UNSTOPPABLE OBSESSION OF ERIN GRUWEL REFLECTED IN
FREEDOM WRITERS MOVIE (2007): AN INDIVIDUAL
PSYCHOLOGICAL APPROACH

Submitted to the Department of Language Studies,
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Nurlita Trisna Mukti
UNSTOPPABLE OBSESSION OF ERIN GRUWEL REFLECTED IN
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Abstrak
Penelitian ini di fokuskan untuk meneliti tokoh utama yaitu Erin Gruwell. Manfaat dari
penelitian ini adalah untuk memberikan tambahan informasi yang dapat digunakan oleh
peneliti lain. Ada dua macam objek penelitian. Objek penelitian yang pertama adalah
formal objek dan yang kedua adalah material objek. Objek formal adalah beberapa buku
yang membahas tentang pendekatan psikologi individu. Objek material dari penelitian
ini adalah film freedom writer itu sendiri. Masalah utama dari penelitian ini adalah
bagaimana obsesi dari tokoh utama yang terdapat di dalam film freedom writer. Tujuan
utama dari penelitian ini adalah untuk menganalisa obsesi dari tokoh utama berdasarkan
pendekatan psikologi. Peneliitianannya berdasarkan enam prinsip psikologi individu dari
Alfred Adler yang mana saling berhubungan antara satu dengan yang lainnya. Setelah
melihat film ini, Erin Gruwell mempunyai kreatifitas diri yang tinggi di dalam kegiatan
belajar mengajar. Film freedom writer terinspirasi dari kisah nyata. Film ini
cerita tentang adanya perbedaan ras, adanya geng di antara murid, penindasan
oleh kelompok tertentu. Dengan kreatif diri yang dimiliki oleh Erin, dia menciptakan
beberapa metode, cara untuk mengetahui masalah pribadi dari masing-masing muridnya
kemudian menemukan cara untuk menyelesaikan masalah mereka. Itulah obsesi yang
dimiliki oleh Erin yang mana kebanyakan dipengaruhi oleh kreatifitas diri Erin yang
akhirnya bisa membuat mereka menjadi satu kesatuan yang utuh, tidak bercerai beraig,
tidak ada lagi perbedaan ras diantara mereka.

Kata Kunci: obsesi; pendekatan psikologi individu. film freedom writers

Abstract
The research is focused on the major character, namely Erin Gruwell. The benefit of the
study is to give additional information that can be used by the other researchers. There
are two kinds of object of the study. First, is formal object and second is material object.
Formal object of the study is some books discussing about an Individual Psychology.
The material object of the study is Freedom Writer movie itself. Obsession of the major
character reflected in Freedom Writers Movie. The aim of this study is to analyze her
unstoppable obsession of the major character based on the Individual Psychological
Approach. The analysis is based on the six principle of individual psychology by Alfred
Adler that is related to each other and builds a unity that viewed from Erin Gruwell’s
personality. Thus, most of her principle of life is influenced by creative self. Freedom
Writers movies, inspired by true stories. The Freedom Writers movie tells about racism,
gang members among students, juvenile delinquents, and underprivileged students,
racial discrimination, social oppression by the dominant group, social injustice
experienced by marginalized groups. With her creativity in teaching techniques,
Gruwell created several ways to know their students' personal problems and find a wise
way to solve their problems. So, Unstoppable Obsession of Erin Gruwell is influenced
by Creative self, because Erin uses various ways, various methods to make her students
can turn into a good person, make them become a unity.

Keywords: unstoppable obsession; individual psychological approach; freedom writers
movie.
1. **INTRODUCTION**

In psychology, the field of personality is concerned with the total individual and with individual differences. Personality research is not the study of perception but rather of how individuals differ in their perceptions and how these differences relate to their total functioning. The study of personality focuses not only on a particular psychological process but also on the relationships of different processes. Adler’s individual psychology depicts the human being as single, invisible, self-consistent, and unified (Hjelle and Ziegler, 1992:178).

A kind of obsession is like a way that people use to get what they want and what people believe that it is the best thing that they have to do to get their wish. People will try, try and try again and will struggle and do anything to achieve the goal of an expectation. It is way to get their wish.

The phenomena can be as subject matter of sociology and psychology. Sociology is a science that studies relationship between the societies. In sociology, obsession is one of lifestyle on getting some desire to get power and respect in society. Psychology is a science that studies a human being behaviors, attitude and habit. In psychology obsession educates people to do anything to reach their goal. It views that person has a wish that they must struggle for themselves. Having the feeling of being never satisfied, big dream and hard work is the action that is reflected in human’s personality because of obsession.

There are some researchers who have conducted different approach on the movie. The first researcher was Astuti, Wiwin. 2009. *The Influence of Learning Model on Student’s Personality Development in Freedom Writers Movie: Educational Psychology Approach*. She focuses on the learning method which is used in that school. The result of this study shows that the student’s personality in school can be formed by teacher whom understands his/her roles as the teacher based on Educational Psychology and also he/she has to know the characteristic of the adult learners or it can be called as Andragogy science. Rom those things, the teacher will be able to formulate some learning models which are appropriate with the condition of the students.

The second researcher is Patmawati, Dewi. 2009. *Struggle for Existence Erin Gruwell’s Freedom Writers Directed by Richard LaGravenese: An Individual Psychological Approach*. She focuses her research to find the struggle for existence the
major character, Erin Gruwell in the Freedom Writers movie. She uses an individual psychological approach by Alfred Adler to analyze the movie. She concludes that there are external factors that defeat Erin; those are the social treatment of her race and her rankability. But the idealism of teacher spirit influences the character of Erin in a struggle for existence that is the harmonious life and equal rights for all students.

The third researcher is Haris Habibi, Abdul. 2010. *Self Defense Mechanism of Erin Gruwell in Richard LaGravenese Freedom Writers Movie: A Psychoanalytic Approach*. The major problem in his research is how the self-defense mechanism of Erin Gruwell is reflected in Richard LaGravenese' *Freedom Writers*. He analyzes the major character's behavior from psychoanalysis approach. He uses the theory of Sigmund Freud named the defense mechanism that related to *id, ego, and superego*. He concludes that Erin Gruwell has a lot of defense mechanism in denial. Erin also has a large defense of intellectuality because she is a great teacher, but she rarely shows it in front of her students and her teacher friends. He thinks that it is better if Erin does it directly than doing many talks. And it is better for her to keep teaching the class rather than fighting. The Abdul's research is different from the writer because Abdul analyzes the behavior of Erin Gruwell using psychoanalytic approach and the writer analyzes the racial conflict that was reflected in the Freedom Writers movie using sociological perspective.

The fourth researcher is Shinta, Yulia. 2010. *Anti Rasisme pada tokoh Erin Gruwell dalam film Freedom Writers karya Richard Lagravense*. Her result shows that Erin's anti-racism can be seen from conflicts happened to her. Besides, there are other factors that make her an anti-racist such as her identification process, outside social interaction, selectivity, motive, social nature, and relationship with her social environment. In the end, the effect of Erin's anti-racism appears. It shows that Erin's students in 203 classrooms change their behavior to be anti-racist.

The fifth researcher is Suyanti, Ulfah. 2011. *An Analysis of the Use Bad Language in Freedom Writers Film*. The result is there were many kinds of bad language which is used by the actor and the actress in the movie.

The sixth researcher is Astuti, Rista Yudi 2012. *Analysis of Cultural Relativism in American Society Reflected In Freedom Writers Film*. The result of the analysis showed that cultural conflicts must happen in multicultural societies and cultural
relativism is one of the best solutions to solving them. It can be proven at the end of the story, almost all of the characters in the film will not fight again and they can respect each other. Respect over race is a good way of realizing a piece of the multicultural community. Cultural relativism is the tool to make it becomes true. People as the human being are not different. All of them are the same. We are human being should respect each other. Cultural relativism can be applied in daily life. By entering other cultures, we will know the standards of the culture itself, so we can tolerate if it is not appropriate for our culture.

The seventh researcher is Kurniarini, Ni Nyoman Yunike. 2012. Social factors and Social Dimensions in the Language of Freedom Writers' Characters Reflecting Racism in the United States of America. The findings show four kinds of social factors that are used in the film Freedom Writers, i.e. participants, setting, topics, and functions of the interaction. The first is participants who involve racism issue in their daily conversation, i.e. family and school participants. The second is setting, which consists of public and private places in which the racism phenomena occur. The third, there are two main topics which are talked about by the characters, racial segregation and the race perspective. The utterances reflecting racism in Freedom Writers have three functions. Expressions which show the characters’ feelings about racism, directive, and representative, which is to provide information from others especially about racism as a crucial issue in America. The second findings show that there are four kinds of social dimensions in Freedom Writers, i.e. solidarity scale, status or power scale, formality scale, and functional scales. There are two types in each scale, high and low scales. Solidarity scales show the relationship between the participants. Intimate speakers have a high solidarity, such as family participants who have a higher solidarity scale than school participants. The status scale shows the social role in the society. Superior speakers will have a higher status than others who are inferior. Formality scales show how the participants speak based on the social context and setting. High formality is used by speakers when they are talking in the formal places and occasions, i.e. in a classroom and teachers’ room. Low formality conversations occur in the informal settings and occasions, such as in a bedroom, schoolyard, and restaurant. Functional scales present the functions of the racist utterances in two sub-categories, referential and
effective. Referential involves the utterances which express new information, while affective expresses the speakers' feeling in the conversations about racism issue.

The eighth researcher is Fitriani, Devi. 2012. *Racial Conflict in Lagravenese’s Freedom Writers: A Sociological Perspective*. She focuses to analyze Freedom Writers movie using sociological perspective. The social issue about the racial conflict is reflected in this movie. This movie tells the racial conflict that happened among Latino, Asian, Black, and White. Almost the students ever got the bad experience because of the difference of their race. They lost their family and their friends. This condition creates the bad moral in the student and makes them keep themselves and their group.

The ninth researcher is Mardijono, Josefa J. 2013. *Teacher Encouraging Discourse in the film Freedom Writers*. Teacher discourse plays a significant part in the students' learning process. The exemplary deed of the teacher, Erin Gruwell depicted in the film freedom writers has proved her great achievement in leading her students to the process of empowerment. Considering the power of words to influence people, this study focused on the discourse used by the teacher particularly those encouraging utterances. Analyzing the three classroom scenes containing encouraging utterances through speech acts and responding acts, the finding revealed the kinds of speech acts involved in her encouraging utterances that inspire the students the hope or a better future, having their self-esteem enhanced and their self-confidence promoted. Towards those encouraging utterance, the students give their positive response, non-verbally and both verbally and non-verbally.

The tenth researcher is Tanase, Madalina. 2013. *Meeting Student Needs in the Freedom Writers Movie: An Activity in a Classroom Management Course*. The study described in this paper explored the understanding pre-service teachers’ have of PK-12 student needs (i.e. Belonging, Mastery, Independence, and Generosity) and the importance of meeting these needs in a climate of Invitational Education. 71 undergraduate teacher education candidates enrolled in a Classroom Management course at a mid-sized Southeastern university in the U.S, learned about the Circle of Courage. This included viewing the movie Freedom Writers to focus on how this philosophy was incorporated in the movie. Following the viewing, the participants wrote an essay about the significance of meeting these student needs. This activity enabled the participants to link theory to practice, as it prompted them to take a
reflective stance, identify some of the strategies they witnessed in the movie, and evaluate how these might benefit their future students.

The eleventh researcher is Hudaya, Dicky Husna. 2014. Metode Belajar Dalam Film Freedom Writers (Analisis Semiotika terhadap Film Freedom Writers). The results of a study by Erin Gruwell revealed in Freedom Writers, Erin Gruwell has done a humanist, liberating, and deep-rooted education. This is the story of class 203, where Erin Gruwell did a truly astonishing education. Growwell had tended to shackle the school and raise the viewpoints of the solution. It was a hardly regulated university and finally, it was linked to the best of the graduate in the universe. They begin to work with others, working as unrelated to a group of scientists. They claimed that they were different from the group of scholars. The model was studied by Erin Gruwell revealed in the first Freedom Writers movie, the first line, the second to create a hamlet, the three of whom hosted the tour, the fourth at the sources of the fifths gathered their daily buffers

The twelfth researcher is Trulyfiona, Tiara. 2014. An Analysis of Taboo Words Used by Characters in freedom Writers’ Movie. This research only focused on the type of taboo words and the purpose of using taboo words by the characters. The purpose of this research is to find out the types of taboo words and the purpose of using taboo words by the characters. In analyzing the type of taboo utterances, the writer uses the theory of Wardaugh (1986). In analyzing the factors affecting using taboo words, the writer uses the theory of Holmes (1992). The characters consist of four ethnic groups, they are African-Americans, Hispanics, Asians and white. After doing the analysis, the writer found 39 taboo utterances by African-Americans, 7 taboo utterances by Hispanics, 6 taboo utterances by Asians, and 2 taboo utterances by White people. After analyzing the taboo words used by the character, the writer found out that most African-American using taboo words because of their Status social, the writer found out the factors affecting them use taboo words. The writer also found that the type of taboo words that are mostly uttered are exertion, bodily function, and religious matter terms.

The thirteenth researcher is Puspasari, Ulfa. 2015. Social Identity Formation of Eva in Freedom Writers Movie. The analysis of Eva's social identity formation is divided into two processes: self-categorization and social comparison. However, the process generates group behavior. Group behavior involves intergroup differentiation
and stereotypic perspective about in-group and out-group. The writers conclude that Eva’s social identity formation process is influenced by family, environment, and self-experience.

The fourteenth researcher is Eviana. 2015. *An Illocutionary Acts Analysis Reflected in Freedom Writers Movie*. The writer analyzes illocutionary acts from Erin Gruwell’s dialogue in The Freedom Writer movie. This study investigates the types and the functions of illocutionary acts. The qualitative method is used to analyze data in this study. The data are presented descriptively and explains the illocutionary act produced by Erin Gruwell in The Freedom Writers movie, such as describes the types and the functions of illocutionary acts. The findings show that there are four type of illocutionary acts found in this study: assertive, directive, commissive, and expressive. The type of illocutionary acts found most in this study is assertive. This study also found four functions of the illocutionary act; they are competitive, convivial, collaborative, and conflictive. The function of illocutionary acts found most is collaborative.

The fifteenth researcher is Rahmawati, Anita. 2016. *An Analysis of Mrs. Erin Gruwell’s Sacrifices in Freedom Writers’ film*. This film tells about a teacher’s willingness to sacrifice her life for her students. She will do anything to struggle for her students’ rights. She is willing to sacrifice her family’s happiness for their students. There are still other sacrifices done by the main character of “Freedom Writers” film, Erin Gruwell. The purposes of this research are: 1) to explain the reasons for Mrs. Erin Gruwell’s sacrifices in the film; 2) to describe the efforts of Mrs. Erin Gruwell sacrificed in the film, and 3) to know the effect of Mrs. Erin Gruwell’s sacrifices in the film. The descriptive qualitative design was applied to this research because it was intended to describe Mrs. Erin Gruwell’s sacrifices in Freedom Writer's film. In this study, the objective approach is used by the researcher because the researcher would like to study about the film itself especially the sacrifices of Mrs. Erin Gruwell without studying the life of the author. The instrument of this research was the researcher herself and she took the data from the scene and dialogue in the film. The data were analyzed by collecting proofs through the scene or dialogue in the film related to the problem of the research. The outcome of the research shows that the reasons for Mrs. Erin Gruwell sacrifices are 1) there were no resources and facilities for her students; 2) the other
teacher underestimates the ability of her students. Furthermore, Mrs. Erin Gruwell to do the sacrifices for her students, such as; she sold bras in the department store to get money to buy the books, asked for permission to visit the museum to study outside the school, got another job again as a hotel concierge to get the money to visit the museum, invited real Holocaust survivors to meet her students in the Marriott hotel, and raised money to invite Miep Gies as a guest to Wilson High School to inspired them. Her sacrifices make her husband take a decision to divorce because he realized that she only took care of her students.

The sixteenth researcher is Hakim, Lukman. 2016. Anarchism Movement as depicted in Erin Gruwell’s Freedom Writers Diary. This result shows that the anarchism characteristics in The Freedom Writers are liberty, equality, and solidarity. And the release of The Freedom Writers Diary gives some effect to the larger society, it encourages the rise of tolerance and awareness of disadvantaged students.

The seventeenth researcher is Sa’adah, Kuni. 2016. A translation analysis of textual and pragmatic equivalence in Freedom Writers movie and its script. From the analysis, the researcher concludes that 74 cases were found in textual and pragmatic equivalence in the Freedom Writers movie script. The textual equivalence consists of 14 cases in personal reference, 6 cases in demonstrative reference, 5 cases in comparative reference, 2 cases in substitution, 2 cases in ellipsis, 8 cases in conjunction and 3 cases in lexical cohesion. The pragmatic equivalence consists of 4 cases incoherence, 9 cases in implicature (maxim of quality), 4 cases in implicature (maxim of quantity), 9 cases in implicature (maxim of manner) and 9 cases in implicature (maxim of relation). The most dominant is the type of textual equivalence, personal reference.

The eighteenth researcher is Nugroho, Abdillah. 2016. A Creative Teacher for Problematic Students: An Individual Psychological Study on Freedom Writers Movie. The paper analyzed a creative teacher handling some variously problematic students in her classroom reflected in Freedom Writers movie. Based on the problem, the paper was aimed at analyzing ways that the creative teacher took to solve the students’ problems. The theoretical framework of the analysis was the Individual Psychological approach by Alfred Adler. Teacher has an important role in human life. As a teacher, he or she not only teaches but also educates the students. To teach means transforming the teacher’s knowledge to the students. Through interaction with students, a teacher gives
them various materials of knowledge. The knowledge can be language, mathematics, biology, physics, history, and so on. Meanwhile, to educate means a teacher can educate the students about social norms, ethics, proper manner, morality and the like. To play their roles, teachers often face a lot of problems. The problems ranged from students’ personal problem, their environment problem, lack of facilities of teaching learning process, to their own private problem. Freedom Writers movie, in which the creation was inspired by a true story, delineates complex problems experienced by both the teacher and the students. The teacher, Erin Gruwell, faced her students who had various and complicated problems, which later motivated to find a solution for her students’ problem. Her students’ problem might be racial discrimination, social oppression by the dominant group, social injustice experienced by the marginalized group, and so on. With her creativity of teaching technique, Gruwell created some ways to understand their students’ private problem and found a wise way out of their problems.

The nineteenth researcher is Hidayati. 2017. Appraisal Analysis in Freedom Writers Movie. The result from the Appraisal Devices realizing (a) Attitudes reveals that LaGravenese likes to express characters’ negative emotion explicitly than implicitly. He likes to express characters’ negative capability than other kinds of Judgments. He appreciates the characters using more Negative Value which denotes that in his opinion, they see each other negatively. (b)Engagement used in the screenplay describes that he emphasizes more on characters’ denial towards each other’s opinion and existence with the use of more Disclaim Heteroglossia in the screenplay. (c)Graduation used in the screenplay describes that the use of more Sharpening Focus indicates he emphasizes on characters’ category boundary more than scaling of intensity.

The last researcher is Dinatale, Leah. 2017. Composing in their own language: feminist Pedagogy in Richard Lagravenese’s Freedom Writers Movie. Ms. Gruwell uses feminist pedagogical practices in order to transgress institutional practices that seek to silence her Students’ Right to their Own Language. The researcher purpose in analyzing this popular culture film is to discuss how feminist pedagogy is presented in Freedom Writers. While a considerable amount of scholarship has analyzed the way educators are both positively and negatively portrayed in film, there has been no attempt to critically assess how feminist pedagogical practices work to challenge traditional educational ideologies in film. The researcher analysis also seeks to identify and evaluate some of
Gruwell’s exemplary teaching practices in order to analyze the ways in which feminist pedagogy might enhance other theoretical approaches and pedagogical practices in education.

There are some reasons why the writer choose this movie: The first is the unstoppable obsession of the major character. The second reason is the plot of the movie. The third is character and characterization. The last is the implicit message from this movie. That is why the researcher is interested in analyzing the major character Erin Gruwell because she has an obsession to change the moral of her students more better with many ways and many technique that Erin used in teaching learning process. The researcher uses Individual Psychological Approach to analyze this movie

2. METHOD
This study uses the qualitative method. There are two kinds of object of the study. First, is formal object and second is material object. Formal object of the study is some books discussing about an Individual Psychology. The material object of the study is Freedom Writer movie.

The methods of collecting data in this research are as follows: Downloading the movie script, watching the movie, reading the script, determining the major character that will be analyzed, reading some related books to find out the theory, data, and information required, arranging and developing the selected data into a good unity toward the topic of the study

3. FINDINGS AND DISCUSSION
Obsessions are a long-lasting thought, thought, impulse, or image that is considered disturbing. They are generally accompanied by several reasons in which individuals feel encouraged to do to alleviate distress or prevent some of the dreaded events. There are two subtypes of obsession. Autogenous and reactive obsessions. (Lee & Kwon, 2003). Autogenous obsessions are uncomfortable and unrealistic thoughts, images, or impulses that tend to be perceived as threats in their own right. Autogenous obsessions include sexual, aggressive, blasphemous or repulsive thoughts, images, or impulses. In reactive obsessions are relatively realistic aversive thoughts, doubts, or concerns in which the perceived threat is not the obsession itself but rather its possible negative consequences.
Reactive obsessions include thoughts, concerns, or doubts about contamination, mistakes, accidents, asymmetry or disarray.

Obsession possessed by Erin Gruwell was categorized into unstoppable obsession. Because she has many methods to make her dream comes true. Her dream is make her students to be better life than before. She also does not care about her methods that she used sometimes make herself in endagers. At first, Erin Gruwell felt discouraged to see her students like that, disrespecting Erin as their teacher and in class 203 had so many problems that made Erin feel disappointed, unable to teach them. But after Erin knows what the problems are with each of her students, Erin feels challenged to make them one, no ethnic, racial or class differences in her class. The effort Erin made initially did not get a positive response, but Erin kept trying in various ways to get her students to listen to what she was doing. The method Erin uses makes Erin become a creative teacher. Because in Erin's soul there is a creative self.

To be a creative teacher requires a long process in one's life. In this film Erin Gruwell faces a variety of trials as she stands to teach her students. Because they have a variety of complex problems ranging from domestic problems, racial discrimination, injustice and social problems. In addition, Gruwell also has a serious personal problems both her father and her husband. To solve the problem of her life, she fought very hard.

She is a woman with extraordinary effort, passion, and courage, as Mother Chambell has said that Gruwell is a smart and beautiful woman. Because of that fact, he is very creative to become a teacher even though he is actually a graduate of the Faculty of Law. To be a creative teacher takes great patience, because it must have many ideas to make children who were initially reluctant to discuss, reluctant to greet because of ethnic differences, tribes, races into a unified whole where there is no difference between them.

There are many problems faced by Erin Gruwell while doing her job as a teacher at Woodrow Wilson High School, Long Beach, California. When Erin first meets with the students at room 203, none of them respected it. They underestimated it. They do not like it. They reject it and they disobey it. They hate Erin because Erin is white people. It made Erin feel inferior. In addition, interactions among students in their 203 classes are not so good because they are grouped by race and ethnicity. They are composed white people, Blacks, Cambodians, Chinese, and Little Tijuana. They could
have fought brutally in the classroom as well as in the schoolyard because of a trivial matter. Even the students hate each other.

They behave in such a way because of the supremacy of white people in the United States at that time. They hate white people because white people feel they have the right to do something with arbitrarily. They can catch someone and put him in jail with arbitrarily. And His disciples are victims of such discrimination. They also hate their friends who are of race, color and other ethnicity. Even trivial things can increase the war between them. To get rid of the gap between his students, Erin Gruwell shifted his student seat. By doing that, Gruwell wishes they could mingle and have good social interaction.

To find more about her students, Erin created a game called Line Game. Through this game, Erin wanted to explore her student problem and train her students to understand each other. With this game she observes that her students are getting to know them, friend problems and start sympathizing. It also motivates them to respect each other. Gruwell hopes that this game can unite them in one family. Next, to dig more Information from his students, Erin also asked her students to write their experiences, feelings, and feelings any ideas in the journal. She gave them journal books for all her students. Some are reluctant to get started, some use their own way to get them to write down what's on their minds, what problems are in each of them. This method worked, so Erin knew what was happening inside her students.

To improve her students' reading skills, Erin gave them several books to read. There is many of the books she shares for them and the content of the book is not far from problems of students life. Thus, they are expected to have a better understanding of life. In addition, Erin Gruwell also asked her students to go on a picnic to the Holocaust Museum. The goal is to know more about the Holocaust. By doing this activity, Erin hopes that they will love each other and respect each other and they have a better life.

All the methods used by Erin Gruwell and his students made the condition of the classroom 203 better and the students begin to realize how they should behave towards teachers, friends, and also family. They love each other and have a polite ethic, respect everyone without see their skin color, race, religion or ethnicity. In class 203, they are united and become a family. In short, they have changed under the guidance of Mrs.
Erin Gruwell with her patience, her tenacity, her creativity to make the students better than ever.

The analysis is based on the six principles of individual psychology by Alfred Adler that is related to each other and builds a unity that viewed from Erin's personality. Thus, most of his principle of life is influenced by creative self. Because she has many methods in teaching her students to make them a unity.

4. CONCLUSION

As has been analyzed in the previous chapter, here the researcher would like to draw some conclusions here, Firstly, there are two subtypes of obsession. Autogenous and reactive obsessions. And also, obsession can take a variety of kinds. They are an intrusive obsession, a reoccurring obsession, circumstantial obsession, and Fundamental obsession. Thus, Obsession is caused by a misinterpretation of the significance of the unwanted intrusive mind. This is based on the fact that unwanted intrusive thoughts are the basis of obsessions and these thoughts are almost universally experienced. It is postulated that obsessions are caused by misinterpretations of the significance of unwanted intrusive thoughts. By deduction, such an increase of interpretation produces or promotes an obsession.

The second, this analysis focused on Unstoppable obsession of Erin Gruwell as the major character. This character becomes the main analysis that closely related with the psychological condition. This analysis is presented through six basic principles of Adler’s theory, which covers inferiority feeling and compensation, fictional finalism, striving for superiority, social interest, style of life, and creative self. They are all related to each other and build on the unity seen in Erin's personality. Thus, most of the principles of her life are influenced by the creative self. Because she has many methods of teaching her students to make them one unity.

There are three factors of obsessions. Namely: family history, stressful life events, and other mental health disorder. And here the factor that causes Erin to have an unstoppable obsession is a stressful life event. Where when Erin saw the condition of her students like that, Erin's obsession became increasing. The focused treatment for obsessions is deductible and is predicted to produce the right effect and overall superior results.
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