



**AN ANALYSIS OF SOME TEACHING CHALLENGES AND
STRATEGIES IN THE MOVIE “THE RON CLARK STORY”**

SKRIPSI

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ABSTRACT

BAHASA INGGRIS

Key Words: Teaching challenges, teaching strategies, movie, EYL

Effective teaching relies on strategic approaches that facilitate learning, fostering a conducive teacher-student relationship. Overcoming challenges during the teaching process is crucial, yet some educators resort to monotonous methods, dampening the educational experience. These challenges mirror real-life scenarios in schools and universities, also found in literary works. The literary work in question is a movie, as exemplified in “The Ron Clark Story” movie. This research delves into Ron Clark’s teaching challenges and strategies when working with 6th-grade students at Inner Harlem Elementary School (IHES).

This study aims to find out and analyze the teaching challenges and strategies in the movie “The Ron Clark Story.” This research design used descriptive qualitative research; as stated by Creswell (2012), qualitative research describes, analyzes, and illustrates a phenomenon, social problem, or human problem. The main instrument of this study was the researcher who analyzed the documents from “The Ron Clark Story” movie. To analyze the data, the researcher watched “The Ron Clark Story” movie to find the teaching challenges and strategies used by Ron Clark, identified, and analyzed the teaching challenges and strategies found in the movie.

The result of this study indicated that there were teaching challenges that Ron Clark faced even before he taught at Inner Harlem Elementary School. Some of the challenges that Ron Clark found were the habits of his students that were very difficult to change. Among them were students’ attitudes, discipline issues, lack of honesty, and students’ arguments and fights. Besides the problems in the classroom, Ron Clark was also faced with external teaching challenges from several parties still related to the students. These challenges include cultural and parenting differences, the headmaster’s criticism, the headmaster and parent’s disagreement, and the teacher’s over-workload. On the other hand, Ron Clark also applied several teaching strategies to his students. Some teaching strategies were explicitly based on how to handle the challenges faced, including, games, demonstrations, and one-to-one learning strategies. In comparison, other strategies were applied according to the teaching material, such as lecturing/presentation, questions and answers, direct, interactive, experiential, and self-learning strategies.

Based on the study’s results, teaching young learners requires more energy and effort to foster and maintain enthusiasm for learning in the classroom. teachers need recommendations for teaching strategies from various places. adjustments to teaching strategies are also needed considering that various cultures are spread worldwide. In this case, in “The Ron Clark Story” movie, located in London, education was automatically carried out according to Western culture, which differs from education in Eastern culture, especially in Indonesia. Therefore, adaptation and modification of teaching strategies are needed to suit each culture.

ABSTRAK

BAHASA INDONESIA

Kata kunci: Tantangan mengajar, strategi mengajar, movie, EYL

Pengajaran yang efektif bergantung pada pendekatan strategis yang memfasilitasi pembelajaran, membina hubungan guru-siswa yang kondusif. Mengatasi tantangan selama proses pengajaran sangatlah penting, namun beberapa pendidik menggunakan metode yang monoton, sehingga mengurangi pengalaman pendidikan. Tantangan-tantangan ini mencerminkan skenario kehidupan nyata di sekolah dan universitas, yang juga ditemukan dalam karya sastra. Karya sastra yang dimaksud adalah film, seperti yang dicontohkan dalam film "The Ron Clark Story." Penelitian ini mempelajari tantangan dan strategi mengajar Ron Clark ketika bekerja dengan siswa kelas 6 di Inner Harlem Elementary School (IHES).

Penelitian ini bertujuan untuk mengetahui dan menganalisis tantangan dan strategi mengajar dalam film "The Ron Clark Story". Desain penelitian ini menggunakan penelitian kualitatif deskriptif; seperti yang dinyatakan oleh Creswell (2012), penelitian kualitatif mendeskripsikan, menganalisis, dan mengilustrasikan suatu fenomena, masalah sosial, atau masalah manusia. Instrumen utama dari penelitian ini adalah peneliti yang menganalisis dokumen-dokumen dari film "The Ron Clark Story". Untuk menganalisis data, peneliti menonton film "The Ron Clark Story" untuk menemukan tantangan dan strategi mengajar yang digunakan oleh Ron Clark, mengidentifikasi, dan menganalisis tantangan dan strategi mengajar yang ditemukan dalam film tersebut.

Hasil dari penelitian ini menunjukkan bahwa ada tantangan mengajar yang dihadapi Ron Clark bahkan sebelum ia mengajar di Inner Harlem Elementary School. Beberapa tantangan yang ditemukan Ron Clark adalah kebiasaan murid-muridnya yang sangat sulit untuk diubah. Diantaranya adalah sikap siswa, masalah kedisiplinan, kurangnya kejujuran, serta pertengkaran dan perkelahian siswa. Selain masalah di dalam kelas, Ron Clark juga dihadapkan pada tantangan mengajar eksternal dari beberapa pihak yang masih berhubungan dengan siswa. Tantangan-tantangan tersebut antara lain perbedaan budaya dan pola asuh orang tua, kritik dari kepala sekolah, ketidaksepakatan antara kepala sekolah dan orang tua murid, serta beban kerja guru yang berlebihan. Di sisi lain, Ron Clark juga menerapkan beberapa strategi pengajaran kepada para siswanya. Beberapa strategi pengajaran secara eksplisit didasarkan pada bagaimana menangani tantangan yang dihadapi, termasuk, permainan, demonstrasi, dan strategi pembelajaran satu lawan satu. Sementara itu, strategi lainnya diterapkan sesuai dengan materi pengajaran, seperti ceramah/presentasi, tanya jawab, langsung, interaktif, pengalaman, dan strategi belajar mandiri.

Berdasarkan hasil penelitian tersebut, mengajar peserta didik yang berusia muda membutuhkan energi dan usaha yang lebih untuk menumbuhkan dan mempertahankan antusiasme belajar di kelas. guru membutuhkan rekomendasi strategi mengajar dari berbagai tempat. penyesuaian strategi mengajar juga diperlukan mengingat berbagai budaya tersebar di seluruh dunia. Dalam hal ini, dalam film "The Ron Clark Story" yang berlokasi di London, pendidikan secara otomatis dilakukan sesuai dengan budaya Barat yang berbeda dengan pendidikan di budaya Timur, khususnya di Indonesia. Oleh karena itu, diperlukan adaptasi dan modifikasi strategi pengajaran yang sesuai dengan budaya masing-masing.

CHAPTER I

INTRODUCTION

The background components of the research are described in this chapter. The background of the study, the research problem, the objective of the study, the significance of the study, and the definition of key terms are all introduced in this chapter.

1.1 Background of the Study

Effective learning is formed through the strategies implemented during the learning process. The process passed with various strategies, and producing satisfactory grades also includes the students' character in the class. Effective learning differs from what students know and what they can do in the future (Jeyaraj, 2019). According to Sequeira (2012), learning can be an enduring alteration caused by educators who employ methods like honing particular abilities, shifting mindsets, or imparting comprehension of the learning environment's scientific principles. The learning process is mainly done from a very young age by placing the school as a place to conduct the learning process through the applicable education system.

Learning achievement is intrinsically tied to the contributions of teachers who orchestrate the educational process using a variety of instructional approaches at their disposal. Teaching strategies in the form of plans and ways of teaching were

by determining the main steps of teaching following the teaching objectives to be achieved. Gropper (1974) states that teaching strategies select exercises tailored to the learning objectives. Learning can be said to achieve goals when the application of teaching strategies is following the needs of students. Rahmawati (2017) also states teachers need to select and use media in teaching creatively. It should be both effective and tailored to students' learning preferences, ensuring an enjoyable classroom experience. Moreover, teaching is not only a combination of content and methods but also academic/pedagogical principles and practices of understanding, knowledge, memory, and wisdom (Ayua, 2017). Adaptation occurs while executing the teaching and learning procedure, demanding students and teachers to navigate challenges until the desired learning goals are attained. However, amidst the array of challenges faced, it is frequently observed that teachers abandon these endeavors, reverting to conventional methods that appear monotonous, leaving students disinterested and diminishing the efficacy of the learning process, causing the acquired knowledge to dissipate. Therefore, Paragae (2023) said a precise formulation is needed to measure its success in achieving the strategy before carrying it out.

Teaching strategies are used at all grades of education according to the level of material presented. From an early age until the early 20s, a person takes education to explore as much knowledge as possible to find their identity and interest in several fields of education. Learning that starts at five to twelve years old is commonly referred to as learning for young learners. As stated by Philips (1993), Young learners refer to kids within their initial year of structured education,

typically ranging from five or six to around eleven or twelve years old. At these ages, they are prone to losing focus during learning and require more active, creative, and attractive teaching strategies to make learning effective.

Additional examination is necessary to assess the effectiveness of the teaching strategies employed. The number of diverse teaching strategies can be found in real life, such as the realm of schools and universities, and can also be found in literary works. Semi (1998) defines literature as a form and result of creative artwork where humans, as the object of their problems and lives, use language as a medium. The literary work in question is a movie, a visual medium resulting from the development of technology where one can convey ideas, thoughts, or works—supported by Rabiger’s (2009) statement that a movie is a video-shaped media that starts or is generated in a fundamental idea in which there are elements of entertainment and meaning. This study takes a movie entitled “The Ron Clark Story” with aspects of education where schools are one of the places trusted to carry out the learning process and student character can be formed. Analyzing the challenges of a teacher, Ron Clark, played by Matthew Perry, when applying teaching strategies and dealing with the problems of 6th grade students at Inner Harlem Elementary School (IHES), where the class was labeled as the worst class in the school. Ron Clark’s persistence and uniqueness through various challenges in applying several teaching strategies made the class conducive, and student characteristics improved.

Researcher observing previous studies concerned with teaching challenges and teaching strategies. According to Wulandari, et al. (2020), researchers have

researched that analyzed strategies implemented in teaching English for young learners in primary school, and the results showed that the strategies used by the teacher were Listen and Repeat, Listen and do, Question and Answer, Pairing, Cooperative Learning, Guided Written Activities, and Games. Meanwhile, according to Hakim, et al. (2023), the researchers analyze teaching strategies to control the class that are very uncondusive in The Ron Clark Story movie, and the results showed that Ron Clark used teaching strategies that are divided into two teaching strategies, both are proactive and reactive strategies. According to Ridhwan et al. (2022), researchers focused on analyzing teachers' challenges in teaching English to young learners in Indonesia's School-Based Curriculum, and the results showed that English teachers must understand the concept of how to teach early learners. They are required to be able to develop their own materials through the correct teaching approaches, methods, and strategies. Then, Oktavia et al. (2022) focused on challenging the teachers in the study and identifying the strategies they used when teaching English skills to young learners, where four strategies were found: games, songs, practice, and memorization.

From previous studies, there are differences in the variables and objects used to find the difficulties included in the challenges and teaching strategies applied, as there are differences in the above variables and objects. It can be concluded that from the differences in the previous studies above, the researcher took an educational film entitled "Ron Clark Story" to analyze the teaching strategies and challenges faced by the 6th grade teacher character in the movie. The movie, released in 2006, was chosen as the object of research when it saw some

unpleasant behavior from young learners after extended online learning in the pandemic era. This topic was chosen because there has been no in-depth discussion of the challenges in the teaching strategies in “The Ron Clark Story” movie.

1.2 Questions of Research

Response to the research background above indicated that the problem of this research is “What teaching challenges and strategies are faced by Ron Clark while teaching his students in the “The Ron Clark Story” movie?”

1.3 Objectives of Research

Based on the research questions, the objectives of this research is to find out the teaching challenges and strategies that Ron Clark faced as a teacher in the “The Ron Clark Story” movie.

1.4 Significance of Research

By adopting a student’s perspective, this study expects to provide accurate information on the subject addressed to complete the research gap on the numerous educational challenges that teachers encounter. Theoretically, the findings of this study are anticipated to advance the understanding of teaching challenges. The findings can be combined with previous perceptions of teachers’ challenges when learning is in progress. The study provides some helpful information for students to learn about teaching strategies and challenges faced in this study. It can be aimed at both experienced and novice teachers who do not understand the problems during

teaching. This research can be used as a reference for new knowledge and broaden views regarding various challenges in teaching and problem-solving for these matters. In addition, this research can be used as literature for further research on teaching challenges and strategies that will continue evolving.

1.5 Scope and Limitation of the Research

A teacher's character and the learning process in the educational movie "The Ron Clark Story" are the objects of this study. Since there are various perspectives on cultural and regional differences, the researcher limits the research problem to focus on one perception, namely examining the teaching challenges faced by Ron Clark's character as a teacher in a school in New York where the teaching context is in the United States, thus potentially no teaching similarities with the eastern region, especially Indonesia. The research is also limited because it analyzes a movie character where it cannot be interviewed directly like a teacher in real life. Limited information is also a weakness in this research because all info is obtained only in the movie without being able to expand.

1.6 Definition of Key Terms

In order to prevent confusion and uncertainty during the search, the researcher provided explicit definitions for each essential term encountered as follows.

1. Teaching Strategies

Strategies used by Ron Clark to conduct his class in the movie “The Ron Clark Story” include lecturing/presentations, games, demonstrations, questions and answers, and one-to-one strategy. Moreover, Ron Clark used direct, interactive, experiential, and self-learning strategies.

2. Teaching Challenges

There are internal and external challenges faced by the teacher’s character, Ron Clark, during the teaching process, such as 1) cultural and parenting differences, 2) discipline issues, 3) students’ attitude, 4) the headmaster’s criticism, 5) lack of honesty, 6) students’ arguments and fights, 7) the headmaster and student’s parent disagreement, and 8) teacher’s over-workload.

3. Movie

The movie is titled “The Ron Clark Story,” which is taken from a true story about the struggle of a teacher named Ron Clark when teaching 6th grade at Inner Harlem Elementary School; the class is heterogeneous and has no manners. Ron Clark persistently applies teaching strategies and rules the students had to abide by. Various challenges faced by Ron Clark to get the attention of students are gradually obtained so that students in the class can follow the teaching and get the highest score in the final exam.

4. Young Learners

The young learners in this study are around eleven or twelve years old, shown in a 6th grade class at Inner Harlem Elementary School (IHES) in “The Ron Clark Story” movie.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The conclusion and suggestions are presented in this chapter. Decisions explain the findings and discussions. At the same time, suggestions are recommendations to teachers and ideas for future researchers.

5.1 Conclusion

Based on the results and discussions above, there were teaching challenges that Ron Clark faced even before he taught at Inner Harlem Elementary School. Some of the challenges that Ron Clark found were in the habits of his students that were very difficult to change. Among them were students' attitudes, discipline issues, lack of honesty, and students' arguments and fights. Besides the problems in the classroom, Ron Clark was also faced with external teaching challenges from several parties still related to the students. These challenges include cultural and parenting differences, the headmaster's criticism, the headmaster and parent's disagreement, and the teacher's over-workload.

On the other hand, Ron Clark also applied several teaching strategies to his students. Some were based on existing challenges, such as games, demonstrations, and one-to-one learning strategies. In comparison, other strategies were applied by Ron Clark according to the teaching material, such as lecturing/presentation, questions and answers, direct, interactive, experiential, and self-learning.

It can be concluded that teaching challenges always coexist with teaching strategies. Challenges are not only found within students and in the classroom, but outside activities often hinder the teaching process. These challenges also provide teaching ideas as a form of solving the challenges themselves. In today's education, teachers may face more diverse challenges, and solutions that use teaching strategies must be more creative.

5.2 Suggestion

Based on the conclusion, it is no matter how difficult students are to manage in the learning process, some learning strategies must help students achieve their learning goals. Adjusting teaching strategies to the material is the key to learning well. External factors that become obstacles can immediately disappear when the teaching is fruitful. From the analysis of teaching strategies by Ron Clark in the movie Ron Clark Story, the researcher summarizes suggestions for several parties.

- a) First, for all teachers who can adapt the teaching strategies applied by Ron Clark to be used to students in this current education. Current teachers' challenges are a question for many teachers who have not found suitable teaching strategies for their students. It is suggested that it can still adapt teaching strategies to be modified and applied to the problems of current students.
- b) Second, the suggestion is aimed at future researchers with the same topic and the same movie media to examine the culture in the film Ron Clark Story more deeply—the compatibility of teaching strategies taught in Western culture with Eastern culture, in which many differences are not synchronized.



c) Third, the suggestion is also aimed at future researchers with the same movie as the main topic to examine current teachers' points of view regarding the strategies Ron Clark used and whether those strategies are suitable for Indonesian education nowadays.



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