

**MULTICULTURAL TEACHING STRATEGY**  
**REFLECTED IN FREEDOM WRITERS MOVIE:**  
**A SOCIOLOGICAL PERSPECTIVE**



Submitted to the Department of Language Studies,  
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by

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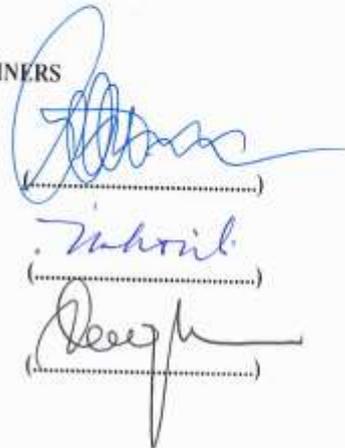
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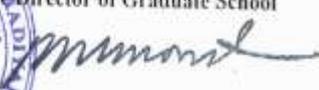
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SOCIOLOGICAL PERSPECTIVE

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**MULTICULTURAL TEACHING STRATEGY  
REFLECTED IN FREEDOM WRITERS MOVIE:  
A SOCIOLOGICAL PERSPECTIVE**

Abstrak

Penelitian ini memiliki 3 objek: (1) Mengidentifikasi indikator strategi pembelajaran multikultural dalam film Freedom Writers. (2) Mendiskripsikan penggambaran strategi pembelajaran multikultural dalam film Freedom Writers. (3) Menganalisis alasan Lagravenese mengangkat strategi pembelajaran multikultural dalam film Freedom Writers. Penelitian ini adalah penelitian kualitatif. Dalam penelitian ini penulis menggunakan teori dari Wardsworth (1978 & 2010). Peneliti menemukan 5 indikator dalam strategi pembelajaran multikultural, yaitu: Gruwell memiliki harapan yang tinggi, berperilaku positif dan peduli kepada siswanya, gaya mengajarnya sesuai dengan proses belajar mengajar yang di perlukan, Gruwell menunjukkan rasa menghormati satu sama lain, dan Gruwell memiliki tujuan yang mulia. Kemudian peneliti menemukan gambaran tentang strategi pembelajaran multikultural dalam karakter-karakter film, setting dan peristiwa. Dalam penelitian ini peneliti juga memfokuskan pada alasan Richard Lagravenese mengangkat strategi pembelajaran multikultural di film ini. Ditemukan hasil bahwa alasan Lagravenese adalah untuk menampilkan usaha-usaha guru dalam mengatasi masalah-masalah yang di hadapi para siswa dan seorang guru yang membuat para siswanya bersatu seperti keluarga.

**Kata kunci:** strategy mengajar, strategi mengajar multikultural, toleransi,  
menghormati

Abstracts

This research has three objectives: (1) To identify the indicators of multicultural teaching strategy reflected in the Freedom Writers movie. (2) To describe the multicultural teaching strategy depicted in the Freedom writers movie. (3) To reveal the reason of Richard Lagravenese in addressing multicultural teaching strategy in Freedom Writers movie. This research belonged to qualitative research. In analyzing this research the researcher used Wardsworth (1978 & 2010) as the theory. The researcher find out 5 indicators in multicultural teaching strategy, those are: Gruwell has high expectation, positive attitude and caring to her learners, Gruwell's teaching style matched with the learning process, Gruwell showed her respect each others, and Gruwell has positive goals as an educator. The researcher also found multicultural teaching strategy depicted from movie's characters, movie's settings and the important event. This research focused also in analyzed Lagravenese's reason of addressing multicultural teaching strategy into the Freedom Writers movie. The reasons were to show about teacher's efforts in handled learners problems and uniting the diverse learners became a family.

**Keywords:** teaching strategy, multicultural teaching strategy, tolerance,  
respect

## 1. INTRODUCTION

The studies about *Freedom Writers* movie had been done by many researchers using different variation of perspectives. Some researchers had studied the research in classroom management perspective (Applegate, 2013 and Tanase, 2013) discussed activity in the room: meeting students and used Hip Hop in learning process, and some others had studied in Islamic and educational perspective (Saraswati, 2012) she focused on educational role and the relevance in Islamic education, a feminist perspective (Dinatale, 2017) he revealed the feminist reflected on that movie, a structuralism perspective (Shinta, 2010) described anti racism between the learners in 203's room, and a semiotics perspective (Syahri, 2011) analyzed the semiotics found on the movie.

From the previous studies, it obvious that there is no researcher who had studied about multicultural teaching strategy. So that, the researcher wanted to conduct the research with three objectives, as follows: (1) To identify the indicators of multicultural teaching strategy reflected in the *Freedom Writers* movie. (2) To describe the multicultural teaching strategy depicted in the *Freedom Writers* movie. (3) To reveal the reason of Richard Lagravenous address multicultural teaching strategy in *Freedom Writers* movie.

This recent study wanted to analyze multicultural teaching strategy reflected in *Freedom Writers* movie. The researcher saw that there were teacher's efforts to obstacle the students' problems by using multicultural teaching strategy, and her goal in uniting the diverse students also (Hate, hit, disrespect and no tolerance became peace, love, respect, and full of tolerance). Lagravenous's work was a respond of Gruwell and her learners' social phenomenon occurred during a period of time. Lagravenous depicted multicultural teaching strategy on that movie

In this paper, Banks (1999, p. 15) recited about the kinds of teaching styles that suitable with learning styles within various cultural and ethnic groups called by multicultural teaching strategy. Then Swisher (1991, p. 55) explained that the way of teaching using variety of methods called by multicultural teaching

strategy, those methods used should be relevant and match with learners' need. Mifflin (1997, p. 21) described that the essential of diverse perspective in positive learning process to make welcome, respect and comfortable in learners's feelings called by multicultural teaching strategy. It means that the director wanted to show the variety of multicultural teaching strategy to obstacle students problem by using this movie. Then, the researcher here used the sociological perspective by Laurenson and Swingwood (1972, p.13), they stated literary work as the mirror of certain of place and time, so it was like a pictures that described an important or historical moments and events of society.

## **2. METHOD**

As a qualitative research which have no any kinds of statistical data or procedures (Dorney in Fauziati, 2009, p. 234). The substance object of the study was the *Freedom Writers* movie, while the formal object was multicultural teaching strategy. This research used *Freedom Writers* movie as the main data sources meanwhile the supported data sources were previous studies on it and also my research materials that had correlation with the movie. This research used data collecting, data reducing, data presenting, then conclusion and verification (Miles and Huberman, 2006, p. 245).

## **3. FINDINGS AND DISCUSSION**

This point showed about the indicators of multicultural teaching strategy, the depiction of multicultural teachig strategy and the director's reasons of addressing multicultural teaching strategy in *Freedom Writers* movie. Those findings based on *Freedom Writers* movie, so it easy to understand the data sources

### **3.1 Findings**

#### **3.1.1 The Indicators of Multicultural Teaching Strategy reflected in the *Freedom Writers* movie, are:**

##### **3.1.1.1. High Expectation**

Gruwell asked some books to Ms. Chambel as learning materials, but she got nothing. Ms Chambel didn't believe that the learners capable to do that activity, such as: reading and writing.

Ms. Chambel always assumed that the learners capable only in drowing the book with bad written and broke the books also. But, Gruwell optimis that all learners capable do the best, if the educators trust on them. It showed Gruwell high expectation to her learners.

### 3.1.1.2. Positive Attitudes

Gruwell got bad voices and sounds, but she always show her positive manner. She got unrespect, she replayed with smile, calm and patient. She got student's screamed on her, she just calm down in response it. She got something impolite, she replayed with the polite ways.

### 3.1.1.3. Caring Ways

Gruwell not a usual teacher, because she not only listened her students' voices but she felt what they felt also. Those her caring, as follows: she became a good hearer in Eva's case, Andre's condition and situation, and she's picking her students up with her father.

The following dialogues, as follows:

Eva : *So, I was just wondering if I capable, like, Stay here late with you. So, I can get my homework done, cause it's late by the time I get my home early.*

Gruwell : *don't worry. You can stay as late as you want. And I can even drive you to your aunt's, if it gets too late.*

The following dialogues, as follows:

Gruwell: *Hi, Anyone know where Andre's been?*

Marcus : *I have no seen him on the bus. Yeah, I have no talked to him also.*

Gruwell: *Andre? Wait a minute before you enter the class. I heard about your brother's condition. I'm sorry. Is that why you have missed class so often?*

Andre : *I had things to do ms.*

Gruwell: *About this. The evaluation assignment was to grade yourself on the work you are doing. You gave yourself*

*an F score. What's that about?*

Andre : *Em...It's what I feel I deserve. That's all.*

Gruwell: *Oh, really?*

Gruwell: *You know what this is? This is a "Fuck you" to me, and everyone in 203 class! I don't want excuses. I know what you are up against. We are all of us up against something. So you better make up your mind, because until you've the balls. To look me straight in the eye and tell me this is all you deserve, I am not letting you fail, Even if that means coming to your house every night. Until you've finish the work. I know who you are?. Do you understand me? I can see you. And you're not failing. So, take a minute. Pull yourself together and come in. I want a new evaluation of you. An F score. What, are you tripping?*

The following dialogues, as follows:

Gruwell: *I did not want to bother you. I will be right back.*

Father : *Oh, no. No, no, no. Erin? Get back to your car.*

Gruwell: *Dad, he lives right here.*

Father : *I will get him for you. Get back in the car and lock your door. What's his name?*

Gruwell: *He is Andre Bryant.*

Father : *Ok, Andre.*

#### **3.1.1.4. Relevant Teaching Material**

Relevant materials means, the material bought by Gruwell is suitable with learners needed. The material about range of ethnic, racial groups and cultural. So the story was similar with learners life and situation. Gruwell also gave them journal book, to keep on learners reading, the activity like what Anne Frank has done in her life.

#### **3.1.1.5. Variety of Multicultural Teaching Strategy**

Variety of Multicultural teaching strategy here about the activities used by Gruwell in handled 203 class, not only that but with those varieties, Gruwell hoped she capable to solved her learners problems. Those are: outing class, moving up learners sitting position,

many kinds of games, writing learners daily life in the journal, and using Hip Hop (Tupac Syakur).

### **3.1.1.6. Respect to Her Learners**

She respected everyone, the senior teachers, the learners, her father, and her husband. Gruwell respected one each other, because she wanted her learners did that also. So, everybody capable to respect each other, before Gruwell entered the Wilson high school, the school just like a grave and jail, but when Gruwell there, everybody was changed.

The following dialogues, as follows:

Gruwell: *Eiva Benitez.*

Eva : *Eva, not Eiva.*

Gruwell: *Eva.*

### **3.1.1.7. Positive Goals**

Gruwell has a big dreams, and the big dreams same with her positive goals of Wilson high school, such as: Increasing learners' reading habit, Improving learners writing ability, and make them unity.

## **3.1.2 Depiction of Multicultural Teaching Strategy**

Through the Movie's Characters, such as: Innovative character: the character who wants to change the badness to be a goodness, supporting characters: the characters who support and agree with the innovative characters, and opposing characters: the characters against the innovative characters, they show their disagreement to innovative characters.

Through the Movie's Setting, such as: Classroom: the learners having a sitting position with their own gang, they are calm, school: the opposite place of classroom, here the learners fought and hit each others

and society: they should protect their own, but since Gruwell came in their class, they protect who was in the correct side.

Through Important Events, are: A different teaching approach: Gruwell combined her learning process with game, hip hop and etc but the other teachers just expalined and explained, the learners bored on it. Resistance against different approach: Ms. Chambel as the senior teacher affraid if Gruwell success with her multicultural teachig strategy, so she did't allow when Gruwell asked her to bought some books from the library. Conflict of paradigm: Gruwell as the freshwoman teacher believe that her learners have their own inteligenes, what she need is just to improve, develop, motivate and support them with those inteligenes they have, but the old paradigm believe that the learners came with an empty mindset, and the teacher hate if they against on them (teachers) and anxiety of the learners: the learners want Gruwell as their teacher as long as they can, because Gruwell changed them to be better and having a brighter of life. They afraid if Gruwell not accompany them till they pass all grades at Wilson High School, California.

### **3.1.3 Director's Reasons of Addressing Multicultural Teaching Strategy**

The director wanted to show: Teacher's efforts to handle the learners problems and uniting the diverse students. Lagravenese said in his interview that, the teacher (Gruwell) did her hard efforts to solved students' problems. She was not only a good hearer but she felt leaners' realities of life also. Lagravenese said also that, Gruwell capable uniting them became a family although they are the diverse students, such as: white, latino, getto, black and etc. They started to talk, arguing something and their truth came out since they visited Holocaust. Gruwell reached her positive goals on that. They having a good communication, tolerance, and respect at the end.

### 3.2 Discussion

There are five indicators that the researcher found from the Freedom Writers movie, as follows: the teacher has high expectation and positive attitudes towards the learners, the teacher has caring ways also. The teacher taught the students by using the relevant material, it was match with the students condition and situation. Her teaching styles were relevant with the learning process, such as: she used Line Game, to make closer between her students, and she wanted to know her students deeply. Like a super motivator, she motivated them in improving their reading habit, asked them to change by Toast for Change (They should talk honestly), then she asked them to write what they want in journal book (the book like the learners' voices, it can decreased their traumatic and they felt brave than before). Gruwell showed her respect to the learners, and taught them how to respect the others. Then her positive goals in her multicultural teaching strategy, are: improving students' score in writing and reading with good habit on both of them and uniting them with full of peace, tolerance and respect. Those indicators same with five indicators of Banks (1999, p. 17), those are: (a) High expectation, positive attitudes and caring. (b) The curriculum reflects the experiences of cultures and perspectives about cultural and ethnic groups. (c) The teaching style match with the learning process. (d) The administrators and educators show respect to the students'. (e) The instructional material used show situations and concepts from the perspectives of racial groups, ethnic, and cultural. (f) The testing procedures and assessments used are culturally sensitive. (g) The school's culture and the curriculum reflect ethnic and cultural diversity. (h) The school's counselors have high expectations to the students coming from different ethnic, racial and language groups.

The depiction of multicultural teaching strategy by: Movie's settings, movie's characters and important events that given clear depiction of multicultural teaching strategy used by Gruwell. Then, Lagravenese's reasons of addressing multicultural teaching strategy, based on his interview on awfj.org, are: To show the educators' efforts in handled the learners'

problems. They came with no peace, no tolerance and disrespect, hit and hate, but they became united at the end.

The story like a mirror in such period of time, and certain place in a certain time that explain about civilization that want to show to the audience by using screenplay or kinds of pictures, it is based on (Laurenson and Swingwood (1972, p. 13).

#### **4. CONCLUSION**

After analyzing the whole movie and analyzing all the facts dealing with multicultural teaching strategy, the researcher comes to the conclusion, those conclusion, as follows: The indicators of multicultural teaching strategy, are: High expectation, positive attitudes and caring ways to the learners, taught using book material, using variety of multicultural teaching strategy, showing respect and has positive goals. Depiction of multicultural teaching strategy, those are: Movie's characters, such as: Innovative character, supportig character and opposing character. Movie's settings: Classroom, school, and society. Important evets, are: A different teaching approach, resistance against different teachig approach, conflict of paradigm, and anxiety of the learners. Director's reasons of addressing multicultural teaching strategy: Teacher's efforts to handle the learners problems and uniting learners became united like a family.

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