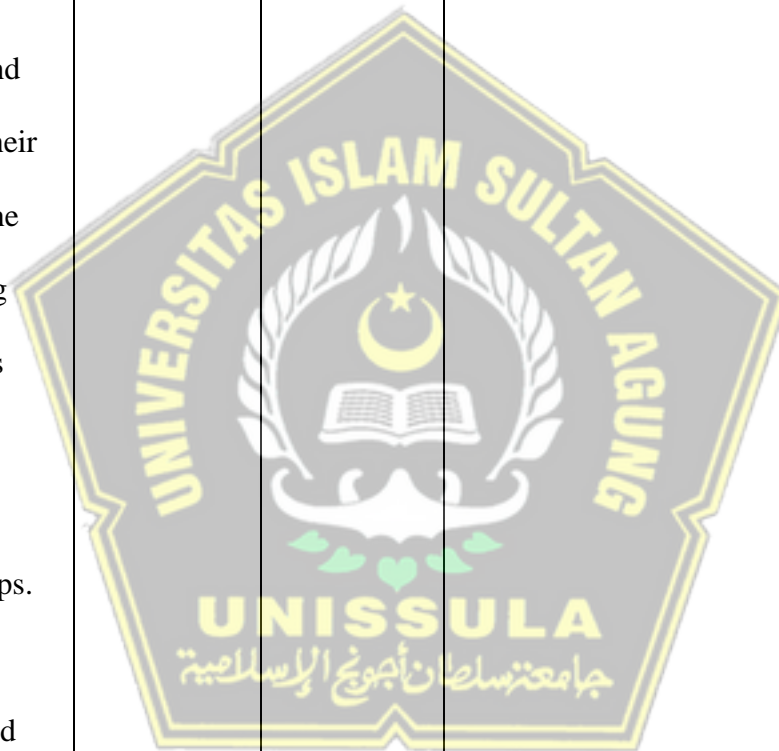
<p>drawings were put in the newspapers by the most famous gang in history.</p> <p>STUDENT: That's us, dawg.</p> <p>ERIN: You think you know all about gangs? You're amateurs. This gang would put you all to shame. And they started out poor and angry, and everybody looked down on them. Until one man decided 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</p>			<p>instruction ought to help the youngsters with perceiving contrasts just as likenesses among individual understudies. Permitting kids to investigate shifting society's sets out open doors for them to see that in any event, when different understudies have various traditions, dialects, and languages (Brown 21).</p>	<p>attention about the Holocaust story. This is the first time her students shows interest in her class. Erin herself starts to look for the Diary of Ann Frank and she wants to make the students read them.</p>
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know how? They just wiped out everybody else. STUDENTS: Yeah, Yeah.

ERIN: 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 human species.



	<p>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>				
3.	<p>ERIN: We're gonna play a game, all right? It's a lot of fun. I promise. Look, you can either sit in your seats reacting those workbooks, or you can play a game. Either way, you're in here till the bell rings.</p>	Dialogue	0.41.12— 0.41.49	<p>Knowledge of student's background</p> <p>For a successful multicultural classroom setting one of the most essential thing is knowledge of diverse cultures. The teacher should set aside out effort to get</p>	<p>Erin has the strategy to know her students background by doing the Line game. She will starts to ask questions and she examine each students.</p>

<p>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>ERIN: The first question, how many of you have the new Snoop Dogg album? (Most of them step forward)</p> <p>JAMAL: (to other student): Did you steal it?</p> <p>ERIN: Okay, back away. Next question, how many of you have seen Boyz n the Hood?</p>			<p>familiar with the foundation of the class understudies. Information on the conventions, convictions, values, customs, food propensities, financial status for aiding in understanding the understudies in a superior way. This information should then be imparted to youngsters by consolidating them into the learning encounters. The understudies ought to be urged to pose inquiries that assist them with understanding other people who have a foundation unique in relation to their own. Educators</p>	
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				may find out about cultures and examine their student's culture (Brown 21).	
4.	<p>ERIN: Now, I have something for each of you. Everyone has their own story, and it's important for you to tell your own story, even to yourself. So, what we're going to do is we're gonna write every day in these journal s.</p> <p>You can write about whatever you want, the past, the present, the future.</p> <p>You can write it like a diary, or you can write songs, poems, any good thing, bad thing, anything.</p>	Monologue	0.45.38— 0.46.53		<p>Another thing that Erin tries to do is giving a journal for her students. At first, she says that this journal won't be graded. Also this journal won't be read by her, but she gives her students an option if they want Erin to read their journal, they have to put it on the locker. As soon as days passed, Erin starts to collect the</p>

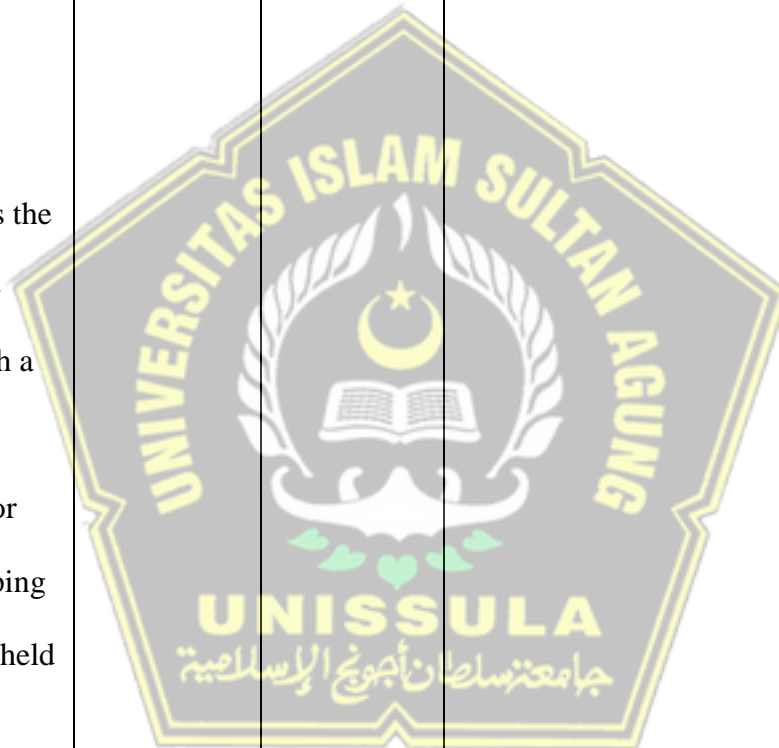
	<p>But you have to write every day.</p> <p>Keep a pen nearby. Whenever you feel the inspiration. And they won't be graded. How can I give an A or a B for writing the truth, right?</p> <p>And I will not read them unless you give me permission. I will need to see that you've made an entry, but I'll just do this, skim to see that you wrote that day.</p>				<p>journal and start to learn more each of her students.</p>
5.	<p>(Cut to class 203. The students have their book in their hands)</p> <p>TITO: These books are brand new.</p> <p>BRANDY: I know.</p>	Dialogue	0.56.04— 0.56.50	<p>Cooperative learning</p> <p>The environment of the classroom should help students from minority societies in creating participation and social abilities.</p>	<p>Now that the class shows some improvement. Erin buys book with her own money for her students. She pick a book that</p>

<p>ERIN: Okay, guys, gals. Listen up. The only problem with this book is it's about a gang member and there's violence in it, so you may not be able to read it as part of the curriculum. So, I'm going to try my best to get permission, all right?</p> <p>(Meeting in the Long Beach Unified School District)</p> <p>ERIN: It's been a little difficult getting their attention. Up until recently, the only thing they hated more than each other was me.</p>			<p>The overall thought behind agreeable learning is that making a little heterogeneous group of students so they can dominate the different parts of a specific errand. Moreover, cooperative learning have been helpful as an asset to have solid and steady beneficial outcomes on the social connection between socially various students (Brown 21).</p>	<p>contains violence because she know that this kind of book will make them understand more about the bad effect from hating difference races.</p>
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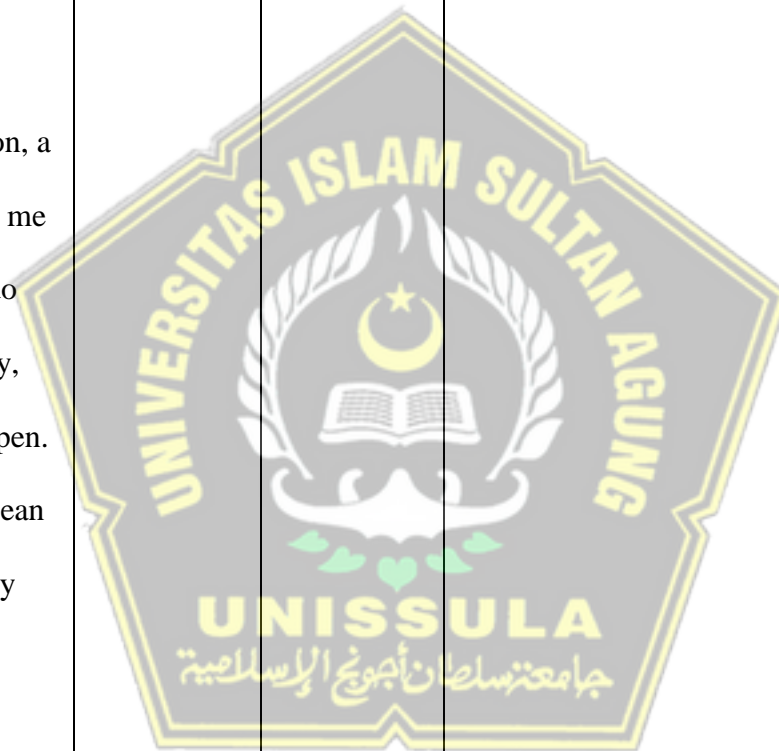
	<p>MR. CARL: Well, you united them and that's a step. What can I do for you?</p> <p>ERIN: I want to do more with them, and I need the support of someone in power.</p>				
6.	<p>GLORIA: Man, I've had boyfriends since I was, like, 11, you know.</p> <p>JAMAL: I believe you .</p> <p>GLORIA: Shut up. Okay, well, I was always the person That was gonna get pregnant before I turned 16 and drop out. Like my mom.... Ain't gonna happen.</p>	Dialogue	1.11.43— 1.12.50	<p>Group discussion</p> <p>Group discussion invigorates thinking. It is a fantastic system for upgrading student's inspiration. They give freedoms to students to rehearse various abilities including the capacity to explain and shield positions and think about an alternate perspective. The discussion is an</p>	<p>It was the first day of school after holiday. Erin ask her students to take four books that they will discuss on this semester. She also make “Toast of Change” for he student. She hopes that every person will have a better change. After that, one by</p>

<p>BRANDY: Nobody ever listens to a teenager. Everybody thinks you should be happy just because you're young. They don't see the wars that we fight every single day. And one day, my war will end. And I will not die. And I will not tolerate abuse from anyone. I am strong.</p> <p>MARCUS: My mom's kicked me out when I got jumped into the gang life. But I'd like her to see me graduate. I'd like to be 18.</p> <p>MIGUEL: Ms. G? Can I read something from my diary?</p> <p>ERIN: That'd be great.</p>			<p>ideal spot to create students capacity to utilize literary proof.</p> <p>In gathering conversations, students work with numerous thoughts. Along these lines, the educators should utilize discussion on current themes which can start a discussion and help create students addressing, top to bottom investigation of circumstances, and advancement of sensible reasoning (Brown 21).</p>	<p>one students start to make a speech and the other will listen full of respect. After that, each students hugs each other.</p>
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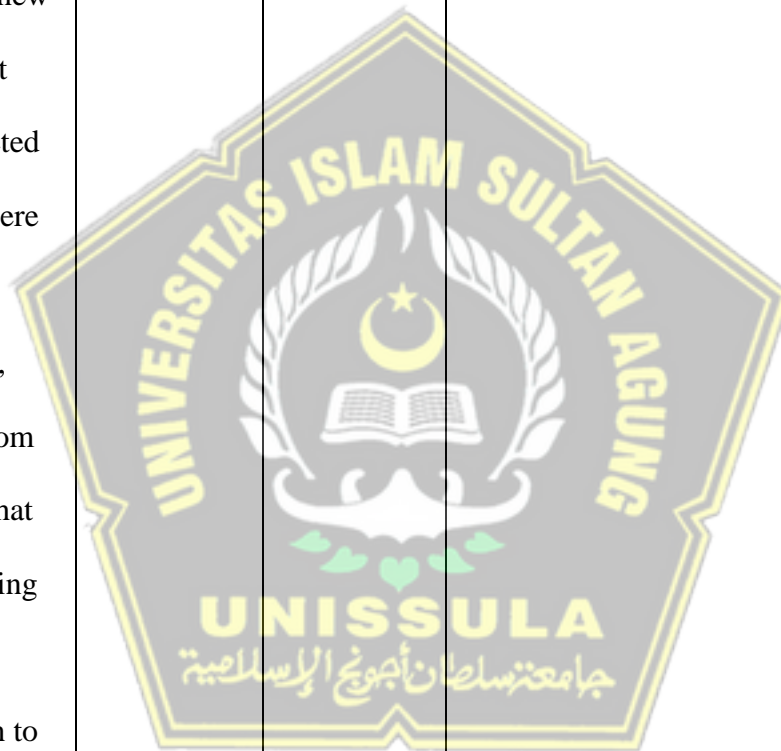
<p>JAMAL (whispering to Gloria)</p> <p>Who is he?</p> <p>GLORIA: Man, he's been with us from freshman year, fool.</p> <p>JAMAL: What's his name?</p> <p>GLORIA: I don't know.</p> <p>MIGUEL: "This summer was the worst summer in my short 14 years of life. It all started with a phone call. My mother was crying and begging, asking for more time as if she were gasping for her last breath of air. She held me as tight as she could and cried. Her tears hit my shirt like bu Bets and told me we were</p>				
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<p>being evicted. She kept apologizing to me. I thought, 'I have no home. I should have asked for something less expensive at Christmas.'</p> <p>On the morning of the eviction, a hard knock on the door woke me up. The sheriff was there to do his job. I looked up at the sky, waiting for something to happen.</p> <p>My mother has no family to lean on, no money coming in. Why bother coming to school or getting good grades if I'm homeless?</p>				
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The bus stops in front of the school. I feel like throwing up. I'm wearing clothes from last year, some old shoes and no new haircut. I kept thinking I'd get laughed at. "Instead, I'm greeted by a couple of friends who were in my English class last year. And it hits me, Mrs. Gruwell, "my crazy English teacher from last year, is the only person that made me think of hope. Talking with friends about last year's English and our trips, I began to feel better. I receive my schedule and the first teacher is Mrs.



<p>Gruwell in Room 203. I walk into the room and feel as though all the problems in life are not so important anymore. I am home.</p> <p>ERIN: Yes, you are.</p>				
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