

# CHAPTER 1

## INTRODUCTION

This chapter the writer presents the background of the study, the research questions, the objectives of the study, the significances of the study, the scope and the limitation of the study, the theoretical frameworks, and the definition of the key terms used in the study.

### **1.1 Background of the Study**

Bwalya (2006 in Sitwe, 2011) states that the word "literature" originates from the Latin word "litera" which means "writing". Hence, any subject that is written is categorized as literature. Handayani (2017) adds that as literature becomes broader to talk about, it is created to share education and aesthetics for an audience. That means literature is not only used to express ourselves through writing but it could also be used to educate. Furthermore, Horace (35 B.C.) believed that the purposes of literature are both to teach a moral lesson and to entertain the audience. Literature can be found in various compositions that contain humanity, social and cultural values such as poetry, prose, and drama.

In writing, each literary work contains elements that form a design framework that unites various elements of the film and presents the thoughts of the filmmaker.

The structure exists in all forms of art. In the film, he ties actions and ideas into one unified whole (Shintiani, 2011).

Art is a diverse range of human activities involving the creation of visual, auditory, or performing art (artworks), which express the creator's imagination, conceptual ideas, or technical skill, intended to be appreciated primarily for their beauty or emotional power. Other activities related to the production of works of art include art criticism and the history of art.

Art and Literature are bound together in several ways. Great works of art have inspired great works of literature, great works of literature have inspired art, and together art and literature have simultaneously represented similar movements. Art and literature can be seen weaving around each other, influencing one and another, and being used as a tool to teach students about liberal arts and humanities. The Freedom Writers Movie is one of the examples of visual artworks inspired by literature works. The film Freedom Writers is a film directed by Richard LaGravenese. The making of this movie was inspired by the book the Freedom Writers Diary which was written by Erin Gruwell and The Freedom Writers.

The film The Freedom Writers is based on true stories depicting a situation of racial conflict that also gave birth to conflict between gangs and then spread to all aspects of community life in Long Beach, United States by taking the setting in 1992. The influence of racial conflict and war gangs (based on certain races) on almost all aspects of community life, down to the area of education. In such circumstances, the use of cognitive-centered teaching methods cannot be applied

directly. Erin Gruwell uses a humanist approach to give them an understanding of the importance of education first. Erin Gruwell asks each student to write down the difficulties they face in their life in their diaries. This was a matter of debate for every senior teacher at the school at that time. Not a few of these senior teachers did not like Erin Gruwell's teaching method. To lend the library books for the students, Erin had to go to the School District. The low-grade scores and pressure from the local Senior Teachers did not make Erin give up on teaching education to her students.

Reflected on the education issue in the Freedom Writers Movie, the researcher found that the issue of education is nowadays quite similar. More demands are placed on the educational system than ever before. Not only are expectations higher, but schools are receiving specific directions from those outside the educational establishment on how to meet those expectations. For example, several state legislatures have enacted bills requiring public schools to teach phonics in their reading programs. The “back-to-basics” movement gained strength several years ago and continues to be influential in shaping curricula, though the term is used less than in the past. The vocal presence of the religious right in shaping this movement has given the back-to-basics movement the status of being unquestionable. In effect, it has become an unstated assumption in curriculum construction (McNeil, 2000).

Standardized testing has further institutionalized the basics as the inviolable principle in deciding what to teach and how to teach it. When teachers’ pay and continued employment are dependent on how students perform on standardized

tests, teachers will teach in the way they think is most likely to produce satisfactory scores. Teachers most often see memorization and drill on the basics as the most effective way to teach. As a result, the function of the educational system changes from providing students with a well-rounded education to preparing them to pass all the important tests. In effect, what were intended to be minimum standards rapidly become maximum standards (Kohn, 2001). A person who is schooled only to pass the test, however, is ill-prepared to cope with today's rapidly changing world. Something more is needed to make the student successful in today's world. Some perspective on this issue can be gained from looking at the word "education." (Bass, 1997).

Nowadays, schools are still implementing learning methods that emphasize the role of the environment and cognitive factors in the teaching and learning process (Wahyudin, 2009). This can be seen when students learn to be very influenced by how they think and act. The teacher only identifies what is important, difficult, or unfamiliar, and generates information that has been learned. This can also be seen from the method used by the teacher is still conventional, namely lecturing and memorizing without paying attention to the value factors inherent in students so that interactions tend to be teacher-centered. (Wahyudin, 2009).

Teachers sometimes only understand that the learning process is just a transfer of knowledge, and this is often not realized by the teacher. In fact, according to Reeber (1989) states that learning is the process of acquiring knowledge (the process of acquiring knowledge). The teacher's opinion as an expert figure, while

students as passive students are still often found in educational practice. Educational practice emphasizes the dependence of students on teachers and places the definition and evaluation of students' self-actualization under the control of the teacher so that teachers become oppressors and become oppressed. Thus, learning is not only a transfer of knowledge but also a transfer of value, so that students experience the changes in their life and can solve life problems, and can adapt to their environment (Wahyudin, 2009).

Erin Gruwell as the main character in *The Freedom Writers Movie* described herself as a teacher that accepts her students despite her students' misbehavior issues. Even though she had multiple times of rejection by them, it did not stop her to show respect toward others. She teaches her students with kindness and it changed her students' values finally. They began to feel accepted and they started to accept others as to how they were accepted by Erin Gruwell. As they changed, they began to build their character in a better way, their self-esteem increased to be a better person. It was less possible to see her students failed because most of them

go to college. As everything has changed, they wrote this book with Erin Gruwell and it becomes a movie in 2007.

The fact that Erin Gruwell's approach is different from the other teachers' interests the researcher to do this research. Furthermore, the researcher will analyze The Humanistic Approach by Erin Gruwell in The Freedom Writers Movie.

## **1.2 Research Question**

How did Erin Gruwell apply The Humanistic Approach in The Freedom Writers Movie?

## **1.3 Objectives of the Study**

The objective of this research is basically to find out the answer of the questions. Considering statement of the problem, the objectives of the study is to describe The Humanistic Approach by Erin Gruwell in *The Freedom Writers Movie*.

## **1.4 Significance of the Study**

By conducting this research, the researcher expects it has some benefits for the reader. The significance of this research includes the following:

1. For Teacher

1. Teacher will get more information about a characteristic of an inspiring teacher, and the teaching method used by the main character in the film Freedom Writers.

2. Through this research, the teachers can realize their role in their teaching using the teaching method used by the main character in the film Freedom Writers.

2. For Students

The researcher hopes that students who read this thesis want to watch the film and may understand and know the teaching method that appropriates for them.

3. For the Other Researchers.

1. The other researcher will get many new valuable experiences especially in characteristics of an inspiring teacher and teaching method are useful for the researcher's preparation to be an English teacher in the future.

2. This result of the research contributes to other researchers to give references to the next researcher to conduct further research.

4. For the Readers

The researcher hopes that this research can give the contribution to the development of knowledge, especially about the characteristics of an inspiring teacher and teaching methods.

## **1.5 Theoretical Framework**

The writer uses Carl Rogers (1959) theory of humanistic psychology. Rogers believed that humans have one basic motive, that is the tendency to self-actualize

- i.e., to fulfil one's potential and achieve the highest level of 'human-beingness' we can. Rogers (1959) added that for a person to "grow", they need an environment that provides them with genuineness (openness and self- disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water. Rogers believed that every person could achieve their goals, wishes, and desires in life. When, or rather if they did so, self-actualization took place. The writer uses critical theories based on Abrams (1971) as theoretical framework. He defined four dimensions approaches: pragmatic, mimetic, expressive, and objective theories. The writer uses objective theory as the findings of research questions because objective theory contains element such as character.

### **1.6 Scope and Limitation of the Study**

In order not to make the research broad and out of the discussion, the researcher makes the limitation of the study. Even though the film has many interesting characters, but the researcher only analyzes the main character, Erin Gruwell. In the analysis of this film, it is limited by a humanist psychology approach to reveal aspects of personality, namely the development of humanist psychology, Carl R. Rogers' theory.

### **1.7 Definitions of Key Terms**

1. Literature is a term used to describe written and sometimes spoken material.

2. Film tells a real event, the life of a person, a period in a historical period, or a recording of a creature's way of life in the form of a summary photographic recording based on real and accurate events.
3. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.
4. Psychology is the scientific study of the mind and behavior.
5. Humanistic Approach optimistic and focuses on the noble human capacity to overcome hardship, pain, and despair.

## **1.8 Organization of the Study**

In this study there are five chapters:

1. Chapter 1 is the introduction of the study which consists of the background of the study, research questions, objective of the study, significance of the study, theoretical framework, scope and limitation, definition of key terms, and organization of the study
2. Chapter 2 is related literature which consists of underlying theories, related studies, and the difference and similarity between my research with others.
3. Chapter 3 is a research methodology that consists of research design, research subject, treatment, instrument, data analysis technique, data analysis procedure, and data analysis presentation.
4. Chapter 4 is findings and discussions which consist of the subject research and discussions of the research.
5. Chapter 5 is conclusions and suggestions which conclude the research and

future research suggestions.