

CHAPTER I

INTRODUCTION

A. Background of the Study

This research discovered how anarchism ideas are exposed in Erin Gruwell's *The Freedom Writer Diary*. Diary could be considered as a kind of nonfiction literary work which contains a daily account of author's experiences. It includes personal thoughts and feelings. Erin Gruwell is a unique anomaly in the education of the USA. She is known for her progressive teaching method which concerns more on teaching moral values and effective approach than simply presenting the lesson material without considering the condition of students. Erin Gruwell later became such a phenomenon after the release of *the Freedom Writers Diary*, a collection of journal written by her and her students at Woodrow Wilson 149 High School. This work is a manifestation of the teaching method which was by applied Erin Gruwell where she encouraged her students to write a journal contains anything in their minds.

The main problems that arise in this book are the existence of hierarchy form in a society that directly led intolerance and inequality to arise in the community. It encourages the existence of some problems in the community, including the gang violence, racial tension, hate crimes and murder. The issue that was explored in this research deals with anarchism movement which was applied in the education world. This thesis aims to reveal about the formation of anarchist ideas in education implemented by Erin Gruwell which successfully encouraged her students to do the resistance movement.

Education as an effort to enlighten human intellectuality should be run based on values that bind education itself, not in the context of outside educational world. There is a shift in defining education which leads us to a bias for the real meaning of education. The change of meaning from *education* into *school* has changed people understanding about education. School on one side has shifted the education paradigm to make both of them seem to stand in the same position.

Actually school should stand as one of the agents of education, not necessarily replace the function of education as a whole because school is only a partial substance compared to all values contain in education. With decreased personal responsibility, states and schools should make pupils able to be educated in the sense of true education, they help reduce or even degrade true education while elevate what so called as just training (Reimer, 1971: 11).

School is held mainly to regulate their own creation. The demolition of institution radically is needed to lead into real education, including the demolition of institutional schooling (De-schooling). Education is liberation. Freedom in education contains an act of cognition or consciousness instead transferring knowledge without considering anything. Education exemption which lies on the practical scope as Freire (1970: xi) stated is an attempt to free human not only from the uneducated condition but also in the form of a double slavery, namely the silence and monolog. It means that education leads human as a subject who has awareness and potentially becomes a man of action. Reimer (1971: 12) states that many countries in the world failed to provide the education needed by the people through education in school due to several factors, especially the financial problems. Appropriate education as the needs of society can only be met by most industrialized countries. Some others are even still struggling with the problem of infrastructure development. Those who live in developing or poor countries are demanding their governments to provide education as needed. Even in a country like America, higher education cannot be perceived equally. While education in some countries such as Brazil, Nigeria and India where the majority of the population have not got an education in schools with adequate facilities and the minorities are the only group who get the luxury of education, is still considered not equal to the standards of the United States.

De-schooling effort as mentioned above is a suggestion that comes from the anarchist idea of an effort to educate through the true education system. This idea is based on the view of anarchism on an attempt to wreck any power symbol that forces underneath institution to blindly follow and obey whatever it says. The

Oxford English Dictionary (in Suissa, 2010: 7) defines anarchy in two basic terms, namely: the absence of the government or the authorities so as to form a lawless society. Secondly, it is described as a movement driven by the belief that humans do not need a ruler to live to form mutual communities. The use of "anarchism" term was once used as an explanation for ideology initiated by Proudhon (Suissa, 2010: 7). In Proudhon ideas, the rejection against the government not simply rejecting any leadership, but more broadly transform into an idea of rejection of hierarchical forms of government which are usually implemented in a state where the government has unquestioned right to control its people.

Proudhon (1840: 286) criticized the concept of "government of man by man" because he considers that this concept is just an attempt to legitimize any oppression act. He was more inclined to encourage the community to establish an order in the principle of equality before the law, independence and equality. This formulation will deliver the highest perfection of society in the anarchy society concept. He (Proudhon, 1840: 287) defined 'anarchy' as the absence of a sovereign government in a place. A sovereign is the result of a struggle based on the will to produce the ultimate sovereignty. Although Proudhon had radical views regarding with property and government, but he did not reject the concept of property and government completely. He described the property as the right to use something as a person desire. The rights are divided into two, usufruct and the right to own. The rights should then be considered as legality for the use of equipment and land as one important thing that people still able to maintain their independence.

Education for social anarchists regarded as one of the major facilitators for humanity to achieve a such 'condition'. To achieve this goal, the community must strive to meet all the needs of the ongoing process of education so that the education is eventually able to form a new social order. Ritter (in Suissa, 2010: 38) said that in line with the views of anarchism on the absence of the state, ongoing education is an important point to realize the ideal social order. The

morality of society has led them to fuse into a unity without a government. Thus it is still capable of delivering education with an awareness of the value of equality in all respects.

Anarchism education is an ideology that considers us to emphasize the need to minimize or eliminate institutional limitations imposed on personal behavior, human should as far as possible to make people not be institutionalized (deinstitutionalizing society). Correspondingly, educational anarchism assumes that the best approach to education is enhancing massive transformation on a large scale in society, it could be done by erasing school system that exists in society (O'Neil in Suissa, 2010: 34). In a decentralized and deinstitutionalized society, Anarchism rejects all forms of state within the meaning of the institutional community center with the authority and ability to enforce the observance of the law. Anarchism has an ideal form of order to substitute the absence of coercive power. Anarchism does not distinguish between positive and negative forms of power. All kinds of monarchy, republic, and socialism are essentially the same, all have coercive power, laws, police, the tribunal, prison, armed forces, and so on. Therefore, all forms of state are bad and must be rejected (Magniz-Suseno, 2001: 241).

This research is conducted because the main issue namely injustice, inequality and restriction which appear on *the Freedom Writers Diary* are very close to what the researcher's experience. It tells the story of Erin Gruwell and her students in room 203 of Woodrow Wilson High School, Long Beach, CA. The story began when Erin Gruwell came to the school as a new English teacher. She was tasked to teach freshmen students. The majority of these students come from disadvantaged backgrounds. At the first meeting, Erin got a tremendous shock in which she saw the mess going on in the classroom. She also noticed that the students in the class were divided into various groups. They sat with their own group according to their race. Until finally Erin finally aware that the class was so bold with racial tension, it led her to decide "to throw out my meticulously planned lessons and make-tolerance is the core of my curriculum.". Erin Gruwell

then applied a unique teaching method that is able to make the students learn about the values of life wider. One of them is to encourage them to shed the mind through writing. They were finally able to understand the meaning of diversity, equality and tolerance. After Erin had managed to unite the students in room 203, Erin encouraged them to spread the message of peace and tolerance to the wider community. Erin encourages them to make a writing work to spread the message. In the end, Erin and 149 students in room 203 known as the Freedom Writers.

B. Limitation of the Study

The research only focuses on the Anarchism ideas and values which are exposed on a diary written by Erin Gruwell, *the Freedom Writers Diary*. It is done to limit the scope of the research and stay concern on the main issue that had been analyzed. The main issue that was discussed further is related to the modern educational system, some problems that appear, and ideas about reforming an education system that is arisen by anarchism view.

Some notable works such as: “Anarchism in Education” by Suissa, “Deschooling Society” of Ivan Illich, the End of School in Everett Raimer, “Pedagogy of the Oppressed” in view of Paulo Freire, and “the End of Education” by Neil Postman becomes the main reference about anarchism in education.

C. Problem Statements

In order to discover anarchism in education which is exposed in Erin Gruwell’s *The Freedom Writer Diary*, the research was proposed into four problems as follows:

1. What are the characteristics of Anarchism in Erin Gruwell’s *The Freedom Writer Diary*?
2. What are the indicators of Anarchism in Erin Gruwell’s *The Freedom Writer Diary*?
3. How is the depiction of Anarchism in Erin Gruwell’s *The Freedom Writer Diary*?

4. How is the effect of Erin Gruwell's *The Freedom Writer Diary* to the larger society?

D. Objectives of the Study

In line with the problems formulation, this research has the following objectives:

1. To identify the characteristics of Anarchism in Erin Gruwell's *The Freedom Writer Diary*.
2. To describe the indicators of Anarchism in Erin Gruwell's *The Freedom Writer Diary*.
3. To describe the depiction of Anarchism in Erin Gruwell's *The Freedom Writer Diary*.
4. To reveal the effect of Erin Gruwell's *The Freedom Writer Diary* to the larger society.

E. Benefits of the Study

This research is hopefully able to provide some benefits to the readers and the other researchers either theoretically or practically.

1. Theoretical Benefits

The result of the research is intended to enrich the variety of literary research; especially on anarchism in education and Erin Gruwell's *The Freedom Writer*. It is also intended to improve reader desires in reading literary works early. To improve readers' knowledge about anarchism in education and Erin Gruwell's *The Freedom Writers Diary*.

2. Practical Benefits

This research can be used as a reference for the other researchers who intend to analyze anarchism or Erin Gruwell's *The Freedom Writers Diary*. It can also be used as a material for teaching literature particularly in the analysis of anarchism in education reflected on Erin Gruwell's *The Freedom Writers Diary*.

F. Previous Study

There are 10 previous studies could be found to enrich the related literary references.

No	Title	Author	Year	Theory	Object of the Study	Result of the Study
1	“An Analysis Of Power Relation Between A Teacher And High School Students Interaction In The Movie Entitled “Freedom Writers”	Yunita Tyas Puspitasari	2014	Power relation	(1) to find the indicators of power that are found in the interaction between a teacher and the students in the movie entitled “Freedom Writers”, (2) to describe the relationship that is built between the teacher and the high school students in the movie, and (3) to figure out the participant, the teacher or the students, who shows more power in each interaction.	The relationship between Mrs. Gruwell and the students in Wilson High School was built under the traditional classroom discourse that contains an unequal relationship of teacher and pupils.
2	“Representasi rasialisme dalam film freedom writers	Nuri Lestyowati	2009	Semiotic	. This study attempts to determine the meaning of a message that represents	This study shows the meaning of the message that represents discrimination

					discrimination and racial violence in education which is reflected in the "Freedom Writers".	and racial violence in education which is reflected in the movie "Freedom Writers".
3	Racial Dispute In Lagravenese's Freedom Writers Movie (2007) A Marxist Approach	Anita Dewi Prasetyawati	2011	Marxism	to know Erin Gruwell's anti-racism, analyze Erin's life and environment which make her become an anti-racist person, and understand the effect of her anti-racist through pictures and dialogs in "Freedom Writers" film.	The study shows Marxism view on certain issues including discrimination, gang violence, racial tension between the black and white people.
4	The role of educator as exposed in the Freedom Writer movie and its relevance with Islamic Education"	Utami Dewi Suci	2010	Semiotic	The research approach used is the approach of the literary arts by using semiotic that is, a model approach to the study of literature with attention to	This study shows the model of teaching which was applied by Erin Gruwell as seen in <i>the Freedom Writers Diary</i> .

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5	Efforts to Improve the Quality of Education in Freedom Writers by Richard LaGravenese	Refi Perdana	2012	Semiotic	The problems discussed in the script of this film is how the main character, Erin Gruwell which have effort as a teacher in improving the quality of education	The study shows the effort of Erin Gruwell in improving the quality of the education
6	Organizing Classroom Techniques Exposed in <i>Freedom Writer</i> movie of UIN Maulana Malik Ibrahim in 2009	Dini Tursina	2011	Classroom Management	to show that classroom management techniques performed by the teacher in the movie, including the types of classroom management for curative and also do a physical classroom management.	The study shows the classroom management techniques that is done by Erin Gruwell
7	The Meaning of Social Message Implied in Freedom Writers movie	Denny Pratama	2009	semantic	(1). To know the meaning of connotation implied in the film Freedom Writers; (2). To know the	The study shows the meaning of connotation, the social message denotative represented in

					social message denotative represented in the film Freedom Writers.	the Freedom Writers
8	A Study of Speech Style Used By main Character In Freedom Writer movie	Evi Sulistyowati	2009	Speech style	The study focuses on analyzing speech style used by the main character in Freedom	The study shows the speech style used by the characters in Freedom Writers
9	A Semiotic Analysis of Freedom Writer movie	Dahlia Sari	2013	Semiotic	To understand the messages or symbols that express or implied through dialogue, taking pictures and motion of the Freedom Writers actor	The study shows the messages contains in the dialogue and motion of the Freedom Writers Diary
10	Nationalism Reflected Richard Lagravenous" S Movie "Freedom Writers	Evi Pinawati	2010	Fanon's Nationalism	This study analyzes nationalism which is reflected in the students in postcolonial era based on Fanon post-colonialism	The Study shows the nationalism in post-colonial era which is reflected in the Freedom Writers Diary

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G. The Novelty of the Study

After searching for the previous study which is done for *the Freedom Writer Diary*, there is no research or study which tries to analyze the original version of *The Freedom Writer Diary*. Those researchers only conducted research through *the Freedom Writer Diary's* movie adaptation but they never touched the original source, Erin Gruwell's *The Freedom Writer Diary*. Thus the original version of Erin Gruwell's *the Freedom Writers Diary* was chosen to be investigated as the object of the study.