

AN UNDERGRADUATE THESIS

**THE USE OF *FREEDOM WRITER* MOVIE TO IMPROVE THE
STUDENTS' WRITING DIARY MOTIVATION IN THE TENTH
GRADERS OF ISLAMIC SENIOR HIGH SCHOOL 1 METRO**

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**DEPARTMENT OF EDUCATION
ENGLISH EDUCATION STUDY PROGRAM**

STATE ISLAMIC COLLEGE (STAIN)

JURAI SIWO METRO

1437 H / 2016 M

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SENIOR HIGH SCHOOL 1 METRO**

Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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METRO IN ACADEMIC YEAR 2015/2016**

ABSTRACT

By:

ELLY AGUSTINA

Writing plays a prominent part in communication. It becomes one of the ways to share the ideas. One of the method to get the many ideas from writing is write a daily diary. Diary is one of instruments to get data. To increase students motivation in writing diary, writer give stimulate as a *Freedom Writer Movie*.

This research was aimed at describing students *Writing Diary Motivation's* phenomena related to *Freedom Writer Movie*. It relates to the based condition of students who are lack of motivation writing, a few students have writing their diary every day, and nobody write the diary in English Language.

The data collecting methods used interview and documentation. The research was conducted toward thirty of the tenth grade of first semester in MAN 1 Metro, in academic year 2015-2016.

After classifying the data, the writer found the frequency of students' writing diary was 28 students is excellence, 32 good, 43 fair, and 2 poor.

Therefore, the result of the research showed that the students' habit in writing also influences the writing quality. The students need to increase their motivation in writing with the media as a movie. Writing habit should be applied toward the students by writing diary method.

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METRO IN ACADEMIC YEAR 2015/2016**

ABSTRAK

By:

ELLY AGUSTINA

Menulis memiliki peranan penting dalam komunikasi. Ia dapat menjadi salah satu cara untuk berbagi pemikiran. Salah satu metode untuk mendapatkan banyak ide menulis adalah dengan menulis catatan harian. Catatan harian merupakan salah satu instrumen untuk mendapatkan data. Untuk meningkatkan motivasi siswa dalam menulis catatan harian, penulis memberikan film *Freedom Writer* sebagai stimulus.

Penelitian ini bertujuan untuk mendeskripsikan motivasi siswa dalam Menulis Buku Harian dan dikaitkan dengan film *Freedom Writer*. Hal ini terkait dengan kondisi awal siswa yang memiliki motivasi yang kurang dalam menulis, beberapa siswa yang telah menulis buku harian setiap hari, tetapi belum menulis dalam Bahasa Inggris.

Metode pengumpulan data yang digunakan adalah wawancara dan dokumentasi. Penelitian ini dilakukan terhadap tiga puluh dari kelas X semester pertama di MAN 1 Metro tahun akademik 2015-2016.

Setelah mengelompokkan data, penulis menemukan frekuensi siswa dalam menulis buku harian adalah 28% siswa melaksanakan dengan sangat baik, 30% siswa melaksanakan dengan baik, 40% sedang, dan 2% lainnya belum baik.

Oleh karena itu, hasil penelitian menunjukkan bahwa kebiasaan siswa dalam menulis juga mempengaruhi kualitas menulis. Siswa perlu meningkatkan motivasi mereka dalam menulis dengan film sebagai media. Kebiasaan menulis harus diterapkan pada siswa dengan metode penulisan catatan harian.



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State that this undergraduate thesis is original, except certain parts of it quoted from the bibliography mentioned.

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MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ مَا نَفَذَتْ

كَلِمَتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

"And if all the trees on the earth were pens and the sea(were ink wherewith to write), with seven seas behind it to add to its (supply), yet the words of Allah would not be exhausted. Verily, Allah is the All-Mighty, All-Wise".

(Q.S Luqman: 27)

"Everything comes to him who hustles while he waits"

(Thomas Edison)

"You don't understand anything until you learn it more than one way".

~Marvin Minsky~

DEDICATION PAGE

This undergraduated thesis is dedicated to:

- ❖ My greatest and most beloved family. My parents, Frans (Alm) and Nurlaeli. My Grandmather and grandfather, Buyung Djamaris (Alm) and Gadis Rochani (Alm) Thanks for your love, pray and belief. And my beloved brother and sister, Ahmad Agung Nugroho. and Tiara Rahmania.
- ❖ Special thanks to my beloved sister Noviana and her family. Thanks for your pray and best support.
- ❖ The big family of SMP IT Bina Insani Metro. Mr. Ismanto, S.Pd and Mrs. Intan Caria, S.Pd.I, thanks for your support.
- ❖ My college, STAIN Jurai Siwo Metro. The place where I got much knowledge and nice brotherhood.

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Praise is only to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the writer finally could finish this undergraduated thesis. May peace be upon our prophet Muhammad SAW, his family and his companions and hope we can get the *syafa'at* in the end of the time.

This undergraduated thesis is presented as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Educational Study Program entitled '**The Use of *Freedom Writer* Movie to Improve the Students' Writing Diary Motivation: In the Tenth Graders of Islamic Senior High School 1 Metro In Academic Year 2015/2016**'. The research was conducted toward the students of Islamic Senior High School 1 Metro.

There were many helpful individuals involved in accomplishing this undergraduated thesis that the writer could not mention one by one. Her deepest gratitude would be addressed to her beloved parents who always give the highly motivation.

The greatest gratitude would be addressed to her advisors Mr. Ahmad Subhan Roza, M.Pd, Mrs. Zusy Aryanti, M.A, and Mr. Dedi Irwansyah, M.Hum. May Allah SWT give them reward for suporting, valuable guidance and suggestion during the undergraduated thesis writing process. The writer also appreciates all helps and supports from the principal of STAIN Jurai Siwo Metro, the all of lecturer in English Educational Study Program, MAN 2 Metro, and also the all of students in X IPA 3.

Furthermore, the writer also would like to express her thanks to the lecturers of English Educational Study Program, the students of English Education Study Program, especially D class. For all my best friends, Noviana and Fauzia Fahmi, who always support me and keep our togetherness. Thank you so much to big family of SMP IT Bina Insani Metro, and the all members of KAMMI Daerah Metro, all of member in UKPM KRONIKA. Especially, my old brother Sugiyanto S.H.Sy (Alm) thanks you very much.

Last but not least, the writer does apologizes for all mistakes she has made in writing and presentation items. All comments and criticizes are really welcomed to lighten up the quality of this undergraduated thesis. Hopefully, this undergraduated thesis can be a meaningful benefit for the writer especial'y, for our campus and readers generally in improving language learning.

Metro, February 18, 2016

The Writer,



Elly Agustina

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CHAPTER I

INTRODUCTION

A. Background of The Study

Every people need documentation in their live to remember and keep memorize, record of thing that has done and seen. Writing is one of the ways to record the experience much longer than memorize. Writing activities involve the procedure of thinking process and making decision to produce a written used for communication. Writing plays a prominent part in communication. It becomes the way to share the ideas.

Reality, human has limited ability in memorizing something. It is caused by their age. Nevertheless, people can also memorize the experience without writing down it. In this case, they included in the event that they experienced. It is the one of reason that we need a diary to memorize the experience.

Diary is one of instruments to get data. In writing diary, the students also face many problems specially in keeping objective, and suitable of structure, and balance of the passage. Moreover, writing diary is the activity writing to make record of thing that has done and seen. Writing diary is physiological activity of language used to make information in written text. It can help the student to learn write, because the students have motivation to make the creation which used something that they love do it. But, not all students have the diary, and not all students that write their diary make English language.

The students need to be able to write a diary in English language. Firstly, the students can be written their diary in once a week. But the last, they can do it every day and every time they want.

In fact, writing it is not easy to be done. It has some aspects that must be considered. The first trouble, how to think up that attention-grabbing first sentence. Find that really interesting stuff. How if our mind is as blank as the paper we are staring at. The second trouble is motivation. Although writing diary in English language is important, not at all the students have motivated to do it. Motivation is an important factor that effects in the learning process, especially writing ability. It is not only to express the idea but also to build critically thinking about something happened in the environment in the form of written language. Motivation is usually quite high in these activities. These activities are helping move the students from working in a more structured environment into a more communicative environment. They are hopefully using lots of the target language and in the process discovering where they have gaps.

To increase students motivation in writing diary, writer give stimulate as a *Freedom Writer Movie*. Experienced writers do a lot of these steps in their head, so fast they often are not even aware they are doing them. Learner drivers, though, have to think consciously about it and practice gear shifting until it becomes automatic. No one's born knowing how to write—but it is a skill that most people can learn, and the more you do it, the easier it becomes.

The *Freedom Writers Diary* is a testament to the power of writing. It's the story of a remarkable woman named Erin Gruwell, a high school English teacher from Woodrow Wilson High School in the city of Long Beach, in California. The *Freedom Writers Diary* has become a bestseller, the basis for a feature film, and an inspiration to teachers everywhere.

Freedom Writers movie is very suitable as a source of referral to add insight into the world of education, both for educators and learners. There are many things we can learn from this film, especially how the character Erin Gruwell as an English teacher who has struggled in giving lessons to their students, where they are used to violence and always live in groups with each race. Erin Gruwell gives his students a book to be filled with songs, poetry, good thing, or a bad thing. Whatever they want to phrase written in the book. In essence, Erin ordered the student to write a diary. It is an action taken Erin to get to know their students and can provide further action against the students (disc I: '00.43.36 to '00.45.15).

Based on the pre-survey in teaching English at the tenth grade of first semester of MAN 1 Metro, which there is any problem in there. First, it relates to the condition of students who are lack of motivation writing. The second, a few students have writing their diary every day, and nobody write the diary in English Language. Third, the minimum time of writing subject, therefore the students cannot be explored their ability.

Finally, the students are not interested in the material given to them. The main problem is the way to manage it. During the teaching hours the teacher

should make the students pay attention to the materials given to them. It needs hard work for getting the students attention. Lack of control also occurs when they teach in the large class. Therefore, it is difficult to implement the individual control for each student. Thus, the teacher cannot evaluate each student's proficiency. Based on the learning process, the result of motivation writing Diary is shown in the table below.

Table I

Data of Pre-survey on August 25, 2014
At the tenth grade of first semester of MAN 1 Metro (Class X IPA 3)

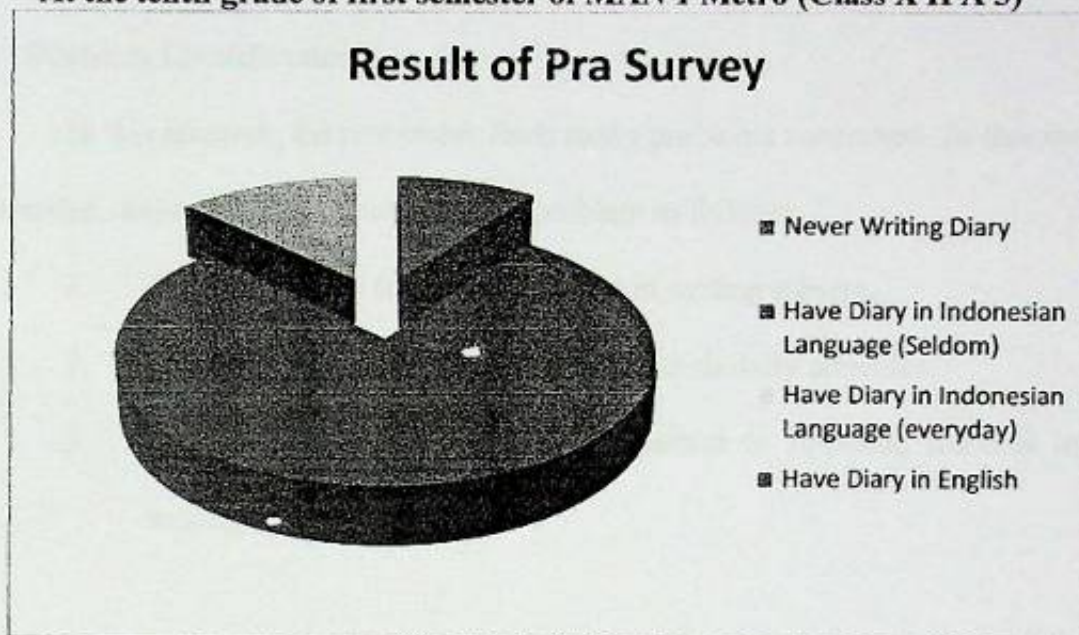
Percentage Students Writing Diary

No.	Indicator	Explanation	Percentage
1	Never writing diary	Poor	10%
2	Have diary in Indonesian language (seldom)	Fair	77%
3	Have diary in Indonesian language (everyday)	Good	13%
4	Have diary in English language	Excellent	0%
Total			100%

Source: Students motivation diary result

Figures 1

Data of Pre-survey on August 25, 2014
At the tenth grade of first semester of MAN 1 Metro (Class X IPA 3)



From the data above it can be known that the Students motivation diary result is low. From the problems above the writer tries to give a solution for the teacher to implement one of teaching technique. Increase the frequency of writing subject. The teacher gives motivation writing diary like the Freedom Writer movie. And the last, the teacher gives the student assignment to writing diary in English language at home.

In line with the above problem, the researcher tries to overcome the problem by implementing of Freedom Writer Movie watching to increase students writing motivation at the tenth grade of first semester of MAN 1 Metro. It makes useful because they are very meaningful. The students are involved in the process equally and they are all moving towards a specific purpose. Each student has the

task of finding out certain information and therefore must find a way in which to ask for this information.

B. Problem Identification

In this research, the researcher finds many problems concerned. So that the researcher makes the identification of the problem as follows:

1. The students are lack of motivation in writing subject.
2. The students do not use diary to write their daily activities.
3. The teacher doesn't use suitable method to stimulate students in writing subject.

C. Problem Limitation

In this study, the problem is limited on the using of *Richard Lagravenese's Freedom Writer* movie to improve the students' writing diary motivation in the tenth graders of Islamic Senior High School 1 Metro in academic year 2016.

D. Formulation of the Problem

The problem of this research is formulated:

1. How far does the influence of using diary towards the student's motivation writing from freedom writer movie?
2. Is the any positive influence and significance using diary towards the student's motivation writing From Freedom Writer Movie?

E. The Objective and Benefits of the Study

1. The Objective of the Study

- a. To find out the influence of using diary towards the student's motivation writing from freedom writer movie
- b. To find out the problems of the students in motivation Writing.

2. Benefits of the Study

a. For the Students

This research is hoped for giving much knowledge and motivation to the students of improving their skill of writing.

b. For the Teacher

Hopefully, this research can be one of the inspirations to teach the students in using the suitable technique.

c. For the institution

As information for English teacher about how to utilize Freedom Writer movie to improve the student's motivation writing.

d. For the researcher

- 1) To apply the knowledge that she got in her study.
- 2) To give information for further research with certain interest.
- 3) To add the experience means knowledge in English instruction.

Therefore, the diary has some benefits for the students, as follow:

1. Students can articulate problem they are having with course content and therefore get help
2. Diary promotes autonomous learning, encourages students to take responsibility for their own learning
3. By exchanging ideas with their teacher, student can gain confidence, make sense of difficult material, and generate original insights
4. Keeping journals can lead to more productive class discussion
5. Student are encouraged to make connections between course content and their own teaching
6. Journal creates teachers-students and students-student interaction beyond the classroom.

CHAPTER II

THEORETICAL FRAMEWORK

A. Prior Research

Based on the reading of literature, the authors have not found researches of the use Freedom Writers Movie to improve writing diary motivation. However, the authors found several researches that have similarity of the object study, such as the following thesis:

1. Undergraduate thesis of Ely Kurniati Student Programs PAI, Faculty of Education, UIN Sunan Kalijaga, 2009 with the title "*Conflict Management Strategies in the film Freedom Writers And Its Relevance Values Islamic Education*", which contains about digging strategies of conflict in the film and the various strategies used to resolve conflicts among others: strategy midline between classes, technical write a diary, trauma strategy, empathic strategies (meet the guest), a strategy to share the story.¹
2. Undergraduate thesis of Oktina Sahara, student of English educational study program STAIN Jurai Siwo Metro 2013. The title is "*The Influence of Using Diary Toward The Students' Writing Ability of Simple Past Tense At The Eighth Graders of Mts Ma'arif NU 5 Sekampung*". This

¹ Ely Kurniati, "Strategtegi berbagi kisah. "Manajemen Konflik dalam Film Freedom Writers Dan Relevansinya Nilai-Nilai Pendidikan Agama Islam" Skripsi, Fakultas Tarbiyah, UIN Sunan Kalijaga Yogyakarta, 2009

research indicated of using diary toward the students' writing ability of simple past tense.

B. Theoretical Review

1. Writing Diary Motivation

a. Writing Performance

Brown states that for more than six decades now, research and practice in English language teaching has identified the "four skills" – listening, speaking, reading, and writing – as of paramount importance.² It can be defined that every language learner studies those skills without leaving one of them.

Writing can generally be divided into two broad categories: phonographic – where the symbols represent units of sound in a language, or morph graphic – where the symbols are related to morphemes.³ It means that writing is an activity to represent the spoken language in the form of written by composing the symbols into morphemes.

Furthermore, Brown states that "Written products are often the result of thinking, drafting, and revising the procedures that require specialized skills,...".⁴ It can be explained that the process of writing comes from thinking. Imagination of human brain is the source of written product. One

² H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, (New York : Addison Wesley Longman, Inc., 2001), 2nd Edition, p.232

³ Kirsten Malkmkjaer, *The Linguistics Encyclopedia*, (London and New York : Routledge, , 2010), 3rd Edition, p. 556

⁴ Brown, *op.cit.*, p.335

expresses his thoughts to the words that started from drafting text. Then, the last process is revising it to be better text.

Performance is derived from the word "perform". In Oxford Learner's Dictionary, perform means "to do something, such as a piece of work, task or duty".⁵

It can be defined that writing performance is the representation of what the people thought in the form of symbols, namely letter, that can be appeared by the people act in a piece of paper.

Those can be assumed that the writer can organize argumentative composition in a variety of ways as long as the composition is clear and logical. The writer also must be smart to counter the opposite views of the arguments. Writing arguments means writing persuasive compositions.

Furthermore, George and Julia in their book *Let's Write English*, argumentation is used in persuading and convincing.⁶ It can be defined that argumentation aims to persuade somebody that something is true or should be done.

In this research, the researcher took the argumentative composition to find out the students' opinion about the certain topic. The researcher assumed that argumentative could be the suitable type to explore their writing performance. This revelation inspires them to keep diaries that offer a more healthy way of giving an outlet for their frustration and anger than

⁵ A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York : Oxford University Press, 2010), 8th Edition, p. 1127

⁶ George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada : Van Reinhold Ltd., 1980), Revised Edition, p.383

gangbanging and violence. The diaries were compiled in the book, *The Freedom Writers Diary*, on which the film is based. The *Freedom Writers Diary* is a testament to the power of writing. It's the story of a remarkable woman named Erin Gruwell, a high school English teacher from Woodrow Wilson High School in the city of Long Beach, in California. The *Freedom Writers Diary* has become a bestseller, the basis for a feature film, and an inspiration to teachers everywhere.

b. Process of Writing

There are six stages in writing. They are as follows:

1) Getting Ideas

Ideas come from lots of places, but the one place they never, ever come from is a sheet of blank paper.⁷

2) Choosing Ideas

This step is about having a look at all the ideas we've got and assessing them.⁸ It means that all ideas that have gotten needs to be selected. Selecting the best idea based on what the writer is interested in.

3) Outlining

An outline is a working plan for a piece of writing.⁹ It means that outline is the guide for someone in writing.

⁷ Kate Grenville, *Writing from Start to Finish (A Six-Step Guide)*, (Australia : Allen & Unwin, 2001), p. 11

⁸ *Ibid.*, p. 49

⁹ *Ibid.*, p. 69

4) Drafting

One of the occupational diseases of writers is putting off the dreaded moment of actually starting to write.¹⁰ It describes that starting to write is not easy way so that one has to write down the chosen idea.

5) Revising

Revising literally mean's-seeing'.¹¹ It can be said that after finishing the draft, one needs to re-seeing whether there is an irregular arrangement of outline or not.

6) Editing

Basically 'editing' means making your piece as reader-friendly possible by making the sentences flow in a clear, easy-to-read way.¹² It can be said that editing places the key of writing to make the message of the text clear.

The learning process of writing is closely linked to learning to read. Ideas can appear from the environment. The most appear from what we have read. It is simple way to get the ideas. Nothing is perfect, that is why the stages of writing should be done continuously to get the better writing than the previous one.

¹⁰ *Ibid.*, p. 105

¹¹ *Ibid.*, p. 137

¹² *Ibid.*, p. 167

c. Teaching Writing

There are some tasks that the teachers have to do before, during and after student writing are in the following:¹³

- 1) Demonstrating – students need to be aware of writing conventions and genres constraints in specific types of writing, teacher have to be able to draw these features to their attention. It can be said that the teacher have to show and to explain the types of writing so that the students will understand clearer.
- 2) Motivating and provoking – this is where the teacher can motivate and provoke the students into having ideas. It means that teacher also has the task to help the students in getting the ideas.
- 3) Supporting – Students need a lot of support in writing so that the teacher needs to be extremely supportive when students are writing in the class, except in writing exam. The students are the participants in the writing class. It can be defined that in learning process, the supports from the teacher is really needed to make them confident.
- 4) Responding – When responding, we respond to the content and construction of the writing and give the suggestion for better writing. The teacher should respond all of the students questions because the teacher is a facilitator in the classroom.

¹³ Jeremy Harmer, *How to Teach Writing*, (England : Pearson Longman, 2004), p. 41-42

- 5) Evaluating – When we hand back marked script we can get our students to look at the errors. This is the last teacher's task in writing class. Evaluating the students' script will motivate them to write well.

A teacher is not everything in the classroom but everything can come from the teacher. It means that the teacher should be the facilitator of the students. The tasks above also become the obligatory for them to make the students understand, with or without the teacher beside them.

d. Definition of Diary

Etymologically, the word diary Oxford Advanced Learner's Dictionary, states that as follows:

- 1) A book with spaces for each day of the year in which you can write down things you have to do in the future.
- 2) A book in which you can write down the experiences you have each day, your private thoughts.¹⁴

Terminologically, there are many experts that have different definition of diary, follow us:

According to Bailey (1990), a diary study is a first-person account of a language learning or teaching Experience, documented through regular,

¹⁴ Oxford University, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Express, 2010), p.418

candid entries in a personal journal and then analyzed for recurring patterns or salient events.¹⁵

While some diarists are commissioned to keep a journal recording their language learning experience as a participant in someone else's.

e. Writing Diary

Writing a personal diary is one of the best options if you want to really improve your English writing skill.

The advantages are:

- 1) You write an entry everyday (7 days a week without excuses).
- 2) You can write more or less depending of your free time, inspiration or mood.
- 3) You can write about anything you like (Daily experiences, thoughts...).
- 4) While writing your diary you are also keeping a record of the work done.
- 5) You can check your progression looking back at what you wrote in the past.
- 6) If one day you do not know what to write about, just write about what you did during the day¹⁶.

It's easy to create the habit to write when you keep a personal diary. Try to write at the same time every day.

¹⁵ David Nunan, *Research Methods in Language Learning* (New York: Cambridge University Press, 1992) p. 120

¹⁶ <http://learnenglishlikeme.com> /The best tool to improve your English writing skill

The best tool to improve English writing diary:

- 1) Start right now to write personal diary in English
- 2) Decide between a common diary
- 3) Have commit 100% to the task of writing everyday no matter what
- 4) Write more or less depending of the daily free time (inspiration or mood)
- 5) Write about anything
- 6) If do not inspired, just write about what you did during the day
- 7) Every last day of the month check the diary to see if you have not missed a single day without writing
- 8) Keep doing it for as long as possible

f. The Concept of Motivation

According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism.

Motivation is a combination of various factors that cause, channel, and sustain behavior. Motivation is an impulse to do something. He was able to encourage someone to do or not do. It can be the human spirit or not to do something. Motivation can go up and down according to "command" of the brain. As motivation increases, the impetus to

behave in particular also increases contrast, when motivation decreases, then the urge to perform certain behaviors also decreased.

Each person must have motivation. Motivation everyone different levels depend on the stimulus given to her brain. In addition to different levels, motivation also have an object (target) are different for each person. Not necessarily everyone has the same goal motivated to the same degree as well. For example, there are people who are motivated by money (compelled to do something because it was given money), but some are not. It is the ability or power that can make a person do what at first does not make sense or are not capable of doing. With the power of motivation, one can achieve what he wants, for whatever these desires.

Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.¹⁷

Motivation is yet another affective variable to consider, but one that is so central and with research foundations that are so pervasive that it deserves a separate category here.¹⁸

There are three different perspectives about motivation¹⁹:

- 1) From a behavioral perspective motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement.

¹⁷ Brown, H. Douglas. *Teaching by Principles*. (7th edition) . Pearson Education. 2007. P.72

¹⁸ *Ibid.* p.168

¹⁹ *Ibid.* p.169

- 2) In cognitive terms, motivation places much more emphases on the individual's decisions, "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect" (Keller,1983,p.389)
- 3) A constructivist view of motivation places even further emphasis on social context as well as individual personal choice (William and Burden, 1997. P.120)

Dimension of the whole motivation construct in general is the degree to which learners are²⁰:

- 1) Intrinsic motivation

Intrinsic motivation is one for which there is no apparent reward except the activity itself. Maslow (1970) claimed that intrinsic motivation is clearly superior to extrinsic.

- 2) Extrinsic motivation

Extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self determination.

2. The Use of Freedom Writer Movie

a. Instructional Media

Instructional media in general is the process of teaching and learning aids. Everything can be used to stimulate thoughts, feelings, concerns and abilities or skills so that learners can stimulate learning. The limit is quite

²⁰ *Ibid*,p.172

broad and includes in-depth understanding of the source, the environment, human beings and the method utilized for the purpose of learning / training.

Meanwhile, according to Briggs (1977) learning media is the physical means to deliver contents / learning materials such as books, movies, videos and so on. Then, according to the National Education Association (1969) revealed that the instructional media is a means of communication in print or view-hearing, including technology hardware.

According Indriana (2011) appropriate learning media will be able to enhance the learning experience so that students can enhance learning outcomes. Therefore, the authors took the initiative to improve the ability of creative writing based on personal experience with the media using short films.

b. Film as a medium of learning

Film or motion picture is in the frame pictures frame by frame which is projected through the projector lens mechanically so that the image seen on the screen of life. The film moves fast and turns so as to provide continuous visual. The film is a series of images projected onto a screen at a certain speed so as to make the sequence level goes on to describe the movement that seems so normal. The film is essentially a new discovery in teaching and learning interactions that combine the two kinds of senses at the same time.

Described by Mohammad Arif, the use of the movie is able to make the delivery of teaching more meaningful and memorable. Combined multimedia elements that steady between audio, visual, movement, color, and three-dimensional impression of making a movie has its own charm. Dramatic elements and creativity contained in the film can enhance students' ability to think, feel, and appeal of learning.

Learning Media are so many types and kinds. Begin with the most simple and inexpensive small to medium sophisticated and expensive. There is a medium that can be created by teachers themselves, there are media produced by the plant. There are media that are already available in the immediate environment can be utilized, some media are intentionally designed specifically for learning purposes.

Although the media are manifold, but in reality not many media types commonly used by teachers in schools. Some of the most familiar media and almost all schools are utilizing the print media (books). in addition, many schools also have made use of other types of media images, models, and Overhead Projector (OHP) and real objects. While other media such as audio cassettes, video, VCD, slides (film frame), a computer learning program is still rarely used despite the fact already familiar to most teachers. Anderson (1976) classifies media into 10 groups.

Table 2
Classifies of Media

No	Group of Media	Example of learning
I	Audio	Cassette audio, radio, CD, telephone
II	Print	Textbooks, modules, brochures, leaflets, pictures
III	Audio Cassette	audio-equipped print written materials
IV	silent visual transparency	Overhead transparency (OHT), Film frames (slide)
V	Audio Visual Projection silent	movie frame (slide) voiced
VI	Visual motion	Silent movie
VII	Audio Visual	motion, motion silent movie, video / VCD, TV
VIII	Object real	physical objects, models, specimens
IX	Human and environmental	teacher, librarian, laboratory
X	Computer	CAL (computer assisted learning), CBL (computer-based learning)

c. About Freedom Writer Movie

Freedom Writers is a 2007 drama film Directed by Richard LaGravenese, and starring Hilary Swank, Scott Glenn, Imelda Staunton and

Patrick Dempsey. It is based on the book *The Freedom Writers Diary* by Erin Gruwell.

Freedom Writer Movie is the true story based *The Freedom Writers Diary's Book. How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them* Paperback – October 12, 1999
Learn the real story of Erin Gruwell and her Freedom Writers.

d. About Freedom Writers Diary Book

The Freedom Writers Diary is an amazing, moving, and inspirational piece of art. It consists of a collection of diary entries written by the 150 Freedom Writers and their English teacher, Ms. Gurwell. All of these Freedom Writers are students at Wilson High School in Long Beach California, where they have been placed in a below average English class with Ms. Gurwell as their teacher. This is Ms. Gurwell's first teaching experience, and it will have a lasting impact on her. One of the first assignments she gives is for everyone to keep a journal, no one knew just how powerful these journals was to become, not even Ms. Gurwell. Throughout these entries you will learn about the hard lives of these incredible individuals, their amazing English teacher, and their journeys towards changing the world and becoming a second family.

When you think of Long Beach the things that come to your mind are probably beautiful beaches, expensive boutiques, and magnificent mansions.

However for the Freedom Writes they saw something much different. They saw a hostile environment filled with corruption, hate, and discrimination. There were multiple gangs, each of different races, causing riots in the streets. It was dangerous for some of these students to just walk home from the bus stop, let alone go out at night. Many of these students lost their innocence at a very young age, never having the opportunity to be a kid. In their journal entries they describe to you first hand the horrors they faced including: gang violence, shootings, the murder/loss of loved ones and friends, the effects of drugs and alcohol, abusive relationships, molesters, and rapes. They felt as though they were at a dead end with no way to turn around, until they met Ms. Gurvell. She couldn't believe the way they viewed their life and refused to accept it. In an attempt to change the way they thought about themselves and each other, she decided to change her lesson plan to studying the Holocaust, hoping to teach them about tolerance.

Ms. Gurvell provided everyone in the class with a copy of Anne Frank: The Diary of a Young Girl to jump start into her lesson of tolerance. At first the students were reluctant to learn, but eventually started to read the book. They were shocked by how well they could relate to Anne. They said they too felt as if they were living through a war but an "undeclared war". Many of the students wanted to continue learning about the Holocaust and even wrote letters to Meip (the woman who protected Anne and her family during the war), who would later become a close friend of theirs'. Ms. Gurvell was shocked by their response and continued on, having them read Zlata's

Diary: A Child's Life in Sarajevo. The students connected once again with the author of this incredible true story, so Ms. Gurwell had them also write letters to Zlata, who had survived her war. She challenged them in their letters to invite Zlata to Wilson, and the unthinkable happened. She came.

Ms. Gurwell went on to have her core group of students for all four years they were at Wilson, and continued to receive more kids as the years went on. Everyone wanted to be in her class because it was the one place people said they felt wanted, needed, and safe. They would become a family, and together have a lasting impact on the world around them. As their final project Ms. Gurwell had them compile their journals, which they had been keeping for four year, into a book of their own. She would even get 35 computers donated to them from John Tu, to help aid them in their process. While writing this book they would officially gain their name The Freedom Writers based off of The Freedom Riders, who were a group of American and African American student who rode on a bus through the South to protest against discrimination. Their book would also lead them into incredible journeys such as a trip to Washington DC, where they hand delivered their book to the secretary of education Riley, and going to New York City to accept the spirit of Anne Frank award. (It was the first time this award was given to a group of people and not an individual.) The Freedom Writers had done the impossible, they had gone from a group of kids in a below average English class to published author, advocates for change, and people who believed in their bright future ahead of them.

This book is by far one of the best books I have ever read. It truly opens up your eyes to the world around you, grabbing your attention and refusing to let go. I, even someone 16 years younger than the average student in this book, was able to easily relate to their stories. It was also genuinely inspirational. I always knew I wanted to change the world, but now after reading about the Freedom Writers I know I can. I also was inspired by Ms. Gruwell, I thought I wanted to become a teacher but now regardless of where I end up in life I know I want to do something involving the empowerment of the youth, because they are the future of tomorrow.

e. Synopsis Freedom Writer Movie

Erin Gruwell taught at Woodrow Wilson High School in Long Beach, California. His students consisted of a mixture of races such as Asian, black, Chinese, and little-known white and lazy learning in groups. Each group protects each other and is often involved in gang violence. Not many teachers or students who go to school. It looks like a warehouse for students until they drop out or fired.

Based on this background, an idealistic teacher came to teach English in the new class. He was an educated, beautiful, from the middle class, not racist, look attractive, and smart. On the first day of teaching, he found his class apart. The atmosphere is not as expected. Then he found a riot outside the classroom. There was shooting. With this atmosphere natural that a lot of

teachers who do not feel at home and give up. They better resign than should be part of the "arsenal of students".

Yet another spoke idealism attitude. He did not give up. Erin slowly but surely started teaching and he taught the first lesson is about "pain" experienced by his students. Then he assured his disciples to write anything about the pain and hardship in their diaries, and then discuss it with her diary. He also approached his students consisting of four ethnic groups by discussing about their pleasures such as music, movies, household rift, and their rift with the community. While he struggled with his students, at the same time he was also faced with a complicated relationship with his family problems. Her husbands Scott Casey (played by Patrick Dempsey) strongly supports on one side, but on the other hand is very jealous of his wife's activities are time-consuming family. Erin finally left her husband who chooses divorce. While his father, Steve Gruwell (played by Scott Glenn) is very disappointed with his career choice, but very proud of the courage and dedication.

Finally, Erin effort is not in vain. He managed to make major changes in their students. Even a collection of diary records the students immortalized in a book that is very popular called Freedom Writer Diary.

f. Strategy from Freedom Writer Movie

Freedom Writers movie is very suitable as a source of referral to add insight into the world of education, both for educators and learners. There are

many things we can learn from this film, especially how the character Erin Gruwell as an English teacher who has struggled in giving lessons to their students, where they are used to violence and always live in groups with each race Erin Gruwell gives his students a book to be filled with songs, poetry, good thing, or a bad thing. Whatever they want to phrase written in the book. In essence, Erin ordered the student to write a diary. It is an action taken Erin to get to know their students and can provide further action against the students (disc I: '00.43.36 to '00.45.15).

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"I started writing my own diary before the war in Bosnia because I wanted to have a place to record my childhood and create something that I could look back, cry, and reminisce. I wanted to see myself grow through my writing" said one of the students in her diary book.

That sentences invites us to think again that life experiences always tells two things, sad or happy, we can get back to writing the pages you view that once we scratch at that time. Make us more mature again to look at the

future of our history in past. However, we are so strong more than what we imagine, so clever even more clever than what we think. It turned out we were able to create a way of life gets in the way though the left and right. It turned out that we had been successful, happy, laugh, cried, fails, angry, hate, and other. It turns our life more colored than the rainbow. Actually, it is all going to teach us a sense of a more meaningful life again in the future. In it all lies the lesson of our lives.

g. The Concept of Teaching Method

In Oxford Advanced Learner's Dictionary, one of the definition of teaching is the ideas of a particular person or group, especially about politics, religion or society, that are taught to other people.²¹ In other words, teaching is transferring knowledge and life skills to other people.

Therefore, based definition above, teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

Method is a way of doing something, especially a systematic way; implies an orderly logical arrangement (usually in steps). Meanwhile, Richards and Rodger (2001) state a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based

²¹ AS Hornby. *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press. 1974.p. 1386

upon the selected approach.²² In other words, method brings to the act of conveying an idea, skill, fact, or insight to another.

The teaching method should be adopted on the basis of certain criteria like the knowledge of the students, the environment and the set of learning goals decided in the academic curriculum. Teaching method has the important role as the choice of an appropriate solution to convey information and skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

According to Richards and Rodgers method of language teaching comprises three elements of method:²³

1) Approach

This refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. It offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about conditions which will promote successful language learning.

2) Design

Design is a plan or drawing produced to show the look and function of something before it is built or made.²⁴ It describes about the general and specific objectives of the method, a syllabus model, types of learning and

²² Richards, J. & Rodgers, T, *Approaches and Methods Second Edition*, Cambridge University Press, 2001, p.19

²³ Richard., *Op.cit.*, p.33

²⁴ Richards and Rodgers., *Loc.cit.*,

teaching activities, learner roles, teacher roles and the role of instructional materials.

3) Procedure

A procedure is a sequence of techniques which can be described in terms such as *first you do this, then you do that...* smaller than a method and bigger than technique. It comprises classroom technique, practices, and behaviors observed when the method is used.

In conclusion, for effective teaching to take place, a good method has to be adopted by a teacher. If a method is a good one, there is a sense that all ought to possess it. When deciding what teaching method to use, a teacher needs to consider students' background knowledge, environment, and learning goals.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristic of Research

There are more than a dozen mixed methods research typologies in the literature, each emphasizing different aspects of methodological integration and looking at the research process from different angles.

In this research, the writer uses *Mixed Methods* as a method of research toward tenth grade of MAN 1 Metro.

Mixed methods research is a methodology for conducting research that involved collecting, analyzing, and integrating or mixing quantitative and qualitative research in a single study or a longitudinal program of inquiry.¹ The purpose of this form of research is that both qualitative and quantitative researches, in combinations, provide a better understanding of a research problem or issue than either research approach alone.

1. Qualitative Research

Sammy Tayie stated that "the qualitative researcher strive for objectivity and is separated from the data. The qualitative researcher is an integral part of the data; in fact, without the active participation of the researcher, no data exist".²

¹ Creswell, J.W., *Research Design: Qualitative, quantitative, and mixed method approach* (2nd ed.). (Thousand Oaks, CA: Sage, 2003)., p.18

² Sammy Tayie, *Research Method and Writing Research Proposals*, Cairo 2005, p. 86

According to Bogdan and Biklen, there are some characteristics of qualitative research.³ First, qualitative research has the natural setting as the direct source of data and researcher is the key instrument. It can be explained that the researcher has the prominent role in the research. As the researcher, he has to have much knowledge about the theories that will be conducted. Second, qualitative research is descriptive. The data collected is in the form of words or pictures rather than number. It means that qualitative research appear much data in the form of text. Third, qualitative research is concerned with process rather than simply with outcomes or products. It means qualitative research emphasizes on process more than products. Fourth, qualitative research tends to analyze their data inductively. The result of the process is in the end of the research. In other word, it does not have hypothesis as the quantitative research. Fifth, "Meaning" is of essential to the qualitative approach. It means that meaning is very important in qualitative because this is the main thing of the research.

2. Quantitative Research

A quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge, employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.⁴ There is one other

³ *Ibid* p. 92

⁴ Creswell, J.W, *Research Design; Qualitative, quantitative, and mixed method approach* (2nd ed.). (Thousand Oaks, CA: Sage, 2003), p.18

thing that we need to think about when designing our quantitative research study, and that is the role of the researcher.

Quantitative researchers attempt to remain detached from the study, and from the sample (in studies where the sample is made up of human beings). They strive to maintain objectivity - in other words they try to not influence it with their own personal values, feelings, and experiences⁵.

This is because quantitative researchers believe that researcher involvement in the study could bias it. By 'bias it', they mean that they do not want to sway the study towards the perceptions and values of the researcher, rather than allowing the hard scientific facts to hold sway. Biasing a research study is considered by scientists as being poor scientific technique - and is definitely a no-no in quantitative research.

This of course is totally different to the attitude of many qualitative researchers, who whilst not wanting to bias their research still maintain that they cannot approach a study without considering their own perceptions and values, feelings and experiences.

Quantitative research design is an excellent way of finalizing results and proving or disproving a hypothesis. The structure has not changed for centuries, so is standard across many scientific fields and disciplines.⁶

⁵ *Ibid* p. 20

⁶ *Ibid* p.21

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⁵ *Ibid* p. 20

⁶ *Ibid* p.21

After statistical analysis of the results, a comprehensive answer is reached, and the results can be legitimately discussed and published. Quantitative experiments also filter out external factors, if properly designed, and so the results gained can be seen as real and unbiased.

Quantitative experiments are useful for testing the results gained by a series of qualitative experiments, leading to a final answer, and a narrowing down of possible directions for follow up research to take.

3. Mixed Methods

Research studies are becoming increasingly diverse and inclusive of both qualitative and quantitative methods that is, they are mixing methods to address specific objectives. The basic premise behind using a mixed methods research design is that the combination of both approaches provides a better understanding of a research problem than either approach could alone. The overarching premise is that the integration of two or more approaches should provide some added benefit with regard to research objectives that a single approach could not offer. Note that many research questions can be adequately answered with a mono-method approach.

There are constantly evolving mixed methods research typologies in the literature, each emphasizing different aspects of methodological integration and looking at the research process from different angles. For the most part, however, typologies include at the very least two basic dimensions timing of data integration and purpose of integration.

In such cases, creating a larger and more complicated design is not justified. The decision of whether or not to integrate multiple approaches depends on a combination of the research objectives, the resources and time available, and the audience for the study's findings.

Timing of integration refers to how qualitative and quantitative data sets are used chronologically and analytically with respect to each other. The two most commonly used terms in this regard are sequential and concurrent designs.⁷

B. Data Source

According to Sugiyono, there are two kinds of data source, the primary source and secondary source.⁸ The primary source is data source that provides the data to the researcher directly. The secondary source provides indirectly data to the researcher such as document. In this research, the primary source is the writing product of the students. The writing product is diary. The secondary source is the books, e-books, Freedom Writer Movie, English dictionary, and source from internet.

C. Data Collection Technique

1. Concurrent Design

Research procedure used combine quantitative and qualitative data in order to obtain a comprehensive analysis in order to answer the research

⁷ Creswell, J.W, *Research Design: Qualitative, quantitative, and mixed method approach* (2nd ed.). (Thousand Oaks, CA: Sage, 2003)., p.17

⁸ Sugiyono, *Metode Penelitian Kuantitatif kualitatif R&D*, Bandung: Penerbit Alfabeta, 2009.p. 225

problem. In this case mixed method is used to answer the type of formulation of the problem or the type of research questions. There are three models:

Concurrent Triangulation strategy; strategy embedded concurrent and concurrent transformative strategy.

In this research, researcher used the *Concurrent Embedded Model* where a combination of both research methods. The purpose of research methods mixed quantitative and qualitative research, but the weight of different methods. In this model there is a method that primary and secondary method. The primary method used to obtain data on the primary and secondary methods used to obtain data to support data obtained from the primary method.⁹

This combined method concurrent embedded model or design (mixture unbalanced) is a research method that contains a combination of quantitative and qualitative research by mixing both methods is a way out of balance. In one research activities may be 70% using 30% qualitative and quantitative methods, or otherwise.

This research method is more interesting, because researchers can collect two kinds of data simultaneously, in one stage of data collection. Thereby data obtained to be complete and more accurate. In this method can perform an experiment or survey at the same time observing the behavior of those who were involved in the experiment.

^{9 9} Creswell, J.W, *ibid*

2. Qualitative Research

In *Concurrent Embedded models*, the researcher used qualitative research as the primary method to make the data objective. Triangulation is the technique that uses in this research. They are as follows:

a. Interview

Lexy J. Molcong stated "Interview is a conversation with a purpose. The conversation was conducted by the two parties, which the interviewer is asking questions and interviewees who provides answers to the questions".¹⁰

The process of collecting data provides an additional advantage when it comes to face validity. For one, a researcher is not artificially constraining the responses and trying to fit them into predetermined buckets. Survey questioning is almost always an immutable scripted process, in which data collectors are explicitly instructed to repeat the question verbatim if a participant does not understand it, to ensure reliability across interviewers. Qualitative questioning allows for more flexibility, and an interviewer is typically permitted to ask questions in a different way, to make sure the participant has understood it well. In fact, in a less structured in-depth interview, specific questions may not even be formulated. Such a lack of structure decreases reliability, at least as it is traditionally defined, but it does enhance overall face validity.

This study used a structured interview (focused) is a structured Interview that the interviewer establishes own set of problems and questions to

¹⁰ Lexy J. Molcong, *Metode Penelitian Kualitatif*, (Bandung: Rosda Karya, 2011), ed. 29, p. 186

be asked.¹¹ To get the valid data, researchers conducted interviews with students and teachers of English subjects in class X IPA 3.

b. Observation

Nasution states that observation is the basic of all sciences.¹² It can be said that every research will be conducted if there are the data that is get from the observation. Direct observation is the observation and recording is done on an object in a occurred or event occurred that observation to be with the object under study. In this way, the writer will know everything that is happening in the school, especially during the process of learning English. In this research, the researcher takes the document of mid-term test of English subject from the X IPA 3 class of MAN 1 Metro to be analyzed.

c. Documentation

The writing products (diary) of the students are the documentation of the research. The document is the students' writing diary. The diary include of evaluating data. It's not only use quantitative methods and experimental or quasi-experimental designs to evaluate a product, intervention, or program. In many cases, these highly structured approaches are justified, and the resources to carry them out are available. But generating quantitative data or implementing Randomized Controlled Trials (RCT) is not always necessary or the only approach to evaluation (see Smith & Pell [2003] for a humorous take on the use

¹¹ Lexy J. Moleong, *op.cit*, h. 190

¹² *Ibid*, p. 226

of RCTs). As Patton (2002) observes, "evaluative research, quite broadly, can include any effort to judge or enhance human effectiveness through systematic data-based inquiry".¹³

3. Quantitative Research

In *Sequential Exploratory*, the researcher used quantitative research as the second techniques to get the data. Test is one of data collection technique that used in this research.

According to Creswell, test is the question that is used to measure skill, knowledge, intelligence, and talent of the object.¹⁴ The researcher will use a group test, those are pre test and post test. It is used to measure the students' speaking performance.

a. Pre test

The researcher will give the students the pre test at the first meeting. The first is questions based on the text. The total items are 10. The score of each answer is 10. The time to do the pre test is one meeting (2 x 45 minutes). It will be done before applying the treatment.

b. Post test

The post test in this research has been done after the treatments. The post test was held in order to know the students' writing diary performance through information gap activity.

¹³ Creswell, J.W, *Research Design: Qualitative, quantitative, and mixed method approach* (2nd ed.). Thousand Oaks, CA: Sage, 2003.

¹⁴ *Ibid*, p.150

D. Data Analysis Technique

In *Concurrent Embedded Design*, qualitative used a primary data, and quantitative as a secondary data. Therefore, data analysis steps thus depend on when and how the embedded data is used in the study.

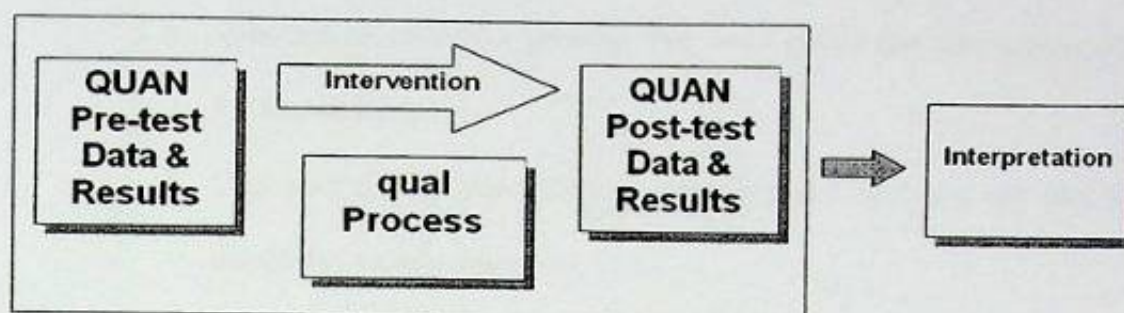
Creswell stated that the Concurrent procedures are the procedure which the researcher converges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator collects both forms of data at the same time during the study and then integrates the information in the interpretation of the overall results. Also, in this design, the researcher nests one form of data within another, larger data collection procedure in order to analyze different questions or levels of units in an organization.¹⁵

In the first phase, we collected pra survey data; in the second phase, in-depth interview data. The survey questions were entirely close-ended, about what the respon them after watching a freedom writer movie.

This two-phased approach allowed study participants to respond to the survey on their own time and reduced the time required for in-depth discussions of emergent themes. It provided members of the research team with the opportunity to review and analyze the survey results and tailor the subsequent in-depth interview instrument to follow-up on confusing or significant responses. This iterative analytic approach also simplified subsequent attempts to integrate the coded qualitative data collected in in-depth interviews with survey data (*result interview; Chapter IV*).

¹⁵ *Ibid*, p.16

Figures 2
Concurrent Embedded Design

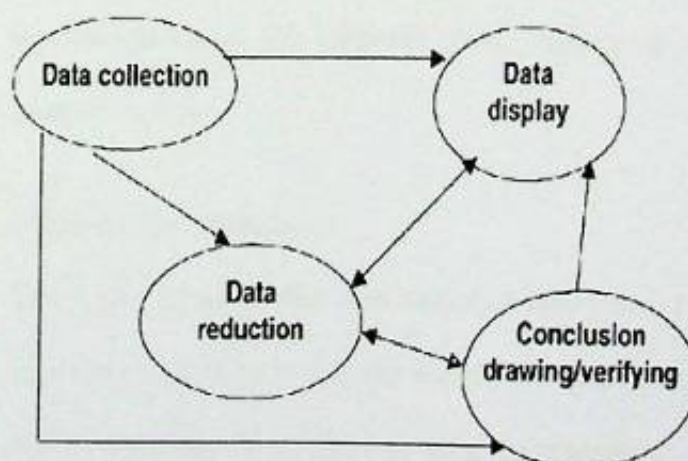


Three major steps are used in data analysis:

1. Analysis of primary data (QUAL)

Susan Stainback argues that "Data analysis is critical to the qualitative research process".¹⁶ It means that data analysis places the crucial part in qualitative. The writer will apply Miles and Huberman Model to analyze the data. The components of the data analysis of Miles and Huberman are as follows:

Figure 3
Data Analysis Components of Miles and Huberman Model



¹⁶ Sugiyono, *Metode Penelitian Kuantitatif kualitatif R&D*, Bandung: Penerbit Alfabeta, 2009, p.244

Data analysis by Miles and Huberman model applies the following steps:

- a. Data collection is the step when the writer gather the data to complete the research.
- b. Data reduction is summarizing, choosing and focusing the specific things that will be analyzed.
- c. Data display is shown by using graphics, figures, or charts.
- d. The last step is making conclusion of data findings.

The procedures that the writer applied to analyze the data:

- a. Determining focus of the research and formulating the questions
The writer focused to collect the data taken from the students' argumentative compositions. Then, the writer formulated the questions of the interview.
- b. Collecting and analyzing the data
The writer collected the data by applying observation, interview, and documentation as the methods. After collecting the data, the writer analyzed them.
- c. Preparing the instrument
The writer prepared the instrument of interview. There were a list of interview's questions and the paper. The paper was used to note the data found from the point of view of the students.

d. Collecting the data on the field

The data found applied the method triangulation, namely observation, interview, and documentation. The writer gained the case of the research from the observation, the students' problems in writing from the interview, and the students' compositions from the documentation by the lecturer of Writing.

e. Evaluating and analyzing the data

The data were evaluated and analyzed by interpreting them in the form of explanation which was referred to the data displayed.

f. Making report

After finished all of the procedures above, the writer made the report to simply the data. The report included the conclusions and suggestions as the result of the research.

2. Analysis of secondary data (Quantitative)

As the secondary data source, the researcher used quantitative in the first step (approach) and the last one (writing diary). Freedom Writer movie as stimulate in first and to last step, all student must collect their diary to measure increasing motivation writing diary.

Measurement of motivation using a questionnaire with Likert scale that contains selected statements and have been tested for validity and reliability.

1. Positive statements (Favorable)

a. Strongly agree (SS)

If respondents strongly agreed with the statement questionnaire given through the questionnaire answers are scored 4.

b. Agree (S)

If respondents agreed with the statement questionnaire given through the questionnaire answers are scored 3.

c. Do not agree (TS)

If the respondent does not agree with the statement questionnaire given through the questionnaire answers are scored 2.

d. Strongly disagree (STS)

If respondents strongly disagreed with the statement questionnaire given through the questionnaire answers are scored 1.

2. Criteria motivation categorized into:

a. Strong Motivation: 67-100%

b. Medium Motivation: 34-66%

c. Weak Motivation: 0-33% ¹⁷.

¹⁷ Hidayat 2009. *Pengukuran Motivasi*. Diakses dari konsep-motivasi.html. Tanggal akses 15 November 2015.

d. Mixed methods analysis (QUAL, quan)

Mixed methods analysis to determine how and in what way the the secondary data support or augment the primary data. Key data analysis decisions in this design involve how to use the secondary analysis and when it should be incorporated into the primary data design.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. A Brief History of the Establishment of MAN 1 Metro

Islamic senior high school 1 Metro stood since the enactment of the Minister of Religious Affairs Decree No. 64 of 1990 dated 25 April 1990 and No. 42 of 1992 dated January 27, 1992 on conversion of Education Teacher of Religious Affairs into Islamic senior high school. MAN 1 Metro has located on KH. Dewantara Kampus street 15A No. 110, Kota Metro, Lampung. MAN 1 Metro originally existed as MAN 2 Metro. In 2015, Metro MAN 2 Metro changed its name to MAN 1 Metro.

Strategic steps in order to develop policies that school in turn became distinctively Islamic Public schools can be realized, after the enactment of Law No. 2 of 1989 on the national education system as the executor of the law in the year 1998 on 28 PP.No Dik Das and education and culture minister's decision No. 0489 / V / 1992 on common school in Article 1, Section 6 states that Madrasah Aliyah is SMA distinctively Islamic Studies organized by the Ministry of Religious Affairs.

In connection with the Madrasah Aliyah required providing at least the same as high school study in addition to the study material given to the school in article 26 Kep. Mendikbud No. 0487 / V / 1992 and article paragraph 22, 6 No. 0489 / V / 1992 Madrasah Aliyah has the same duty

to the Senior high School, which gives the ability to the learners to develop personal life as a member of society, citizens, and prepare to participate in education higher. Thus there is a common thread that links and further develops wisdom since included seven general subjects at the school until 1950 with the enactment of Law No. 2 of 1989 which confirms that Madrasah Aliyah is Islamic Senior High School.

Following up on the global development of increasingly rapid and greater challenges for the next generation of Muslims, as well as people's desire to choose quality school recognized regional, national and even international scale, to the MAN 1 Metro is expected to be ready to realize graduates responsive and able to overcome shared challenges in competition globally. One effort that is expected to achieve this is by projecting itself on the vision and mission changes that will be developed into a national standard.

To realize the vision and mission of MAN 1 Metro, the need for support from the Central Government, Local Government and Communities that care about the development of acceleration of the achievement of the eight programs especially educational standards set by the BNSP and increase towards the achievement of national standards both Islamic science, fields Public Education and Information Technology Education.

2. Conditions of School MAN 1 Metro

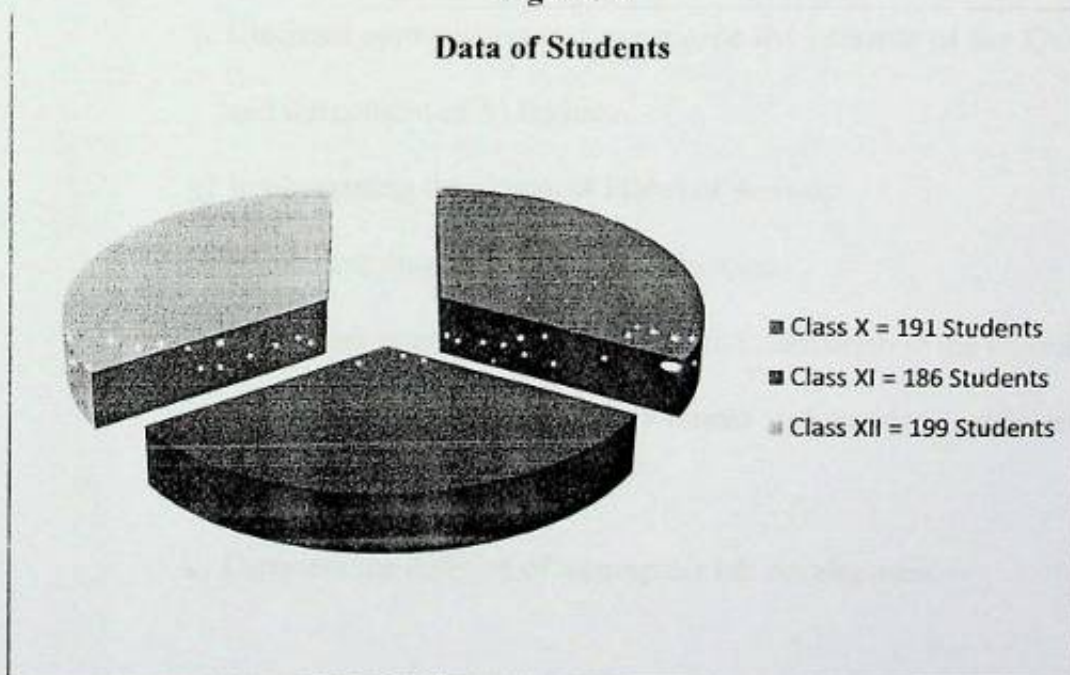
a. The condition of Infrastructures Education in MAN 1 Metro

Building Data MAN 1 Metro is divided into two places that first college at 15 A Iringmulyo, East Metro and the second at 38 Banjarrejo, Batanghari, East Metro.

Table 3
Data of Students

No	Class	Total Students
1	X	191
2	XI	186
3	XII	199

Figures 4
Data of Students



b. Vision and Mission of MAN 1 Metro

1) Vision

Realization MAN 1 Metro and share it well established in faith and piety excel in Informatics.

2) Mission

- a) Implement professional development of teachers
- b) Implement the increase teacher competency
- c) Implement curriculum development Education Unit Learning Tools and Syllabus.
- d) Implement Educational Preparation Calendar. Implementation of the Learning Plan and the Development Assessment System
- e) Implement the development strategy of learning and teaching methods.
- f) Cultivate appreciation and experience the contents of the Qur'an and the content of Al Hadist.
- g) Implementing development Places of worship
- h) Implement programs prayer congregation.
- i) Implement internal academic network information in the school.
- j) Implement competency development informatics engineering students.
- k) Carry out the addition of a computer lab development.

B. General Description of Research Data

The researcher analyzed the data from writing diary student result after them watching a freedom writer movie and compared before.

Based on the classification of data research, the researcher tried to discuss phenomena related writing diary motivation. The phenomena related with motivation of study. Nevertheless, people can also memorize the experience without writing down it. In this case, they included in the event that they experienced. It is the one of reason that we need a diary to memorize the experience. To maintain this reflective behavior, for it to truly become a part of daily life a personal motivation should be combined with a motivating design.

C. Analysis of Research Variable

To determine the general data on the research variables, the researcher direct observation on the location state of research; MAN 1 Metro, especially in class X IPA 3 subjects in English. In this research, the data were analyzed based on the Miles and Huberman Model. There are some steps of this model, they are in the following:

1. Data Collection

The researcher got the students' compositions as the object of the research. Accordingly, the researcher decided to observe 30 students' MAN 1 Metro. The researcher conducted interview toward all of students

in the class X IPA 3 at November, 5 2014. (For the sample, researcher takes five students).

2. Data Reduction

Data reduction shows the selection of the data that will be analyzed by summarizing and focusing the specific things. The researcher made some notes and coded the data in order to get the clearer data. The researcher also wrote down the interview's result as the documentation.

3. Data Display

a. Documentation

1) Result of First Interview

These are ten questions related to motivation in writing diary

- a. Are you interesting in writing diary?
- b. What do you think about writing diary? Do you ever write it?
- c. What is writing diary in English language difficult for you?
- d. What is the important of writing diary?
- e. In English lesson, which one do you like to improve your writing skill? Studying writing practically or theoretically? Why?
- f. What do you do firstly in writing diary?
- g. What is the media that ever your teacher makes to learn English?
- h. Do you like movie? Why?

- i. What is your motivate to writing diary? Because assignment from your teacher or you need it?
- j. Do you want to do to consist writing your diary every day?

b. The Result of Interview:

- 1) Related to question number one (Are you interesting in writing diary?), several responses are presented as follow: (1). the student is interested in writing diary. (2) The student is interested in writing diary. (3) It is same case; the student is interested in writing diary. (4) The student is a few interested in writing diary. (5) The student may not be interested in writing diary, "No, I am not. But, I am not too bad." Said him.
- 2) Related to question number two (what do you think about writing diary? Do you ever writing diary?), several responses are presented as follow: (1). diary is writing about the events, feeling and thoughts. She often writes it. (2). Writing diary is a difficult, because she has to write it every day. She ever writes it. (3). It same case, writing diary is a difficult, because she has to write it every day. He ever writes it. (4) Writing diary is an interesting. She ever writes it. (5) The student thinks that writing diary is a difficult. He never writes it.
- 3) Related to question number three (What is writing diary in English Language difficult for you?), several responses are presented as follow: (1). the student thinks that it is very difficult. (2) The student thinks that it is very difficult. (3). the student thinks that it is very difficult. (4) The

student thinks that it is quite difficult (5). The student thinks that it is quite difficult.

- 4) Related to question number four (What is the important of writing diary?), several responses are presented as follow: (1). to tell about events, feel and other. so that the incident is memorable (2). From writing diary, the student can tell you about her problems. (3). the student thinks that writing diary is important, because it can give her the motivation to live (4). The student does not know, but she thinks that writing diary is important (5). The student thinks that writing diary is not important.
- 5) Related to question number five (in English Lesson, which one do you like to improve your writing skill, studying writing practically or theoretically? Why?), several responses are presented as follow: (1). The student likes studying practically. Because it is more easy. (2). Studying practically can improve translating skill, "I like practically lecture, because it can improve/increase my writing skill." Said her. (3). Studying theoretically can increase my knowledge (4). Studying practically is more interesting than theoretically (5). Through studying writing practically can be easier to understand a theory.
- 6) Related to question number six (What do you do firstly in writing diary?), several responses are presented as follow: (1). the student said that she memorizing the events today. (2). Write everything our feel. (3). Memorizing every moment and write down it. (4). Thinking before

writing. It means that she remembers the events today. (5). same with others, he remembers the events today.

- 7) Related to question number seven (what is the media that ever your teacher make to learn English?), several responses are presented as follow: (1). The student said that their teacher using book to explain the English Lesson. (2). "My teacher never show us the others media, except the guiders book" said her. (3). the student said we usually write done based on the book. (4). Teachers' book. (5). Book and student work sheet.
- 8) Related to question number eight (Do you like movie? why?), several responses are presented as follow: (1). the student said that movie is interest. (2). "Yes, I like. Because movie is very interesting for me" said her. (3). the student likes watching a movie. Because it is one of her hobby. (4). She like movie (5). He likes movie because it is very entertain for him.
- 9) Related to question number nine (What is your motivate to writing diary? Because assignment from your teacher or you need it?), several responses are presented as follow: (1). the student has intrinsic motivation. She often writes her diary. (2). the student want to write her diary because motivation herself. (3). She said write a diary is a good job, and I need it. (4). same with the third, the student needs to write a diary. (5). "The diary as my story, so I think it's important to write it" said her.

- 10) Related to question number ten (Do you want to do to consist writing your diary every day?), several responses are presented as follow: (1). "Yes, I want to consist write it every day", Said her. (2). the student assumes that she has any home work every day and she always forget to write her diary book. (3). the student has a special time before go to sleep, to consist write a diary book. (4). "No, I do not. I always forget to write it every day", said her. (5). the student cannot write his diary every day, because he always busy.

Regarding to the result of interview above, there are five participants related to their writing ability. From the data above, five students have not written down: their diary book with English Language. The first, second, and third interested with writing diary. They are ever writing their diary book, but they write it in Indonesian language. The fourth student ever writes the diary, but she not interesting to consist writes it every day. And the last student never writes diary and he not interesting to writing diary. Furthermore, all of them have not writing diary in English Language.

After conducting interview, the researcher tried to improve and analyze the writing diary motivation of thirty students related to their learner languages with movie as the media. The title of movie is "Freedom Writer Movie" by Richard Lagravenese.

The researcher conducted the research using a film because film is one of the media which can increase the motivation. Movie as the tool

motivate increasing only. To collect the data, researcher the researcher conducted interview toward all of students in the class X IPA 3 on November, 5 and 6, 2014. (For the sample, researcher takes five students). The second interview was conducted to determine the level of students' motivation to write a diary after researchers provide stimulus the Freedom Writer Movie.

2) The Result of Second Interview

a. The Question of Second Interview

1. What do you think about Freedom Writer movie?
2. What do you think about writing diary's students on Freedom Writer movie?
3. Do you want to do to consist writing your diary book every day? (the last question from first interview)

b. These Are the Result of Second Interview:

- 1) Related to question number one (What do you think about Freedom Writer movie?), several responses are presented as follow: (1) "The Freedom Writer Movie gives me a new spirit to be better for study, especially writing study. All of student in this movie shows us about the power of trust, tolerance, and study hard to become something" said her. (2) The student get the true motivation about how to write a diary, and how to doing something for others. "From the writing diary

actually we can do something to give the motivation live for others”.

(3) the student very interest to this movie. She hopes every teacher as Mrs. Gruwell. “Mrs. Gruwell teaches them with love”. (4) “I like this movie. It gives us the motivation to do the best in study” said her. (5) “Love can change the bad attitude become the great one” said him.

2) Related to question number one (What do you think about writing diary's students on Freedom Writer movie?), several responses are presented as follow: (1) the writing diary can change the hard of heart to become sensitive's heart. By writing a diary they tell other people about what they feel and what they want”. (2) They written the diary from their heart and it get the inspiration for other people. (3) Their diary is very phenomenal and motivated others to do the best whatever they feel. (4) Writing diary as the trial to be good writer. (5) “I think the writing diary is how to someone tell about her/his feel” said him.

3) Related to question number one (Do you want to do to consist writing your diary book every day?), several responses are presented as follow: (1) “Yes, I want to try to consist writing my diary book. Because I think anytime this diary can tell other people about me. What I do and who I am.

Table 4

The Examples of Diary from the student class
for three days (Desember 29 2014 – January 12 2015)

No	The Student's Code	Diary	Date
1	#Std#1	Dear Diary, this is my first day in holiday. I just stay at home. I am actually disappointed with my father, because he did not ask me to go to my aunt's house. I would to get there, because it has been more than four months I never met with my cousin.	
		Dear diary, today I go to the Reni's home. Reni is my best friend at junior high school. Not special moment for today. I just go to there and come back.	
		Hii... I am alone in my home this morning. My father goes to the work, and my mother goes to hospital to health's check my little brother. Now, I want to cook fried rice. I am very like it..	
2	#Std#2	This is my first time to open my diary book again. After long time I do not open it. I	

		think, I am very lazy to write my story every day, but my teacher asks me about the important of write it. I want to try it again. I hope, I consist to write my diary book again.	
		Hi my diary... I want to go to Palembang with our family on this holiday. We plan our trip is tomorrow. I am packing my clothes, jacket, and other tonight. I am very hopeful have the real holiday in there.	
		We arrived in my grandfather's home. Last time we come in at the second years ago. I am very like in here.	
3	#Std#3	Dear diary, I am very sad, because my grandma was sick. I just saw her on the bad and give her a glass of water, milk, or a plate of rice. I really want she healthy again.	
		Dear diary, it is the time for me to go to home, because tomorrow I must back to school. It is the last day in my holiday.	
		Dear diary, all of my friend have a nice holiday for the last week. But for me, I am very sad because my lovely grandma was	

		sick very long time.	
4	#Std#4	Hi my dee... I have a best friend. She is Nia. Today Nia's birthday. I want to give her a teddy bear doll.	
		I am very sad today because my mom angry with me.	
		Nothing special moment for today my dee... but I miss my dad. He was died two years ago.	
5	#S:d#5	Nothing a special moment for today. I just play football with my friends.	
		Today I just stay at home and play a play station with my brother.	
		It is my first day to back to school after holiday last week.	

Figures 5
Result of Writing Diary

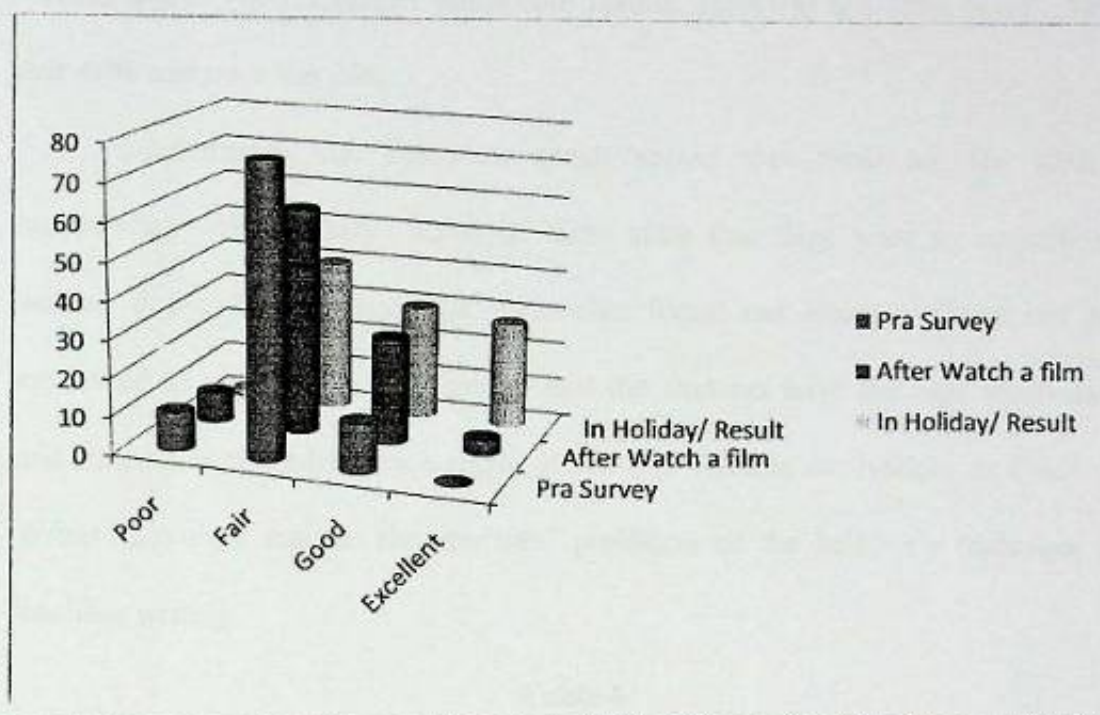


Table 5
Result of Writing Diary

	Pra Survey (%)	After Watch a film (%)	In Holiday/ Result (%)
Poor	10	8	2
Fair	77	60	40
Good	13	28	30
Excellent	0	4	28

Explanation:

- Poor* : have not diary book and never writing diary
Fair : have a diary book and seldom writing diary
Good : have a diary book and seldom writing in English
Excellent : have a diary book and writing diary in English

The result of this analysis is there are the frequencies in the students' writing diary. The researcher found four results, *excellent* has 28%, *good* 30%, *fair* 40% and *poor* has 2%.

Furthermore, the interview result shows that there are the student motivations writing diary. Some of them state that they want to consistence writing diary. Nevertheless, the researcher found out many students has not motivated to consistence it. It means that the students have the high motivation and instructional media which relate to writing students motivation, as Freedom Writer movie. It can be the students' problems or the lecturer's technique in teaching writing.

Table 6
Criteria of Motivation

No	Criteria	Percentage (%)	Point		
			5	3	1
1	frequency of writing diary	50 %	Writing diary during 5-7 days	Writing diary during 3-5 days	Writing diary during 1-3 days
2	Contents of the writing	30%	Full used English	Mixed used English and Indonesian	Full used Indonesian
3	Length of the writing	20%	Length of the writing more than 10 sentences	Length of the writing 5-10 sentences	Length of the writing 1-5 sentences

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The students' habit in writing also influences the writing quality, especially in capitalization. Many students write when they get the assignments from the lecturer only. The frequency of writing activity really influences the writing performance.

Freedom Writers movie is very suitable as a source of referral to add insight into the world of education, both for educators and learners. There are many things we can learn from this film, especially how the character Erin Gruwell as an English teacher who has struggled in giving lessons to their students, where they are used to violence and always live in groups with each race.

A teacher is not everything in the classroom but everything can come from the teacher. It means that the teacher should be the facilitator of the students. The tasks above also become the obligatory for them to make the students understand, with or without the teacher beside them.

The students also state about the lecturing process of writing. It really influences their understanding about the material such as the lecturer's attendance and technique. That is to say the lecturing process is needed to be explored.

B. Suggestions

Through this research, the researcher would like to constructively give suggestions as follows:

1. The students need to increase their motivation in writing with the media as a movie
2. The institution holds the writing competition, especially in English Lesson so that the students' quality in writing can be appeared.
3. Writing habit should be applied toward the students by the headmaster.
4. The teachers need to explore their capability in teaching and become approachable to the students so that the learning process will be interesting and easy to be understood by the students.

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CURRICULUM VITAE



The name of the writer is Elly Agustina. She was born in Kotabumi, on August 25, 1990. She is the first child of Mr. Frans and Mrs. Nurlaeli, her beloved parents.

She was enrolled her study at State Elementary School 01 Wonomarto on 1996 and graduated on 2002. She continued her study at State Junior High School 06 Kotabumi on 2002 and graduated on 2005. And then, she continued her study at State Senior High School 02 Kotabumi Lampung Utara on 2005 and graduated on 2008. On 2009 she was registered as an S-1 student of English Educational Program of State Islamic College (STAIN) Jurai Siwo Metro. At STAIN Jurai Siwo Metro, the writer actively followed UKM Kronika as the Leader of Universe in 2013-2014, and active as copywriter in Lampung post.