

**AN ANALYSIS OF CLASSROOM MANAGEMENT  
FOUND IN “RON CLARK STORY MOVIE”**

**THESIS**



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## ABSTRACT

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**Key words:** classroom management, movie, Ron Clark Story

This research is about strategy on classroom management in “Ron Clark Story” movie. Classroom management is one of central aspect by teacher on the teaching activity. It is very important thing. Classroom management strategy as the way for teacher to organize the class. As a controller and observer, so that teacher has duty to make a fun environment, motivation, and good influence in order the students be able to accept the lesson well.

The purpose of this research to analyze the the strategy of classroom management in “Ron Clark Story” movie.

The researcher employed qualitative research approach and content analysis as the research design. The analysis of the data encompassing: 1) watch the movie for several times; 2) collect the data source; 3) collect the book concerned with the keywords of this title, 4) select the suitable book with the subject and object of this research; 5) Analyze the movie and comparing with the referential book. The primary data was taken from “Ron Clark Story” movie. The secondary data sources is taken from many kind of books and relevant materials such as books of literature theory, classroom and management, internet.

The result of this study show that there are six strategy of classroom management applied by Mr. Clark, namely: Create an effective learning environment, Establish classroom procedures, Create a motivational environment, Keep everyone engaged, Teach life skill and good learning habits, Be creative. Before Mr. Clark applied his strategy the student were very worst and annoyed. They also do not cares about the teacher. But, after Mr. Clark come to teach and applied his strategy they sooner change to be a good and spirite students.

## APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of:

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Has been approved by the advisor and is recommended for approval and acceptance.

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**RATIFICATION**

This is to certify that the *Sarjana's* thesis of IMRO'ATUL MUFIDAH has been approved by the board of examinations on:

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# CHAPTER I

## INTRODUCTION

### A. Background Of The Study

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour.<sup>1</sup>

Classroom management is the way teacher organizes what going on in the classroom. As a controller, promter, and observer, the teacher has duty to make a joyfull environment, strong motivation, and good influence, so that the student can accept the lesson well, and the process of input taking and out the output on the student`s mind is optimum. School is an education centre that applies the smart young generation who will lead Indonesia one day. School is one place where they build their dreams in the air.<sup>2</sup>

Classroom Management is one of central aspect by teacher on the teaching daily activity. As we know that every student have different charracter and background, including the learning style. For that, classroom management so important because teacher will able to know the suitable strategy before they

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<sup>1</sup> *Classroom Management*, AEU University

<sup>2</sup>Endang Fauziati, *Teaching English as a foreign language*, Surakarta: Era Pustaka Utama



teach on the class in order the process of transfer knowledge between teachers and students runs well.

In the process of teachings is needed condusive situation. The situation can be reached by suitable management of classroom. Why the writer use “suitable” word, not “great” ?. it is because on the mind of writer every method is great. Because it is have researched before. But, because of many charracter of the students probably the great method must not suitable to used. Teacher may not bored to face the students who have different charracter. Teacher may also consist with the suitable method and try to find more creative and unique ideas in order students were always on the fresh mind in every teaching activity.

A movie or motion picture includes photographs, diagrams, or pictures in a series which projected in a screen by a projector for process in turning in a screen that cause appearance in screen look natural movement.<sup>3</sup>

Movie also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn).<sup>4</sup>

Films are cultural artifacts, which reflect those culture and in turn affect them. Film is considered to be an important art form, a source of popular entertainment and a powerfull method for educating or indoctrinating citizens. The visual of cinema give motion pictures a universal power of communication;

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<sup>3</sup>Sharon and Weldon in Denik Riana “*An Analysis of moral values found in frozen movie*”, (Thesis, IAIN Ponorogo, 2015), 8

<sup>4</sup>Wikipedia, Movie (<http://simple.wikipedia.org/woko/Movie>), accessed in 7 december 2017

movies have become popular worldwide attractions by using dubbing or subtitles that translate the dialogue.<sup>5</sup>

Ron Clark Story Movie is one of movie that show the teacher skill on managing the classroom. This movie is based on true story in North Carolina.

This movie reasonably watched by teachers because its gives new spirit to teacher. How the teacher not to give up in teaching their students. Almost, the students are naughty, indiscipline, etc. The film teach us how we as the teacher teach our students with love, heart, and with spirit that is never give up.

According to the “ron clark story movie” the writer interested to identify the model of teaching by Ron Clark. On the mind of writer, Ron Clark Story was unique film. The writer found an unique strategy to manage the classroom.

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.

Mr. clark is a unique teacher and also teach using the unique technique. He is a teacher. And in my opinion he is real teacher. He teach us many things about teaching. In the process teaching, he not only transfer the knowledge but also transfer the value. He is special teacher. He take some rule, first: we are family, second: take a risk and the last : respect each other. I think if the teacher

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<sup>5</sup> <https://en.wikipedia.org/wiki/Film>, accessed in 9 march 2018 10.45

teach the students like mr. clark teach, the students will not feel bored and they will be a confidence students.

## **B. Statement of the problem**

In this study, the writer will focus on the following problems;

1. What kind of classroom management applied on ron clark story movie?
2. How is the students condition before and after mr.clark apply his rule on his classroom?

## **C. Objectives of the study**

Concerning with the problem statement, this study has some objectives described as the following;

1. To analyze kind of classroom management used on ron clark story movie
2. To describe the students condition before and after Mr.Clark apply this teaching strategy

## **D. Significance of the study**

This study is hoped to be able to give several significances presented as follow;

1. Theoretically:

This research is expected to be able to give information to the reader about classroom management used by ron clark on the Ron Clark Story Movie.



## 2. Practically:

This study is hoped to be able to contribute the development of the literature study. The writer also expects that people can take the model of classroom management found in “ron clark story movie” and apply it in teaching act.

### **E. Previous Research Finding**

In doing this research, the writer has found the previous research finding that give inspiration to the writer to write about the classroom management found in ron clark story movie. This researches are as follow:

First of the research is by Suherman, titled “a model of good teacher in the ron clark story movie script”. The result of this research are; ron clark is the main character in the movie is revealed through two ways these direct and indirect method, through these methods ron clark presented as a teacher who is a good teacher and has positive sides such being responsible, strong, confident, and hard worker.<sup>6</sup>

Second research is by Via Suciani, titled “ Classroom Management in Teaching Reading Applied By the English Teacher at Tenth Grade of SMK KARTANEGARA KEDIRI”. The objective of this research is to create a good environment in teaching reading. The approach used in this research is qualitative research. It describes some facts or systematically and factually. The

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<sup>6</sup> Suherman, “*A model of good teacher in “the ron clark story” movie script*”, (thesis, IKIP Semarang, Semarang, 2010)

methods of the research was case study. The writer act as a key instrument and participant observation. This research was done in some process , they are: preparation, data analysis, data collection, and writing the report of the research. The data was collected by observation, interview, and documentation. The researcher used data reduction, data analysis, drawing and verifying to analyze the data. To checking the validity of the data, the writer used triangulation method. The result of this research : the first conclusion is the teacher conducted group work activities in group and pair work. Pair work was conducted to finish some simple comprehension questions or just to find the meaning of some difficult words in a text. The second conclusion is about how the teacher managed unappropriate behavior students during teaching learning process by giving any instruction. This kind of instruction was given by the teacher to control the students' behavior during the teaching learning process. The last conclusion is about the use of grouping strategies has been found to be an effective management tool in different level ability settings to provide efficient use of teacher and student time.

Third research is by Agata Retno Palupi, titled “ Classroom Management Applied by the Eight Grade Teacher in Teaching English in SMP MUHAMMADIYAH 1 SURAKARTA. The objectives of this research are to classify the factors influence the classroom management and interaction in the class, and to describe the problems faced by the eighth grade teacher iin applying his classroom management in the class. This research applies descriptive

research. In collecting data, the writer uses observation, interview, and analyzing document. The data were analyzed by 1). Identifying the data found in the field. 2). Classifying the data found with the theory of classroom management proposed by Prof. Dr. Endang Fauziati. 3). Interpreting the data to research finding. 4). Drawing the conclusion of classroom management research. The result of the research are : a). there are five components of classroom management applied in the class. They are teacher talk, teacher talking time, physical presence, seat arrangement, and element necessary in language classroom. b). there are two factors that influence classroom management applied by the eighth grade teacher in teaching English in SMP Muhammadiyah 1 Surakarta. They are, time allocation and seating arrangement. c). the problems faced by the teacher in managing classroom are class cleanliness and discipline. The students are unaware to keep and clean their class cleanliness, and there are many students who come late to the class and they show undisciplined act.

For this research titled “An Analysis of Classroom Management Found on Ron Clark Story Movie” the objectives of this research are: to know what kinds of classroom management applied on Ron Clark Story Movie, and to know the students condition before and after Ron Clark applied this rule on the classroom. On this research the writer will focus on the: 1). Kinds of classroom management applied on the Ron Clark Story Movie based on theory classroom management, 2). Focus on knowing the students condition before and after Ron

Clark applied his rule on the classroom. The approach used in this research is qualitative research and content analysis as the design of the research.

## **F. Method of the Research**

### **1. Research Approach and Design**

The approach used in this research is qualitative research content analysis type. It describes some facts or systematically and factually.. Content analysis is a systematic research method for analyzing and making inferences from text and other forms of qualitative information (e.g., from interviews, focus groups, open-ended survey questions, documents, video). It uses a variety of analytic strategies to categorize, compare and contrast a corpus of data. Key trends and themes are identified though systematic coding of the data.<sup>7</sup>

### **2. Reseachr Object**

The object 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. In my opinion he has special thing on teaching. He also very creative teacher.

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<sup>7</sup> Content Analysis: Principle and Practices (COAN909)

### 3. Data Sources

#### a. Primary data sources

Primary data are original data that we collect ourselves. Primary data can be collected in number of ways such as by conducting personal interviews (by phone, mail, or face-to-face), by conducting experiments, by inviting focus groups, etc.

The main sources of the data in qualitative research are words and act, and the rest is additional are such as document, etc. Concerning to this case, the source that is taken in this thesis is from Ron Clark Story Movie.

#### b. Secondary data source

Secondary data source is if data collected by someone else for some other purpose.

The secondary data sources is taken from many kind of books and relevant materials such as books of literature theory, classroom and management. Most of them are found in electronic library such as: Thomas amstrong, *Multiple Intelligences in the Classroom*, Carol Weinstein and Wilford A.Weber on *Classroom Teaching Skill*, etc. Some of them are found in IAIN library. The data is also taken from internet such as: Wikipedia.

### 4. Technique Of Data Collection

This research used two ways in collecting data. Those are documentation and observation. Those ways are used because the data are



taken from “ron clark story movie”. Those ways are suitable in order to get and collect the data from “ron clark story movie”.

Documentation in this data collection technique means taking the data obtained through the documents which have important relation to the research object. So, in this research, the writer takes the screen play of “ron clark story movie” to complete the data.

## 5. Data Analysis

Method of data analysis that is used by writer is qualitative research content analysis types. Content analysis is a systematic research method for analyzing and making inferences from text and other forms of qualitative information (e.g., from interviews, focus groups, open-ended survey questions, documents, video).

Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities.<sup>8</sup>In this research the writer does the following steps to analyze the data source: 1) watch the movie for several times; 2) collect the data source; 3) collect the book concerned with the keywords of this title, 4) select the suitable book with the subject and object of this research; 5) Analyze the movie and comparing with the referential book.

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<sup>8</sup>Robson in Louis Cohen, Lawrence Manion and Keith Morrison, in Denik Riana “*An Analysis of moral values found in frozen movie*”, (Thesis, IAIN Ponorogo, 2015), 15.

## **G. Organization Of The Thesis**

This thesis is composed of five chapters. The sequence of the chapters is as follows:

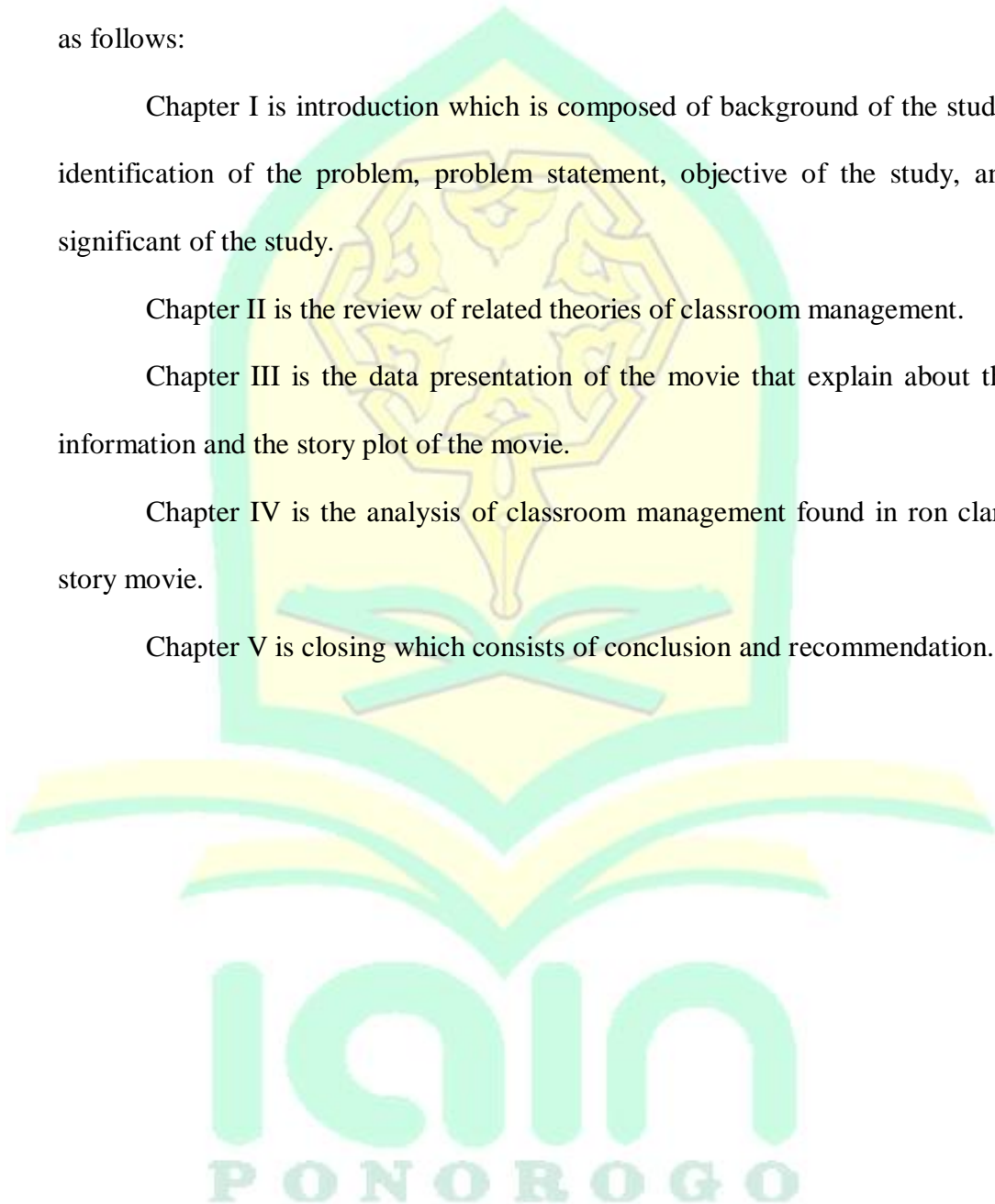
Chapter I is introduction which is composed of background of the study, identification of the problem, problem statement, objective of the study, and significant of the study.

Chapter II is the review of related theories of classroom management.

Chapter III is the data presentation of the movie that explain about the information and the story plot of the movie.

Chapter IV is the analysis of classroom management found in ron clark story movie.

Chapter V is closing which consists of conclusion and recommendation.



## CHAPTER II

### REVIEW OF RELATED THEORIES

In this chapter, the writer would like to present sub chapter of classroom management, definition of classroom, definition of management, definition of classroom management and types of classroom management.

#### A. Management

Management is act of running and controlling a business; people who manage a business act or skill of dealing with people or situation successfully.<sup>9</sup>

Management (or managing) is the administration of an organization, whether it is a business, a not for profit organization, government body. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees (or of volunteers) to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources. The term “management” may also refer to those people who manage an organization.<sup>10</sup>

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<sup>9</sup>*Ibid*, 268

<sup>10</sup> <http://en.wikipedia.org/wiki/management>, 11 jan 2018

## B. Classroom

Classroom on the oxford learner's pocket dictionary is; room in a school in which a class of students is taught.<sup>11</sup>

Classroom is a micro-society with student citizens, many of whom have competing needs and interests. Consequently, rules, routines, regulations, and procedures elements of order are a fundamental part of the classroom infrastructure.<sup>12</sup>

## C. Classroom Management

Classroom management refers to the ways in which teachers manage a class in order to make it maximally productive for language learning. And all the things that a teacher does to organize students, space, and materials, so that learning can take place. Classroom management has been a primary concern for teachers since there have been teachers in the classroom. A lack of classroom management affects both of teachers and the students. Studies show that some form of intervention makes a positive impact on teachers, students, and the whole school, climate. Teachers need to personally connect with each student in the classroom in order to make students feel comfortable and welcome.<sup>13</sup>

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<sup>11</sup> *Ibid*, 74

<sup>12</sup> Thomas Armstrong, *Multiple Intelligences in the Classroom*, (Virginia USA: ASCD), 112.

<sup>13</sup> J.C Richard and Renandya Willy A., *Methodology in language teaching: An Anthology of Current Practice*. USA. Cambridge University Press

Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens.<sup>14</sup>

Teacher enthusiasm, organization, and technical skill of instruction are almost all of the characteristics of an effective classroom leader. Almost. It is sophistication regarding classroom management that makes educated and enthusiastic teachers classroom management encompass all the components that impact upon the smooth delivery of education to students. These components include teacher behavior, student behavior, and the classroom physical features. This entry reviews the most common factors that may provoke problem behaviors for individual students or for an entire class, describes method for determining why the problems are occurring, and suggest how to intervene effectively.<sup>15</sup>

Classroom management refers to teacher behaviors that facilitate learning.<sup>16</sup>

The term Classroom management refers to the actions teacher take to create an environment that is respectful, caring, orderly, and productive.

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<sup>14</sup> [https://en.wikipedia.org/wiki/Classroom\\_management](https://en.wikipedia.org/wiki/Classroom_management), accessed January 2018

<sup>15</sup> *Psychology of Classroom Learning an Encyclopedia*, (GACE CENGANGE Learning)

<sup>16</sup> (*Classroom Management*, peace corps: Idea Book, 2008), 6



Classroom management supports, and facilities both academic and social-emotional learning. In other words, effective classroom manager not only create an environment to faster academic achievement, they work hard to enhance students social skills (including, empathy, communication skills, anger management, and conflict resolution) and their capacity for self-regulation.<sup>17</sup>

Based on those statements, the writer conclude that classroom management is act of teacher to controlling and managing a business on the classroom using good of skill or strategy dealing with people or situation successfully.

#### **D. Kind Strategies for Classroom Management**

Actually, there are many kinds strategy of classroom management. But, in this research the researcher will expose kind of classroom management based on a book titled Classroom Management. The book was a published by ICE Resource Center. It is organization works with PEACE Corps technical and training specialist to identify and develop information of all kinds to support volunteers and overseas staff. The researcher will use this book to identify the strategy of classroom management in the Ron Clark Story Movie.

Based on the Classroom Management's book, there are eight strategy for classroom management, those are:

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<sup>17</sup>Carol Weinstein and Wilford A. Weber on *Classroom Teaching Skill*, Wadsworth, Cengage Learning

## 1. Create an effective learning environment

Benjamin franklin said: “An ounce of prevention is worth a pound of cure.” This is particularly true of a teacher’s actions during the first week of school. The effort and time you put into planning for the year and thinking through potential pitfalls will help in the long run. If you are one step ahead of your students and their day-to-day needs, you will manage unexpected more smoothly when it comes along. Students will recognize and follow the classroom routine earlier and more easily if you are prepared. Students will also see that you are in charge of yor classroom, you have high expectations of them and you expect them to succeed.<sup>18</sup>

An effective classroom environment created by some preparation.

### a. What to do the first week of school preparation

- 1) arrange the room to facilitate your proximity to students and your mobility.
- 2) be prepared. You don’t yet know your students ‘ abilities and behaviors so have alternative and backup activities ready.
- 3) if you are team teaching, plan with your team teacher and agree on individual responsibilities to make working together in the same classroom more efficient.

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<sup>18</sup> ibid,

**b. climate setting**

- 1) Greet students at the classroom door and tell them what to do when they enter the classroom. For example, on day one, introduce yourself, ask their names, and assign their seats. On day two, greet students by name whenever possible and indicate they are to do the one-minute assignment you have written on the board as soon as they get to their seats.
- 2) Learn every student's name and something about each student as quickly as you can. Use nametags, getting-acquainted activities, and/or seating charts.
- 3) Tell students about yourself.
- 4) Teach subject content from day one. Keep lesson focused and doable for the length of the class. Clearly communicate learning objective(s), give simple instructions, and structure lesson to accommodate students' knowledge and skills.
- 5) End class with a routine that summarizes the day's accomplishment, reminds students what they need to do to prepare for the next day, ensures materials are put away, and leaves the room clean.<sup>19</sup>

**c. Create community**

- 1) develop a set of written behavior expectations (rules and procedures) with the class that you can live with and consistently enforce.

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<sup>19</sup> Ibid, 43

- 2) Establish cooperative learning groups, give tips for working as a group, and practice group work by accomplishing needed tasks (e.g., organizing learning centers, decorating the room, suggesting class rules and consequences, etc.).
- 3) Make parents your allies when you meet them. Describe your positive students expectations, briefly explain classroom rules, and indicate your willingness to meet with parents.

**d. Establishing classroom rules**

Teachers are ultimately responsible for classroom rules. New teachers or teachers in a new culture should consult experienced teachers and follow their examples in establishing classroom rules. Your rules should not contradict school rules. Try to limit your rules to five or six.

**Rules:**

- a) Identify specific expectations for general behaviors;
- b) Have consequences; and
- c) Must make sense to both receiver and enforcer.

Post rules where students can see them and you can visually refer to the chart. Teach how to behave according to the rules.

## 2. Establish classroom procedures

Classroom Procedure was very important in the teaching activity.

Classroom procedures communicate how to do daily activities. Teach and model procedures until they are routine<sup>20</sup>. Use a procedure to begin student work for example:

- a) Have students sit at their desks or in the groups.
- b) Have everyone get out the materials needed.
- c) Make sure all eyes are on you-use nonverbal cues.
- d) Point to posted assignment and state instructions.
- e) Test understanding by asking students, "what is the first step" or " what are you supposed to do now?"
- f) Work the first few questions or problems as a class and have students record the answer(s).
- g) Walk around the classroom until you are sure all students are on task.

## 3. Create a motivational environment

The following classroom conditions and strategies will help create a classroom climate that encourages learning.

- a) create an attractive, enriched environment. Get students involved by asking them to decorate their own classroom. Use student work to

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<sup>20</sup> Ibid,47



decorate when possible, to validate the work and to show examples of good work.

- b) develop lessons at a level that challenges students but is not too difficult or confusing.
- c) give clear directions. Ask student to repeat the directions.
- d) engage all students actively. For example, while one student makes a presentation, other students take notes or use a rubric to assess the presentation.
- e) demonstrate consistently that you believe all students will learn. For example, use short positive words to praise good work and behavior (e.g., great idea, fantastic, good job, sensational, super). Better yet, if you teach in a local language, brainstorm with students word of praise in their language and use them.
- f) teach to different learning styles. For example, write keywords on the board or use a diagram or visual, and so on.
- g) make learning intrinsically interesting by relating lesson content to the students' life and local environment. For example, make connections between the lesson and local current events or common life experiences in that region.
- h) use vivid, novel, or different attention getters at the beginning of the lesson. Use objects or pictures, have students read a poem or quotes, have a diagram on the board, or play some music.

- i) vary lesson presentations to keep teaching from going stale. Limit lectures or presentations to 15 minutes before directing a student activity. Break the class period into two or three different activities (e.g., lecture, group work, report out). Be sure each activity segues smoothly into the next.
- j) structure learning experiences so students feel successful. Develop activities at an appropriate level of difficulty and consider ways they can participate at two or three levels so all students can succeed.
- k) set clear behavior expectations and consistently reinforce expectations.

More than 2000 years ago, the Chinese philosopher Confucius (551-479 BC) said, “you hear and you forget, you see and you remember, you do and you understand.” Research has confirmed his words. Help your students learn better by always having them to do something with content you are teaching.

#### **4. Make every minute count**

Begin on time. End on time. A few minutes of class time saved every day could add up to hours of additional academic instruction by the end of the school year.

##### **To maximize learning and teaching time**

- a) plan each lesson in advance. Well-designed lesson plans have clear learning objectives and provide meaningful activities for students to reach the objective.

- b) write learning objectives, examples, problems, etc., on the board, flip-chart paper, or recycled cardboard before class.
- c) divide your board into three sections: (1) the left side for organizational points (date, objectives, instructions, homework; (2) the central and largest section for on going work that can be erased as the lesson progressed; and (3) the right section for reference points which students need throughout the lesson.
- d) begin class with “bell work,” which students begin as soon as they enter the room. Task may be related to the previous lesson or related to the lesson of the day. For example, students can copy the learning objectives for today’s lesson, copy a diagram or a list of words into their notebook, or write the most important thing learned during yesterday’s lesson.
- e) save time by taking roll while students are working, using a seating chart or delegating the task to a team teacher or student aide.
- f) make the student aide of the week responsible for handing out and picking up papers and supplies.
- g) be prepared with an emergency lesson or activity. Have an organized plan if your planned lesson for the day runs short or you need to fill time. Time will not be wasted and students will not get bored and act out.
- h) have activities ready for students who finish their work early-books for preferred reading, fun worksheets, learning game or art materials.

- i) use homework folders. Students place their completed homework in their folder and remove their checked work. When distributing worksheets, place copies in folders of absent students; work is ready for the students' return.

## **5. Keep everyone engaged**

Challenging students to think actively involves them in learning and develops critical skills. Expect both low and high achievers to participate in classroom discussions and answer questions.

### **Ideas to encourage all pupils to think**

- a) ask a questions, wait three to five seconds (wait time), then call on a student. Wait time encourages more thoughtful responses and allows slower, as well as quicker, students to respond.
- b) use the echo technique: one student gives an answer and you call another student to repeat it. "john, tell us what sara said." "mia, rephrase michael's answer for us." This process reinforces correct answers, involves more students, and improves listening skills.
- c) encourage a student to try and answer the question." Take a risk. I think you know it." Communicates it is OK to make a mistake.
- d) praise correct answers."great thinking!" "outstanding!" "well done!" shows teacher believes student is a successful learner.

- e) prompt students' thinking. "Based on what we learned {read, heard}, what do you think will happen next?" encourages students to think ahead and links past learning to future learning.
- f) make sure procedures are understood. "we are going to create dialogues in groups. Who can remind us how we are going to do this?" One student gives information, another repeats. Requires students to recall directions for certain types of activities.
- g) create a question box. Place all students' names in a box and draw a name to answer the question. Once all names have been called and the box is empty, place all names back in the box and start over. Make sure all students are asked questions and keeps students in suspense as to who will be called on next.
- h) pose a question and move your gaze to several different students during the wait time before selecting a student to answer. Adds drama to questioning.
- i) use total group choral response. Ask a question and then twirl your index finger in a circle to signal to the class that you want a total group response. This practice helps keep the class involved and adds variety to question sessions. (make sure this gesture is not culturally offensive.)
- j) create a student-to-student chain. Call on a student to answer the question. That student then poses a different question to another student and so on.



This method stretches the responder's thinking by having him or her ask another student a relevant question.

- k) pass a beanbag (or other object), such as a "talking stick". Ask the class a question, pause (wait time), and then pass the object to a student. The student answers the question (or not) and returns the stick to you or to another student. Use creative variations, such as student to student. This is fun and physically involves students.
- l) have the class indicate if the answer is correct or incorrect. After a student or group answer, ask, "do you agree, class?" student show agreement or disagreement by using previously agreed upon gestures, such as one hand up if the answer was correct, looking down if it was wrong. Be careful of the gestures you choose : showing thumbs up, thumbs down, for example, may be inappropriate gestures in some cultures. This technique keeps all students involved and has the added advantage of giving the teacher an instant check on the students understand.
- m) correct students in correct answer in ways to encourages their continued participation the learning process.

## **6. Teach life skill and good learning habits**

As you work to create an organized learner-centered classroom you can teach students many important skills. Sometimes called character skills or life skills, this are the skills that enable students to become mature, confident,

and successful adults who contribute positively to their communities and society as a whole.

UNICEF and numerous ministries of education recognize the importance of life skills training. The relative value of a life skill and how the skill is expressed in daily behavior are culturally dependent. For example, most Americans highly value initiative, effort, curiosity, while other cultures may be more likely to place a high value on respect, patience, and cooperation.

Here are some ideas for making a special effort to teach life skills:

1. Take advantage of “teaching moments” to reinforce life skills. For example, remind students, “If everyone helps to clean the classroom, we can go to lunch early.” We have five books and 10 students. How can we share them fairly?”
2. Highlight a different skill each week throughout the school year. For example, “Class, this week’s life skill is respect. What is respect? How do you show someone respect?”

For younger students you may want to select only three to five life skills to emphasize during the term.

3. Have students write stories or do role plays where characters exhibit one or more of the life skill traits. Present those to other classes or during school assemblies.

4. Have students draw/point pictures or posters illustrating life skills and create a life skill art show.
5. Use journals. Students write about people they have observed demonstrating a life skill or write how they plan to use a behavior in their own lives. For example, saying” no” to peers who pressure them to drink alcohol
6. Create life skills tickets. When you see a student demonstrating a skill, circle the trait and write the student’s name on ticket. At the end of the month the student with the most tickets is named “ student of the mont.” Come up with a suitable reward.

Good learning habits depend on a number of life skills: responsibility, initiative, organization, effort, perseverance, curiosity, common sense, patience, and, at time cooperation. Individuals who know how to learn will do better at all levels of their education and will become lifetime learners.

## **7. Be creative**

Being a creative classroom teacher may not be your forte, but it can be. For many teachers, creativity comes naturally. But, for others, it is does not.<sup>21</sup>

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<sup>21</sup> [Googleweblight.com/i?u=http://www.teachhub.com/teaching-strategies-creative-teachers&hl=id-ID](http://www.googleweblight.com/i?u=http://www.teachhub.com/teaching-strategies-creative-teachers&hl=id-ID)

You may think your teaching methods are limited by scarce resources. But, volunteers and creative colleagues are famous for coming up with innovative solutions to better utilize, take care of, acquire, and/or create teaching/learning resources. Here are a few ideas and resources to get you started:

### **Create writing surfaces**

- a) Blackboard paint can be used on walls, planks, and even small blocks of wood for children to write on
- b) Chalkboard cloth can be written on, rolled up, carried to class, hung on the wall, erased and reused. Check the internet for sources.
- c) Some artificial leather upholstery fabric makes a substitute writing surface.
- d) Rolls of butcher paper/commercial wrapping paper can be cut to be create charts and visual aids. In eastern Europe, volunteers get donations of old wallpaper and use the back side.

## **8. Use project design and management techniques**

Think of classroom management as a project design and management challenge. Here are the steps you and your colleagues (and maybe students) would take to create and manage a project-applied to classroom management.

**Step one** : identify the strengths and needs that currently exist to facilitate teaching and learning.

**Step two** : formulate a vision of “what the ideal classroom would look like”

**step three** : collaborate with others to explore alternative ways to achieve the vision.

(this idea book, local educators, ICE resources, and the internet offer multiple classroom management tips, techniques and methods).

**Step four** : prepare a classroom management plan.

**Step five** : monitor the classroom management plan to determine if it is being consistently followed and make adjustments as needed.

(you may want to take time each week to reflect individually and with colleagues about what worked and what did not.

Also, invite teaching colleagues to observe your class and offer feedback)

**Step six** : evaluate to determine if the plan is achieving the desired vision.

**Step seven** : celebrate successes with your students.



## **CHAPTER III**

### **RESEARCH FINDING**

In this chapter, the researcher will show the Ron Clark Story movie. The writer, the character on the movie, the review of the movie, setting, plot, point of view, and so on.

#### **A. The Biography of the Writer of Ron Clark Story Movie**

##### **1. Early Live**

Randa Haines also known as Randa Jo Haines. He was born in Los Angeles february 20, 1945 (age 72) 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 Institut.

##### **2. Career**

Haines started her career as a script supervisor on several low-budget features in the 1970s. 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's 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 film 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*.

## **B. Characters of Ron Clark Story Movie**

The word character has several meanings. We say someone is "a character" when we mean that person is unusual, peculiar, or unique in some way.

In Drama, however, character is not static, but in motion. Character is background who wants/does action.<sup>22</sup>

In a story, there are major and minor characters. Major character is the most important character in a story. Then, the minor character is the main person that supports the major characters.<sup>23</sup> The character in “Ron Clark Story Movie” are as following:

## 1. Major Characters

### a. 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 in school. People of every age can enjoy this movie because it's about the empowerment of people. His student 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 the

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<sup>22</sup> Jean Mackin, Film Director, (online), (<http://www.wmur.com/entertainment/frozen-writer-director-says-unh-helped-pave-her-way/23914756>) access in 15 July 2018

<sup>23</sup> David Scanlan, *Reading Drama*, (California: Msyfield Publishing Company), 41

special rules of his classroom, highly innovative teaching techniques and an undying devotion to his students and helping them cope to 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 student. 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 method 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 Characters**

In the Ron Clark story movie there are many minor characters, but the writer 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 won't 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 her self in this 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 predominately black school and he kind of behaves like a kid. Initially his character doesn't believe Ron is handle the demands of the job, that he is 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 years old girl who is just a hard person. She lives at home with her mother, who works two job and she has to take care of her little brothers, so she can't do her home work 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 a worst of all the students on the 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 result he doesn't has 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. Ron Clark's class-the clown class in the school. The most important rule was that we are family. When he came in and introduce 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 shut her up and saying " man are talking ". Thank goodness Ron Clark, teacher extraordinary has arrived to save them.

7. Alita

She is shameika friend; she with shameika and Raquel didn't do the journal that is given by Ron Clark.

8. Raquel

She is shameika classmate. Whwn Ron Clark asked about the journal she sleeps in the class and also didn't do it.

9. Doretha Wallace

She is shameika's mother. She is single parent with 3 childrens. She always asking to shameika to help her taking care for the little sisters when she was worked. Before Clark come, Doretha doesn't pay attention about shameika's school. But, after Clark explain that shameika is clever she understand that shameika has to study, not works.

10. Yolanda

Yolanda is receptionist in the apartement where Ron Clark stays.

## C. Setting

Most stories are set in a particular place at a particular time. The actions of the characters take place at some time, in some place, amid some things; this temporal and spatial surroundings are the setting.<sup>24</sup>

### 1. Setting of place

In Ron Clark story movie, the author mention two places in which the movie take place ; Nort Carolina and Harlem elementary school in New York.

#### a. Nort Carolina

At first, Ron Clark is a teacher in Nort Carolina. He succeed thought in Snowden elementary school. And than he leaves that school and moves to New York City to get the new experience in teaching.

#### b. Harlem (New York)

After Ron Clark moved to New York (Harlem elementary school) to tail the inner city school but he finds it difficult to get a teaching position and must main time work as a lowly costumed waiter at a restaurant.

### 2. Setting of time

In the Ron Clark Story movie, the main character that is Mr. Clark moves to Harlem in 1990. Eventhough the film did not tell the time exactly but it still used detail time such as today, tomorrow, a week and few day. The

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<sup>24</sup> Robert W. Boynton, *introduction to the short story*, New Jersey: Hayden Book Company, 1972), 58

film may bring the audience to the rill situation in which the character acted.

The writer hoped that the audience will feel the same ways as the character.

#### **D. Plot**

Plot is the arrangement of events that make up a story. Plot tells the events in sequence what happen and what will happen next.<sup>25</sup>

##### **1. Exposition, introduction to the story**

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 big hopes and dreams, Clark embraced the busy live in the city. He 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. He thinking that he is too weak and too nice for the 6<sup>th</sup> 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 pass the state examination.

##### **2. Rising Action**

Mr. Clark endures the rudeness of the class on the 1<sup>th</sup> 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 Shameika Wallace. A 12 years old girl while helping to raise her brother

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<sup>25</sup> Robert Diyani, *Literature*, (New York: Mc Graw Hill, 2004), 43

and sisters. She lives at home with her mother who works two job. Shameika has to take care her little brothers, so she can not do her homework and cann't be a kid. To cover her feelings about not being able to do anything, she just pretend. She doesn't want to work and also do anything at her school.

### 3. Climax

Julio Vasques who is juvenile delinquent and Tayshawn who has a penchant for graffiti. With that he sees the reason why the students acted the way. They didn't get much attention and importance from their family. Since that, he treats his students as his family and works beyond and above his profession to reach out 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 of the students in his class. He has on his mind that the students can do more than mind what he is asking them to do. So that, he tries 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. Surprised, Ron Clark comes back with better and brighter ideas on how he can “fit in” he tries to built rapport by playing with them and teaching them on his spare time. He gave exciting challenges to promote silence and good study habits.

#### 4. 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 sure that they will do their homework. Some parents get mad at him, assuming that he 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 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.

### **E. Point of View**

Based on the Ron Clark story movie the writer can say “Ron Clark ” 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. Point of view in the story is also to identify the narrator. Overall, this movie uses third person point of view.

### **F. Tones**

On this movie, we can find out attitude of the author which implies his feelings through the tone. The tones are;

a. Courage

The researcher can find that the author expresses the attitude which implies Clark's courage.

b. Romantic tone

The researcher can seeing the love story between Ron clark and Marissa vega.

c. Desperation

The researcher can see the despondent tone when Ron Clark feels failure to change and teach the students.

d. Erotic

The researcher can find the erotic tone on scene when Marissa Vega wants to kiss Ron Clark.

**G. 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 manage and thought students who before Ron Clark came, they were naughty and lazy, but after Ron Clark came they were able to change to be good students.

**H. Style**

Style is the primary consideration when we analyze how the movie is. In this story the author applies concealing style, it means that the author knows more than he reveals.

**I. Music**

The Ron Clark Story Movie is a family film. In this movie the music director is Mark Adler.

## CHAPTER IV

### DISCUSSION

#### A. Synopsis of Ron Clark Story 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 discouragement from friends and colleagues. Thinking that he is too weak and too nice for the 6th grade students who belong to the bottom group of the graduating students'. Reluctant 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 first time and suffers even worse 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 Semia Wallace, a twelve-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 not do her homework and can not be a kid. To cover her feelings about not being able to do anything, she just pretends she does not want to work and doesn't want to do anything at school.

Julio Vasquez who is a 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 a distinctive in his classroom and uses a contemporary teaching method 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 a disheartened spirit, Ron Clark still believes in the ability and flair of each of the students in his class, he has in his mind the thought that the kids can do more than 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 surprise, 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 thinks 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 housework for his students just to make sure that they will do their homework. Some parents get mad at him, assuming that he is



already meddling with the private interest, but he always address the need of these kids to have time to study ti 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 dreams quotes and making them come true with inspire the students to their best to pass the state exam. He always does the extra mile in teaching them and spends almost all of his teme 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 static. Seeing his students going one step closer their dreams.

## **B. Kind of Classroom Management Applied on Ron Clark Story Movies**

In this chapter, the researcher has analyzed the Ron Clark strategy on the classroom based on the book of Classroom Management published by ICE Resource Center. There are some strategy of Mr. Clark suitable with the book. Those are:

## 1. Create an effective learning environment

Effective environment is important on the learning process, so that teacher has to prepare good preparation before teaching. Based on the book of classroom management, teacher had to prepare all thing to create an effective learning environment. There are some preparation by Mr. Ron Clark before teaching:

### a. What to do the first week of school preparation

In the first week of Mr. Clark class, he has prepared and plan his preparation for the first meeting such as: board marker, ballpoint, etc.

### b. climate setting

Mr. Clark create an effective learning environment startly with greet the students on the class, ask also learn every students name and assign their seats, tell students about himself and end the class with a routine that summarizes the days accomplishment reminds students what they need to do to prepared for the next day, ensures materials are put away, and leaves the room clean.

### c. create community and establishing classroom rules

In this movie, Mr. Clark try to develop his class to be a good, special, and excellent class. So that, he made some rules had to obedient by students. Mr. Clark on this movie says three rules; first, “we are family” it means that between students, they have to care and give support each other. second, “we respect each other” it means that the students have to take a

risk and responsible of their action bravely. The third, “we will form a line to enter and exit class”. Mr. Clark wants their students tolerance each other by form a line when they want to enter or exit the class.

Mr. Clark: Before we start to day, I would like to go over 3 rules for this class. If you follow them, we will all have a lot of fun. If you do not follow them, you will be consequences.

Students: ooh!!



Picture 4.1 Mr. Clark explained the rule

## 2. Establish classroom procedures

Classroom procedures communicate how to do dayli activities. Teach and model procedures until they are routine.<sup>26</sup>

In the first strategy Mr. Clark had make the learning environment effective by made some rule to obey the all of the member of the class. In the second chance, Mr. Clark practice his rule and make it as a routine activity. When one of the students does not follow the rule, they will be consequences. It is suitable with the second strategy based on the book of classroom management.

00:24:59,254 --> 00:25:02,975

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<sup>26</sup> Ibid,47

Rule number 3... we all line up  
to go to the lunch room.  
503  
00:25:05,151 --> 00:25:07,032  
You know what?  
Here's my rule...  
504  
00:25:07,067 --> 00:25:08,926  
I ain't standin' in no line.  
505  
00:25:09,308 --> 00:25:11,198  
Oh, Okay, Shameika.  
506  
00:25:12,108 --> 00:25:14,442  
But because we are  
all a family,  
507  
00:25:14,508 --> 00:25:16,502  
if one of us doesn't get in line  
for the lunch room,  
508  
00:25:16,503 --> 00:25:18,534  
then none of us gets lunch.



Picture 4.2 The students pay attention to Mr. Clark

### 3. Create a motivational environment

Motivation is one of important thing on learning process. Students who not get motivation from their family or nearest person will able be frivolous on their learning activity. on this movie Mr. Clark gives support and motivation their students on learning. Explain them that by studying they will going one step closer their dreams.

00:44:33,453 --> 00:44:34,426  
And my friends are yelling,  
843  
00:44:34,487 --> 00:44:36,377  
"yes, you can. You can do it!  
Jump! Jump! Jump!"  
844  
00:44:36,427 --> 00:44:37,816  
And I did.  
845  
00:44:39,761 --> 00:44:42,298  
I thought I was going to die,  
846  
00:44:42,361 --> 00:44:44,175  
but when I jumped out,  
847  
00:44:45,260 --> 00:44:47,754  
it felt like I was flying.  
848  
00:44:48,960 --> 00:44:52,318  
I did something that I never thought I could do.  
849  
00:44:52,368 --> 00:44:53,789  
And it was pretty cool.  
850  
00:44:54,202 --> 00:44:56,291  
Now you guys  
may not know this,  
851  
00:44:56,292 --> 00:44:59,095  
but in this classroom we're rock climbing every day.  
852  
00:44:59,145 --> 00:45:01,609  
We are climbing up and up and up.  
853  
00:45:01,610 --> 00:45:02,656  
And we are there,  
854  
00:45:02,803 --> 00:45:04,464  
and now it's time to jump.  
855  
00:45:07,597 --> 00:45:08,677  
I know you're scared.  
856  
00:45:10,347 --> 00:45:11,342  
But I want you to do it.  
857  
00:45:11,813 --> 00:45:13,070  
I want you to jump.



858  
 00:45:13,447 --> 00:45:15,767  
 I want you guys  
 to feel what it's like...  
 859  
 00:45:17,419 --> 00:45:18,479  
 to fly.  
 860  
 00:45:20,482 --> 00:45:22,731  
 So, I want each of you  
 to come up here,  
 861  
 00:45:23,816 --> 00:45:26,034  
 and light one of these candles.



Picture 4.3 Mr. Clark invite the students to join him to realizing their dreams

Picture 4.4 Mr. Clark come to students house

#### 4. Keep everyone engaged

Challenging students to think actively involves them in learning and develops critical skills. Expect both low and high achievers to participate in classroom discussions and answer questions.<sup>27</sup>

In order Mr. Clark get their students appreciation, he challenge their students. If all of the students in his class able to pay attention (quiet and listen) to him for 15 seconds he will drink a chocolate milk. And the students entusias to his offer.

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<sup>27</sup> Ibid, 53



Picture 4.5 Mr. Clark drink the chocolate milk for the challenge

## 5. Teach life skill and good learning habits

Teachers not only as the one that transfer of knowledge. But, they also the figure for the students. By doing the good habit, teachers explicitly taught the students about the value. In this movie, I think Mr. Clark has taught his students to be a good person and having a good learning habits.

Mr. Clark on his dayli activity, teach his students very well. He teaches the students many kinds of knowledge based on the curriculum. But, on the other side Mr.Clark teaches them moral value such as; strong, responsibility, self confidence, and hard worker etc. He teaches students politeness, give supports to the students dreams and motivate them to more and more fighting on study so they will make their dreame be closer. For example: the writer can illustrate his responsible character. When his healt suffers from pneumonia but it is doesn't stop him from reviewing the students for the exam. He has recorded instructional videos for them to watch. After the state exam, Mr. Clark organizes a small party for a job well done and to honor outstanding students. (00: 44:05-00:45:48)



Picture 4.6 Mr. Clark video record

## 6. Be creative

Being a creative classroom teacher may not be your forte, but it can be. For many teachers, creativity comes naturally. But, for others, it does not.<sup>28</sup>

As a teacher, we may have to have a unique and creative strategy for teaching in order, we can get the students focus and enthusiastic.

Mr. Clark has to teach the bottom class. The students also worst and annoyed. But, he do not give up to get the students heart. He was creative teacher and hard worker on my mind. For example: he his student nemed Julio was very worst student. He like stolling and also like to play pocker card in order get the money. He difficult to understanding mathematic study and he don't care about it. Some time, Mr. Clark offers him to came to the café. On that meeting surprisingly, Mr. Clark putting out a box of pocker card. He used the pocker card to teaching mathematic and it was very pleasure for him (Julio). (00:51:39-00:52:57)

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<sup>28</sup> ibid



Picture 4.7 Mr. Clark dancing in the class



Picture 4.8 Mr. Clark teach mathematic to Julio by pocker card

### **C. The Students Condition Before and After Mr. Clark applied his Teaching Strategy**

Mr. Clark firstly is a teacher in Snowden Elementary School in North Carolina. He was very succeed there. Teachers on Snowden appreciated his teaching skill. He can motivated his students to believe them selves and tell them that they can do it. He also creative and innovative teacher on making teaching strategy. Create unique and interesting strategy that make the students interested on learning process.

Mr. Clark decided to move from snowden elementary school. He moved to Harlem elementary school in New York. He teach the bottom class, it means that the class stay on the bottom grade. The students was very very worst and

annoyed. Their acts was very different from the other class. The other class is quite and and enthusiasm to the teacher when the teacher was explains in front of the class. The bottom class is magic. They throw the ball of paper each other. Sit on the desk when the teacher in class. They don't care about the teacher say and what he wants to do. But, it's different after Mr. Clark come in their class.

Firstly, as the teachers that teach them before. They do not care about Mr. Clark. Also, Shameica Wallace putting down her book to the floor when Mr. Clark introduces his self. Julio the worst student of the class fight with Tayshawn in the class. And still there aare many event at the first meeting. Second time just same with the first meeting, Mr.Clark feel so frustation by them. He feel that he was fail to teach and change them.

In this situation, Marissa Vega as his friend on the café support him. She tell him much. She wants him fight, fight, and fight. She support him to came back teach the students with new spirit and new strategy.

He come to his students house. He ask for the students ability and character to their parents.

The next day, Mr. Clark come to the class. The students was very surprised about that. They think that Mr. Clark will never teach the class again just same with their teachers before.

Mr. Clark make the challenge for the students. In this day they rather interested to him. Mr. Clark challenge the class that if all of them be quite and listen to him, he will drink a bottle of milk chocolate. Before the challenges



begun, he create some rule to the class. First, we are family. Second, we respect each other. Third, we will make form line before we enter and exit the class.

The first strategy almost success. In the night he looking for another strategy. In the next day, he make unique strategy to teach about USA history. In this case he dancing and singing that the lyric is about the president of USA. Students in this chance start to more interested to him. They smile and laugh looking him. They also follow him to dancing and singing together. Mr. Clark succeed again on his strategy. He feel so happy to sing that song until he were in his apartment.

His struggle until that day was very fun. His strategy was successful and the students start feel cozy to him.

The next day, the teaching and learning process on his class runs well. His students pay attention to him very much. Mr. Clark gives everything for the students. He diligent to make some questionnaire, ask the students to do it. He will give surprise for them after they doing their job. For several day, the school will held the examination. Mr. Clark make sure his preparation every night before he goes to sleep. Some day, when he was teaching in the class he feel so tired. His face look pale and his body temperature is very hot. Suddenly, he was fainted and he had to examined by the doctor. In the end he had to spends some day in the hospital.

The students feel sad of that. The next day, the head of master came to the class bring a disc. Evidently, Mr. Clark has record his matery before he sick. The

students watch the video record same as Mr. Clark in front of the class. They quite and listen to the Mr. Clark explanation. Sometimes they laugh because Mr. Clark jokes.

After several day, Mr. Clark back to class and teach again. The student touched of him.

The exam days is coming. The students feel nerveos so much. They never doing the exam seriously before. So, this is their first day be a real students. Mr. Clark gives support to them much. He tell them to be believed to their selves and trust that they can do it.

Finally, the exam has been completed. The head master declare the students score and grade. It was very excited, the head master declare that Mr. Clark class get the highest score. And all of the Mr. Clark students pass the examination. The students' parents were very surprised to hear that. They touched of Mr. Clark. Now, they believe that their child is not foolish. And in the end they support their children very much on his school.

Overall, the students change to be a good students after Mr. Clark come and teach them. He is good teacher, motivator and figure.

## CHAPTER V

### CLOSING

#### A. Conclusion

1. Based on the researcher analysis, Mr. Clark in the Ron Clark Story Movie applied six strategy. Those are: create an effective learning environment, establish classroom procedures, create a motivational environment, keep everyone engaged, teach life skills and good learning habits, and creative.
2. Before Mr. Clark applied his strategy the student were very worst and annoyed. They also do not care about the teacher. But, after Mr. Clark come to teach and applied his strategy the student sooner change to be a good and spiritul.

#### B. Recommendation

In the end of this paper, there are some suggestions to the readers as follow:

1. Watching movies is not only entertaining us, but also give some message for us. We can learn the classroom strategy from the movie also.
2. Strategy for the classroom management is very important in the learning process. Teacher have to have innovative strategy for teach in order the students feel interested to the lesson and be more active in the class.

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