

TEACHING STRATEGIES IN *FREEDOM WRITERS* MOVIE

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Abstrak

Teaching strategies are one of the things that become a concern for teachers to achieve teaching goals in their classrooms. Teachers are required to be creative and enrich knowledge of teaching methods or strategies from various sources, including film. *Freedom Writers* is one of the films that can be a source of learning primarily related to teaching strategies. This study aims at identifying and analyzing teaching strategies performed in the *Freedom Writers* film.

Keywords: Teaching strategy, *Freedom Writers*, Analysis.

BACKGROUND

Education is a process of inviting truth and possibility, encouraging and giving time to discovery. It is a process of living and not a preparation for future living. In this view, educators look to act with people and their task is to *v* (related to the Greek notion of *educere*), to bring out or develop potential.

The function of educators, especially teachers, is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. Teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are performed in the school and some in the community.

In the process of being an effective teacher, an educator needs to learn from any resources or references that provide the way to teach effectively. One of the ways is using movies that contain educational information and values as a reference. Some of these movies have some characters that have their unique and new teaching ways proven to be effective in changing their students better.

One of the movies that have sensitive issues and good references for the development of education is *Freedom Writers*. It is a movie based on true story which is taken from *The Freedom Writers Diary* by Erin Gruwell and her students. It tells about problems in education institution, racism, gang members among students, juvenile delinquents, and underprivileged students. *Freedom Writers* provides some strategies which are proven to be effective and can be applied in teaching. Considering of the educational values in *Freedom Writers* movie, the researchers assumes that to be an effective teacher we have to learn from any sources which provide us how to teach effectively.

Based on the description previously, this research then focuses on the question; what are the teaching strategies represented in *Freedom Writers* movie? While the objective of the research is to identify the teaching strategies represented in *Freedom Writers* movie.

Movies Today

Movie is considered as modern form of literature. Apart of the ability to formerly convey what was depicted inside

the novel, prose, play, or poem (movie adaptation); movies nowadays can stand alone as purely new form of literature. The making progress of movie involves such ability, which also includes writing, interpreting, reading, and acting. The only written form of a movie is the script. This is why movie nowadays is considered as a new form of literary work which can stand alone.

Movies are not only using interpreted written text as the way to visualize what inside the story is, but also be supported by sound effect, which tremendously make movies a priority choice to spend leisure time. Apparently, people who choose movies rather than books do not want their time to be spent by reading a thick book. This is also why some movie makers out there consider producing their own movies which are not adapted from books or novels.

Movies used to deliver certain thoughts or embrace a new perspective which is worth to be analyzed. There so many of it out there. These sensitive issues trigger the conflict in the plot, characters, as well as setting. They become dominant in the movie. That is when actually those issues are purposely planted, so that the audience can embrace and get the implicit meaning of it.

Teaching Strategy

Strategy has important role to achieve a particular goal in teaching. For this research investigation the term strategies was defined as the approaches that can be used across curricular areas to support the learning of students (Herrell and Jordan 2004:5). So, teaching strategy can be defined as a plan of action (set of activities), including the use of methods and utilization of various resources in learning set up to achieve certain goals.

Different teaching strategies are simply different ways of helping students to learn—that is, different ways of helping them to achieve the learning outcomes that

the teacher has decided are important. The teacher choices range from a totally teacher-dominated approach in which the students are passive recipients of the information you give them, to totally independent learning where a teacher plays no active role. In between these extremes there are several major strategies and there are numerous variations to each strategy. A teacher cannot expect to quickly become an expert at using all these strategies.

There is no teaching strategy is better than others in all circumstances, so a teacher has to be able to use a variety of teaching strategies and make rational decisions about when each one is likely to be most effective. So, a teacher must apply different strategy for different situation if it is necessary. Some of the more prominent strategies are outlined below:

- 1) Lecture: Lecture method of teaching is the oldest teaching method applied in educational institution. In lecturing, teacher might focus more on building knowledge whereas later in the term you might change to a more analytic approach as students have a better conceptual foundation of the course's content (McKeachie & Svinicky 2006). Lectures need to bridge between what's in the students' minds to the structures of the content to be learned. So, meaningful organization of your lecture delivery is very important.
- 2) Case Method: The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. Unlike lectures, case method classes unfold without a detailed script. In case method, short cases are developed around actual event followed by open-ended questions to encourage students' thinking about the case. Short cases are used to avoid directing students' thinking in advance (Oermann et al., 2008). Case method provides an

opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge.

- 3) Discussion: Discussion is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Discussion most closely resembles our natural way of communicating in every other social environment—work, home, talking to friends—that we participate in (Wilén, 2004). Discussions may occur among small group or whole class and be teacher-led or student-led. They frequently involve discussion of a written text, though discussion can also focus on a problem, issue, or topic that has its basis in a “text” in the larger sense of the term (e.g., a discipline, the media, a societal norm).
- 4) Active Learning: Active Learning is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. According to Fink (2003), this model is based on the concept that what and how students should learn is at the heart of creating significant learning, and that through the utilization of systematic tools to develop solutions to these questions, one can implement a pedagogically sound method of creating learning activities. In active learning, students do not only focus on listen but they must read, write, discuss, or be engaged in solving problems as well.
- 5) Cooperative Learning: Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal.

According to Duplass (2006), the most commonly found characteristics of cooperative learning are teacher supervision, heterogeneous groups, positive interdependence, face-to-face interaction, individual accountability, social skills, group processing, and evaluation. This method works to reinforce a student’s own learning as well as the learning of his or her fellow group members.

- 6) Integrating Technology: integrating technology is defined as the use of technology to enhance and support the educational environment. Technology integration in the classroom can also support classroom instruction by creating opportunities for students to complete assignments on the computer rather than the normal pencil and paper. Technology integration in class would help students to explore more.
- 7) Distance Learning: Distance education or distance learning is the education of students who may not always be physically present at a school. Bate (1995) identifies six main types of distance teaching organizations in operation in 2003; public autonomous distance education institutions, dual-mode institutions, for-profit distance education institutions, partnerships and consortia, workplace training organizations, and virtual schools. Distance teaching organizations were using a wide combination of technologies, and there were many different variations on the basic six models.

Teaching Style

Teaching style indicates the teaching strategies and methods employed plus use of certain kinds of theories. Conti (2004) defines teaching style as the distinct qualities exhibited by a teacher that are consistent from situation to situation regardless of the content being taught. For many years, the traditional teaching style

or specifically, teacher-centered instruction has been dominant in many countries. In a conventional classroom, students act passively, or rather just recipients of what teachers share to them. They have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment. Duckworth (2009) states that teacher-centered learning actually prevents students' educational growth. In contrast, in a learner-centered classroom, students are actively learning and they have greater input into what they learn, how they learn it, and when they learn it.

In the last few decades, teacher-centered teaching style starts being replaced by learner-centered teaching style in higher education level. Learner-centered instruction is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences. Constructivism was strongly influenced by the writings of John Dewey who emphasized learning by doing and direct experience.

There are some researchers doing a research that focuses on the comparison between teacher-centered and learner-centered learning. Huba and Freed (2000) describe teacher-centered learning as: students passively receive information, emphasis is on acquisition of knowledge, and teacher's role is to be primary information giver and primary and evaluator. There is no room for student's personal growth. Liu, Qiao and Liu (2006) report, while learner-centered language teaching has been advocated in higher education in recent years, teacher-centered teaching styles may be still dominant in actual practice. Results of their study show that most instructors still use traditional, teacher-centered styles in university settings despite the call for a paradigm shift to learner-centered ones.

Similarly with previous researchers study, there are some other researchers that state their opinion about these two styles of teaching. Brown (2008) claims that student-centered learning approach gives students ownership over their learning and helps them make necessary decisions and value judgments about the relevance of the content and the methods of teaching to their own lives and interests. Wolk (2010) also reports that in student-centered learning, Students play a significant role in designing their own curriculums. The teacher plays the role of a facilitator or guide who helps students achieve their goals. In their article, Ng and Lai (2012) present an exploratory study that examined whether a wiki-based project could foster student-centered learning. These studies prove the differences between these two teaching styles.

Learning from *Freedom Writers* Teaching Philosophy and Practice

Erin Gruwell is a dynamic educator and an inspired activist, devoting of the *Freedom Writers Foundation*. She established the Freedom Writer Method, which is a progressive teaching philosophy based on designed curricula (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 McCrimmon 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 (freedomwritersfoundation.org, 2007).

Erin Gruwell is really a role model. Chen (2015) in her article states: "Ms. Gruwell created a "Freedom Writers Method" which not only foster students' learning, but also can evaluate how they improve from their writing journals with daily affairs". The teacher must bear in mind that students are equal in education and they need to be encouraged, be respected, and be educated wherever they are. After all, education is not the only way for all teachers to voluntarily dedicate to guide, but is necessary to communicate, help, teach, facilitate, and educate learners to achieve their goals.

METHOD OF THE RESEARCH

Design of this research is descriptive. Descriptive research describes some situations. Generally things are described by providing measures of an event or activity. Descriptive research designs are usually structured and specifically designed to measure the characteristics described in a research question (Hair, Babin, Money & Samouel, 2003). Descriptive research design helps the

researcher to gather depth understanding of individual teaching experiences in a movie. The objectives of this research are to identify and analyze the types of teaching strategy represented in *Freedom Writers* movie. The data and result of this research will be described into short essay along with the evidence formed in either pictures or text scripts.

The primary data source was *Freedom Writers* movie. It is a 2007 American educational movie directed and written by Richard LaGravenese. This movie is starring by Hillary Swank as Erin Gruwell, Patrick Dempsey as Scott Casey, Scott Glenn as Steve Gruwell, April Lee Hernandez as Eva Benitez, Jason Finn as Marcus, Imelda Staunton as Margareth Campbell, and Mario as Andre Bryant. *Freedom Writers* was released on March 2nd, 2007 and distributed by Paramount Pictures. Its duration is 118 minutes. The movie tells about problems in education institution, racism, gang members among students, juvenile delinquents, and underprivileged students. The secondary data source was taken from other literatures related to the source. The researcher also took other sources from internet. It provided valid and up to date information. It supported and verified facts gained from the main sources.

The procedures of data collection used are visual observation and documentation. In analyzing the data, descriptive analysis technique is used to identify and analyze the teaching strategies in *Freedom Writers* movie.

The techniques of data analysis were as follows:

- Exposing the data through visual observation and documentation in order to reveal the objectives of the research
- Organizing and sorting the data
- Interpreting the data
- Comparing and examining the relationship between the data with the fact in order to find the similarities between them

- Concluding the data in order to answer the research question

FINDING AND DISCUSSION

The researchers identify and analyze the teaching strategies represented in *Freedom Writers* movie. There are some teaching strategies; including teaching approaches, methods, strategies, and techniques, applied in *Freedom Writers*. The researcher identifies and then analyzes it in the next subchapter. This research conducted to answer the research questions about “what kind of teaching strategy and how it is applied in the movie”.

After watching the movie, it is identified that there are eleven strategies represented by the main character; whether it is applied inside or outside of the classroom. The teaching strategies depicted in the movie are as follows:

1. Using Tape Recorder or Song

The use of song can be seen in the scene when Ms. Gruwell teaches her students about internal rhyme in a song lyric (00:20:04). She tells her students to pay attention on the lyrics that contain some sophisticated phrases. She uses popular song in order to teach symbolisms and metaphors. The following script shows the use of tape recorder/song in the movie.

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

Jamal : It's 2Pac.

Ms. Gruwell: 2Pac Shakur. Excuse me. Raise your 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.

Andre : "Man-child in the promised land, couldn't afford many heroes, moms was the only one there, Pops was a no-sho".

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".

Jamal : "Where was the money that you said, you would send me? talked on the phone, and you sounded so friendly".

Andre : Think we don't know 2Pac?

Marcus: White girl gonna teach us about rap.

Ms. Gruwell: No, it's not that. See, what I was trying to do...

2. Switching or Changing Students' Seating Position

In order to take control of the class, Ms. Gruwell switches students' seating position (00:21:43). She places Jamal, the troublemaker, and his *homey* in the front row seat to make her easier to interact with them and the other groups move to the new position. She also hopes that the arrangement makes the students close and knowing each other. The new seating arrangement, in the beginning, makes some quarrel students feel inconvenience (00:22:04). The day after the new arrangement, some students did not attend in the class. It happens because of the students' pride for their races and way of thinking about “no trespassing border”. The pictures and script below show the classroom management used in the movie.



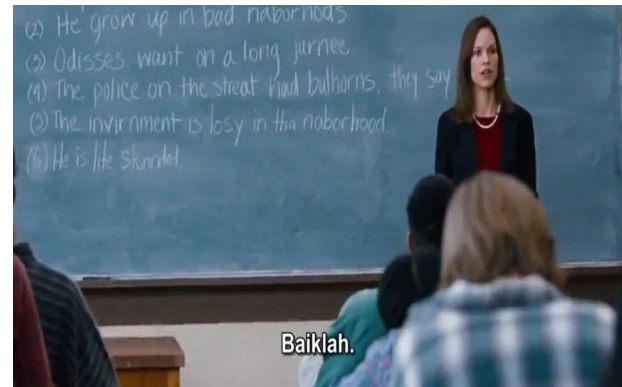
Picture 1. Classroom management

Ms. Gruwell : Switch with Ben.
Jamal : Come on.
Ben : I can't go back there alone.
Ms. Gruwell: It'll be fine.
Ben : No, it won't.
Sindy : I'm not sitting near him.
Jamal : I ain't going up there without my homey.
Sindy : I'm not sitting back there alone!
Ms. Gruwell: All right.
Jamal : Shut up.
Ms. Gruwell : All right, you know what?
I want you all to move to this side of the room. You are in the back, up here.
Sindy and all of you, move to the back. Come on. Let's go. Now!
Jamal : Get your ass back to China, all of y'all.

3. Error Recognition or Correction

The use of error recognition or correction can be seen from the dialogue and the picture where Ms. Gruwell writes some sentences with grammatical errors on the board and asks Gloria to read it. After that, she instructs them to rewrite those sentences using the proper tenses and

spelling (00:27:24). The following picture and script show the application of error recognition or correction in the movie.



Picture 2. Error recognition or correction test

Ms. Gruwell : All right. Gloria? Please read the first sentence on the board.

Gloria : Why me?

Ms. Gruwell : Because I know how much you love to read. Close the magazine.

Gloria : "Odysseus had no since of direction".

Ms. Gruwell : Now, none of these sentences are correct. I'd like you to rewrite these sentences using the proper tenses and spelling on page four of your workbooks.

4. The Line Game

In order to approach her students, Ms. Gruwell uses the line game to draw out their attention. Before starting the game, she makes a line at the center of the class (00:41:12). After that, she tells the students about the rules of the game. The rules, actually, are very simple and easy. First, Ms. Gruwell will ask a question. If the question applies to the students, they have to step onto the line and step back away for the next question. When Ms. Gruwell asks the first question, all the students step onto the line then she tells them to back away and asks another

question. Along with the game process, Ms. Gruwell asks more serious questions related with the students' lives. The following script shows the procedures of the line game in the movie.

Ms. Gruwell : We're gonna play a game, all right? It's a lot of fun. I promise. Look, you can either sit in your seats reading those workbooks, or you can play a game. 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?

Students : Yeah, whatever.

Ms. Gruwell : The first question, how many of you have the new Snoop Dogg album?

Student : Did you steal it?

Ms. 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?

5. Journal Writing

Ms. Gruwell asks the students to write their story of life in a journal. She tells them the benefit of complaining anything on it. They can share their experiences, feelings, ideals, creativities and anything that they want to express. She tells them that they can be whatever they want through writing. Ms. Gruwell wants her students to write every day. If they want her to read their journal, they can put it in the cabinet (00:45:32). The next script shows the application of the Line Game in the movie.

Ms. Gruwell : 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.

6. Reading Motivation

In the scene, Ms. Gruwell gives the students some books to read in each semester. She buys the book using her own money (00:55:49). Even though the school did not support her; she tries to provide her students a better learning experience. Instead of following the curriculum, she chooses the book that relevant with her students' situation. Moreover, Ms. Gruwell says to her students that the books remind her of them (01:10:19). The script below shows the implementation of reading motivation in the movie.

Ms. Gruwell : 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?

7. Field Trip

In this scene, Ms. Gruwell and her students visit the Holocaust Museum. At the museum, they show their enthusiasm and emotionally connected with everything related to the Holocaust tragedy during this field trip (01:03:45). The scripts below show the process of field trip in the movie.

Ms. Gruwell : With all due respect, all that program is doing, is warehousing these kids until they're old enough to disappear. Look,

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

Ms. Gruwell : Dr. Cohn, why should they waste their time showing up when they know we're wasting our time teaching them? We tell them, "Go to school. Get an education." and then we say, "Well, they can't learn, so let's not waste resources." I'm thinking trips. Most of them have never been outside of Long Beach. They haven't been given the opportunity to expand their thinking about what's out there for them. And they're hungry for it. I know it. And it's purely a reward system. They won't get anything they haven't earned by doing their work and upping their grades.

8. Toast for Change

Ms. Gruwell motivates her students to change their perspective about their self through *toast for change*. She tells them to let the past behind and go after the future. She encourages them to be confident and brave in positive way. Every word that Ms.Gruwell said is really motivating for the students. After enlightened by Ms. Gruwell, her students take the glass one by one and toast for change starting from Gloria (01:10:08). The next script shows the process of this strategy in the movie.

Ms. Gruwell : 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? What?

Jamal : Stop doing that, man.

Ms. Gruwell : What's the dealio?

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.

9. Class Discussion or Debate

In this scene, Ms. Gruwell gives the students a topic to discuss. She writes the topic on the board then divides the

students into two groups; boys and girls team. Each group is given a limited time to speak up their opinion for every turn. When their turn is over, they have to silence and let the other group to take over. If a group crosses the time limit, Ms. Gruwell gives the other group extra time to speak up (01:36:57). The picture and script below show implementation of this strategy in the movie.



Picture 3. Group Debate

Ms. Gruwell : Stop! That's it! Now, now! Hey! You get an extra three seconds. Go!

10. Watching Documentary Film

In this scene, Ms. Gruwell shows a documentary film entitled *Freedom Ride* which tells about an interracial civil rights group to her students. *Freedom Ride* is story of a group of people who fight for racial equality. This film contains some moral values that students can learn from. The following pictures and script show the use of documentary film in the movie.



Picture 4. Watching documentary film

Ben : 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. That kind of courage is unbelievable to me. I was afraid of just being in this class, and I was ashamed because I've always been the dumb kid in school, even with my friends. But not anymore. And I must have some kind of courage, because I could have lied to get out of here, but I stayed. I stayed.

11. Cooperative Writing Learning

In this scene, Ms. Gruwell wants her students to compile all the diaries or journals into a book (01:52:29). She encourages them to write down their own story. Even if nobody else will read the book, at least they still have something that can be their legacy. The next script shows the process of cooperative writing learning in the movie.

Gloria : Ms. G wanted us to put our diaries together in a book, just like Anne Frank. She got this businessman, John Tu, to donate 35 computers so we could work. She told us we have something to say to people. We weren't just kids in a class anymore. We 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.

Discussion

After identifying and classifying the teaching strategies in *Freedom Writers* movie, those types of strategies then are analyzed.

1) The Use of Song

Although this strategy did not work so well in the movie, using song in teaching and learning process is considered as a good way to improve students' listening and reading skill. Ms. Gruwell hopes that her students will be interested in literary work and make them motivated in learning by using this strategy. The material and media are easy to find and it is economical for the teacher. It can be applied successfully depending on the class situation and environment.

2) Switching or Changing Students' Seating Position

In the beginning, the change of classroom arrangement makes some students inconvenient. Along the movie, slowly but sure, they begin to open up their mind and show their respect to their classmates and Ms. Gruwell as well. This turn point makes Ms. Gruwell easy to manage the classroom. It is proven in the scene where she easily changes or switches students' seating position.

3) Error Recognition or Correction

Error recognition or correction is used by Ms. Gruwell to test students'

language errors. As seen in the movie, she mainly focuses on students' vocabulary mastery; in pronunciation and spelling of the words. Although this strategy is not going well in the movie, error recognition or correction test is economical and considered to be effective to test students' vocabulary mastery.

4) The Line Game

The line game provides an opportunity for the students to express feelings elicited by the activity through writing or drawing. Gruwell (2008) states that it can be difficult for students to open up in the front of their peers and their teachers, but the Line Game gives students an opportunity to speak volumes without ever saying a word. Furthermore, she adds that "...on the outside of the shoes, they should write or draw how they felt during the activity. On the inside of the shoes, they can write or draw what they perceive others were thinking or feeling". It means that students can feel and understand each other through the questions arose.

5) Journal Writing

The purposes of journal writing, for Ms. Gruwell, is to get closer to her students. She approaches them through their journal. This is one of the best strategies that she applied in the movie. One of the matters of applying this strategy is the budget. Teacher must consider about providing the journal, whether it comes from the teacher or students as well. It depends on the school's policy in supporting teaching and learning process.

6) Reading Motivation

In the movie, Ms. Gruwell motivates her students to read in order to widen their insight. She provides her students some books to read using her own money. She struggles in providing a book for her students since the school have no financial plan to support her. School's policies play an important role in applying this strategy. To increase students' motivation in reading, a teacher must provide some books for the students. If the

school cannot support in providing the book, the teacher must provide it by using their own effort.

Almost all agree that some amount of reading is vital to becoming a good reader. Expertise does not arise without active participation. Some educators would advocate that the best way to become a proficient reader is by reading widely and frequently. But other educators suggest that gaining proficiency may not be so simple for many students who may need more contextual support. When students read a passage or a book, they usually have a reason for doing it. Likewise when they avoid reading a text that they may be expected to read, they usually have a reason for their resistance. The most prominent reason for recreational reading is "I enjoy it." This reason refers to interest or intrinsic motivation, which means doing something for its own sake, and these motivations are internal to the student. When reading material is made relevant for students, they are more likely to become engaged and competent readers (Vansteenkiste, Lens, & Deci, 2006). If the teachers encourage intrinsic motivation in students by making the reading activity in class relevant, students initiate and persist with the reading tasks.

7) Field Trip

Ms. Gruwell introduces learning outside to her students through field trip. Instead of warehousing the students to learn inside of the class, the purpose of field trip is to expand their way of thinking. This activity involves the student to the other real life situations and experiences. There are some problems to be considered about this activity, the budget and safety. It makes field trip rarely conducted by the teacher.

8) Toast for Change

In the movie, toast for change lets the students to share their feeling, ideals, and everything on their mind. It also becomes the new beginning for the students to rebuild their characters and

creates a new boundary with their classmates. The Toast for Change was a pivotal moment in the Freedom Writers' journey. The goal of this activity is to validate students' past experiences, while offering them an opportunity to change the direction of their lives. Gruwell (2008) describes the Toast for Change is a symbolic way to make the students realize that whatever they may have done before stepping into their classroom does not matter. Aside from offering the students a new start, the Toast for Change will also allow the teacher to form a safe environment for their students to share their emotions (Gruwell, 2008). Students will begin to trust their peers and create strong bonds with their classmates. Although this activity needs several things provided by the teacher, it is considered to be effective in approaching students.

9) Class Discussion or Debate

Ms. Gruwell tries to teach her students how to state their voice and give others the opportunity to state theirs through class discussion or debate. A class discussion may be held in person or in an online environment. Discussions can be conducted with any class size, although it is typically more effective in smaller group settings. This environment allows for instructor guidance of the learning experience. Discussion requires the students to think critically on the subject matter and use logic to evaluate their and others' positions. As students are expected to discuss material constructively and intelligently, a discussion is a good follow-up activity given the unit has been sufficiently covered already. Some of the benefits of using discussion as a method of learning are that it helps students explore a diversity of perspectives, increases intellectual agility, shows respect for students' voices and experiences, develops habits of collaborative learning, and helps students develop skills of synthesis and integration (Brookfield: 2005). In addition, by having the teacher actively engage with

the students, it allows for them to come to class better prepared and aware of what is taking place in the classroom.

10) Watching Documentary Film

Ms. Gruwell uses documentary film to open up students' ways of thinking. Through this activity, they learn something that they cannot get in their reality from the film. Documentaries and film can bring the world to students in very real ways. Documentaries are emotionally powerful vehicles that can transport students to other cultures and create an awareness of global issues from the inside out through feeling and empathy. When enhanced with written reflection, films help students develop social and emotional learning in ways not available from textbooks or lectures. A short documentary story can increase students' literacy with connections to a source, to self, and to the world. Just as students use quotes from a book or text to prove an analytical thought, students use the film as a source to justify their reasoning.

11) Cooperative Writing Activities

Ms. Gruwell uses cooperative writing activities to put her students' journal together in one book. She leads the students to be a person who can state their voice and set a higher expectation on themselves. Through this activity, Ms. Gruwell also indirectly builds students' team work and togetherness. She teaches them to build a good relationship with other. Cooperative learning, in this case writing activities, is a teaching methodology. It offers "principles and techniques for helping students work together more effectively" (Jacobs, Power, & Loh, 2002). In other words, cooperative learning is much more than just putting students together in groups and asking them to work together.

CONCLUSION AND SUGGESTION

Conclusion

After identifying and analyzing the movie, this research comes to some

conclusions. There were 11 (eleven) different strategies which Ms. Gruwell uses in her teaching; *the use of song, switching or changing students' seating position, error recognition or correction, the line game, journal writing, reading motivation, field trip, toast for change, class discussion or debate, watching documentary film, and cooperative writing learning*. Although some of these strategies are not succeed in the movie, it is still considered to be effective and applicable in teaching-learning process. Thus, teaching strategies in this movie can be a reference for the teacher in pursuit being an effective educator in the future.

Suggestion

There are some precious experiences gained during the completion of this research that then are suggested for some parties. First for the readers, the researcher assumes that some people enjoy watching a movie. The purpose of a movie is not only for entertainments but there are some messages, explicitly and implicitly, depicted in every scene. It is hoped that the reader can take the positive aspect from the movie and apply it in their live. Then for the educators or teachers, there are thousands of educational sources in this world. In pursuit to be an effective educator or teacher, we have to learn from any source, and movie can be one of those references. There are so many educational values that we can get and learn from a movie, in this case is an educational movie. Then for the students or learners, it is important for them to find out and rebuild their extrinsic and intrinsic motivation. One of the ways to increase those motivations is through reading. Reading is one of the fundamental skills in language learning. The last but not least for other researcher, movie is considered as a literary work. As there are many aspects that can be analyzed in a movie, it is really worth to do a research on it.

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