

## Teaching Strategies And Moral Value In “Freedom Writers” By Richard Lagravanese

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### ABSTRACT

*The purpose of the research is to analyze Teaching Strategies and Moral Value in the movie “Freedom Writers” by Richard Lagravanese. This research is descriptive qualitative by content analysis. The data source was taken from scene in the Freedom Writers movie. The object of this research is movie Freedom Writers directed by Richard LaGravenese. The instrument of the research is teaching strategies and moral value. In this research the researcher uses flow model analysis stated by Miles and Huberman to analyze the data, the activities in analyzing data are: (1) Displaying the data related of teaching techniques conducted by researcher and reducing unnecessary data from the movie. (2) Classifying the form of teaching techniques employed by the character in the Movie Freedom Writers. (3) Analyzing and interpreting the kinds of teaching techniques employed by character in the movie Freedom Writers. (4) Drawing conclusion from the data analysis and giving suggestion. The researcher at this stage in data processing is Drawing conclusion from the data analysis and giving suggestion in the form of a thesis. the writer found 16 total of dialogues teaching strategies in “Freedom Writers” movie by Richard Lagravanese which the highest percentages is Sociocultural – interactive strategies which consist of 7 dialogues (41%), Affective Strategy consist of 4 dialogues (24%), Cognitive Strategy consist of 3 (23%) and the last as the lowest is Compensatory Strategy consist of 2 dialogues (12%). the writer also found 17 total of dialogues moral value in “Freedom Writers” movie by Richard Lagravanese which the highest percentages is social moral which consist of 9 dialogues (53%), individual moral of 7 dialogues (41%), the last as the lowest is religion moral consist of 1 dialogue (6%).*

## INTRODUCTION

Learning strategy is specific actions, behaviours, steps, or techniques such as seeking out conversation pattern, or giving oneself encouragement to tackle a difficulty language task used by the students to enhance their own learning (Murcia, 2001). Learning strategies are task specific tactics or techniques, observable or no observable that an individual uses to comprehend, store, retrieve and use information or to plan, regulate, or assess learning (Hardley, 2001). The performance of this strategies could possibly be observed. Using strategy is always related to techniques (Gani & Wijaya, 2023). So, it can be concluded that teaching strategy is the role to achieve a particular goal in teaching. Teaching well means addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting, Crawford (2005:10). It means that finding a balance between direct

instructions and orchestrating the activities of individuals and groups of students is very important (Gani, Ernawati, et al., 2024). Teacher needs to conduct and manage the class to create the best teaching and learning situation. Teacher can use some media to support their teaching learning process such as movie, video or picture.

The use of movie in teaching learning process also has been used by Language teacher especially English teacher. Movie used audio and visual to attract the students' attention. Moreover, the students can take messages from the media. Most of the movie with educational theme shows the process of educational practice and also followed by the value showed both by the main character and the movie's plot explicitly (Pebriana et al., 2023). Movie also is one of media which can be used to teach English language. Watching movies can be an entertaining and motivating activity for the learners. It is because movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment (Ruusunen 2011:13). It means that watching movies is supposed to be fun and motivate the learners to study English. When learners learn English through the movies, they are learning the real English used by native speakers. Through movie, people will hear natural pronunciation, daily vocabulary, spoken grammar, common idioms, and slang. One of movie which shows some teaching strategies of teaching learning English.

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 assume 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; How are Teaching Strategies in "Freedom Writers" by Richard Lagravanese? and How is Moral Value in "Freedom Writers" by Richard Lagravanese? While the objective of the research is to analyze and to know about: Teaching Strategies in the movie "Freedom Writers" by Richard Lagravanese and Moral Value in the movie "Freedom Writers" by Richard Lagravanese.

### **Movie 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 (Gani, Supratmi, et al., 2024). 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 Strategies**

Teaching is an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown (2007:7) teaching is showing or helping someone to learn how to do something. Giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Brown (2007:7) proposes a definition of strategy as “specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information”. Brown (2014) proposes that “those specific actions that we take to solve a given problem, and vary considerably within each individual”.

In Brown (2007, 2014), strategy has four categories, those are cognitive strategy, affective strategy, sociocultural-interactive strategy, and compensatory strategy. Each strategy will be explained as follows: First, Cognitive strategy. It helps the students to develop, share, and practice the knowledge in peer. In cognitive strategy, the teachers plan, organize, monitor, evaluate, facilitate by using a media, reviews the knowledge, give a task, and review the given task. The Activities of Cognitive Strategy are: (1) Planning – Previewing, reviewing, setting schedules, deciding to attend to a specific aspect of language input, planning for and rehearsing linguistic components necessary to carry out an upcoming language task, deciding to postpone speaking. (2) Organizing – Deciding to attend to specific aspects of language input or situational details that will cue the retention of language input, reordering, classifying, labelling items in the language. (3) Monitoring – Correcting one’s speech for accuracy in pronouncing, grammar, vocabulary, imitating a language model, including silent rehearsal, and self-checking. (4) Evaluating – Checking the outcome of one’s own language learning against an internal measure of completeness and accuracy. (5) Using senses – Creating visualizations and pictures to remember, noticing phonological sounds, acting out a word or sentence. (6) Activating knowledge – Using the first language for comparison/contrast to remember words and forms, applying rules by

deduction, using translation to remember a new word. (7) Contextualization – Placing a word or phrase in a meaningful language sequence, relating new information to other concepts in memory. (8) Going beyond the data – Guessing meaning of new items, predicting words or forms from the context.

Second, Affective strategy. It helps the students in gaining and maintaining a better attitude, motivation, and tolerance toward other people. The Activities of Affective Strategy are: (1) Activating supportive emotions – Encouraging oneself, making positive statements, making lists of one's abilities, rewarding oneself for accomplishments, noticing what one has accomplished to build self-confidence, writing a language learning diary. (2) Minimizing negative emotions – Using relaxation to lower fear or anxiety, using positive self-talk to lower self-doubt, generating interesting charts, images, or dialogues to lower boredom, making a list of "to do" items to avoid feeling overwhelmed. (3) Generating motivation – Learning about the culture of a language, setting personal goals and monitoring their accomplishment, listing specific accomplishments, turning attention away from tests and toward what one can do with the language. (4) Building positive attitudes - Using relaxation to lower fear or anxiety, generating interesting activities to lower boredom, empathizing with others to develop cultural understanding.

Third, Sociocultural-interactive strategy. Oxford (as cited in, Brown, 2014) states that sociocultural-interactive strategy "helps the learner interact and communicate (despite knowledge gaps) and deal (effectively) with culture". It means that sociocultural-interactive strategy helps the learner in learning and understanding about the information gap related with other culture. The Activities of Sociocultural-interactive Strategy are: (1) Interacting to learn – Cooperating with one or more peers to obtain feedback, pool information, or model a language activity. (2) Overcoming knowledge gaps – Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples, questioning for clarification, using memorized chunks of language to initiate or maintain communication. (3) Guessing intelligently – Using linguistic clues in lexicon, grammar, or phonology to predict, using discourse markers to comprehend. (4) Generating conversation – Initiating conversation with known discourse gambits, maintaining conversation with affirmations, verbal and nonverbal attention signals, asking questions. (5) Activating sociocultural schemata - Asking question about culture, costumes, etc., reading about culture (custom, history, music, art, etc).

Lastly, Compensatory strategy. Lai (as cited in Brown, 2014, p.128) asserts that compensatory strategy is the teachers give the students various alternatives to learn a foreign language. It is aimed to make the students compensate their weaknesses and avoid various pitfalls. The Activities of Compensatory Strategy are: (1) Avoidance – Avoiding a topic, concept, grammatical construction, or

phonological element that poses difficulty. (2) Circumlocution – Describing an object or idea with a definition (e.g. yoow, that thing you open bottles with—for corckscrew). (3) Approximation – Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat). (4) Word coinage – Creating a non-existent L2 word based on a supposed rule (e.g., vegetable-ist for vegetarian). (5) Nonverbal signals – Mime, gesture, facial expression, or sound imitation. (6) Prefabricated patterns – Using memorized stock phrases, usually for “survival” purposes (e.g., Where is . . . ? How much is . . . ? (morphological components are not known to the learner). (7) Code switching – Using a L1 word with L1 pronunciation while speaking in L2 (e.g., Je serais a la rehearsal— for repetition). (8) Appeal to authority – Asking for aid either directly (e.g., What do you call . . . ) or indirectly (e.g., rising intonation, pause eye contact, puzzled expression). (9) Keeping the floor – Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., well, now let’s see, uh, as a matter of fact).

### **Moral Value**

According to (in Webster ‘s Third New International Dictionary, 1981) “Moral value is a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad”. It means that morality is the measurement used to determine what is right or wrong of human beings attitudes and actions in terms of the goodness and badness. Moral is a practical lesson that a story, an event, or an experience teaches.

According to Susana (2018: 290), “Kinds of moral values are: (1) **Individual Moral** is the attitude of the human to him/herself. (2) **Social Moral** is the attitude of the humans to others. (3) **Religion Moral** is the attitude of the human to God by daily activities.” This definition can be explained that individual moral means humans have the right to make their decisions and spirit to do something or actions. Individual moral makes someone know how to do something good or bad based on his life and bear the consequences. Social moral refers to the personal freedom is limited to the social freedom so, the relationships between personal and social is very close because when a person takes actions usually followed by the reactions from the others. Finally, people should respect each other. Religion moral means that all the activity is connected with the worship to God. Based on theories about kinds of moral value, the writer doesn’t use all of them.

### **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 (freedom writersfoundation.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 teachinglearning 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**

This research is in the domain of qualitative research. Auerbach affirms that qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon (Carl, 2003:3). The writer uses qualitative research because the writer wants to research Teaching Strategies and Moral Values in ‘Freedom Writers’ movie. Thus, the writer has identified the ‘Freedom Writers’ movie to find teaching strategies and moral values. The type of research approach is descriptive. Descriptive research is research that seeks to address existing problem solutions based on data. This type of qualitative descriptive research used in this study is intended to obtain information about the character and the moral value in the freedom writers movie. In addition, with a qualitative approach it is hoped that the teaching strategies and the moral values can be revealed. The objectives of this research are to analyze and to know about: Teaching Strategies and Moral Value in the movie “Freedom Writers” by Richard Lagravanese.

The data and result of this research will be described into short essay along with the evidence formed in text scripts.

The research instruments are teaching strategies and moral value. Strategy has important role to achieve a particular goal in teaching. Brown (2007:7) proposes a definition of strategy as “specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information”. It means that strategy is a certain activity which is used by the teacher in solving the students’ problem, such us do the tasks and explain new information or knowledge. 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.

In this research the researcher uses documentation as technique of collecting data. This step is used to make the analysis by watching the movie repeatedly to get the understanding about this movie. There are some procedures in document did by researcher such as:

1. Watching the movie five times or more in order to understand the content of the movie.
2. Conducted the research focus that was teaching technique conducted by the teacher in Freedom Writers Movie.
3. Made data coding through the movie based on data number, kinds of teaching technique, place of teaching act and the timing action. For example:

Data 007/ CA/Classroom/ 00:41:13-00:45:23 Data 007:

Erin: “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? The first question, how many of you have the new Snoop Dogg album?”

Data 007/ SIS/Classroom/ 00:41:1 3- 00:45:2 3

Analysis :

Erin asks the students to play the game line. The game line used by Erin to know about the students' background. Based on the analysis above it can be concluded that this scene belongs to Sociocultural-Interactive Strategy. The explanation of the data above was "007" means the data number was number one, "SIS" meant kinds of teaching strategies, "classroom" referred to the place of teaching act and then the last 00:41:13-00:45:23 was the timing of the action.

### Data coding

In this research, the researcher gives some codes of each datum to make easier in analyzing the data. The data coding is based on the order of the datum number, kinds of teaching technique, place of teaching act and timing action of movies as the example below: Data 007/SIS/ Classroom/ 00:41:13-00:45:23 Note:

Data 001 : The data number  
CLT : kinds of teaching technique  
Classroom : setting of places  
00:00:30-00:00:48 : the duration

a. The coding of the kinds of teaching technique:

1. CS : Cognitive Strategy
2. AS: Affective Strategy
3. SIS : Sociocultural-Interactive Strategy
4. COS : Compensatory Strategy

b. The coding of place of teaching act:

Classroom : refer to teaching act in the classroom  
Home : refer to teaching act in the home  
4. Developing data to get the last result

The researcher uses flow model analysis as stated by Miles and Huberman in Sugiyono (2010:246) to analyze the data:

The activities in analyzing the data are:

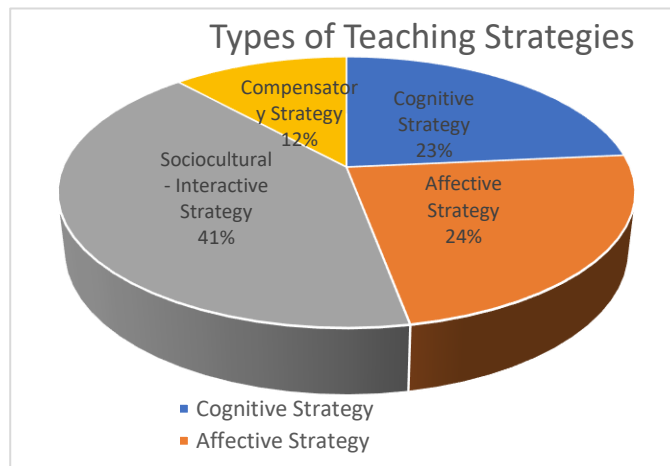
1. Displaying the data related of teaching technique conducted by researcher and reducing unnecessary data from the movie. In this case the data of teaching technique.
2. Classifying the form of teaching technique employed by the character in the Movie Freedom Writers. The writer classifies the activities from the teacher in the movie based on the criteria that proposed by Diane Larsen-Freeman and Deborah L Norland Terry Pruet theory of teaching technique.
3. Analyzing and interpreting the kinds of teaching technique employed by character in the movie Freedom Writers.
4. Drawing conclusion from the data analysis and giving suggestion.

At this stage in data processing is Drawing conclusion from the data analysis and giving

suggestion in the form of a thesis.

## DISCUSSION

Concluded that the Teaching Strategies in *Freedom Writers* uses theory of Brown (2007, 2014). Brown's theory states that strategy has four categories, those are cognitive strategy, affective strategy, sociocultural-interactive strategy, and compensatory strategy. After calculating analysis dialogue, the authors found total of 16 total of dialogues teaching strategies in *Freedom Writers* movie by Richard Lagravanese which the highest percentages is Sociocultural – interactive strategies which consist of 7 dialogues (41%) , Affective Strategy consist of 4 dialogues (24%), Cognitive Strategy consist of 3 (23%) and the last as the lowest is Compensatory Strategy.



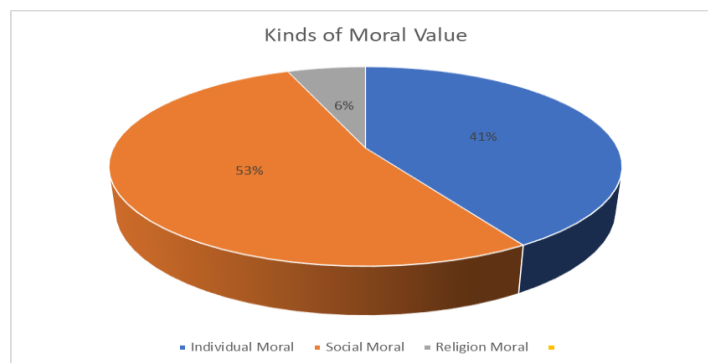
**Gambar 01.**

Based on Data Description, it can be concluded that the Sociocultural – Interactive Strategies gets 41% that is the highest number, it means almost Sociocultural-interactive Strategy applied by Erin Gruwell. She as the teacher did not directly give them a solution, but he stimulated the student creativity and problem-solving skills by giving a question back to the student so that the student can intervene with their brilliant idea in solving the problem. The goal of this strategy is to help students learn the subject; and teaching strategy was the information gap with other cultures. The characteristic of Sociocultural-Interactive Generating conversation, such as asking a question to enhance student knowledge. Like what she had been down in the dialogue, she stimulated the student by asking a question, not just giving the solution. So, the student would be active and try to think the solution by themselves. Affective Strategy 24%, Affective teaching strategy tried to give and develop student motivation, attitude, and tolerance. The teacher tried to motivate the student because they thought that they failed. So, Erin enhanced the spirit of them by motivating them and gave a positive statement. Cognitive Strategy 23%, It helps the students to develop, share, and practice the knowledge in peer. In cognitive strategy, the teachers plan, organize, monitor, evaluate, facilitate by using a media,

reviews the knowledge, give a task, and review the given task. Compensatory Strategy 12% that is the lowest number in the Freedom Writers film. The teachers give the students various alternatives to learn a foreign language. It is aimed to make the students compensate their weaknesses and avoid various pitfalls.

Moral Value in *Freedom Writers* movie by Richard Lagravanese is based on the Susana's theory (2018: 290), "Kinds of moral values are: (1) Individual Moral is the attitude of the human to him/herself. (2) Social Moral is the attitude of the humans to others. (3) Religion Moral is the attitude of the human to God by daily activities." This definition can be explained that individual moral means humans have the right to make their decisions and spirit to do something or actions. Individual moral makes someone know how to do something good or bad based on his life and bear the consequences. Social moral refers to the personal freedom is limited to the social freedom so, the relationships between personal and social is very close because when a person takes actions usually followed by the reactions from the others. After calculating the dialogue analysis, there are 17 total Moral Values dialog in *The Freedom Writers* movie by Richard Lagravanese. The highest percentage is Moral Values in Social Moral consists of 9 dialogues (53%), Moral Values in Individu Moral consists of 7 dialogues (41%), and the lowest percentage is Religion Moral consists of 1 dialogues (6%).

Based on Data Description, it can be concluded that the amounts of the moral value in the 'Freedom Writers' Film by Richard Lagravanese as follows, Social Moral 53% Individual Moral 41%, and Religion Moral 6%, it means some casts in the Freedom Writers film know how to do something good or bad for themselves. They want to achieve their goals and they are brave enough to face their obstacles. They believe if they want to success, it's not easy. It must be faced with challenges and obstacles. Likewise, other people who insult and ridicule that could have happened so it can make mental pressure and insecurity. Therefore, someone who has individual moral usually a tough person to face the consequences.



**Gambar 02**

Social Moral gets 41%, that is the highest number in the Freedom Writers film. It means, almost all casts want to behave who do not hurt others. Someone who has social moral usually does

something not only based on his desire but also think about others whether it will be bad for himself or people around him. In one family, every family member always helps each other if there is one of family members needs help. They won't ignore and leave him alone; they will help as much as they can sincerely. Even though the family is not always in harmony, sometimes there are misunderstandings that occur but as long as the family has social moral, they still help family members in need by putting aside the misunderstanding and ego they have. Religion Moral gets 6% that is the lowest number in the Freedom Writers film. It means, only few casts who pay attention their behavior and attitude in accordance with God's command. No wonder many of them have sinned and are cursed, from them, we learn that don't break God's commands if you want to survive in this world and the hereafter. We also learn that every action we will receive in return will be worth it. If we do good, then good will come to us. On the contrary, if we do bad, then get ready bad will come over and make us miserable. We also learn that lies and wickedness do not always win. One day will be exposed and cause regret very painful.

## CONCLUSION

There are the types of teaching strategies in the 'Freedom Writers' Film by Richard Lagravanese based Brown's theory should be analyzed deeply. Brown's theory stated that strategy has four categories, those are cognitive strategy, affective strategy, sociocultural-interactive strategy, and compensatory strategy. After counting the dialogues analysis, the writer found 16 total of dialogues teaching strategies in "Freedom Writers" movie by Richard Lagravanese which the highest percentages is Sociocultural – interactive strategies which consist of 7 dialogues (41%), Affective Strategy consist of 4 dialogues (24%), Cognitive Strategy consist of 3 (23%) and the last as the lowest is Compensatory Strategy consist of 2 dialogues (12%). Sociocultural – Interactive Strategies gets 41% that is the highest numberit means almost Sociocultural-interactive Strategy applied by Erin Gruwell. She as the teacher did not directly give them a solution, but he stimulated the student creativity and problem-solving skills by giving a question back to the student so that the student can intervene with their brilliant idea in solving the problem. The goal of this strategy is to help students learn the subject; and teaching strategy was the information gap with other cultures. The characteristic of Sociocultural-Interactive Generating conversation, such as asking a question to enhance student knowledge. Like what she had been down in the dialogue, she stimulated the student by asking a question, not just giving the solution. So, the student would be active and try to think the solution by themselves. Affective Strategies 24%, Affective teaching strategy tried to give and develop student motivation, attitude, and tolerance. The teacher tried to motivate the student because they thought that they failed. So, Erin enhanced the spirit of them by motivating them and gave a positive statement. Cognitive

Strategies 23%, It helps the students to develop, share, and practice the knowledge in peer. In cognitive strategy, the teachers plan, organize, monitor, evaluate, facilitate by using a media, reviews the knowledge, give a task, and review the given task. Compensatory Strategy 12% that is the lowest number in the Freedom Writers film. The teachers give the students various alternatives to learn a foreign language. It is aimed to make the students compensate their weaknesses and avoid various pitfalls.

Social Moral gets 53%, that is the highest number in the Freedom Writers film. It means, almost all casts want to behave who do not hurt others. Someone who has social moral usually does something not only based on his desire but also think about others whether it will be bad for himself or people around him. In one family, every family member always helps each other if there is one of family members needs help. They won't ignore and leave him alone; they will help as much as they can sincerely. Even though the family is not always in harmony, sometimes there are misunderstandings that occur but as long as the family has social moral, they still help family members in need by putting aside the misunderstanding and ego they have. Religion Moral gets 13% that is the lowest number in the Freedom Writers film. It means, only few casts who pay attention their behavior and attitude in accordance with God's command. No wonder many of them have sinned and are cursed, from them, we learn that don't break God's commands if you want to survive in this world and the hereafter. We also learn that every action we will receive in return will be worth it. If we do good, then good will come to us. On the contrary, if we do bad, then get ready bad will come over and make us miserable. We also learn that lies and wickedness do not always win. One day will be exposed and cause regret very painful.

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