A MODEL OF GOOD TEACHER IN “THE RON CLARK STORY” MOVIE SCRIPT

THESIS
Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan in English

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2010
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ABSTRACT

Suherman, 06420132. “A model of good teacher in ‘The Ron Clark story’ movie script”. Thesis in the graduate degree of education in English Department, Faculty of Language and Arts Education, Institute of Teacher Training and Education PGRI Semarang. The first advisor is Drs. Nur Hidayat, M.Hum, and the second advisor is Arso Setyaji S.Pd, M.Hum.

The thesis tries to answer three problems; they are to find out the main character of a good teacher as performed in the movie, to find out the way the main character revealed in the movie, and to find out how the movie can be understood by English teacher. The subject of the research is Ron Clark as the main character; the writer will analyze the main character where in the movie he is a good teacher. In writing the thesis, the writer uses website by gathering some references that given information relating to the subject matters. As the main sources, the writer uses the movie “The Ron Clark story” for basic investigation. The writer watched the movie and collected information as much possible as to support this analysis. In analyzing; the writer uses sources of the data – words and acts, and document, etc. The source is from the Ron Clark story movie. The writer concludes that there are many elements in the Ron Clark Story, the most important of which are characterization consisting of the main character and minor character, plot of the sequence of events of which the story is composed, setting the place and the time when they happen. Ron Clark is the main character in the movie revealed through two ways direct and indirect methods, through these methods Ron Clark presented as a teacher in my thesis, he is a good teacher and has positives sides such being responsible, strong, and self confidence. Ron Clark can be applied in teaching of English class. The movie gives us an insight of the teacher should respond upon diverse situations and unusual attitude and feelings of the students, parents and colleagues. Generally, it is one great movie that people should not fail to watch. We will discover new things that will help us not only be a better teacher but be the best one. Furthermore, the story can show viewers that learning indeed should not be restricted within the four walls of a classroom and that the greatest lesson can be acquired when we learn to help other people and learn to love them. This movie inspiring not only teachers and educator but also for ordinary people to get the goal of achieving their dream, and this movie is good for IKIP PGRI students because the movie shows many methods that are used by Ron Clark in teaching English classes.
RATIFICATION

This thesis entitled “A MODEL OF GOOD TEACHER IN ‘THE RON CLARK STORY’ MOVIE”. Written by Suherman was approved by the team of examiners of English Department, Faculty of Language and Arts Education, Institute of Teacher Training and Education PGRI Semarang on :

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ACKNOWLEDGMENTS

First and foremost, the writer wishes to thank God Almighty for the blessing, health, inspiration and protection to him during his writing this thesis.

This thesis is submitted in partial fulfillment of the requirement of the graduate degree of education in English Department at the Institute of Teaching Training And Education PGRI Semarang entitled “A MODEL OF GOOD TEACHER IN ‘THE RON CLARK STORY’ MOVIE SCRIPT”

This work actually is not separated from other people’s help. On this occasion, therefore, the writer would like to express his special gratitude and appreciation to the following:


2. Dra.Sri Suciati, M.Hum. The dean of Language and ArtsEducation Faculty, IKIP PGRI Semarang.

3. Drs. A. Wiyaka, M.Pd. The Department Head of EnglishDepartment.

4. Drs. Nur Hidayat, M.Hum, as the first advisor and Arso Setyaji S.Pd, M.Hum, as the second advisor who have guided in order to finish this thesis.

5. All lectures who have guided this study.

6. My beloved father, Slamet Sanusi and mother, Sumiah who always support and advise the writer.

7. My beloved brothers and sisters.

Finally, nothing is perfect. The writer realizes that this thesis is still far from being perfect. Therefore, the writer will happily accept constructive criticism for suggestion in order to make perfect. However, he hopes that this thesis will be useful for the reader or others who want to develop the knowledge of English teaching.

Sincerely,

The writer
“.... and hasten no with the Qu’ran ere its revelation is accomplished unto you and say, “Oh my God, increase me in knowledge.” (Toha: 114)

I am only one, but I am still one.

I cannot do everything, but I can do something.

And because I cannot do everything I will not

Refuse to do the something that I can do.

(Helen Keller)
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CHAPTER 1
INTRODUCTION

A. Background of the study

Human being is ordinarily curious about each other and usually also curious about himself. In addition he asks questions about the reason for his behavior and action. He satisfies curiosity through watching movie. When we are watching a movie, we absorb information; intend to have some pleasure or enjoyment. It can be said that we watch for relaxation because we are entertained. Movie, especially, fiction can be one of the sources of relaxed watching from which we can learn much about human nature and human characteristics. In addition to this by watching movie we can also absorb good as well as bad experience of human life and understand how human are able to implement good or evil deeds.

The movie Ron Clark story is one kind of the movie which provides us any experiences of, Ron Clark was a teacher leaves North Carolina and movie to Harlem, New York to tail in the inner city school system but he finds it difficult to get a teaching position and must meantime Work as a lowly costumed waiter at a there restaurant. A door finally opens when a disgruntled teacher quits his job at him inner Harlem Elementary School specializing in raising the standardized test scores his students. Clark opts to educate the most unruly class of the 6th.
The Ron Clark story was a very touching story that had a lot to do with the lessons we have been learning on paradigms. The way we see the world in terms of our visual sense of sight, but terms of understanding or interpreting. People’s paradigms are based on their environment, behavior, attitude, post experiences and beliefs and also your values. The Ron Clark story is about a teacher who is in a nice town with decent students. This teacher always tells his students to go for their dreams and that they could be anything they want to be. When they make his own personal parking space he sees it as his tombstone, or where he will spend the rest of his life.

**B. Reason for choosing the topic**

The writer usually is interested in watching than other kinds. It is will be a great done, especially for the teachers, to how much knowledge and skill about body language some major areas of non verbal behavior to explore are eye contact, facial expressions, gestures, posture and body orientation proximity, linguistics and humor. At least, this way can be an alternative as by doing so; both teacher and students can meet their needs well. The language presented is in the verbal area, whereas other than the language belongs to non verbal communication. Both, the verbal and non verbal communication occur in the classroom to promote effective interaction between teacher and students {Sumardiyani, L and Sakhiyya, Z 2007}
The reasons why the writer analyses this topic is because the writer considers that there are many teachers who do not aware that study in classroom not only explaining and explaining but they also have to be good communicating with the students. So, the students are not bored, other reason why the writer will try to analyze ‘Ron Clark Story’, specifically, I want to know the main character that is Ron Clark is a good teacher in the movie. Ron Clark Story is one of movies which represent several movies about education in United State.

A conclusion, that writer; selection this movie is based on following consideration:
1. The main characters in this movie provided the reader some moral values conveyed the moral value implied among others: courage, hard work and self sacrifice.
2. The movie “Ron Clark Story” is good to be chosen as a supplementary material enrichment for teaching.

C. Limitation of the study

This thesis discusses about the Ron Clark story movie, where the main character is Ron Clark whom in the movie he is a teacher. The writer will analyze Ron Clark as main character and as a model of good teacher.
D. Statements of the problem

The writer intends to limit the discussion of the movie by presenting the following problems:

1. How the main character of a good teacher as is performed in the movie?
2. How is the main character revealed in the movie?
3. How to make use of the movie “Ron Clark Story” in teaching English in the classroom?

E. Objectives of the study

The objectives of analyzing “Ron Clark Story” can be elaborated as follows:

1. To find out the main character of a good teacher as performed in the movie.
2. To find out the way the main character is revealed in the movie.
3. To find out how the movie can be understood by teacher of English.

F. Method of investigation

In writing the thesis, the writer uses website in Internet by gathering some references that give information relating to the subject matters. As the main source, the writer uses movie “The Ron Clark Story” for basic investigation. The writer watched the movie and collected information as much possible as to support this analysis.
G. Definition of key term

To avoid misunderstanding of the study, the writer defines some operational terms used in this research. The terms are as follows:

1. Analysis

Oxford dictionary defines analysis as the study of something by examining its part and their relationship. While Webster’s news twentieth dictionary defines analysis as a separating or breaking up of any while into its parts so as to find out the theories above.

The writer draws a conclusion that analysis is an act of separating elements from its original form in order to know relationship function, nature, and proportion of the each element to the information of original form.

2. Character

Oxford dictionary defines the mental and moral qualities distinctive to an individual or the distinctive nature of something. The term” character" also denotes the essential qualities and personality traits of fictional or real individual. The free dictionary. Com defines character group or thing from another.
Based on the theories above, the writer draws a conclusion that character is the combination of qualities that make up person's nature or personality.

3. Revelation

Oxford dictionary defines revelation as a surprising and previously unknown fact that has been disclosed to others or the making known of something that was previously secret or unknown: All word. Com defines revelation as the act of revealing, showing, or disclosing especially in a dramatic or striking way something previously unknown or unexpected.

The writer concludes that the revelation is the experience of discovering especially in striking way, something previously unknown or unexpected.

H. Outline of the thesis

This thesis consists of five chapters:

Chapter I is Introduction containing of Background of the study, Reason for choosing the topic, limitation of the study, Statement of the problem, objectives of the study, Method of investigation, Definition of key term, Outline of the thesis.

Chapter II deals with Review of literature containing of literature, Elements of movie, Character revelation in story
Chapter III is Method of research; containing of types of the research, Subject of the research, Data source, Techniques, Method of data analysis.

Chapter IV presents Research finding and Discussions.

Chapter V is Conclusions and Suggestions.
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the writer of this thesis presents review of related literature. It concerns with theoretical framework underlying this study which is presented briefly. This chapter will discuss literature, movie, and the element of movie.

A. Literature

Oxford dictionary defines that literature is the art of written works. Literature often attempts to convey something important about real reflection about human life. It means literature can teach about how the real life exactly to the readers. Literature is another way we can experiences the world around us through our imagination (Jones, Jr: 1968). Moreover, literature is the writing material describing something. All the authors of literary work try to use language to express their idea. Language in literary work conveys the authors feeling to influence the reader’s attitude, and persuade them to accept what the author idea.

Literature can be divided in two groups; they are literature of knowledge and literature of imagination. The literature of knowledge presents or interprets facts, ideas or happenings, a description of a person or place, the explanation of scientific process, the account of war, or the discussion of apolitical issues. While the literature of imagination interprets experience by a fictitious presentation of persons, ideas, and events. (Koesnosobroto: 1988, 03)
Based on the explanation above literature is the material which describes and entertains something value as work of arts, poem, prose and drama by using beautiful language to express the author idea. Literary work often attempts to convey something important about real reflection about human life.

B. Definition of drama

Drama is a unique genre because it can be presented and discussed both as literature -drama itself-and as performance-the production of plays in the theater. Drama has much in common with the other genre of literature. Movie script is a screenplay or script is a written work that is made especially for a film or television program. So that, Movie script is can be categorized as literature because it is the art of written works form.

Films are cultural artifacts, which reflect those cultures, and, in turn, affect them. Film is considered to be an important art form, a source of popular entertainment, and a powerful method for educating, or indoctrinating, citizens. The visual elements of cinema give motion pictures a universal power of communication; movies have become popular worldwide attractions, by using dubbing or subtitles that translate the dialogue.

Film encompasses individual motion pictures, the field of film as an art form, and the motion picture industry. Films are produced by recording photographic images or by creating images using animation techniques or visual effects.
C. Elements of drama

1. Setting

   From Wikipedia, the free encyclopedia setting is the environment in which all of the actions take place, the time period, the location, the time of day, the season, the weather, and the type of room or building.

   According to Connoly (in Koesnosobroto, 1988: 79) setting is the time, Place and concrete situation of narrative, the web of environment in which the Characters spin out their destinies. Setting has function to give information about the situation. Besides that it has function to give explanation about the characters feeling and emotion.

2. Theme

   From Wikipedia, the free encyclopedia, a theme is the main idea of an essay, paragraph, or a book. The idea about life is revealed in a work of literature. The message may be about life, society, or human nature. Themes often explore timeless and universal ideas and may be implied rather than stated explicitly. Along with plot, character, setting, and style, theme is considered one of the fundamental components of fiction. It is the universal statement or feels when you read a piece of writing.

   Kennedy (1981:61) defined that the definition of theme is: The central idea or statement about life that is unifies and controls the total work. Theme is not the issue, or problem, or subject with which the work deals, but it is the comment or statement the author makes about that subject as it necessarily and inevitably emerges from the interplay of the
various elements of the work.

According to Serayawati (2000:2), theme is the meaning, the central and unifying concept of the story. It must be expressed in the form of statement with a subject and predicate. It must be stated as generalization about life. Theme is the central idea, the author’s message to the readers. Theme is what the story about. A story may be about a family happiness love, sadness, tragedy, death, or jealousy.

3. Mood

From Wikipedia, the free encyclopedia a mood is a relatively long lasting emotional state. Moods differ from simple emotions in that they are less specific, less intense, and less likely to be triggered by a particular stimulus or event.

According to psychologist Robert Thayer, mood is a product of two dimensions: energy and tension. A person can be energetic or tired while also being tense or calm. According to Thayer, people feel best when they are in a calm-energy mood. They feel worse when in a tense-tired state. People often use food to regulate mood.

4. Plot

From Wikipedia, the free encyclopedia a literature term, a plot is all the events in a story particularly rendered toward the achievement of some particular artistic or emotional effect or general theme. An intricate, complicated plot is known as an imbroglio, but even the simplest statements of plot can have multiple inferences, such as with songs the
ballad tradition. Plot is often designed with a narrative structure, storyline or story arc, which includes exposition, conflict, rising action and climax, followed by a falling action and resolution.

According to Connoly, Hall, and Foster as quoted by Koesnosoebroto (1988), the plot is the arrangement of the details and incidents in a story. Hall also defines plot as what happens in a story, the story has organized development a usually chain linking cause and effect. While Foster defines plot as the arrangement of even to show cause and reveal theme.

Plot is often designed with a narrative structure, storyline or story arc, which includes exposition, conflict, rising action and climax, followed by a falling action and resolution.

a. Exposition

Exposition is the beginning of the plot usually concerned with introducing characters and setting. These elements may be largely presented at the beginning of the story, or occur as a sort of incidental description throughout. Exposition may be handled in a variety of ways perhaps a character or a set of characters explain the elements of the plot through dialog or thought, media such as newspaper clippings, and diaries. In the case of film, an analogous usage of television, discovered video tape, or documentary may be used.
b. Rising Action

Rising Action is the central part of a story during which various problems arise, leading up to the climax.

Conflict is the "problem" in a story which triggers the action. There are five basic types of conflict: Person vs. Person: One character in a story has a problem with one or more of the other characters; Person vs. Society: A character has a conflict or problem with society-the school, the law, tradition; Person vs. Him or Herself: A character struggles inside and has trouble deciding what to do; Person vs. Nature: A character has a problem with some element of nature, a snowstorm, avalanche, bitter cold; Person vs. Fate A character has to battle what seems to be an uncontrolled problem.

c. Climax

The climax is the high point of the story, where a culmination of events creates the peak of the conflict. The climax usually features the most conflict and struggle, and usually reveals any secrets or missing points in the story. Alternatively, an anti-climax may occur, in which an expectedly difficult event is revealed to be incredibly easy or of paltry importance. Critics may also label the falling action as an anti-climax, or anti-climactic. The climax isn't always the first important scene in a story. In many stories, it is the last sentence, with no successive falling action or resolution.
d. Falling action

The falling action is the part of a story following the climax. This part of the story shows the result of the climax, and its effects on the characters, setting and proceeding events. Critics may label a story with falling action as the anti-climax or anti-climactic if they feel that the falling action takes away from the power of the climax.

e. Resolution

In fiction, a resolution consists of a series of events that follow the climax, and thus serves as the conclusion of the story. Conflicts are resolved, creating normality for the characters and a sense of catharsis, or release of tension and anxiety, for the reader.

5. Character

From Wikipedia, the free encyclopedia a fictional character is any person, persona, identity, or entity that originated in a work of art. Along with plot, setting, theme, and style, character is considered one of the fundamental components of fiction. Characters may be entirely fictional, or they may be based upon real entities, contemporary or historical. They may be human, supernatural, mythical, divine, animal, or personifications of an abstraction. Characterization is the process of creating an image of a person in fiction, complete with that person's traits, features, and motivation.

Abraham as quoted by Koesnosoebroto (1988:28-29) stated that the definition of character is: The persons in a dramatic or narrative work, endowed with moral and dispositional qualities that are expresses in what
they say, i.e., dialog in the character’s temperament and moral nature for his speech and action constitute his motivation. In general, characters are people who inhabit the story. Forster as quoted by Kenney (1966:28 –29) divided the characters into flat and round characters.

Characters may be classified by various criteria:

a. Main character

A protagonist is the main character (the central or primary personal figure) of a literary, theatrical, cinematic, video game, or musical narrative, around which the events of the narrative's plot revolve and with whom the audience is intended to share the most empathy.

b. Minor character

A minor character in a story is one that does not play a big part. It is not one of the major characters. It is just one of the side characters. A minor character supports the main character in a story. They do no grow or change during the story. They are also known as two-dimensional characters or flat characters. Minor character often provides support and illuminates the protagonist.

6. Point of view

From Wikipedia, the free encyclopedia, the point of view can sometimes indirectly establish the author's intentions. Point of view pertains to who tells the story and how it is told.

Point of view is the angle from which the events are seen or
narrated, from the outside from the inside, from above or below. Stated simply, it is a term for who tells the story and how the story gets told.

7. **Tone**

A definition of tone on the Web Tone refers to the attitude that a story creates toward its subject matter. Tone may be formal, informal, intimate, solemn, somber, playful, serious, ironic, condescending, or many other possible attitudes. Tone is sometimes referred to as the mood that the author establishes within the story.

8. **Style**

Definition of style on the web. In fiction, style is the manner in which the author tells the story. Along with plot, character, theme, and setting, style is considered one of the fundamental components of fiction.

Style is the verbal identity of a writer, oftentimes based on the author's use of diction (word choice) and syntax (the order of words in a sentence). A writer's use of language reveals his or her tone, or the attitude toward the subject matter.

9. **Music**

Definitions of music on the Web: An artistic form of auditory communication incorporating instrumental or vocal tones in a structured and continuous manner.

"Music, often an art/entertainment, is a total social fact whose definitions vary according to era and culture," according to Jean Molino (1975, 37). It is often contrasted with noise. According to musicologist Jean-Jacques Nattiez: "The border between music and noise is always
culturally defined, which implies that, even within a single society, this border does not always pass through the same place; in short, there is rarely a consensus.

D. Character revelation in story

As the way of revealing or presentation character in a story, Koesnosoebroto quotes Burroway (1998:11) states that there are two methods of characters revelation in a story, the methods are direct and indirect.

1. Direct method

The direct method of revealing character is subdivided into 4 ways; those are though action, speech, thought, and appearance. In this method the author tells the readers or audiences straight out by exposition or analysis, what he does, says, thinks, reacts to another character and is surroundings.

a. Action

In this way a story shows a character through what he does for instance. In story a character can be shown as a teacher, so suggest that he is dedicative man.

b. Speech

The use of speech or dialog in fiction is especially important because it has dual nature. Its purpose is to convey information, but also to characterize, advance the action or develop the conflict.

Burroway, as quotes by Koesnosoebroto (1988:15) the writer that in speech or dialog readers or audiences can learn about
character by examining what he says, and how say it. They know about the character’s sex, social class, education, background from language he uses.

c. Thought

In this way a story shouts a character thought what is going through the character's mind. It’s about his idea, wish and way of thinking. The story tells the readers or audiences of the characters ways in facing and overcoming his problems.

d. Physical appearance

The last way of direct revelation in revealing a character is through physical appearance. Appearance is very important because those readers eyes receive more information by sight that by another, what people wear, what they look like that prompt our first reaction to them. Appearance is the presentation of the character's inner self. Feature, shape, style, clothing, object can make statements of internal values that are political, religious social, intellectual and essential koesnosoebroto, [1988:113].

2. Indirect method

The second way of revealing a character in a story is indirect revelation. It is subdivided into 2 ways, i.e. another person's speech and thought and authorial interpretation Koesnosoebroto, [1988:12.]
a. Another person's speech and thought

In this way, the story shows the character through another character's speech and thought of the story usually, another person's speech and though is expressed a dialog among the character in the story and by reading or seeing the dialog the readers or audiences will be able to conclude the character.

b. Authorial interpretation.

Through this method the readers or audiences are given the character background, motives, and he like. The authorial interpretation allows the writer to convey more information in short time [1988:112].

E. Teacher and Classroom English

1. Describing teacher

According Jeremy Harmer, in his book the practice of English Language Teaching, Teacher uses many metaphors to describe what the do. Sometimes they say they are like actors because always on the stage. Other think they are like orchestral conductor because direct conversation and set the pace and tone. Yet others feel like gardeners because plan the seeds and then watch them grow. The range of image-these and others-that teachers use about themselves indicate the range of views that they have about their profession.

Dictionaries also give a variety of messages about teaching. According to the Cambridge International Dictionary of English. 'teaching'
means to give (someone) knowledge or to instruct or train (someone). Whereas The Longman Dictionary of Contemporary English suggests that it means to show somebody how to do something or to change somebody's ideas.

Many trainers are fond of quoting from a work called the prophet by Kahlil Gibran. If (the teacher) is indeed wise, he does not bid you enter the house of his wisdom, but rather leads to the threshold of your own mind (Gibran 1991:76). Such humanist sentiments expose a dilemma in the minds of many trainers and trainees.

The physical manifestation of this trend is to be found in classroom where learners are given tasks to work on, and where, in the process of performing these tasks (with the teacher's help), real learning takes place. In these situations the teacher is no longer the giver of knowledge, the controller and the authority, but rather a facilitator and a resource for the students to draw on. One writer has suggested that teachers in such learner-centered classrooms need special qualities including maturity, intuition, educational skills (to develop students' awareness of language and learning), an openness to student input. And a greater tolerance of uncertainty. These qualities are in marked contrast to more traditional teacher behavior (Tudor 1993). The characteristics most people would expect of any teacher, traditional or modern, who has their learners’ best interest at heart.
The roles of a teacher

According Jeremy Harmer (1988), classroom practice are tasks related to teaching and learning process involving many activities. The activities imply role the relationship between teacher and learner.

The roles of teacher are follows:

a. Controller

Controllers take the roll. Tell the students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher fronted classroom.

b. Organizer

This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

c. Assessor.

One of things that students expect from their teachers in an indication of whether or not they are getting their English right. This is where have to act as an assessor, offering feedback and correction and grading students in various ways.

d. Prompter

When students are involved in a role play activity, for example, they lose the thread of what is going on, or they are lost for words. They may not be quite sure how to proceed. Teachers hold back and let them work things out for themselves or, instead, nudge them forward in a discreet and
supportive way.

e. Participant

The traditional picture of teachers during students discussions, role play, or group decision, making activities, is of people who stand back from the activity, letting the learners get on with it and only interviewing later to offer feedback and or correct mistakes. However, there are also times when might want to join in an activity not as a teacher, but also as a participant in our own right.

f. Resource

In some activity it is inappropriate for us to take on any of the roles we have suggested so far. Suppose that the students are involved in a piece of group writing, or that they are involved in preparation for a presentation they are to make to the class. In such situations having the teacher take part, or try to control them. However, the students may still have need of their teacher as resource.

g. Tutor

When students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, teacher can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations teachers are combining the roles of prompter and resource, acting as a tutor.
h. Observer

Teachers will want to observe what students do (especially in oral communicative activities) so that teachers can give them useful group and individual.

2. **English Classroom**

The way how teacher presents classroom English to establish an English atmosphere in the classroom should be accompanied by proper actions. The language presented is in the verbal area, whereas other than the language belongs to non verbal communication. Both, the verbal and non verbal communication occur in the classroom to promote effective interaction between teacher and students {Sumardiyani, L and Sakhiyya, Z 2007}

a. Language (verbal communication)

Language is the expression of thought, feeling and world view. It is the manifestation of one's perspective towards anything he encounters. The language presented by English teacher should be accurate and fluent. It is believed so because English teacher is, to some extent, acknowledged to be the model of the language. That is why language becomes the major concern of all.

b. Gesture

Gesture is an integral part of any communication where people listen and speak to each other. Gesture helps the speaker to get meaning across. The natural gesture including the movement of hands,
arms, and other parts of body would emphasize keywords and other important things. This physical expression brings dialog to life. But, excessive exaggeration of gesture can be counted productive.

c. Facial expression

Face is a very strong communication tool. This non verbal massage is conveyed through the up and down movement of the eye brows, smiles, as well as the movement of forehead and mouth. Facial expression, then, has significant potential of carrying out the massage of excitement, curiosity, happiness and fear.

d. Eye contact

Eye contact is a direct look into eyes, but it does not suggest a meaning of a stare. Eye contact given by a speaker implies a meaning that he involves the audience into the discussion. The main uses of eye contact in the language classroom are:

1) To help establishing rapport between teacher and students. The rapport in this manner is a sense of trust given by students.

2) To indicate to a student that the teacher wants to talk to him or want him to do something.

3) To hold the attention of students.

4) To take place of naming students, for example when conducting a fast drill.
e. Voice audibility and speed

Another fundamental concern is voice. One of the requirements of good teaching is voice projection. The voice produced should not be a loud and booming one, but students should be able to listen to it clearly. For beginning level classes, the speed of delivery should be slowed down, but the flow of the language should be kept as natural as possible. Clear articulation is usually more of key to comprehension than a slowed speech. Above all, intonation or pitch, volume and speed are three elements dealing with voice. It can give a special taste to the words produced, not only plain and insipid ones.

f. Stance and body movement

The area of teacher to move about is just like a stage for drama actors. Thus, teacher's stance on the stage should be balanced. In the classroom, students become sensitive to where the teacher stands. Stance tells what type of activity it is, what the teacher role is, what the students’ role expected to be, or whether direct interaction is need. Sometimes, teacher needs to stand in the middle at the front to control the class. Another time, the teacher can stand back of the class to give students comfort and security if they present something in front of the class.

English Classroom is the language used by English teacher to create an English speaking atmosphere in the classroom. The target language is routinely produced to immerse students with the language.
This is so because classroom situation is genuine social environment which allows the meaningful situational use of the language, and that is communicative potential is closer to real situation.

As stated previously, classroom events are procedural, and this procedure is always verbalized.

F. Variability in Teaching.

Good teacher have always recognize that education and life are one and have used everything at their command to vitalize the learning process through the five senses. In this endeavor the use of audio visual aids has always been an integral part of education from traditional devices to modern technological devices like movies, radio, tape recorders and television. These devices enable the English teacher to enrich and supplement the curriculum in providing perceptual and auditory experience as a basis for language development. according Wadhwa as quoted Sumardiyani and Sakhiyya (2007).

There are many ways to vary teaching. Varying teaching style, teaching technique, and intonation in speech are some of which. Teaching variability, however, can also be done by using media. The expressions accompanying the media use would also vary. Media is a means of communication to help transferring the massage and give power to the material presenting so it will be understood easier and staying longer in the memory retention. Media, nowadays, has touched all aspect in humans’ life,
including education.

There are mainly three major categories of media-audio, visual, and audio visual.

1. Audio

Audio media uses sound and voices to transfer message. There are several good reasons for using audio media:

a. It can allow learners to hear ideas and opinions in the voices of experts and other who lend authority and authenticity (radio, audiotape, audio conference)

b. It can allow learners to talk to experts and to other learners anywhere there is a telephone

c. It can provide source material, such as a conversation, for the learner to analyze or react to (audiotape)

d. It can talk the learner through a task, such as an experiment. When it would be disruptive to keep consulting written note.

e. It can provide sounds of important past events or sounds from setting that learners cannot expect to visit (radio, audiotape).

2. Visual

Visual media would captivate visual sense, eyes, mostly. It can be in the form of picture, moving picture or animation, flashcard, etc.

3. Audio visual

The language learning dimensions are of audio visual. Bi-sensory audio visual techniques make possible what is in fact a three dimensional
experience. The first dimension is that of literal meaning which enables teacher and students to bypass their own language and keep them thinking process in the groove of the target language. The second dimension is that of cultural significance. The object, action or concept which the picture is intended to illustrate is situated in its appropriate milieu, surrounded by the complexity of detail which comprises an environment. The third dimension is psychological, the inescapable urge of the viewer to identify himself with what he sees of which the result is an emotional concern.
CHAPTER III

METHOD OF THE RESEARCH

A. Types of the research

To get a good result, a research will need a precise research method. Two kinds of researches are qualitative and quantitative research. In this research, the writer uses qualitative type. Data can come in the form of words, images, impressions, gestures, or tones which represent real events or reality as it is seen symbolically or sociologically (If people believe things to be real, they are real in their consequences—the Thomas Dictum). Qualitative research uses unreconstructed logic to get at what is really real—the quality, meaning, context, or image of reality in what people actually do not what they say, they do (as on question). Unreconstructed logic means that there are no step-by-step rule, that researchers ought not to use prefabricated methods or reconstructed rules, terms and procedures that try to make their research look clean and neat (as in journal publications)

B. Subject of the research

The subject of the research is Ron Clark as the main character; the writer will analyze the main character where in the movie Ron Clark is a good teacher.

C. Data source

Lofland and Lofland said that main sources of the data in qualitative research are words and acts, and the rest is additional are such as document,
etc. (Maloeng, 2005: 157). Concerning to this case, the source that is taken in this thesis is from Ron Clark Story the movie.

D. Techniques

1. Methods

In doing this study, the writer applied documentation method. According to Arikunto (2007: 231), documentation method is to find data in the form of note, transcribe, book, magazine newspapers, agenda, and soon.

2. Procedures of Data collecting

This research involves several steps. They are:

a. Watching the Ron Clark the movie repeatedly to understand what the movie is about and to analyze main character as a teacher.

b. Collecting the pictures and the record of language that used by main character to analyze his methods in teaching.

E. Method of data analysis

Method of data analysis that is used by the writer is qualitative research. According to Ponty (1962: 175), qualitative analysis is a research concerned with meaning as they appear to, or achieved by person in lived social situations. Research of this kind cannot be carried out by people who see them selves as detached, neutral observers concerned with the kind of observations, measurements, and predictions that are assumed to be unbiased,
unaffected by the inquirer’s vintage point or location in the world. And according to Webb it implies a direct concern with experience, as it is “lived” or felt or undergone. It has the aim of understanding experience as nearly as possible as its participants fell or live it (1990: 74-75). Before going further to the method of data analysis the writer would like to explain what data is based on the statement that is made several experts below:

a. Data is Information that has been organized and categorized for a predetermined purpose (news.miuegypt.edu.eg/index.php)

b. Data is information, usually in the form of facts or statistics that you can analyze (BBC English Dictionary, 1992: 285).

c. The term data means groups of information that represent the qualitative or quantitative attributes of a variable or set of variables.

(en.wikipedia.org/wiki/Data)

So it can be concluded that data is statements, information, or anything that is in a form of real thing that can be analyzed.
CHAPTER IV
RESEARCH FINDING AND DISCUSSIONS

In this chapter the writer analysis the Ron Clark Story, I want to know the main characters are revealed in the movie. However before further discussion I will classify elements of “The Ron Clark “movie is directed by Ronda Haines.

A. Research finding

1. Analysis of elements movie The Ron Clark Story

a. Setting

1) Setting of place

In movie “the Ron Clark Story” the author mention two places in which the movie take place, i. e. North Carolina and Harlem elementary school [New York]

1. North Carolina

Ron Clark was a teacher leaves North Carolina, after he succeed thought in Snowden elementary school [North Carolina] he moved to Harlem [New York].

2. Harlem [New York]

After Ron Clark moved to Harlem to tail in the inner city school system but he finds it difficult to get a teaching position and must main time work as a lowly costumed waiter at a there restaurant.
2) Setting of time

In the movie “The Ron Clark Story”, Ron Clark moves to Harlem in 1990. Although the film did not tell the time exactly but it still used detail time such as today, tomorrow, a week and few day. The film may bring the audience to the real situation in which the character acted. By showing the details information of time. The writer hoped that the audience will feel the same ways as the character.

b. Theme

The theme of “The Ron Clark Story” is that everything needs a struggle to get the goal, like Ron Clark did. He had to work hard to managed and thought students who before Ron Clark came they were naughty and lazy, but after Ron Clark come they were able change be a good students.

c. Mood

The moods of “The Ron Clark Story” movie are as follows:

1. There is will, there is a way

Despite having disheartened spirit, Ron Clark still believes in the ability and flair of the each the students in his class, He has in his mind the though that the kids can do more than mind what he is asking them to do with that in mind, he tried to recharge and revive his strength by exploring New York city with a friend and go back to school with a rejuvenated purpose of helping his students dream big and make it real.
2. Success will never come if you never try believe with yourself is the key of your success

Everyone was amazed with how the class performed, Ron Clark’s class turned out to be the best performing class in the school, they even out do the honor class. One remarkable result was one of the students; Shameika Wallace got a perfect score, which no one of the district ever does. Ron Clark was delighted and ecstatic. Seeing his students going one step closer their dreams.

d. Character

1) Major character

> Ron Clark

Ron Clark is an incredible character and amazing teacher. He was so creative in the way that he worked with his students and got the respect and attention of kids who had never paid attention in school. People of every age can enjoy this movie because it's about the empowerment of people. His students saw someone who genuinely cared about them. The key to what he did for these students was to respect each as an individual and help them see themselves and their future in a new light. It's deeply inspiring on the best level about how one individual can make such an incredible difference in the lives of others. Ron Clark follows the inspiring tale of an energetic, creative and idealistic young teacher who leaves his
small North Carolina hometown to teach in a New York City public school. Through his passionate use of special rules for his classroom, highly innovative teaching techniques and an undying devotion to his students and helping them cope with their problems; Clark is able to make a remarkable difference in the lives of his students. For one young girl trying to attend school while helping to raise her brothers, he offers a chance for her to overcome her situation and become one of the class' top students. For a young man with a penchant for graffiti, he offers an ideal outlet for artistic expression. Even when he is almost overcome by pneumonia, Clark continues to work with his students, hoping that he can raise their test scores to an acceptable level, or possibly even higher. Ron is very strict and expects a lot of the kids, but he is also very supportive, loving and nurturing. He walks into a situation where his new class is going crazy and he tries his small-town methods in calming his kids down, but realizes that those methods don't work in Harlem, so he has to acclimate to the situation.

2) Minor character

In the Ron Clark story movie, there many minor characters, but the writer just will analyze several characters, they are:

1. Marissa Vega

Marissa Vega is a woman who always supports Ron Clark, she works in a restaurant where Clark works in his spare time, she is Ron Clark’s best friend, she is very loyal to Clark. When Ron Clark wants to give up and
quit teaching she doesn't let him throw in the towel because he won't let her throw in the towel. She wants to quit acting, and he inspired her to get back into what she always wanted to do. So when she sees him wanting to quit, she tries to talk him out of it because she knows how good he is at teaching. She sees herself in these kids, and she doesn't want him to give up. He has such a passion for teaching that she couldn't let him leave.

2. Principal Turner

He is head master in Harlem elementary school New York. At first he meets Clark who is finding job to teach in his school, Principal Turner doesn’t believe Clark able to teach in Harlem elementary school, but The first impression is that he is a guy who is certainly out of his element. He is a white guy coming into a predominately black school, and he kind of behaves like a kid. Initially his character doesn't believe Ron is able to handle the demands of the job, that he's the wrong person for the position. But there is something about his eagerness that makes him appealing to Principal Turner.

3. Shameika Wallace

A smart little girl who believes that Clark is an intruder in what she sees as her school. She is a 12-year-old girl who is just a hard person. She lives at home with her mother, who works two jobs, and she has to take care of her little brothers, so she can't do her homework and can't be a kid. To cover her feelings about not being able to do anything, she just
pretends she doesn't want to work and doesn't want to do anything at school.

4. Tayshawn

   Tayshawn is the worst of all the students Mr. Clark has to teach. He has no father, lives in a foster home and is very street smart. He has never really built up any social skills, and, as a result, he doesn't have any friends. He comes together with Mr. Clark and they bond. There is something about him that lets Tayshawn know he really cares, unlike his previous teachers. Tayshawn had failed two grades and was the class bully, and Mr. Clark comes and instills pride in him and lets him know he can succeed. The sky's the limit.

   Tayshawn is the ultimate artist. He can take a chair and turn it into a montage of art. He is a really creative kid and uses his art as a way to escape his life. The most important rule is respecting others. Tayshawn is scared to be the best student he can be, because he doesn't want the ridicule of others.

5. Julio Vasquez

   Julio is a student who is always trying to con his way into getting good grades or getting money. Although he tries to con people to get money, he can't do math or count. He is one of the troublemakers in Mr. Clark's class - the class clown in the school. The most important rule was that we are a family. When he came in and introduced that rule, he
wanted us to feel the connection between student and teacher. The family rule made us realize we could trust each other and him.

6. Badriyah

Badriyah likes to read and study, but when she mentions that during her new teacher’s visit with her parents, her father shuts her up, saying, “Men are talking.” Thank goodness Ron Clark, teacher extraordinaire, has arrived to save them.

7. Alita

She is Shameika friends; she with shameika and Raquel didn’t do the journal that is given by Ron Clark.

8. Raquel

She is shameika classmate. When Ron Clark asked about the journal, she sleeps in the class, and she didn’t do it.

9. Doretha Wallace

Doretha Wallace is Shameika Wallace’s mother; she is single parent with 3 children, she always asking for Shameika to help her taking care of little sisters when mother works. Before Clark come, Doretha does not pay attention about Shameika School, but after Clark explains that Shameika Is clever, she understand that Shameika has to study, not works.

10. Yolanda

Yolanda is receptionist in the apartment where Ron Clark stays.
e. Plot

◆ Exposition

The story begins with Clark leaving his small hometown in North Carolina, hoping that he can also make a big teaching in the big city. Carrying high hope and big dreams, Clark embraced the busy live in the city, working as a waiter for a restaurant at a part time job. He was able to land in Harlem public school despite discouragements from friends and colleagues. Thinking that he is too weak and too nice for the 6th grades students who belong to the bottom group of the graduating students’. Reluctant that Clark can make it, He was given the task of improving the class score and passed the state examination.

◆ Rising Action

Clark endures the rudeness of the class on the 1st time and suffers even worst as the day passed but Clark never gives up on them. Instead, he tries to know his students better by visiting them at their time. One of them was Shemeika Wallace, a 12 year old girl while helping to raise his brother and sisters. She lives at home with her mother, who works two jobs, and she has to take care of her little brothers, so she can't do her homework and can't be a kid. To cover her feelings about not being able to do anything, she just pretends she doesn't want to work and doesn't want to do anything at school.

◆ Climax

Julio Vasques who is juvenile delinquent and Tayshawn who has a
penchant for graffiti. With that, he sees the reasons why the students acted the way they didn’t get much attention and importance from their family. Since then, he treats his students as his family and works beyond and above his profession, to reach out to them. He created distinctive rules in his classroom and uses contemporary teaching methods and techniques suited for his students. He tries to renovate the classroom and make it more feasible for his students to learn. He gives incentives to them and makes them feel that they can trust him. But despite all these efforts, the students have not appreciated a single act from him. That is the time that he almost gives up. Despite having disheartened spirit, Ron Clark still believes in the ability and flair of each student in his class. He has in his mind the thought that the kids can do more than mind what he is asking them to do. With that in mind, he tried to recharge and revive his strength by exploring New York city with a friend and go back to school with a rejuvenated purpose of helping his students dream big and make it real.

Students think that Ron Clark will not show up again just like their previous teacher. Much to their surprised, Clark comes back with better and brighter ideas on how he can “fit in” he tries to build rapport by playing with them and teaching them on his spare time. He gave exciting challenges to promote silence and good study habits.

- **Resolution**

He applies different teaching strategies and think of how the kind best
acquire learning. He intensified his intensive scheme and make sure that kids work are appreciated. He even tries to do choose for his students just to make surer that they will do their homework. Some parents get mad at him, assuming that the is already meddling with the private interest, but he always address the need of these kids to have time to study to achieve their highest potentials. With all these and more, he gradually sees the academic improvement of the class and the changes in their behavior are tremendously notice. Clark constantly the importance of having big dreams and making them come true which inspire the students do their best to pass the state exam. He always does the extra mile in teaching them and spends almost all of his time educating the students. His health suffers from pneumonia but that does not stop him from reviewing the students for the exam. He has recorded instructional videos for them to watch. After the state exam, Ron Clark organizes a small party for a job well done and to honor outstanding students.

The principle arrives that with the good news, it was the result of the state exam. Everyone was amazed with how the class performed, Ron Clark’s class turned out to be the best performing class in the school, they even out do the honor class. One remarkable result was one of the students; Shameika Wallace got a perfect score, which no one of the district ever does. Ron Clark was delighted and ecstatic. Seeing his students going one step closer their dreams.
f. Tone

The watchers can find attitude of the author which implies his feelings through the tone. The tones are:

a. Courage

When telling Ron Clark as a teacher in elementary school, the author expresses the attitude which implies Clark’s courage.

b. Romantic tone

The tone can be seen when we see the love story between Ron Clark and Marissa Vega.

c. Desperation

The tone can be seen when Clark is feeling fail to change children characters.

d. Erotic

The tone can be seen when Marissa wants to kiss Ron Clark.

g. Point of view

Based on the Ron Clark story movie. The writer can say” Ron Clark story” is told in the object point of view. The author function as an observer, she can only report what is seen, heard, but she can't interpret and explain the character's mind and feelings. The director uses the main character is described as a teacher.

h. Style

Style is the primary consideration when we analyze how the movie is. In this
manner of telling the story. The author applies concealing style; it means the author knows more than the reveals.

i. Music

The Ron Clark story is drama family film where music director is Mark Adler.

2. Ron Clark as the main characters as a good teacher in the movie

As to ways of revelation or presenting a character in a movie. There are direct and indirect ways. Indirect presentation the director tell the audience straight out by exposition or analysis, what the character is like or what some one else in the story tells them what character is like. On the other hand, indirect presentation the director shows the audience the character in action.

They know the character from what the thinks or say or does, both methods, however must be used together. In analyzing the main character in Ron Clark story, the writer combines the way the director reveal Ron Clark as the main character in different way. He shows three methods:

1. through speech

Speech or dialog is one of methods of direct revelation. The use of dialog is especially important because it has dual natures. The director reveals Ron Clark the main character in Ron Clark Story through his dialog with other person, the described him utterances that show his character and personality. Through the following dialog the Audience knows that Ron Clark does to his students or other person.
Dialogue Ron Clark with Yolanda

Ron Clark : Y'landa, good morning. Do you have a list of the public schools in Harlem?

Y'landa : Sure I do, baby.

[Y'landa hands him the phonebook]

Ron Clark : Okay, thank you.

Y'landa : What do you want school listings for?

Ron Clark : I'm a teacher.

Y'landa : And you wanna teach - up in Harlem?

Ron Clark : Yes.

Y'landa : Well then, honey, you're gonna need something else. Personal injury lawyers.

[She flips through the phone book]

Y'landa : Cause once your white behind goes on up in there they be carrying you back up the same way you went in. What kind of foolishness is this? Going on up there and all trying to teach? You know you ain't gonna...

Ron Clark : Okay thank you.

Dialogue Ron Clark with Principal Turner

Principal Turner : I have an opening in grade 3. If your credentials check out...

Ron Clark : You have an opening right here.

Principal Turner : No. Last year this class went through six different teachers before Christmas.
Ron Clark : Yes. Nobody wants them, and I do. So what's the problem?

Principal Turner : Test scores are very important to me; it's how I keep my job.

Ron Clark : I can start right now.

Principal Turner : You can start on Monday.

Principal Turner : These kids are at the bottom of the barrel.

Ron Clark : Don't talk about them like that.

Principal Turner : Now all I'm asking is for your students to pass.

Ron Clark : Oh every one of my students will pass.

Principal Turner : [inaudible, students commenting outside office] They can become someone else's problem.

Ron Clark : The problem isn't the kids. It's not even what they can achieve. The problem is what you expect them to achieve. You are setting the bar here. Why? Set it up here! They can make it.

Principal Turner : This community judges us by scores. Government funding judges us by scores. People who give me scores, they get my respect.

Ron Clark : Okay good. In May, they'll all test at grade level.

Principal Turner : [sighs] I don't see how that's possible.

Ron Clark : Excuse me. Did I say grade level? I meant above grade level.

Ron Clark : Hey Mr. Turner, this is fun!

Principal Turner : You really think it appropriate to do this with the students?

Ron Clark : Well, I'm certainly not gonna Double Dutch with you.
Dialogue Ron Clark with Marissa Vega

Marissa Vega : You got a job!

Ron Clark : Inner Harlem elementary. I'm gonna start meeting my kids tomorrow.

Marissa Vega : You might wanna hold on to this. It may be your last meal.

Ron Clark : Nah. They're gonna love me.

2. through thought

In the movie the main character Ron Clark is a teacher, so we as audience can analysis has character with follows his teaching method that using some ways. For example: dialog, playing with students, and make a game to attract student following his lesson.

3. through action

Another method of character revelation used is action. The director shows Clark’s character and personality through how he behaves. In Ron Clark Story, Ron Clark is a responsible person. As human being Ron Clark character, both positive and negative. The positive sides of in the Ron Clark story are:

a. Strong

The writer can illustrate how strong Ron Clark was. He is great teacher he started thought the students at the inner elementary school. The students can’t be managed and they are naughty. But he is able to change their behavior become good students.
b. Responsible

The writer can illustrate his responsible, His health suffers from pneumonia but that does not stop him from reviewing the students for the exam. He has recorded instructional videos for them to watch. After the state exam, Ron Clark organizes a small party for a job well done and to honor outstanding students.

c. Self Confidence

He is one extraordinary individual who has a great faith on your youth today and has the passion on helping others to uplift their well being. He is a simple person who believes in dreams and work hard to achieve it. Certainly, he is one great person worthy of emulation.

d. Hard worker

Work hard is the key to become success, Ron Clark wants to change students in Harlem elementary school become smarts class. He must work hard to do it and finally him able to change them.

B. Discussions

1. Ron Clark as a model of good teacher

The Ron Clark Story is a good supplementary material enrichment for teaching in English class. Therefore, in this chapter the writers try to present how the movie can be applied in the teaching in English class. This study proves that students will get much benefit from learning English. It is not only taking pleasure but also to learn moral values in class.
Many professions are difficult because they require strict adherence to a set of rules, often complex, often difficult to learn. Surgeons must perform their surgeries exactly as taught to them in medical school, engineers must keep their designs within specifications laid out by the laws of physics and the government, scientists must perform experiments exactly as described in the experiment procedure. All of these professions (and many more) leave very little room for individualization. Other professions are difficult because they are entirely individualized. One such profession is teaching. Each teacher, though issued standards they have to meet and laws they have to follow, largely has to develop his or her (for style purposes, “his” will be used instead of his or her) own methods of teaching. In order to effectively determine how to teach, any given teacher must figure out his educational philosophy. Princeton’s Word Net defines education as “the gradual process of acquiring knowledge” and philosophy as “a belief or system of beliefs.”

The writer will analyze Ron Clark as a good teacher by answering five simples question that related to characteristic of a good teacher that showed by Ron Clark in the movie:

1) What is the purpose of schools?

2) How can teachers’ best help students learn?

3) How can teachers’ best address student differences?

4) What are practices that all teachers should employ?

5) How can teachers create a safe and effective learning environment?
The first question deals with the overall purpose of formal education. It extends beyond the questions of how individual teachers ought to teach and begs for a normative analysis of the goals of formal education; the purpose of formal education extends far beyond merely imparting knowledge to students. I think the number one purpose of formal education is to develop the entire student, both talents and character. The first and most obvious talent to develop in a school setting is intellect. The writer believes it goes without saying that development of intelligence is important within a school setting. Perhaps just as important to the development of the child and the overall success of the learning environment, however, is development of personal abilities. When a teacher cultivates a child’s God-given talents, especially if he can relate it to the course work, the student is likely to become more interested in school. The Ron Clark Story illustrated this concept very well. Mr. Clark was able to help Tayshawn, one of his most problematic students, become more interested in learning after he recognized and supported Tayshawn’s artistic abilities (Brockway, 2006). Just as important as cultivating these talents is cultivating the character of each student. Not only were our minds and talents developed, but we also were encouraged to grow as people. Through this development of our character (through service projects, class retreats, and several in-class events) we as a collective student body seemed to become better learners. This concept was illustrated very well, again, by the Ron Clark Story. In it, Mr. Clark works at trying to develop Shamika as a leader by doing things like giving her control of the class while he steps out. Through
this development, Shamika seems to become a better person and as a result she is able to get a perfect score on the end of year state exams (Brockway, 2006). The importance of character (and by extension behavioral) growth in determining ability to learn is underscored by the simple fact that Ron Clark started his class by setting up rules for discipline. By developing their character, emphasizing proper behavior and, most importantly, respect, Mr. Clark ensured the success of his students. The importance of development of the whole person, that is to say character along with talents, is evident through the concept that character affects learning. The writer feels that schools have the capability and as results are required to be the catalyst for change within society,

The second question, what can teachers do to help students learn. The first and most important thing a teacher can do is to get to know his students. A personal relationship with the students serves as a motivating force because it empowers the students, making them feel important. It also makes the students comfortable learning and growing in the classroom.

The third question, how can teachers address student differences, is a divergence from the trend established in the first two, dealing largely with how to handle diversity. As different as that is from the second question, the answer is the same: a teacher must get to know his students. A teacher cannot address differences without knowing what they are. Once these differences are known, a teacher can best deal with them by shining the spotlight on them, perhaps by having the students take turns discussing what makes them different from the
rest. This is important because hiding diversity is detrimental to the education process as well as society on the whole. After these spotlights are shone, the next step is to start dialogues. By discussing differences, students can learn more about those differences and begin to unravel the web of stereotypes surrounding different cultures and races. With these discussions about difference, teachers and students alike can begin to gain a deeper understanding of why some students might behave poorly or why they feel like outsiders.

The fourth question, what are practices that all teachers should employ, is really just universalizing the second question; however its answer involves different concepts. This does not fall into the realm of the second question because it does not directly help students learn, but rather it fosters an environment where students are comfortable and treated with fairness. To be truly fair is simply to give each student what they need, even if that means giving more to one student than to another. To adequately accomplish this goal, one must be subjective in his teaching because to be objective would require that every student get the same. Objectivity does not allow for difference. The last thing all teachers should do is issue their own punishments. This allows for greater control over the classroom. By issuing punishments, a teacher has the capability of developing a greater bond with the student. This concept is illustrated in the Ron Clark Story when Mr. Clark intentionally does not inform the principal of Tayshawn’s fight (and thus prevents his expulsion) and as a result Tayshawn’s affection grows.
The last question, how can teachers create a safe and effective learning environment, is in essence a culmination of all the previous ones. In my mind, there is one definitive answer to this question. A teacher can create a safe (ideologically speaking, students are safe to learn) and effective learning environment by creating an atmosphere in which students are comfortable sharing ideas.

By emphasizing this kind of atmosphere, teachers can create a much more academic environment. To generate this type of atmosphere, teachers must at first start with emphasizing respect. Mr. Clark again illustrates this concept very well with his emphasis that his class is a family from day one (Alberta, 2006). The insistence on respect created an atmosphere where students felt comfortable speaking in class and as a result was capable of excelling.

The answers to these five questions, though verbose. The writer feels that teachers must get to know their students and those they must individualize their instruction in an atmosphere where every student feels comfortable voicing their opinion.

2. How to be a good teacher.

Many different people were asked the question, almost with a tape machine there to record their answers. There were teachers of English in the world. Some of the respondents were teacher trainers and methodologists (Harmer, Jeremy: 1988)

The following are representative of what makes a good teacher.
1. They (teachers) should make their lessons interesting so students don't fall in them.

2. A teacher must love her job. If they really enjoy their job that will make the lessons more interesting.

3. A teacher who has his own personality and does not hide it from the students so that they are not only a teacher but a personality as well, and it comes through the lessons.

4. Students like a teacher who lots of knowledge, not only of his subject.

5. A good teacher is an entertainer and has a positive sense not negative sense.

3. Characteristics of good teacher

   A. Knows the subject matter.

      1) Regularly reads books and professional journals on the subject.

      2) Maintains an up-to-date file.

      3) Takes classes, in-service training, and other opportunities to learn about the subject matter.

   B. Is prepared for class.

      1) Has a detailed outline for the year.

      2) Prepares weekly class outlines.

      3) Allots preparation time.

      4) Periodically evaluates use of class time.

      5) Avoids frequent irrelevant anecdotes and departures from the subject
(a sure indication of lack of preparation or interest in the subject).

6) Plans useful homework and assignments.

C. Acquires and maintains excellent teaching skills.

1) Explains ideas clearly.

2) Asks fellow teachers to offer suggestions.

3) Swaps ideas with other teachers.

4) Attends seminars or classes on teaching techniques.

5) Makes the subject interesting.

D. Has a good relationship with students.

1) Is courteous and fair to all students regardless of intelligence or social class.

2) Avoids sarcasm or humiliation.

3) Knows students personally by name and background.

4) Does not attempt to establish a buddy relationship, but maintains appropriate professional distance.

5) Likes students; talks with them easily.

6) Finds means of obtaining student feedback or suggestions and makes use of them.
A. Conclusions

Based on the story With Ron Clark’s unending hard work, undying perseverance and enduring faith dictates the success of each and every character in the story, that despite the tough and wearisome task of the educating children whose undergoing different life situations, it is still our faith and will that will lead us to the greater glory. This story is one of the best created films at all time, inspiring not only teachers and educator but also ordinary people who find themselves hanging on to that one great goal of achieving their dreams.

The movie is highly recommended to inspiring teachers like the writer, whose knowledge on choosing and applying teaching strategies and techniques are still minimal. Helpful information on classroom and class management is more than enough to give us ideas on how to deal with different types of the students especially for problematic ones. Thoughts on multiple intelligence and global teaching methods were shown which are beneficial for the students to acquire learning.

The writer would like to conclude that:

a) There are many elements in the Ron Clark Story, the three most important of which are characterization which consist of the main character and minor character, plot of the sequence of events of which the story is composed,
setting the place and the time when they happen.

b) Ron Clark is the main character in the movie is revealed through two ways these direct and indirect methods, through these methods Ron Clark presented as a teacher who in my thesis he is a good teacher and has positives sides such being responsible, strong, confident, and hard worker.

c) Ron Clark can be applied in teaching of English class.

B. Suggestion

The movie gives us an insight that the teacher should respond upon diverse situations and unusual attitude and feelings of the students, parents and colleagues. Generally, it is one great movie that people should not fail to watch. We will discover new things that will help us not only to be a better teacher but to be the best one. Furthermore, the story can show viewers that learning indeed should not be restricted within the four walls of a classroom and that the greatest lesson can be acquired when we learn to help other people and learn to love them. This movie is good for IKIP PGRI students because the movie shows many methods that are used by Ron Clark in teaching English classes. This movie inspiring not only for teachers and educator but also for ordinary people to get the goal of achieving their dream.
BIBLIOGRAPHY


CD of “The Ron Clark Story” movie.


http://www.allwords.com (July 31, 2010)


BIOGRAPHY OF DIRECTOR
(Randa Haines)

BIOGRAPHY

American filmmaker Randa Haines was born in Los Angeles and studied with Lee Strasberg before acting in off-Broadway plays. During the '70s, she worked as a script girl before attending her first directing workshop at the American Film Institute. In 1979, she started working on her own projects. Her first directing job was Under This Sky, a dramatic program about women's suffrage starring Irene Worth as Elizabeth Cady Stanton and Collin Wilcox Paxton as Susan B. Anthony. Haines also directed episodes of Knots Landing and Hill Street Blues. Her made-for-TV movies included The Jilting of Granny Weatherall, based on the book by Katherine Anne Porter, and the childhood drama Something About Amelia, which earned several Golden Globe awards. Her later television work included the anthology programs Alfred Hitchcock Presents and Tales From the Crypt.

In 1986, Haines made her theatrical feature debut with Children of a Lesser God, based on the play by Mark Medoff. Starring William Hurt, the film earned much attention at the Academy Awards, and a Best Actress Oscar for newcomer Marlee Matlin. Hurt was also the star of Haines' 1991 movie The Doctor, based on the memoirs of Edward E. Rosenbaum and adapted by Anthony Minghella. The director's next project was the low-key drama Wrestling Ernest Hemingway, starring Richard Harris and Robert Duvall. In 1996, Haines turned to producing with the Southern-style drama A Family Thing, written by a struggling screenwriter named Billy Bob Thornton. She continued producing films after that, including those that she directed herself (Dance With Me, The Outsider). In 2002, Haines produced Denzel Washington's directorial debut Antwone Fisher and the documentary Los Zafiros: Music From the Edge of Time.

Filmography

7) Dance with Me (1998)
8) Wrestling Ernest Hemingway (1993)
9) The Doctor (1991)
10) Children Of A Lesser God (1986)
12) Hill Street Blues (TV series)
13) Knots Landing (TV series)
The Ron Clark Story
From Wikipedia, the free encyclopedia

The Ron Clark Story
Directed by Randa Haines
Jody Brockway
Howard Burkons
Tom Cox
Brenda Friend
Produced by Adam Gilad
Paul Jackson
Craig McNeil
Murray Ord
Jordy Randall
Written by Annie deYoung
Max Enscce
Starring Matthew Perry
Ernie Hudson
Music by Mark Adler
Distributed by TNT
Release date(s) January 13, 2006
Running time 96 minutes
Language English
Budget unknown

The Ron Clark Story (also known as The Triumph in Australia, New Zealand, Belgium, the UK, Sweden and the Philippines) is a 2006 television film that premiered on TNT on Sunday, August 13, 2006. Based on the real educator Ron
Clark, it centers on the title character, a teacher from a small town, who moves to New York City and tries to make a difference in the lives of his students, despite nobody, including the students themselves, believing in them. The film was sponsored by Johnson & Johnson.

Plot (Includes Spoilers)
The Ron Clark Story follows the inspiring tale of an energetic, creative and idealistic young teacher who leaves his small North Carolina hometown to teach in a New York City public school. Through his passionate use of special rules for his classroom, highly innovative teaching techniques and an undying devotion to his students and helping them cope with their problems, Clark is able to make a remarkable difference in the lives of his students. For one young girl trying to attend school while helping to raise her siblings, he offers a chance for her to overcome her situation and become the top student of the class. For a young man with a penchant for graffiti, he offers an ideal outlet for artistic expression. Even when he is almost overcome by pneumonia, Clark continues to work with his students, hoping that he can raise their test scores to an acceptable level, or possibly even higher. However, when Mr Clark returns, he finds out his class did not deliver the goods but he remains optimistic about their chances. The kids sit in the state exams and a few days later, Mr Clark takes the kids to see the Phantom of Opera. In the end, Principal Turner reveals that Mr Clark's class got the highest average in the state and Mr Clark was regarded by his students as their best teacher in the world.

Cast
10. Matthew Perry as Ron Clark
11. Brandon Mychal Smith as Tayshawn
12. Hannah Hodson as Shameika
13. Ernie Hudson as Principal Turner
14. Melissa De Sousa as Marissa Vega
15. Patricia Idlette as Devina
17. Marty Antonini as Howard
18. Baljeet Balagun as Badriyah's Father
19. Patricia Benedict as Jean Clark
20. Judith Buchan as Snowden School Principal
21. Candus Churchill as Doretha Wallace
22. Isabelle Dede as Alita Sanchez
23. Bren Eastcott as Badriyah
24. Domarley Howell as Amanda
f. Awards and nominations

In December 2006, Matthew Perry, who plays Ron Clark, was nominated for the Best Actor Golden Globe and again at the Screen Actors Guild Awards. In addition to Mr. Perry’s nods, the film was nominated for a Directors Guild of America Award for Director Randa Haines, a WGA Award for Writers Max Enscoe and Annie de Young, and a Broadcast Film Critics Association Award for Executive Producers Howard Burkons and Brenda Friend.

On November 30, 2006, the Family Television Awards honored TNT and Ms. Friend and Mr. Burkons for producing the “Best TV Movie/Drama for 2006.” On March 10, 2007, the 28th Annual Young Artists Association honored the film as the “Best Family Television Movie or Special,” and gave Hannah Hodson the award for “Best Performance in a TV Movie, Miniseries or Special (Comedy or Drama) Leading Young Actress.”

On March 15, 2007, the film received the prestigious Christopher Award for TV and Cable. Among the filmmakers recognized for their work were Director Randa Haines, Writers Max Enscoe and Annie de Young, and Executive Producers Howard Burkons and Brenda Friend.

In July 2007, it was nominated for three Emmy Awards: Gary M. Zuckerbrod, Lonnie Hamerman, Bonnie Finnegan, Rhonda Fisekci, and Candice Elzinga for Outstanding Casting For A Miniseries, Movie Or A Special, Matthew Perry for Outstanding Lead Actor In A Miniseries Or A Movie, and Executive Producers Howard Burkons, Brenda Friend, Adam Gilad, Sunta Izzcupo, Jody Brockway, and Producer Craig McNeill for Outstanding Made For Television Movie.
The story begins with Clark leaving his small hometown in North Carolina, hoping that he can also make a big teaching in the big city. Carrying high hope and big dreams, Clark embraced the busy life in the city, working as a waiter for a restaurant at a part-time job. He was able to land in Harlem public school despite discouragements from friends and colleagues. Thinking that he is too weak and too nice for the 6th grades students who belong to the bottom group of the graduating students’. Reluctant that Clark can make it, he was given the task of improving the class score and passed the state examination.

Clark endures the rudeness of the class on the 1st time and suffers even worst as the day passed but Clark never gives up on them. Instead, he tries to know his students better by visiting them at their time. One of them was Shemeika Wallace, a 12-year-old girl while helping to raise his brother and sisters. She lives at home with her mother, who works two jobs, and she has to take care of her little brothers, so she can’t do her homework and can’t be a kid. To cover her feelings about not being able to do anything, she just pretends she doesn’t want to work and doesn’t want to do anything at school.

Julio Vasques who is juvenile delinquent and Tayshawn who has a penchant for graffiti with that, he sees the reasons why the students acted the way, they didn’t get much attention and importance from their family. Since then, he treats his students as his family and works beyond and above his profession, to reach out to them. He created distinctive rules in his classroom and uses contemporary teaching methods and techniques suited for his students. He tries to renovate the classroom and make it more feasible for his students to learn. He gives incentives to them and makes them feel that they can trust him. But despite all these efforts, the students have not appreciated a single act from him. That is the time that he almost gives up. Despite having disheartened spirit, Ron Clark still believes in the ability and flair of the each the students in his class, He has in his mind the though that the kids can do more than mind what he is asking them to do. With that in mind, he tried to recharge and revive his strength by exploring New
York city with a friend and go back to school with a rejuvenated purpose of helping his students dream big and make it real. Students think that Ron Clark will not show up again just like their previous teacher. Much to their surprised, Clark comes back with better and brighter ideas on how he can “fit in” he tries to build rapport by playing with them and teaching them on his spare time. He gave exciting challenges to promote silence and good study habits.

He applies different teaching strategies and thing of how the kind best acquire learning. He intensified his intensive scheme and make sure that kids work are appreciated. He even tries to do choose for his students just to make surer that they will do their homework. Some parents get mad at him, assuming that the is already meddling with the private interest, but he always address the need of these kids to have time to study to achieve their highest potentials. With all these and more, he gradually sees the academic improvement of the class and the changes in their behavior are tremendously notice. Clark constantly the importance of having big drquotes eams and making them come true which inspire the students do their best to pass the state exam. He always does the extra mile in teaching them and spends almost all of his time educating the students. His health suffers from pneumonia but that does not stop him from reviewing the students for the exam. He has recorded instructional videos for them to watch. After the state exam, Ron Clark organizes a small party for a job well done and to honor outstanding students.

The principle arrives that with the good news, it was the result of the state exam. Everyone was amazed with how the class performed, Ron Clark’s class turned out to be the best performing class in the school, they even out do the honor class. One remarkable result was one of the students; Shameika Wallace got a perfect score, which no one of the district ever does. Ron Clark was delighted and ecstatic. Seeing his students going one step closer their dreams.

Quotes from the ron clark story
I'll be with you in a minute.

but let's take a moment to thank our own Mr. Clark,

for the fourth year in a row!

We have a surprise that we have put together for you.

as a temporary teacher.

Next up, something cool on a hot night.

Do you have a list of the public schools in Harlem?

I'm a teacher.

I apologize. We just don't have a position available.

and help a poor, brave waiter go henceforth into the kitchen.

Hey, watch out. I got a bow and arrow.

I'm a teacher.

Me? Oh, I'm taking a break from acting.

You need a teacher. I need a job.

but I'm afraid you might be a little too...

They do seem a little bit squirrelly.

Oh, they're a bit more than squirrelly.

On a break.

You're a teacher, Clark.

You got a job?

He a clown, Mr. Clark.

but he's a good boy.

You know, I've never had a student from India before.

I already got a job, mister.

and a brother on parole.

* test it, gonna make a man out of you *

* yeah, I get you to scream and demandin' respect with a left *
* and you knowin' that it's gonna be a while with the demon... *
* that i'm comin' to make a man out of you yet *
* just a shadowboxer *
* just a shadowboxer *
i have a surprise for all of you.
This year, we are going to be a family.
but i think he was picturing me in a dark alley.
because-i'm-going- to-l.a. -with-jason friend.
You know, he's trying to get on a daytime heartthrob thing.
Oh, so, you're a union mover.
This is gonna cost me a pizza, huh?
If you follow them, we will all have a lot of fun.
we are a family.
Give me a damn break, man.
If you are asked a question,
we will form a line to enter and exit class.
you will get a check.
If you break a third rule...
Could i ask a favor of you ladies?
and righteousness like a mighty stream.
It's like on a hot day when you go outside,
and "whoosh!" somebody opens up a fire hydrant.
i want you all to start a journal
But because we are all a family.
Shameika, this is a family.
Thanks a lot, shameika.
Yeah, I know there's a job for me back home.

Yeah. Little while to warm up to me. Yeah.

I want you all to take a good look around. First of all, he a freak. Making us walk around in a damn line. That's 'cause you from a foreign country.

* is it a? *

Girl: This is my first "a."

second boy: You got an "a", too!

It's ok to be proud of yourself for doing well on a test. Can you hold up for a minute? I wanted to ask a favor of you. He a 5-0 or somethin'? What's up? Last night i just didn't do a good enough job. There's a few spelling mistakes. I think maybe he's got a fever. This girl has a job to do. I don't expect a teacher to bring school up in my house. I am merely suggesting that you give her a chance. I just know she's a great student. a born leader... creative, intelligent. a little longer every day. You got quite a talent for this. Skills?! You mean being a straight up punk? This isn't a democracy, mr. Brampton. Mr. Turner: Let's all just take a step back.
This is not a test.
And we have a book report due tomorrow.
A week. Maybe more.
Now, I know that doesn't seem like a lot of time.
You know, a guy could get used to this.
caused a reaction.
So, just get a good night's sleep.
I want to be a doctor.
A'ight, you can't be like that, son.
We can do a last-minute review
with a number 2 pencil.