

APPENDICES

Table 1. The Social Factors in the Language of Freedom Writers' Characters Reflecting Racism in the United States of America.

SF	: Social Factors	Ref	: referential
01	: number of scene	Met	: metalinguistics
10	: time of scene	Poe	: poetic
Exp	: expressive	Pha	: phatic
Dir	: directive		

Table 2. The Social Dimensions in the Language of Freedom Writers' Characters Reflecting Racism in the United States of America.

SD	: Social Dimensions
01	number of data
Reff	: referential
Aff	: affective

CODE	DATA	SOCIAL FACTORS						EXPLANATION				
		Participants	Setting or Social Context	Topics	Functions							
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SF/01	<p>Eva Benitez: “In America, a girl can be crowned a princess for her beauty and her grace. <i>But an Aztec princess is chosen for her blood.</i>” Father: “Eva?” Eva Benitez: “...to <i>fight for her people, as Papi and his father fought against those who say we are less than they are, who say we are not equal in beauty and in blessing.</i>”</p>	<p>Eva Benitez: an Aztec-Latino girl (daughter) Father: Eva’s father</p>	Toys store	<p>About the difference between American girl and Aztec ones. An Aztec girl has to fight her people to get equivalensi in beauty and blessing as her father always does.</p>			✓					<p>Racism issue is seen in the family’s conversation between Eva Benitez (participant 1) and her father (participant 2) in the setting of toys store. Eva says that “Aztec girl (who refers to her) is chosen for her blood (race)”. It means that there is a different position and treatment between one race and the others. Eva Benitez as an Aztec girl does not have any choice to choose her life. She has to “fight” for her own life to be a true princess.</p>
SF/02	<p>Erin Gruwell: “Ben Samuels?” Marcus: “<i>That white boy hoping he’s in the wrong room</i>”. Ben Samuels: “I gotta get out of here.”</p>	<p>Erin Gruwell: white teacher Marcus: black student Ben Samuels: white student</p>	Classroom	<p>About the difference position of white student in the classroom. Ben Samuels as white student should not in the same place with the others</p>			✓					<p>This dialogue happens when Erin Gruwell (white teacher) calls Ben Samuels (white student). Marcus (black student) interrupts her by saying utterance involve racial sense. He called Ben as “white boy” who should not in the same classroom with him (black student). In the same time, Ben Samuels choose to respon Marcus’ utterance by saying “I <i>gotta</i> get out of here”. He uses black English because he talks to Marcus as black student.</p>

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SF/03	<p>Steve Gruwell: <i>“These gangs are criminals, not activists. You read the papers?”</i></p> <p>Erin Gruwell: “They said the same thing about the Black Panthers.”</p> <p>Steve Gruwell: “I’ll lay odds your kinds don’t even know about Rap Brown or Eldridge Cleaver were. <i>You’re gonna waste your talents on people who don’t give a damn about education.</i> It breaks my heart. I tell you the truth.”</p> <p>Erin Gruwell: “Well... I’m sorry. I can’t help that.”</p>	<p>Steve Gruwell: father</p> <p>Erin Gruwell: daughter</p>	restaurant	About the students who are considered as a gangs and criminals by Steve Gruwell. He feels dissapointed with her daughter because she teaches “uncommon students” who come from many races.		✓						In this dialogue, Steve Gruwell (father) and Erin Gruwell (daughter) have dinner in the restaurant. Steve Gruwell shows his disappointed feeling about Erin’s job as a teacher in Long Beach, California. She teaches “uncommon students” who come from several different races, such as Blacks, Latinos, Chinese, and Cambodians. Racial sense is seen when Steve Gruwell share negative tendency to Erin’s students and consider them as a gang and criminals who do not concern in their education.
SF/04	<p>Bryant Andre: “Think we don’t know Tupac?”</p> <p>Marcus: <i>“White girl gonna teach us about rap?”</i></p> <p>Erin Gruwell: “No, it’s not that. See,</p>	<p>Bryant Andre: black student</p> <p>Marcus: black student</p> <p>Erin Gruwell: white teacher</p> <p>Eva Benitez: latino student</p>	Classroom	About the capability of Erin Gruwell as white teacher who teaches about Tupac (Black rapper). In contrast, the black students do not agree because they feel rap is closely related to	✓							This dialogue happens in the classroom when Erin Gruwell (white teacher) tries to teach about Tupac Shakur (Black rapper) in the classroom. Some black students do not agree if Erin teaches about rap to them because in their opinion rap belong to

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	<p>what I was trying to do..."</p> <p>Eva Benitez: "You have no idea what you're doing up there, do you? You ever been a teacher before."</p> <p>Jamal: "And teacher gets nailed, y'all!"</p>	Jamal: black student		blacks' music.							blacks' music. In this situation, the students show their hatred feeling to Erin as white people. Marcus uses " <i>white girl</i> " to call his teacher. He uses it to emphasize the difference races between them. He says " <i>girl</i> " as the addressee to give low feeling to the woman. And " <i>white</i> " to keep the difference race between them (black and white).
SF/05	<p>Erin Gruwell: "My name is Erin Gruwell. Welcome to Freshmen English."</p> <p>Jamal: "<i>I give this bitch a week.</i>"</p>	<p>Erin Gruwell: white teacher</p> <p>Jamal: black student</p>	Classroom	About negative feeling by black student (Jamal) toward his white teacher (Erin Gruwell).			✓				Racial issue is seen in the conversation between Erin Gruwell (white teacher) and Jamal (black student) in the setting of classroom. In this situation, Erin introduces herself in front of the students as a new teacher. However, Jamal responds the greeting by saying racist utterance " <i>this bitch</i> " which refers to Erin as white teacher. It is because Jamal has negative sense with white people. Moreover, he also underestimate with the capability of Erin as teacher, so he says that Erin will give up to teach his class after a week.
SF/06	<p>Erin Gruwell: "All right, Jamal, enough! You know what? I</p>	<p>Erin Gruwell: white teacher</p> <p>Jamal: black</p>	Classroom	About the uncomfortable feeling of Erin Gruwell as a teacher because the	✓						This dialogue happens in the classroom when Erin Gruwell (white teacher) feels angry

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	want you to move to this front seat right here now.” Jamal: “What?” Erin Gruwell: “Come on. <i>I am sick of these antics in my classroom.</i> ” Jamal: “Well, there you are. <i>I was wondering when you were gonna lose that damn smile.</i> ”	student		attitude of Jamal (black student) who hates her so much.							because of Jamal’s (black student) attitude. Then, she commands Jamal to move into front seat. However, Jamal responds it by saying that he was wondering Erin to lose the smile. It shows that Jamal as black student hates and refuses Erin as a white teacher.
SF/07	Erin Gruwell: “Switch with Ben.” Jamal: “Come on.” Ben Samuels: “ <i>I can’t go back there alone.</i> ” Erin Gruwell: “It’ll be fine.” Ben Samuels: “No, it won’t.” Sindy Nigor: “ <i>I’m not sitting near him. I ain’t going up without my homey. I’m not sitting back there alone!</i> ”	Erin Gruwell: white teacher Jamal: black student Ben Samuels: white student Sindy Nigor: Cambodian student	Classroom	About the refusal to change the position and blend with the other students. It is because they feel threatened if blend with other races.	✓						In this dialogue, racism issue happens when Erin Gruwell (white teacher) tries to change her student’s position in the classroom. However, most of students disagree with her opinion. They feel uncomfortable when they have to sit with student who does not belong their race. It is showed by Ben’s and Sindy’s utterances that they do not want to move without their group (race). In this dialogue, there is a racism issue which appear in the conversation between white teacher, non-white students, and also between the students themselves because they come from different races in the

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										classroom. The students use taboo words in their utterances. Racism phenomenon is seen by Cindy's utterances " <i>I ain't going up there without my homey</i> ". The word " <i>homey</i> " means her race (Sindy's race). She tends to call her race as " <i>my homey</i> " for showing their existence in this social context. They have different races that is belong to.	
SF/08	Erin Gruwell: "All right, you know what? I want you all to move to this side of the room. You in the back, up there. Sindy and all of you, move to the back. Come on. Let's go. Now!" Jamal: " <i>Get your ass back to China, all of y'all.</i> " Student A: " <i>You're all little midget-ass punk.</i> " Student B: " <i>Move before I stomped your peanuts.</i> " Jamal: " <i>Boo! Get your ass to the back,</i>	Erin Gruwell: white teacher Jamal: black student Marcus: black student	Classroom	About the hatred feeling that is seen by the students toward another student who come from different races. They feel uncomfortable if they move their seat and blend with students from the other races.	✓					In this dialogue, racism issue happens between Erin Gruwell (white teacher) and her students (non-white) in the setting of classroom. Erin asks the students to move and blend with the other race/group. In contrast, the students obey the command although they also show their hatred to the others, especially the other races. In this dialogue, racism issue appear between students who are belong to different races in the classroom. They do not want to join or recognize the other races because they have different perception in life. Erin also say about " <i>new borders</i> " which is refers to the racial segregation.	

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	<p><i>boy.</i>"</p> <p>Marcus: "<i>Get off my desk.</i>"</p> <p>Erin Gruwell: "So, everybody happy with <i>the new borders?</i>"</p>										
SF/09	<p>Erin Gruwell: "What's going on? What is that? Give it to me. What is this?"</p> <p>Jamal: "Just leave it alone."</p> <p>Erin Gruwell: "You think this is funny? Tito? <i>Would this be funny if it were a picture of you?</i>"</p> <p>Tito: "It ain't."</p> <p>Erin Gruwell: "Close the workbooks. Maybe we should talk about art. Tito's got real talent, don't you think?"</p> <p>All students: "Yeah, yeah. Go, Tito!"</p> <p>Erin Gruwell: "You know something? I saw a picture just like this once in a museum. Only it</p>	<p>Erin Gruwell: white teacher</p> <p>Jamal: black student</p> <p>Tito: white student</p>	Classroom	<p>About the picture that is made by Tito in order to mock Jamal as black student. Erin Gruwell is angry about this attitude and she explain about holocaust phenomenon which can be represented by the picture.</p>	✓						<p>This dialogue between Erin Gruwell (white teacher) and her students in the classroom when she asks about the picture that makes them laughed. Jamal (black student) interrupts her by saying "just leave it alone" to stop Erin's questions because he know that the picture refers to him (Jamal). Then, Erin tries to describe the picture and relate it to holocaust phenomena which invoved racism issue. The explanation is about phenomenon of holocaust that use picture as its negative opinion to other races, such as Blacks and Jewish.</p>

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	wasn't a Black man, it was a Jewish man. And instead of the big lips, <i>he had a really big nose, like a rat's nose. But he wasn't just one particular Jewish man, this was a drawing of all Jews.</i> And these drawings were put in the newspapers by the most famous gang in history.”										
SF/10	Marcus: “ <i>You don't know nothing, homegirl!</i> ” Erin Gruwell: “No, I don't, Marcus! So why don't you explain it to me?” Marcus: “I ain't explaining <i>shit</i> to you!” All students: “Do you even know how we live? We was here first, man. Just shut that shit up, homeboy.” Erin Gruwell: “All	Marcus: black student Erin Gruwell: white teacher Andre Bryant: Black student	Classroom	About the races who are not comfortable with the existence of other races. They hate each other and it will be better if they are not together. They feel threaten with the different race.			✓				This dialogue happens when Marcus (black student) says about his feeling of white people refers to Erin Gruwell (white teacher). He involves racism issue in his utterances to show his hatred to Erin as white people. He uses the word “ <i>homegirl</i> ” to mock Erin because this addressee is used for white young woman. However, racial sense also appear when the students agree with Erin's questions about the other races which are Latino, Cambodia, Blacks, Whites, etc. This racial issue appear in the conversation between Erin and her students

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	<p>right! All right! All right! So, what you're saying is, <i>if Latinos weren't here, or the Cambodians or the Blacks or the Whites or whoever they are, if they weren't here, would be better for you, isn't that right?</i>"</p> <p>All students: "Of course, it'd be better! <i>It'd be better if you weren't here.</i>"</p>									<p>who are belongs to different races (white and non-white) in the setting of classroom and the topic about the existence of different races.</p>	
SF/11	<p>Eva Benitez: "You don't know nothing, <i>you don't know the pain we feel.</i> You don't know what we got to do. <i>You got no respect for how we living.</i> You got us in here, teaching us this grammar <i>shit</i>, and then we got to go out there again. And what are you telling me about that, huh? What are you doing in here that makes a goddamn difference</p>	<p>Eva Benitez: Latino student Erin Gruwell: white teacher Andre Bryant: black student</p>	Classroom	<p>About the hatred feeling that is seen by the students who are non-white toward Erin Gruwell as a white teacher.</p>			✓				<p>In this dialogue, Eva Benitez (Latino student) and Andre Bryant (Black student) are showing their hatred feeling of white people to Erin Gruwell as white teacher. Eva uses the words "<i>shit</i>" and "<i>goddamn</i>" (Black English) to talk with Erin Gruwell when she tries to give her argument. Then, Andre also interrupts his teacher by saying "<i>that's bullshit</i>" because he does not believe with Erin's explanation about respected feeling. He feels that they (students) should not respect Erin because they do not know</p>

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	<p>to my life?"</p> <p>Erin Gruwell: "You don't feel respected. Is that what you're saying, Eva? Well, maybe you're not. But to get respect, you have to give it."</p> <p>Andre Bryant: "That's bullshit."</p> <p>Erin Gruwell: "What?"</p> <p>Andre Bryant: "Why should I give my respect to you? 'Cause you're a teacher? I don't know you. How do I know you're not a liar standing up there? How did I know you're not a bad person standing up there? I'm not just gonna give you my respect because you're called a teacher."</p>									whether she is bad or good person.	
SF/12	Eva Benitez: " White people always wanting their respect like they deserves it "	Eva Benitez: Latino student Erin Gruwell: white teacher	Classroom	About Eva's opinion of white people. She feel that Whites have different "special" treatment in the	✓						In this situation, racial sense happens when Eva Benitez (Latino student) and Erin Gruwell (white teacher) give their opinion

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	<p><i>for free.</i>"</p> <p>Erin Gruwell: "I'm a teacher. It doesn't matter what color I am."</p> <p>Eva Benitez: "<i>It's all about color.</i> It's about people deciding what you deserve, about people wanting what they don't deserve, about <i>whites thinking they run this world no matter what.</i> You see, <i>I hate white people.</i>"</p> <p>Erin Gruwell: "You hate me?"</p> <p>Eva Benitez: "I know what you can do. I saw <i>white cops</i> shoot my friend in the back for reaching into his pocket! I saw <i>white cops</i> break into my house and take my father for no reason except because they feel like it! Except because they can! <i>And they can</i>"</p>			<p>life because their "color" always considered as superiority. While the colored races (include Latino) have discrimination in their life.</p>							<p>about the races discrimination. Eva Benitez shows her anger by saying the utterances about white people who refers to Erin Gruwell. She hates Erin Gruwell as a whites because in her opinion, whites can do everything they want. In this conversation, Erin do not agree with Eva's opinion by saying "<i>I'm a teacher, it doesn't matter what color I am</i>".</p>

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	<i>because they're white. So, I hate white people on sight!"</i>										
SF/13	<p>Marcus: "<i>Lady</i>, stop acting like you're trying to understand our situation and just do your little babysitting up there."</p> <p>Erin Gruwell: "That's all you think this is?"</p> <p>Marcus: "It ain't nothing else. When I look out in the world, <i>I don't see nobody that looks like me with their pockets full, unless they're rapping a lyric or a dribbling a ball.</i> So, what else you got in here for me? And what if you can't rap a lyrics or dribble a ball?"</p> <p>Andre Bryant: "It ain't this. I know that much."</p> <p>Marcus: "<i>Damn</i> right."</p>	<p>Marcus: black student</p> <p>Erin Gruwell: white teacher</p> <p>Andre Bryant: black student</p>	Classroom	<p>About the life that is faced by colored races (non-white) students. They have to against the other races to get freedom or even jobs.</p>			✓				<p>In this dialogue, racial issue happens when between Marcus (black student) and Erin Gruwell (white teacher) in the setting of classroom. Marcus uses negative sense to show his disappointed feeling and explain about his life which represent colored races' life to Erin Gruwell. He is also saying "<i>lady</i>" to address Erin to show the distance between them. He mocks Erin as white person who is considered as the upper class than others (colored races). In the same time, Andre Bryant (black student) also interrupts the conversation to support Marcus' opinion.</p>
SF/14	Margareth Campbell:	Margareth	Library	About the reading ability	✓						This racial issue happens when

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	<p>“No, <i>they won’t be able to read that.</i>” Erin Gruwell: “We can try. The books are just sitting here.” Margareth Campbell: “Look at their reading scores. And <i>if I give your kids these books, I’ll never see them again.</i> If I do, they’ll be damaged.” Erin Gruwell: “What about these? Romeo and Juliet. That’s a great gang story.” Margareth Campbell: “No, not the books. This is what we give them. It is Romeo and Juliet, but it’s a condensed version. But even these, look how they treat them. See how torn up they are? They draw on them.” Erin Gruwell: “We can try. The books are just sitting here.”</p>	<p>Campbell: vice-head of department Erin Gruwell: new freshmen teacher</p>	<p>of Erin’s student according to Margareth Campbell as vice-head of department.</p>								<p>Erin Gruwell (new freshmen teacher) is discussing about reading ability of her students to Margareth Campbell (vice-head of department) in the library. Erin tries to ask permission for lending books in the library for her students. They are in the setting of formal situation so that they use formal language to communicate each other. However, Margareth Campbell has negative feeling to underestimate the students because they are mostly consist of non-white (colored) students. In her (Margareth Campbell) opinion, the students (non-white students) do not have the same ability to read as white student (honor students).</p>	
SF/15	Erin Gruwell: “Since	Erin Gruwell:	Teacher’s	About the negative	✓							This racial issue happens in the

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	<p>you know Margareth better than I do, if I could just get some backup from you. I really think that the stories like The Diary of Anne Frank and...that they'd be so great for them, and she doesn't seem to understand that they could relate to these stories considering all that they face."</p> <p>Brian Gelford: "Oh, of course. It's a universal story. I mean, Anne Frank, Rodney King, they're almost interchangeable. Are you making fun of me? Yeah. God, listen to what you're saying. <i>How dare you compare them to Anne Frank? They don't hide. They drive around in the open with automatic weapons.</i> I'm the one living in fear. I can't</p>	<p>new freshmen teacher Brian Gelford: senior honor teacher</p>	<p>room</p>	<p>feeling of Brian Gelford toward Erin's students who are mostly consist of non-white student. In his opinion, they are not same with Anne Frank. He considers them as a gang or criminals.</p>								<p>conversation between Erin Gruwell (junior freshmen teacher) and Brian Gelford (senior honor teacher) in the teachers' room. In this situation Erin asks some supports about lending the books to Brian Gelford. However, Brian also has the same opinion with Margareth Campbell. He does not want to help Erin, because he has negative feeling too about Erin's students (colored students). He does not agree if Erin considers them as Anne-Frank who is popular. He also use the word "<i>dare</i>" to show his anger because Erin tries to make them (students) special.</p>

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	walk out of my door at night.”										
SF/16	<p>Brian Gelford: “So, you had all summer to read and consider this book. And you know, I thought it would be most valuable to begin with <i>Victoria to give us the Blacks perspectives. Victoria?</i>”</p> <p>Victoria: “Do I have a stamp on my forehead that says, “The National Spokes person for the Plight of Black people?” <i>How the hell should I know the Blacks perspective on The Color People?</i> That’s it, if I don’t change classes, I’m gonna hurt this fool. Teachers treat me like I’m some kind of Rosseta stone for African-Americans. What? Black people learn</p>	<p>Brian Gelford: senior honor teacher Victoria: black honor student</p>	classroom	About the feeling of Victoria as the only black student in honor class.			✓				<p>This racial issue happens in the dialogue between Brian Gelford (senior honor teacher) and Victoria (black senior honor student) about Blacks’ perspective of one book in the setting of classroom. In this situation, he gives a question about Blacks’ perspective to Victoria. However, Victoria feel annoying because the question. It is seen by the utterances “<i>how the hell should I know..?</i>” and “<i>I’m gonna hurt this fool</i>” to show her disappointed feeling. She feels that her teacher always uses races/group to differentiate Victoria from the other students who are whites.</p>

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	how to read, and we all miraculously come to the same conclusion? At that point, I decided to check out my friend Brandy's English classes."										
SF/17	<p>Margareth Campbell: "But you're an honours student. <i>if you transfer to Ms. Gruwell's class, think how that will reflect on your record.</i>"</p> <p>Victoria: "It doesn't matter to me. My grades will still be the same. Look, Ms. Campbell, when I first transferred to the school, I had a 4.0 average. But when I applied for advanced placement at English and Math, I was told <i>it would be better for me to be in a class with my own kind.</i>"</p> <p>Now, when I did get in, my teacher said,</p>	<p>Margareth Campbell: vice-head of department</p> <p>Victoria: black honor student</p>	<p>Vice-head department's room</p>	<p>About the interest of Victoria as honours student who want to move to Erin Gruwell's class</p>		✓					<p>In this dialogue, racial issue happens when Victoria (senior black honor student) wants to transfer to Erin Gruwell's class. Margareth Campbell (vice-head of department) tries to ask Victoria stay in her class (honor class) because of her record in the class. However, Victoria keeps her decision transfer to Erin's class because she feels disappointed with honor teachers who have negative feeling (underestimate) to her as a black student. They usually use "<i>color</i>" in their teaching activity in the classroom and they also do not use black literature because it more about negative side such as sex, drugs, cussing, etc. This attitude makes her choose to move to Erin's class which has many colored students where her race (black) also included..</p>

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	“Victoria, it’s not everyday one finds an African-American student in A.P. and honor courses”. As if I didn’t notice and when I asked another honours teacher why we don’t read more Black literature, she said “We don’t read Black literature because of all the sex, drugs, cussing and fornication!” I thought a simple “It’s inappropriate” would have sufficed.”										
SF/18	Erin Gruwell: “Hi.” Jamal: “Hey, <i>girl</i> , <i>you wanna give me some fries with that shake?</i> ”	Erin Gruwell: new white teacher Jamal: black student	Classroom	About the hatred feeling of Jamal as a black student toward his new white teacher (Erin Gruwell).			✓				In this dialogue, racial issue happens between Erin Gruwell (new white teacher) and Jamal (black student) in the classroom. As a new teacher, Erin Gruwell greets her students who are coming in the classroom. However, Jamal answers Erin’s greeting by saying negative utterances. He use “ <i>girl</i> ” to degrade his teacher’s position. It is because the address “ <i>girl</i> ” refers to a female child or young woman who has close

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											relationship with him or in high solidarity. Therefore, this address is not appropriate to their social relationship which is teacher and student. Jamal also says about <i>“fries and shake”</i> to mock Erin who is cleaning the blackboard. Jamal as black student does not like Erin Gruwell as his new teacher because she is white people.
SF/19	Erin Gruwell: “Jamal Hill?” Jamal: “Man, what am I doing in here? <i>This whole ghetto-ass class has got people in here looking like a bad rerun of Cops and shit.</i> You know what I’m saying? It’s true.” Erin Gruwell: “Are you Jamal?”	Erin Gruwell: white teacher Jamal: black student	Classroom	About the uncomfortable feeling of Jamal who are being one members of Erin Gruwell’s class.			✓				In this dialogue, racial issue happens when Erin Gruwell (white teacher) call her student one by one. When she calls Jamal Hill (black student) who is belong to her class, he gives negative utterances to answer it. He says <i>“what am I doing in here?”</i> that show his uncomfortable feeling to be one member of Erin’s class. He also say about <i>“ghetto-ass class”</i> and <i>“shit”</i> because he consider his classroom as prison which has many bad people. This utterances show uncomfortable feeling of Jamal as one student in Erin Gruwell’s class which has many colored students who usually considered as bad people or gangsters.
SF/20	Erin Gruwell: “Well,	Erin Gruwell:	Classroom	About the unwillingness	✓						In this dialogue, racial issue

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	<p>for some reason they have you registered in this class.” Jamal Hill: “Yeah, and that’s some bullshit.” Andre Bryant: “It’s the dumb class, coz. It means you’re too dumb.” Jamal Hill: “Man, say it to my face, coz.” Andre Bryant: “I just did. See what I mean? Dumb.”</p>	<p>white teacher Jamal Hill: black student Andre Bryant: black student</p>		<p>feeling of Jamal Hill become one member of Erin’s class which has many bad teenagers.</p>							<p>happens between Erin Gruwell (white teacher) with Jamal Hill and Andre Bryant (black students) in the setting of classroom. In this situation Erin Gruwell tries to explain the reason why Jamal Hill is belong to her student. However, Jamal Hill respon Erins’s explanation by negative sense. He says “bullshit” to show his disagreement with Erin Gruwell. In the same time, Andre Bryant interupts them to respons Jamal’s utterance. He also uses addressee “dumb” to give negative feeling about their class and tend to degrade it. Then, “coz” to express the close relationship between Jamal and Andre as African-American students (one race). they show the negative feeling by using informal language even taboo words.</p>
SF/21	<p>Jamal Hill: “Look, homey, I’ll beat that ass, homeboy.” Erin Gruwell: “Can you please sit back down?” Jamal Hill: “Look, I got your spot on the</p>	<p>Jamal Hill: black student Erin Gruwell: white teacher</p>	Classroom	<p>About the anger of Jamal because of Andre’s utterances about him and their classroom.</p>	✓						<p>In this dialogue, racial issue happens between Jamal Hill (black student) and Erin Gruwell (white teacher) in the classroom. In this situation, Jamal Hill tries to respon Andre’s utterance who say about “dumb” class. Jamal address Andre by saying “homey”</p>

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	team. That's why you're over there <i>wagging your tongue.</i> " Erin Gruwell: "Please sit back in your seats."										and " <i>homeboy</i> " to express the closeness of the relationship as one race between them. However, in this case, those address are in order as degrading expression to mock Andre. Jamal also say about the team that refers to Andre's team and " <i>wagging your tongue</i> " to humiliate Andre. In the other side, Erin Gruwell asks Jamal come back to sit on his chair.
SF/22	Erin Gruwell: "Hi. Erin Gruwell. Nice to meet you." Brian Gelford: "Hi. Nice to meet you. You saw a little action today, I hear." Erin Gruwell: "Yeah. It happened so fast." Brian Gelford: "Well, don't be discouraged. You put your time in, in a few years, you'll be able to teach juniors. They're a pleasure. By then, <i>most of your kids will be gone anyway.</i> "	Erin Gruwell: new freshmen teacher Brian Gelford: senior honor teacher	Teacher's room	About the negative feeling of Brian Gelford to Erin's students who are mostly consist of non-white students.			✓				In this dialogue, racial issue happens between Erin Gruwell (a new junior teacher) and Brian Gelford (senior honor teacher). In this situation, Erin Gruwell is introduced to Brian Gelford by Margareth Campbell (vice-head of department) in the teacher's room. They are in formal situation. However, in this situation, Brian Gelford also ask about the action which happen in Erin's class. He has negative feeling to Erin Gruwell and her students. In his opinion, Erin does not have ability in teaching student. Then, he also tell that the students will be gone away one day. In this dialogue, Brian Gelford as a honor teacher gives his underestimate feeling to Erin

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										and her students. he says that the students (colored students) will stop come to the class.	
SF/23	Erin Gruwell: “And you think you’re gonna make it to graduation like this?” Andre Bryant: “ <i>I made it to high school. Ain’t nobody stopped me.</i> ” Marcus: “Lady, <i>I’m lucky if I make it to 18. We are in war. We’re graduating everyday we live, because we ain’t afraid to die protecting our own.</i> At least when you die for your own, you die with respect, you die a warrior.”	Erin Gruwell: white teacher Andre Bryant: black student Marcus: black student	Classroom	About the feeling of Andre Bryant and Marcus as a black students who have different opinion with Erin Gruwell about school and education. They feel lucky if they safe from war than being student in the school.	✓						In this dialogue, racial issue happens in the classroom when Erin Gruwell (white teacher) talk with Andre Bryant and Marcus (black students). They have different opinion about school. Erin Gruwell as the teacher feel that they must be in school and graduate from it. However, Marcus and Andre Bryant as black students say that they are lucky to keep their life from a war (race discrimination). They do not understand how important the school because they have to face the war to keep their own races.
SF/24	Erin Gruwell: “Something really cool happened today. I got an honors student.” Scott: “Congratulations.” Erin Gruwell: “Isn’t that great? She	Erin Gruwell: wife Scott: husband	bedroom	About the negative feeling of Scott toward Erin’s capability to teach honor student since she is usually teach “colored” students before.			✓				In this dialogue, racial issue happens between Erin Gruwell (wife) and Scott (husband) in the setting of their house. In this situation, Erin show her happiness by telling her story. While Scott, show his negative feeling by doubting Erin’s capability as a teacher. He say about “ <i>honour</i>

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	<p>actually requested my class.”</p> <p>Scott: “<i>Can you teach an honors student?</i>”</p> <p>Erin Gruwell: “What dou you mean?”</p> <p>Scott: “Well, I mean, <i>you’re used to teaching your kinds of kids. Can you teach somebody who’s smart?</i>”</p>									<p><i>student</i>” and “<i>your kinds of kids</i>”. He feels that Erin Gruwell does not have ability to teach honour student, because she usually teach the students who are not smart in his opinion.</p>	
SF/25	<p>Erin Gruwell: “It’s been a little difficult getting their attention. Up until recently, <i>the only thing they hated more than each other was me.</i>”</p> <p>Dr. Cone: “Well, <i>you united them</i> and that’s a step. What can I do for you?”</p> <p>Erin Gruwell: “I want to do more with them, and I need the support of someone in power.”</p>	<p>Erin Gruwell: white teacher</p> <p>Dr. Cone: head of department</p>	Classroom	<p>About Erin’s request to Dr. Carl Cone in order to get some more power to do trip outside the class for her students.</p>		✓					<p>In this dialogue, racial issue happens between Erin Gruwell (teacher) and Dr. Cone (head department) in the setting of Dr. Cone’s office. Erin Gruwell tries to ask more power to Dr.Cone as head of education department to do some trips to her students. She asks Dr. Cone because the vice principal does not give her permission to make some trips. Therefore, she asks to someone who has higher position.</p>
SF/26	<p>Erin Gruwell: “Eva, what’s wrong?”</p>	<p>Erin Gruwell: white teacher</p>	Classroom	<p>About the novel which is read by Eva Benitez. The</p>			✓				<p>In this dialogue, racial issue happens between Erin Gruwell</p>

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	Eva Benitez: “Why didn’t you tell me she dies? Why you didn’t tell me she gets caught in the end? I hate you and I hate this book.” Erin Gruwell: “Eva.” Eva Benitez: “ <i>If she dies, then what about me?</i> What are you saying about that?”	Eva Benitez: Latino student		main character, Anne Frank, was dead in the end of the story. It makes Eva feels disappointed because she has same life with her who lives in multicultural society.							(white teacher) and Eva Benitez (Latino student). In this situation, Eva feels dissappointed about the ending of Anne Frank’s novel. She show her feeling to Erin Gruwell who gives her the novel. She feels have the same life with the main character (Anne Frank) because of racial discrimination.
SF/27	Eva’s Mom: “You hungry? You know what you’re gonna say in that courtroom?” Eva Benitez: “I know what I have to say.” Eva’s Mom: “Yeah.” Eva Benitez: “You know how that is.” Eva’s Mom: “ <i>I know. And that man that put your father in prison, he knew he was sending an innocent man. But, you know. He was just protecting his own.</i> ” Eva Benitez: “What	Eva Benitez: daughter Eva’s Mom: mother	apartment	About the court which is faced by Eva Benitez as the witness who has to give her explanation while the prime suspect is Grant Race (Latinos)			✓				In this dialogue, racial issue happens between Eva Benitez (daughter) and her mother in the setting of house. In this informal situation, Eva’s mom ask her daughter to protect her own race. It proved that there is a racism issue about race segregation in that time. Eva Benitez feel confused with the court. In one side she does not like to lie but she has to protect her race.

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	the <i>hell</i> does everybody want from me?"										
SF/28	<p>Margareth Campbell: What she is suggesting is in violation of our union charter. <i>She may not move on with her students to teach them junior year.</i> She's only been here two years. There are teachers here who have tenure, who have worked and committed themselves for far longer to attain a position of seniority. Not to mention their experience in teaching students of a higher caliber. The Distinguished Scholars Program is under our jurisdiction."</p> <p>Erin Gruwell: "I don't want to replace the Distinguished Scholars Program. I</p>	<p>Margareth Campbell: vice-head of department</p> <p>Erin Gruwell: junior freshmen teacher</p> <p>Brian Gelford: senior honor teacher</p>	Dr. Cone's room	About the negative feeling of Margareth Campbell to Erin Gruwell who wants to teach her students in the junior class.		✓					In this dialogue, racial issue is seen in the Margareth Campbell's (vice-head of department) utterances. She is talking to Dr. Cone about Erin's students who comes from many races (colored students). In her opinion, Erin cannot be junior teacher because she has not enough experience to be senior teachers. In this formal situation, Margareth also say about the ability of her "colored" students. It shows that there is a race discrimination between different races, especially between whites and non-whites.

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	just want to stay with my kids next year.” Brian Gelford: “She can’t. I have the juniors.”									

SD/01	Eva Benitez: "In America, a girl can be crowned a princess for her beauty and her grace. But an Aztec princess is chosen for her blood." Father: "Eva?" Eva Benitez: "... <i>to fight for her people, as Papi and his father fought against those who say we are less than they are, who say we are not equal in beauty and in blessings.</i> "	✓			✓		✓	✓		Eva Benitez shows high solidarity because she talks with her father who have a close family relationship. She also use low status and low formality to discuss about racism issue. The utterances have refferential in function because it refers to something that there is a racial discrimination of white girl and "colored" girl like her.
SD/02	Erin Gruwell: "Ben Samuels?" Marcus: " <i>That white boy hoping he's in the wrong room.</i> " Ben Samuels: "I gotta get out of here."		✓		✓		✓	✓		The participants' (Erin, Marcus, and Ben) utterances show low solidarity because they have no intimacy among each other. Marcus' utterance about racism toward Ben, also shows low status and low formality because he says that Ben, as the only white student, should not in the same class with him and the other "colored" students. Therefore, Marcus' utterances can be classified as refferential in function that tend to have implied meaning.
SD/03	Steve Gruwell: " <i>These gangs are criminals, not activists.</i> You read the papers?" Erin Gruwell: "They said the thing about the Black Panthers." Steve Gruwell: "I'll lay odds your kids don't even know about Rap Brown or Eldridge Cleaver were. You're gonna waste your talents <i>on people who don't give a damn about education.</i> " Erin Gruwell: "It breaks my heart."	✓		✓		✓			✓	In this dialogue, the participants show high solidarity because they have family relationship as a father and daughter. Steve Gruwell use high status to talk about Erin's students because he wants Erin to stop teach them in the school. It is stated in high formality because they are high in education level and talk about serious problem. Then, the participants use affective to share their feeling

	Steve Gruwell: "I tell you the truth. Well.. I'm sorry. I can't help that."									between each other.
SD/04	Bryant Andre: "Think we don't know Tupac?" Marcus: " White girl gonna teach us about rap? " Erin Gruwell: "No, it's not that. See, what I was trying to do..." Eva Benitez: "You have no idea what you're doing up there, do you? You ever been a teacher before." Jamal: " And teacher gets nailed, y'all! "		✓		✓		✓	✓		The participants which are consists of colored students (Andre Bryant, Marcus, Eva Benitez, and Jamal Hill) show low solidarity and low status scale when talk to Erin who wants to explain about Tupac (black rapper). They also use low formality to mock Erin because they already know about Tupac than Erin as white teacher. Therefore, Marcus show refferential statement which has implied information about racism issue.
SD/05	Erin Gruwell: "My name is Erin Gruwell. Welcome to Freshmen English." Jamal: " I give this bitch a week. "		✓		✓		✓	✓		In this dialogue, the participants are Erin and Jamal as teacher and student. They show low solidarity because in this situation, Erin introduces herself as a new teacher so that they are not intimate yet. Jamal also uses low status and low formality because he is a student who does not like Erin as white teacher. Therefore, he says that Erin will give up to teach them in a week. It means that Jamal uses refferential in function.
SD/06	Erin Gruwell: "All right, Jamal, enough! You know what? I want you to move to this front seat right here now." Jamal: "What?" Erin Gruwell: "Come on. I am sick of these antics in my classroom."		✓	✓			✓		✓	The participants are Erin Gruwell and Jamal Hill as white teacher and black student. They show low solidarity because they are no intimate. However, Erin show high status scale than Jamal because she is

	Jamal: "Well, there you are. <i>I was wondering when you were gonna lose that damn smile.</i> "									a teacher who can give command to her student, including Jamal. The utterances also show low formality because Jamal Hill talks about hatred feeling to Erin Gruwell. It uses affective in function which tend to express Jamal's negative feeling.
SD/07	Erin Gruwell: "Switch with Ben." Jamal: "Come on." Ben Samuels: " <i>I can't go back there alone.</i> " Erin Gruwell: "It'll be fine." Ben Samuels: "No, it won't." Cindy: " <i>I'm not sitting near him. I ain't going up without my homey. I'm not sitting back there alone!</i> "		✓	✓				✓	✓	In this dialogue, Erin Gruwell is commanding her students to move their seat each other. They use low solidarity because they are teacher and students. However, the students show high status because they refuse the command by saying about different races although they are students who have to obey the teacher. They also use low formality to talk about races in the classroom because they say it with negative feeling (hate) to other races so that it can be classified as affective.
SD/08	Erin Gruwell: "All right, you know what? I want you all to move to this side of the room. You in the back. Come on. Let's go. Now!" Jamal: " <i>Get your ass back to China, all of y'all.</i> " Student: " <i>You're all little midget-ass punk.</i> " Student: " <i>Move before I stomped your peanuts.</i> " Jamal: " <i>Boo! Get your ass to the back,boy.</i> " Marcus: "Get off my desk."		✓	✓				✓	✓	Low solidarity is can be seen in this dialogue between Erin and her students because they are not intimate. However, the high status scale is performed by Erin because she can command her students to change their position in the class. The students obey the command although they do not want to move without their own races. Then, low formality is shown by the students who express their hatred feeling to sit near those who are not belong their

	Erin Gruwell: “ <i>So, everybody happy with the new borders?</i> ”									race. They uses many taboo words toward each other and make the conversation low in formality. It also shows that the dialogue use refferential as functional scale because Erin says about “borders” which refers to race gap.
SD/09	Erin Gruwell: “What’s going on? What is that? Give it to me. What is this?” Jamal: “Just leave it alone.” Erin Gruwell: “You think this is funny? Tito? Would this be funny if it were a picture of you?” Tito: “It ain’t.” Erin Gruwell: “Close the workbooks. Maybe we should talk about art. Tito’s got real talent, don’t you think?” All students: “Yeah, yeah. Go, Tito!” Erin Gruwell: “ <i>You know something? I saw a picture just like this once in a museum. Only it wasn’t a Black man, it was a Jewish man. And instead of the big lips, he had a really big nose, like a rat’s nose. But he wasn’t just one particular Jewish man, this was a drawing of all Jews. And these drawings were put in the newspapers by the most famous gang in history.</i> ”	✓		✓		✓		✓	In this dialogue, the participants (Erin, Jamal, Tito, and the other students) show high solidarity because Erin show her emphyaty to Jamal when he is mocked by Tito. She also use high status and high formality to ask Tito’s picture and explain about holocaust to the students. Erin’s explanation show refferential because it is about holocaust phenomena to Jewish not Black people.	
SD/10	Marcus: “ <i>You don’t know nothing, homegirl!</i> ” Erin Gruwell: “No, I don’t, Marcus! So why don’t you explain it to me?” Marcus: “I ain’t explaining <i>shit</i> to you!” Students: “Do you even know how we live? <i>We was here first, man. Just shut</i>		✓		✓		✓	✓	In this dialogue, the participants (Marcus, Erin, and the other students) show low solidarity, low status and low formality. It is because they talk about racism issue with the negative feeling between each other. Marcus says that Erin as	

	<p><i>that shit up, homeboy.”</i> Erin Gruwell: <i>“All right! All right! All right! So, what you’re saying is, if Latinos weren’t here, or the Cambodians or the Blacks or the Whites or whoever they are, if they weren’t here, would be better for you, isn’t that right?”</i> Students: <i>“Of course, it’d be better! It’d be better if you weren’t here.”</i></p>									whites does not know about his difficult life as a colored race. The conversation shows refferential because it refers to the refusal of living with different races as the students says to Erin.	
SD/11	<p>Eva Benitez: <i>“You don’t know nothing, you don’t know the pain we feel. You don’t know what we got to do. You got no respect for how we living. You got us in here, teaching us this grammar shit, and then we got to go out there again. And what are you telling me about that, huh? What are you doing in here that makes a goddamn difference to my life?”</i> Erin Gruwell: You don’t feel respected. Is that what you’re saying, Eva? Well, maybe you’re not. But to get respect, you have to give it.” Andre Bryant: “That’s bullshit!” Erin Gruwell: “What?” Andre Bryant: <i>“Why should I give my respect to you? ‘Cause you’re a teacher? I don’t know you. How do I know you’re not a liar standing up there? How did I know you’re not a bad person standing up there? I’m not just gonna give you my respect because you’re called a teacher.”</i></p>		✓	✓			✓	✓		The participants (Eva Benitez, Erin Gruwell, and Andre Bryant) show low solidarity and low formality because they are teacher and students who talk about the advantages of being students when the life is difficult in the case of race discrimination. The students feel that education do not have positive role in their life because they have to face the race discrimination even they are in the school. However, the students show high status because they disagree with Erin’s opinion about respect feeling. They also use refferential because their utterances refers to the hatred feeling toward rin as white teacher.	
SD/12	<p>Eva Benitez: <i>“White people always wanting their respect like they deserve it</i></p>		✓		✓		✓		✓		In this dialogue, the participants show low solidarity, low status scale,

	<p><i>for free.</i>"</p> <p>Erin Gruwell: "I'm a teacher. It doesn't matter what color I am."</p> <p>Eva Benitez: "<i>It's all about color. It's about people deciding what you deserve, about people wanting what they don't deserve, about what whites thinking they run this world no matter what. You see, I hate white people.</i>"</p> <p>Erin Gruwell: "You hate me?"</p> <p>Eva Benitez: "<i>I know what you can do. I saw white cops shoot my friend in the back for reaching into his pocket! I saw white cops break into my house and take my father for no reason except because they feel like it! Except because they can! And they can because they're white. So, I hate white people on sight!</i>"</p>									<p>low formality, and affective scales. It is because the participants who are student and teacher, express their feeling about racial discrimination between white and colored people. The colored student, Eva, feel that white people can do anything they want. She does not agree with Erin's opinion about it. She also says that she hates white people. It proves that there is an affective function in this conversation.</p>
SD/13	<p>Marcus: "<i>Lady, stop acting like you're trying to understand our situation and just do your little babysitting up there.</i>"</p> <p>Erin Gruwell: "That's all you think this is?"</p> <p>Marcus: "It ain't nothing else. <i>When I look out in the world, I don't see nobody that looks like me with their pockets full, unless they're rapping a lyric or a dribbling a ball. So, what else you got in here for me? And what if you can't rap a lyrics or dribble a ball?</i>"</p> <p>Andre Bryant: "It ain't this. I know that much."</p> <p>Marcus: "Damn right."</p>		✓		✓		✓	✓		<p>In this dialogue, the participants (Marcus, Erin Gruwell, Andre Bryant) show low solidarity, low status, low formality, and referential. It is because the participants talks about the life which is faced by Blacks, in this case Marcus and Andre. The utterances refers to the difficult life of Blacks because they cannot get a job if they are not whites.</p>

SD/14	<p>Margareth Campbell: “<i>No, they won’t be able to read that.</i>”</p> <p>Erin Gruwell: “We can try. The books are just sitting here.”</p> <p>Margareth Campbell: “<i>Look at their reading scores. And if I give your kids these books, I’ll never see them again. If I do, they’ll damaged.</i>”</p> <p>Erin Gruwell: “What about these? Romeo and Juliet. That’s a great gang story.”</p> <p>Margareth Campbell: “No, not the books. This is what we give to them. It is Romeo and Juliet, but it’s a condensed version. But even these, look how they treat them. See how torn up they are? They draw on them.”</p>		✓	✓		✓			✓	<p>In this dialogue, the participants (Margareth Campbell and Erin Gruwell) show low solidarity because they are not intimate who discuss about reading skill and the books that can be read by the students. Margareth Campbell, as vice-head of department, has high status than Erin Gruwell so that they talk in high formality too. This conversation refers to the underestimate feeling by Margareth to Erin’s students who are mostly consist of colored students.</p>
SD/15	<p>Erin Gruwell: “Since you know Margareth better than I do, if I could just get some backup from you. I really think that the stories like The Diary of Anne Frank and...that they’d be so great for them, and she doesn’t seem to understand that they could relate to these stories considering all that they face.”</p> <p>Brian Gelford: “Oh, of course. It’s a universal story. I mean, Anne Frank, Rodney King, they’re almost interchangeable. Are you making fun of me? Yeah. God, listen to what you’re saying. <i>How dare you compare them to Anne Frank? They don’t hide. They drive around in the open with automatics weapons. I’m the one living in fear. I can’t walk out of my door at</i></p>		✓	✓		✓			✓	<p>This dialogue shows low formality because they are not intimare. The participant, Brian, has a higher status than Erin, because he is an honor teacher while Erin is a freshmen teacher. Therefore, Erin also uses high formality to ask Brian’s help to talk with Margareth Campbell. However, Brian refuses the request because he do not want help Erin’s student who are criminals in his opinion.</p>

	<i>night.</i> "									
SD/16	<p>Brian Gelford: "So, you had all summer to read and consider this book. And you know, <i>I thought it would be most valuable to begin with Victoria to give us the Blacks perspectives.</i> Victoria?"</p> <p>Victoria: "<i>Do I have a stamp on my forehead that says, "The National Spokes person for the Plight of Black people?" How the hell should I know the Blacks perspective on The Color People? That's it, if I don't change classes, I'm gonna hurt this fool. Teachers treat me like I'm some kind of Rosseta stone for African-Americans. What? Black people learn how to read, and we all miraculously come to the same conclusion?</i> At that point, I decided to check out my friend Brandy's English classes."</p>		✓	✓			✓		✓	<p>In this dialogue, Brian and Victoria, show low solidarity in their utterances. it is because they are teacher and student who do not have close relationship. The higher status is performed by Brian when he asks Victoria to give Blacks' perspective about one book. However, low formality is seen in the Victoria's utterances when she express her disappointed feeling to Brian. It means that she has affective in function the conversation.</p>
SD/17	<p>Margareth Campbell: "But you're an honors student. if you transfer to Ms. Gruwell's class, think how that will reflect on your record."</p> <p>Victoria: "<i>It doesn't matter to me. My grades will still be the same. Look, Ms. Campbell, when I first transferred to the school, I had a 4.0 average. But when I applied for advanced placement at English and Math, I was told it would be better for me to be in a class with my own kind. Now, when I did get in, my teacher said, "Victoria, it's not everyday one finds an African-American student</i></p>		✓	✓			✓		✓	<p>In this conversation, Margareth and Victoria, show low solidarity because they are vice-head of department and honor student. Margareth has a higher status than Victoria, because she can ask Victoria to stay in her class. However, Victoria refuses the command and keep her decision. They use high formality to talk each other because they are in the setting of school. Then, Victoria's utterances about racism feeling in her classroom, use affective that tend to</p>

	<i>in A.P. and honour courses". As if I didn't notice and when I asked another honours teacher why we don't read more Black literature, she said "We don't read Black literature because of all the sex, drugs, cussing and fornication!" I thought a simple "It's inappropriate" would have sufficed."</i>									express the feeling.
SD/18	Erin Gruwell: "Hi." Jamal Hill: " <i>Hey, girl, you wanna give me some fries with that shake?</i> "		✓	✓			✓	✓		The participants, Erin and Jamal are a new teacher and student so they have low solidarity. The higher status is seen in the Jamal's utterance when he answers Erin's greeting by mocking her because Erin is a white teacher. In addition, he also use low formality in their utterance because he uses "girl" to call Erin which degrade Erin's position as a woman. Affective function is also seen because Jamal tends to express his feeling about Erin.
SD/19	Erin Gruwell: "Jamal Hill?" Jamal: " <i>Man, what am I doing in here? This whole ghetto-ass class has got people in here looking like a bad rerun of Cops and shit. You know what I'm saying? It's true.</i> " Erin Gruwell: "Are you Jamal?"		✓		✓		✓		✓	Low solidarity can be seen in this dialogue between Erin Gruwell and Jamal Hill who are teacher and student. Jamal shows low status because he is a student who has to stay in the class although he hates it. Therefore, he express his anger to Erin in a low formality and affective in function.
SD/20	Erin Gruwell: "Well, for some reason they have you registered in this class." Jamal Hill: "Yeah, and that's some		✓		✓		✓		✓	Low solidarity and low formality are shown by the participants (Erin, Jamal, and Andre) in this dialogue

	<p>bullshit.”</p> <p>Andre Bryant: <i>“It’s the dumb class, coz. It means you’re too dumb.”</i></p> <p>Jamal Hill: “Man, say it to my face, coz.”</p> <p>Andre Bryant: “I just did. See what I mean? Dumb.”</p>									because they are teacher and students. The students (Jamal and Andre) have lower status than Erin as a teacher because they have to stay in the class although they feel uncomfortable. In this dialogue, they also use affective in function to express their feeling of being students.
SD/21	<p>Jamal Hill: <i>“Look, homey, I’ll beat that ass, homeboy.”</i></p> <p>Erin Gruwell: “Can you please sit back down?”</p> <p>Jamal Hill: <i>“Look, I got your spot on the team. That’s why you’re over there wagging your tongue.”</i></p> <p>Erin Gruwell: “Please sit back in your seats.”</p>		✓		✓		✓		✓	In this dialogue, the participants are Erin and Jamal (teacher and student). They show low solidarity in the conversation. Jamal Hill has lower status than Erin Gruwell who gives him the command to sit back n the seats. However, Jamal uses low formality to responds Erin’s command. It means that this conversation has affective in function to express the participants’ feeling.
SD/22	<p>Erin Gruwell: “Hi. Erin Gruwell. Nice to meet you.”</p> <p>Brian Gelford: “Hi. Nice to meet you. You saw a little action today, I hear.”</p> <p>Erin Gruwell: “Yeah. It happened so fast.”</p> <p>Brian Gelford: <i>“Well, don’t be discouraged. You put your time in, in a few years, you’ll be able to teach juniors. They’re a pleasure. By then, most of your kids will be gone anyway.”</i></p>	✓		✓		✓		✓		The participants, Erin Gruwell and Brian Gelford, show high solidarity in this dialogue because Brian shows his empathy to Erin. Brian also has higher status than Erin because he is an honor and senior teacher, so that they also use high formality to talk each other. In this dialogue, Brian shows his empathy to mock Erin’s students who are mostly colored students. They do not want to study in his opinion. It is reffered in his uterances.

SD/23	<p>Erin Gruwell: "And you all think you're gonna make it to graduation like this?" Andre Bryant: "I made it to high school. Ain't nobody stopped me." Marcus: "<i>Lady, I'm lucky if I make it to 18. We in a war. We're graduating everyday we live, because we ain't afraid to die protecting our own. At least when you die with respect, you die as a warrior.</i>" Students: "That's right."</p>		✓		✓	✓			✓	<p>In this dialogue, the participants (Erin, Andre, Marcus, and the other students) show low solidarity. The students have lower status than Erin in the classroom. Marcus shows low formality in his utterances because he calls Erin as a "lady" in order to mock her as whites. He also express his disappointed feeling by telling how he lives as a colored race. It uses affective in function.</p>
SD/24	<p>Erin Gruwell: "Something really cool happened today. I got an honors student." Scoot: "Congratulations." Erin Gruwell: "Isn't that great? She actually requested my class." Scott: "<i>Can you teach an honors student?</i>" Erin Gruwell: "What dou you mean?" Scott: "<i>Well, I mean, you're used to teaching your kinds of kids. Can you teach somebody who's smart?</i>"</p>	✓			✓		✓	✓		<p>High solidarity is performed by Erin and Scott who have close relationship as wife and husband in this dialogue. They also show low status because in this family conversation there is no status and informal. Racism issue has appeared in the Scoot's utterances which have refferential in function. Scoot is doubt about Erin's capability to teach honors students because she is usually teach "colored" students who are not smart in his opinion</p>
SD/25	<p>Erin Gruwell: "<i>It's been a little difficult getting their attention. Up until recently, the only thing they hated more than each other was me.</i>" Dr. Carl Cohn: "<i>Well, you united them and that's a step.</i> What can I do for you?" Erin Gruwell: "I want to do more with them, and I need the support of someone</p>		✓	✓		✓			✓	<p>In this dialogue, the participants, Erin Gruwell and Dr. Carl Cohn are teacher and head of education department. They show low solidarity because they are team in a school. Therefore they use high formality in the conversation because it is about the students. Here, Dr. Carl Cohn has higher status than Erin, because he has higher position</p>

	in power.”									which can controll the school. This conversation has affective in function because it tells more about feeling.
SD/26	Erin Gruwell: “Eva, what’s wrong?” Eva Benitez: “ <i>Why didn’t you tell me she dies? Why you didn’t tell me she gets caught in the end? I hate you and I hate this book.</i> ” Erin Gruwell: “Eva.” Eva Benitez: “ <i>If she dies, then what about me? What are you saying about that?</i> ”	✓			✓		✓		✓	In this dialogue, the participants (Eva Benitez and Erin Gruwell) show high solidarity because Erin ask about Eva’s feeling about one book. She shows her emphyaty to ask why Eva feels disappointed after read the book of Anne Frank. In this situation, Eva has lower status than Erin as a teacher. However, she uses low formality to talk with her teacher, because she feels angry with the end of the story. Therefore, Eva also show affective in their utterances which express her anger.
SD/27	Eva’s Mom: “You hungry? <i>You know what you’re gonna say in that courtroom?</i> ” Eva Benitez: “I know what I have to say.” Eva’s Mom: “Yeah.” Eva Benitez: “You know how that is.” Eva’s Mom: “ <i>I know. And that man that put your father in prison, he knew he was sending an innocent man. But, you know. He was just protecting his own.</i> ” Eva Benitez: “What the hell does everybody want from me?”	✓		✓			✓		✓	The participants show high solidarity because they are mother and daughter who have close family relationship. In this dialogue, Eva’s mom show higher status than Eva when she command her daughter to protect their own race in the courtroom. They use low formality and affective function that express their feeling in the conversation.
SD/28	Margareth Campbell: “ <i>What she is suggesting is in violation of our union charter. She may not move on with her students to teach them junior year. She’s</i>		✓	✓		✓			✓	In this dialogue, racism issue has appeared in the Margareth Campbell who is doubt about the Erin’s capability to teach junior class. The

<p><i>only been here two years. There are teachers here who have tenure, who have worked and committed themselves for far longer to attain a position of seniority. Not to mention their experience in teaching students of a higher caliber. The Distinguished Scholars Program is under our jurisdiction.”</i></p> <p>Erin Gruwell: “I don’t want to replace the Distinguished Scholars Program. I just want to stay with my kids next year.”</p> <p>Brian Gelford: “She can’t. I have the juniors.”</p>									<p>participants show low solidarity between each other. Margareth, as a vice-head of department, has a higher status than Erin so that she can refuse Erin’s request to teach her student in junior class. They also use high formality to talk each other because they are in the setting of meeting in the Dr. Carl Cohn’s office. Margareth’s utterances show affective that express her feeling about Erin Gruwell who cannot teach juniors.</p>
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