

The Implementation of *Freedom Writers Diary* Utilized in Speaking for Debate Class



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ABSTRACT: The aim of this study is investigating how the implementation of *Freedom Writers Diary* utilizes in speaking for debate class. The participants who involved in this research are 15 students of English Education Department Student University of Muhammadiyah Surabaya. The result of the implementing Gruwell stages teaching method, which is *Freedom Writers Diary* to the students of English Education Department student in a speaking for debating class are: total of 15 students, there are 9 students has positive comment and 6 students has negative comments. From the result, we can see the implementation of that method more students have positive comment about reading a book, make a movie and sharing is a good way to practice speaking for debate. Moreover, the social pedagogy of the students must be considered as one of the elements which influence students comfortable.

KEYWORDS: freedom writers diary, debate, book, movie, speaking.

I. INTRODUCTION

Teaching debate has clearly become a multifaceted task in the 21st century, especially in a non-English speaking country like Indonesia. The debate teaching and learning should be a central part of any second language program[1]. The practice and development of the basic language skills alone would justify the inclusion of a course on debate in an English as a Foreign Language curriculum[2]. Various obstacles are appreciated by both teachers and students when teaching debate in speaking class. When coupled with the cognitive and critical thinking skills involved in debate, there can be little doubt about the value of such learning.

Today the world, knowledge and information are limitless. Anyone, anywhere can access all the information they need. They may vary in type, content, genre, channel, context, and audience target by time and level. In addition to the use of the target language, its impact should inspire confidence in students, because the amount of target language impact is as essential to language learning as the type and level of language skills. The exposure students receive comes from inside and outside the classroom. Exposure from outside the classroom is immediate, but can prevent students from interacting properly. This is due to the wide range of different types of loads themselves, while students need to simultaneously achieve linguistic competence and performance and pay attention to paralinguistic characteristics. In addition, students should interact in a meaningful, precise, fluid, and encouraged way when it comes to critical and analytical speaking. [3]

In other hand, the student's language proficiency is limited by a reluctant partner who either does not have optimal opportunities for practice or fears making mistakes. These reasons are related to the students' level of learning English. Middle school participants felt boredom and a type of anxiety leading to anxiety, insecurity, and self-doubt, which was reflected in their poor English learning performance. some Saudi university students who excelled in grammar tests and reading comprehension struggled with public speaking in front of their classmates. They are reluctant to talk to her native speakers outside of the classroom. Some college students are still afraid of making mistakes, even when assigned to give a presentation in front of the class. Later, the author observed students in her class who struggled with the same problems: anxiety, lack of confidence and vocabulary, shyness, fear of being laughed at if they made mistakes, even with grammar. Even though I was confident, I had a lot to share my head with.

Freedom Writers Diary by Erin Gruwell was seen as a theory in depicting the main characters struggle in eliminating inequalities within the educational environment. It characters were experiencing difficulties in positioning themselves as an ideal teacher based on society's perspective due to their identity and cultural background. Inequalities and subordination made the main characters struggled to deliver educational goals and aims based on their point of view. *Writers Diary* was a memoir that depicted the condition of teachers having experiences during their teaching activities due to the notion of the constructed ideal teacher, which was imposed and regulated by educational stakeholders. The researcher required the explanation of cultural reproduction to reveal and relate the ideal teacher.

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This prompted the author to later seek how Implementation of *Freedom Writers Diary* Utilized in Speaking for Debate Class. One of her ways of dealing with the matter in speaking classes is to encourage students to speak up. Teaching speaking is meant to help learners develop their ability to interact successfully in the target language. Moreover, according to language learning success cannot be understood solely from the problems posed by the teachers, methods, and techniques used in the classroom. Student success relies heavily on qualified teachers, in-depth content knowledge, and teaching skills.

This research is conducted in University of Muhammadiyah Surabaya. The participants are 15 English education department students in fourth semester. 6 of them are male and 9 of them are female. The stages are given inside classroom when speaking for debate class is running and out of the class when they visit international office and partnership beside the classroom. The credit of Speaking of debate class are 2 credits.

II. GRUWELL'S STAGES SEEN FROM FREEDOM WRITERS DIARY

The *Freedom Writers Diary* was a non-fiction book by Erin Gruwell published in 1999. The book talked about the challenges experienced by a new teacher in dealing with a room of unteachable, at-risk students with various social problems in Woodrow Wilson High School, Long Beach, California. Erin Gruwell is a new English teacher at Wilson High School was able to make difference in dealing with students who were labelled as un-teachable and at-risk students with her method. It was depicted clearly in the book that Gruwell was not only facing with labelled students' issue but also various issues such as hierarchy among junior and senior teachers, her teaching method, and her identity as a white teacher made it difficult for Gruwell to do her job as a teacher.

The memoir of Gruwell illustrated the struggle of an idealistic new teacher in dealing with various obstacles in delivering her duty as teacher at Wilson High School, Long Beach California. Furthermore, this book portrayed the situation of American born teacher dealt with various social problems that were occurred within educational environment caused by multicultural diversity. There were numerous issues concerning his learning method that were experienced by McCourt in which all those issues were written in a memoir book.

a. Reading a book, learning to understand it and not judge by the cover

Ms. Gruwell has some incredible teaching methods. Our class recently finished reading Durango Street and is presently creating a film adaptation. I've never read something in school that related to something that happened in my life (Gruwell, 1999: 26-27).

From the quotation above shows that Gruwell has great teaching methods, after reading a book they make a movie based on the book. The book which was chosen by Gruwell is related with student's life. Interestingly, the roles of teachers were influenced by various factors such as the social and political formation of the educational institution, teachers' training, and social demands

On my first day of high school, Teacher of English and reading. She has taught me a lot. She doesn't call me stupid or lazy. I've discovered that reading may be enjoyable. It's still challenging at times, but when I read aloud, I don't get that knot in my gut. Ms. Gruwell has also boosted my confidence in my one genuine passion, sports. (Gruwell, 1999: 23-24).

From the quotation above shows that Gruwell gives motivation to her student which cannot read well. therefore it can change her student's mind to love and learn reading.

We've been reading Durango Street in Ms. Gruwell's class for the past couple of days. Rufus, an African American youngster recently released from juvenile detention, is the protagonist of Durango Street. He assured his probation officer that he would remain out of trouble before he departed. Rufus resonates with the majority of his classmates. They have a relative, sibling, or friend who has served time in prison. I was embarrassed to have served time in prison before reading this book. Ms. Gruwell may hold it against me, I was scared. Rufus had a run-in with a gang known as the Gassers. They had a habit of picking on him. When I was in junior high, I experienced a similar issue. (Gruwell, 1999: 24).

From the information above it can be seen that Gruwell asked her students for reading a book which relate with one of her student's problem. She has different method in teaching.

We started reading a short story in my English class called "The Last Spin." This story is a trip. I've never read something in school that related to something that happened in my life (Gruwell, 1999: 26-27).

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I hate reading, and I hate her, for that matter. The first thing that came to my mind when I finished reading the book was the fact that Ms. G was right. I did find myself within the pages of the book, like she said I would (Gruwell, 1999: 71).

From the quotation above shows that Gruwell proves that she is right when she ask one of her student for reading a book. Her student hate to read but after read it he realizes that the book is like his life. Thus, the freedom of Gruwell can influence her student mind.

b. Watching a movie and make a movie based on the book

I went on a field trip to the Museum of Tolerance, for a private screening of a movie called Higher Learning. The movie was about hypocrisy in our society and people's prejudice. Ms. Gruwell thought it would tie in to what we had been learning in class.

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After the movie, we listened to a panel of successful people who had overcome adversities. I was so excited because this was the first time I had read a book that actually related to my life, since I'm Asian and was forced to go to a camp during the war in Cambodia (Gruwell, 1999: 40).

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They loved the book so much, I suggested we make a little movie. Since Boys 'n the Hood is a realistic portrayal of their environment, I thought making a movie would give them the opportunity to emulate John Singleton. When I gave them creative license, they surpassed my expectations. They wrote a script, made scenery, brought in props, and even held the camera. The kids said it was "Da bomb!" As a reward, I took a handful of them to see the documentary Hoop Dreams, because both the book and the movie deal with what it's like to grow up in an urban community (Gruwell, 1999: 31).

From the quotation above shows that Gruwell has tough life as an English teacher. She not only looking for great teaching methods but also overcome racism among her students and society. This is what Gruwell simply knows by doing everything to make her students understand English well.

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From the quotation above shows that Gruwell invited her students to go to the museum and read a book, the book relate with student life.

c. Social pedagogy

The identity of Social Pedagogy lies in its values and approaches to work with people. It has developed as a coherent modern profession over the last 50 years, and as an academic discipline, the theoretical foundation draws from related disciplines throughout the ages. In the words of Karl Mager (1844) "Social Pedagogy is the theory of all the personal, social and moral education in a given society, including the description of what has happened in practice." Social Pedagogy can be applied in any work setting in which the focus is to support individuals and/or groups. The approach enables staff to support children and adults alike in order to overcome challenging life situations, and social pedagogic leadership supports this work.

The aim is to initiate and support processes of empowerment, the creation of learning opportunities with trajectories to growth and wellbeing. Social Pedagogy simultaneously aims for more inclusive systems of community and society by effecting change within these systems. The Social Pedagogue works in this sense, not exclusively with the individuals or groups, but rather alongside them, in interaction with them and also acting within and on systems, be they institutional, community and/or societal. Part of the meaning of the "social" in Social Pedagogy is a solidarity with vulnerable and marginalised individuals and groups; a Social Pedagogue supports them, with the aim of reducing their vulnerability and marginalisation. In their work, Social Pedagogues use broadly educational means to achieve greater social justice. Social Pedagogy practice is focussed on purposefully and reflectively building relationship with the service user and realising its potential.

III.IMPLEMENTATION OF STAGES FROM TEACHERS WRITERS DIARY

a. Reading a book, learning to understand it and not judge by the cover

The scientific sounding if reading a book exactly do human beings feel pleasure and get many benefits beyond enjoyment. Reading books benefits both physical and mental health, and those benefits can last a lifetime. A growing body of research indicates that reading literally changes people's mind. A growing body of research indicates that reading literally changes human's mind.

Using MRI scans, previous researchers have confirmed that reading involves a complex network of circuits and signals in the brain. As your reading ability matures, those networks also get stronger and more sophisticated. In one study trusted source conducted in 2013, researchers used functional MRI scans to measure the effect of reading a novel on the brain. Study participants read the novel "Pompeii" over a period of 9 days. As tension built in the story, more and more areas of the brain lit up with activity. [4]

By seeing the advantages of reading and recreate Gruwell's stage, in this study, the researcher try to use novel and and short story. that suitable with the story of students life. stacks of books contained in the shelves provided for students. they are welcome to choose and take it for later reading. in the selection process they take the one they like the most. some are interested because of the title, some like it because they read the back synopsis and they feel there is a resemblance to the story of his life. then they were instructed to read the first 2 pages, then they were asked to retell the iis they had read in front of their friends during the group discussion. after that, friends were asked to respond to the results of their friend's presentation by asking questions or just their opinions about what he had heard. Then take turns until all students get to tell stories.

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This activity is carried out twice a week in one semester. at the end of each meeting they were given a testimonial paper about what they had felt after the sharing activity. The writer here actively participates in activities and provides input on what has been discussed while igniting them to be brave enough to express their opinions.

Previous researchers have found that students who read books regularly, beginning at a young age, gradually develop large vocabularies. And vocabulary size can influence many areas of your life, from scores on standardized tests to college admissions and job opportunities. Writer hope their students can increase her speaking for debate while her vocabulary is increase too.

b. Watching a movie and make a movie based on the book

After reading the book, students are advised to make a short video of the story they have read. They make screenplays, read scripts, and play scenes with pleasure. On several occasions the author invites students to watch films that have been produced from books that some students have read before. They were enthusiastic and asked a lot of questions about the plot, story, and context of the sentences in the film. The teacher was happy to see the students actively discussing while having a small debate because it indicated that the method the author had implemented was successful.

Every performance, the researcher will appoint students who watch randomly to provide responses to practice their readiness. Then the players and other students will respond to the response, with that will arise students' critical power and train them not to be ashamed to give their opinions to the public.

c. Social pedagogy

Teachers work hard in order to create supportive environment coupled with encourage positive social interaction, active engagement, and self-motivation. While discussion in sharing session or in class when speaking for debate class is held, researcher monitor student's feeling and emotional. Students more give attention to the students who seems getting difficulties. Researcher try to give an approach by her own hand or ask other students to help each other. Researcher struggled to make students convenient with the subject of speaking for debate because when they had comfort, they will learn to speak happy without fear.

Researchers will never forget to give appreciation after student brave to speak up, and the other treatment is researcher give her time to listened students story about her study or their life. So, they can share her feeling about their social life in school or out of that.

IV. STUDENTS' PERFORMANCES BY USING GRUWELL'S STAGES

In the beginning, many students reject the lecture when researcher ask their students to read a book, but after brief explaining about the benefit of reading a book, it advantages, and story from Gruwell's diary, most of the students agree to read. In the next meeting more than of students happy to read and in the following meeting students excited to read and more enthusiast to make a video based on the book they have read. Student brave to speak when researcher held a small discussion, it sometimes held through online conference, and sometimes offline. As seen in figure 1 and figure 2.

V. STUDENTS' FEEDBACK & COMMENT

a. Positive Feedback & Comment

1st student (Ruli) said "I feel happy after watching a movie, my English have really improved!"

2nd student (Fauzia) said "my lecture made me smile, I am happy and do not fear anymore after sharing 4 times with small group discussion".

3rd student (Abu Bakar) said "I enjoyed reading this! I also happy after watching movie"

4th student (Sofian) said "I admire my lecture, he gives a different method. I really challenged with play a movie"

5th student (Anisa) said "learned so much! Reading a book given by my lecture made me bright thinking"

6th student (Silvia) said "after discussing regularly, I feel I can express my ideas so well"

7th student (Andriana) said "I am ready to discuss, I share my opinion without fearness. Thanks Mr. Pram"

8th student (Nida) said "Reading this made my day!"

9th student (Regita) said "unstoppable, after reading a book that related with my story I am addicted to"

b. negative feedback & comment

1st student (Raditya) said "I am still shy"

2nd student (Anisa) said "I think I have nor ready yet to show my feeling"

3rd student (Mei) said " I can show my idea, so sad"

4th student (Ahmad) said "I feel so hard to read a book, I feel bored"

5th student (Nadia) said "I do not feel happy, I fear"

6th student (Fahmi) said "I hesitate to express my idea, I am shy"

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Figure 1. Online meeting to prevent fear and hesitation



Figure 2. Small group sharing session

Table 1. Students' obstacle

NO.	NAME OF STUDENTS	FEARNESS	HESITATION	READINESS	SHYNESS
1	RULY	66	66	67	67
2	FAUZIA	74	86	76	77
3	ABUBAKAR	71	57	65	67
4	SOFIAN	66	67	56	65
5	ANNISA	78	75	87	87
6	SILVIA	68	73	56	76
7	ANDRIANA	64	65	67	65
8	NIDA	74	76	56	77
9	REGITA	84	56	87	89
10	RADITYA	83	64	49	87
11	ANIESAH	72	83	96	65
12	MEI	89	76	65	54
13	AHMAD	61	34	45	76
14	NADIA	64	76	67	76
15	FAHMI	35	76	76	78

CONCLUSIONS

The result of the implementing Gruwell's stages teaching method, which is freedom writer's diary to the students of English Education Department student in a speaking for debating class are: total of 15 students, there are 9 students has positive comment and 6 students has negative comments. From the result, we can see the implementation of that method more students have positive comment about reading a book, make a movie and sharing is a good way to practice speaking for debate. Moreover, the social pedagogy of the students must be considered as one of the elements which influence students comfortable.

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