

Teacher's Roles and Students' Behaviors in the Movie *The Ron Clark's Story*

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ABSTRACT

This thesis is a qualitative study on teacher's roles and students' behaviors in the movie *The Ron Clark's Story*. The objectives of this study are to find out the teacher's roles and students' behaviors toward the teacher's roles in the classroom scenes. This study was based on Harmer's theory on teacher's roles (2001, 2007) and Scarlett's theory on students' behaviors (2015). The data were collected from the movie and transcript of the conversation in the movie focusing on all of the classroom scenes. The findings show that the teacher applies six out of eight teacher's roles: prompter, controller, resource, organizer, tutor, and participant. The findings of the students' behaviors show that the students' behaviors toward the teacher's roles in the classroom are mostly having disruptive behaviors from scene one to four until it is starting to have significant changes to positive behaviors from scene five to eleven.

Keywords: Teacher's Roles, Students' Behaviors, The Ron Clark's Story

INTRODUCTION

Classroom management has its important part for teachers in making the students stay organized in the class. The teacher who manages the class successfully could make the students develop further in the class and minimize the problems that could happen in class (Education Glossary, 2014). This makes the roles of teacher not only focus on the target language, but also create a suitable environment for their learners.

In order to make the expected environment, the teacher needs to understand the main role that they need to use in the classroom and students' behaviors that they have. In order to understand this matter, the writer is interested to find more about the roles that the teacher named Ron Clark played in a movie based on true events entitled *The Ron Clark's Story*. The movie is selected for this study because "watching movies can help us to learn new abilities, skills, and much more if they are consumed in a correct way and if the movies are actually made to teach and inform" Vargas (2016). The main character begins to learn that he needs a deeper understanding of each student in order to make learners follow the left behind materials and develop to be successful students in class (IMDB, n.d.). One of the reviews also stated that Ron Clark also changed the students' lives to the next level and managed to make the students have the willingness to study more (Common Sense Media, 2009).

In this study, the writer is going to use these two main theories from Harmer (2001, 2007) and Scarlett (2015) to find out the answers to the research questions about the teacher's roles and students' behaviors toward the teacher's roles in the classroom scenes. To the writer's knowledge, there is also currently no study which focuses on the roles of Ron Clark as a teacher implemented in the classroom and the changing on the students' behaviors towards the teacher's roles. It is hoped that this research will contribute to a deeper understanding of the teachers' roles and students' behaviors in response to the implementation of the roles.

According to Harmer (2001, 2007), the main role of teachers could be scaled down into eight types of teacher's roles: controller, organizer, assessor, prompter, participant, resource, tutor, and observer. It is crucial to focus on these main roles since what the teacher gives to the students could shape the students in the future (Cox, 2019). Meanwhile, students could have two kinds of behaviors in classroom according to Scarlett (2015). The students either have positive behaviors or disruptive behaviors. A positive behavior is built based on structure and support encouraged from the teacher. Students with positive behaviors are usually obeying rules, have self-discipline, and avoid bullying in the learning process. Meanwhile, disruptive behaviors will create disruption in the classroom environment. Students with disruptive behaviors usually are making irrelevant comments during the learning process, being out of seat, or even worse involving physical aggressive behaviors.

METHODS

In this study, the writer used qualitative approach. The instrument of this research was the writer herself. The first step of data collection that the writer did was watching the movie many times through DVD. The writer then collected the utterances in the movie in all classroom scenes. The writer used the numbering system to write down the utterances in the classroom scenes where the teacher's roles and students' behaviors could be identified. The writer used three digits in collecting the utterances. The first digit represented the scene section, the second digit represented the speaker of the utterances, number one for the teacher, and number two for the students. Finally, the third digit represented the teacher and the students' utterances. For the students' utterances, the writer specifically gave different numbering system to different students that frequently participated in class to know which student was talking. Shameika's utterances were coded in number two, Alita's utterances in number three, Julio's utterances in number four, Tayshawn's utterances in number five, and the utterances uttered by all unrecognized students were coded in number six.

In analyzing the teacher's roles and the students' behaviors the following table was used.

Table 3.1 The Analysis of Teacher's Roles and Students' Behaviors in *The Ron Clark's Story* movie

Code	Teacher/students' utterances	Teacher's Roles	Students' Behaviors		Notes
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Abbreviation: Cont.: Controller, Or.: Organizer, Ass.: Assessor, Prompt.: Prompter, Part.: Participant, Re.: Resource, Tu.: Tutor, and Ob: Observer.

All the results of the analysis were organized in the following table.

Total of Students' Behaviors	-	7	-	11	4	1	1	9	7	6	3	-	11	-	2	1	7	1	6	-	7	-
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The table shows that there are six teacher's roles that occur in the classroom scenes: controller, organizer, prompter, participant, resource, and tutor. Each of the roles is presented with the frequency of occurrence followed by the students' behaviors as the response, whether it is positive (+) or disruptive behaviors (-), for example the role Controller occurs 4 (four) times in scene 1 followed by 5 (five) disruptive behaviors.

Controller

Example 1:

1.1.1 "Take your seats."

In this scene, Ron Clark as the teacher is controlling the students to take their seats since the situation in the class is chaotic. This is the first time where Ron Clark enters the classroom full of problematic students. As a controller, Ron Clark is responsible to manage all of his students in front of the class. By saying "take your seats", Ron Clark wants to show the students that his role is to guide them to obey the learning process in class. Controller is often used in scene one among other eleven scenes. This role occurs four times in the first scene to control the activities in the classroom. He is using this role often in the first scene to guide the students who do not obey his instructions since the situation is chaotic.

Example 2:

4.1.7 "Look at me when I talk to you."

The context of this scene is when Ron Clark is trying to control a particular student to look at him in order to discipline his student. Since one of his students does not obey his instructions, he emphasizes his role as controller to make her know that he is in control of the class. Ron Clark is also standing in front of the student's face in order to make the student know that he is seriously talking to her.

Organizer

Example 1:

3.1.5 "So, tonight, after we've gone over Dr. King's speech, I want you all to start a journal about your dreams and aspirations."

In this classroom scene, Ron Clark is trying to explain a material related to Dr. King in the classroom before he is trying to create a new activity for the next meeting by organizing the students to bring and start a new journal. The teacher plays his role as organizer in order to make the students engaged in an activity to start a journal about the students' dreams and aspirations.

Example 2:

5.1.6 "This is not for you to eat. I want you to watch the clock, and every 15 seconds, bang the jar with the ruler, like that."

In this context, Ron Clark is trying to organize a new class activity in order to make the students focus on his instructions. The way he organizes the students this time is by getting the students to involve in the activity. This is to make the students get involved and have something to do instead of teacher as the dominant role doing the activity in the classroom. Ron Clark plays his role as organizer in this utterance since he gives instruction on what Julio as one of the students should

do in class. In this context, the teacher is asking Julio as a time keeper to bang the jar every 15 seconds.

Resource

Example 1:

5.1.3 “Every sentence has a subject and a verb.”

In this context, the teacher is trying to make the students listen to the information that he is trying to write on the whiteboard. Ron Clark wants to make the students learn grammar by telling them that “every sentence has a subject and a verb”. Apart from giving the students information related on the classroom rules, the teacher as a resource also needs to give the students information related to the material that needs to be given to them. Ron Clark is trying to show the importance of it in this role.

Example 2:

11.1.1 “Shameika, your award was going to be for highest achievement in English, but I'm afraid I'm going to have to change that, because looking at your exam scores, I now see that you achieved something that no other student in the entire district achieved. Shameika Wallace, ahem, you earned perfect scores in English and math.”

In this context, Ron Clark is giving information that Shameika could prove to the whole school that she could earn perfect scores in English and math even though she used to be a problematic student. The teacher acts as resource since he gives explanation on what the student is achieving so that Shameika knows on how far she has achieved. It shows that teacher as a resource has the role to give important information regarding to what happened to students in the classroom's learning process. Ron Clark never stops showing his role as a resource in order to give students information about the material, the students' activities and achievements in class. It emphasizes the importance of the role of a teacher as a resource to never give up in giving students detailed information on what is going on in the classroom activities until the students finally listen to their teacher.

Participant

Example 1:

4.1.5 “Why are you all doing this?”

In this context, the teacher is trying to participate in the students' activity by asking them why they do not bring the journal that the teacher has assigned to them. He is asking some of the students one by one just to make sure they care to explain why they do not do their responsibility as a student. His role as participant is also emphasizing more on how the students participate to answer the questions instead of organizing the students to do an activity.

Example 2:

11.1.2 “Now, give it up for your sizzle selves. It's ok to be proud of yourself for doing well on a test.”

In this context, the teacher here is trying to participate in the students' activity by giving applause to the students and also asking them to give applause for themselves since they have achieved well in the state exams that they have studied hard for.

Prompter

Example 1:

5.1.11 “Now, can anybody tell me the verb in this sentence?”

In this utterance, the teacher is writing a sentence on the whiteboard while trying to encourage the students to answer the teacher’s question instead of giving direct answer related to the grammar exercise in the learning process. Ron Clark wants the students to think creatively rather than give them the direct answer.

Example 2:

9.1.2 “So, let's go over our science topics from last week. Who knows those?”

The teacher is asking the students to think creatively rather than directly explaining the classroom material. In this context, Ron Clark is in a sick condition and trying to give a question to the students while coughing. In this scene, the teacher has successfully shown a progress to make the students totally listen to him. The students in the classroom are no longer making a rebel even though sometimes they are still making jokes and being out of seats. They even want to get involved in answering the teacher’s questions to show that they do care about the learning process. It shows that Ron Clark is playing his role as prompter when the students are getting better to know him and his way of teachings in the classroom.

Tutor

Example 1:

8.1.2 “Remember, there are 2 variables in this equation. Ok? So 'x' equals... 'x' equals... come on, Tayshawn, you can do this.”

In this context, Ron Clark is playing his role as tutor since he manages the activity to meet one of his students in the classroom personally. He is doing this to keep in track of his students’ progress to make sure that all of them are not left behind. He gives his students exercise and feedback while playing a tutor to his students in the classroom after the regular classroom meeting with all of his students has ended. He is also guiding the student on how to do the exercise and motivate him to do it by himself.

Students’ Disruptive Behaviors

Example 1:

3.2.1 S: “You know what? Here's my rule... I ain't standin' in no line.”

The way that the student replies can be categorized as a disruptive behavior since the student talks back and makes a rebel when the teacher is trying to remind her that there are lists of rules that the students need to follow in the learning process. In this context, one of the students is trying to make a rebel when the teacher tells them to stand in line before going to the lunch room.

Example 2:

4.2.1 S: “Nope. Got no dreams to keep.”

Shameika as one of the students here is responding to the teacher’s question in a disrespectful manner, and it shows that it is a disruptive behavior. In this context, Shameika is explaining why she does not bring the journal that Ron Clark has assigned to the students using a challenging tone. She is also responding to the teacher by making a straight face when looking at his face.

Students’ Positive Behaviors

Example 1:**5.3.2 S: < Raising one of her hands to answer the teacher's question > "Feels?"**

Alita, as one of the students here is listening and paying attention carefully after being warned in class by her friends to listen to Ron Clark's explanation during the chocolate milk game. The teacher promises that the students will get to see Ron Clark drinking the milk as much as possible if the students listen to him during a grammar class. It is considered as students' positive behaviors since she concerns in raising one of her hands before answering the question from the teacher. Here, the teacher is in front of the class trying to discuss about the grammar question that he has given to the students. It shows how she starts to respect Ron Clark as a teacher by choosing not to directly answer the question without raising hands and even chooses to participate in the grammar exercise. She also focuses on Ron Clark's teaching before answering his question to show that she is actually able to achieve a good score in class. It can be seen from here that Ron Clark's chocolate milk game is effective to make the students listen and shape their habit to listen to the teacher. All of the students are also showing their turning point to listen to the teacher in this scene five since all of them start to remind each other to listen to the teacher, and also the students want to cooperate with a good manner. Their positive behaviors are starting to show stabilization and really showing that they are slowly begin to change to be better.

Example 2:**6.6.3 S: < Giving applause to Ron Clark and starting to sing > "it's a tribute to the leaders of the USA, it's a presidents rap, it's the presidents rap, all right, all right, ok, ok."**

In this scene six, the students are showing positive behaviors from how they behave by singing along after Ron Clark introduces the song to them. The students even give applause to the teacher to show their appreciation in his creativity to make the learning process more fun and easier to remember in scene six.

The Change of Students' Behaviors

There is no indication of students showing positive behavior in scene one since they just meet Ron Clark for the first time. In the second scene, the students are still showing negative behavior when Ron Clark tries to explain the classroom rules to them. It can be shown through the occurrence of eleven disruptive behaviors in scene two. There is also no positive behavior made by the students in this scene. In scene three, Ron Clark is trying to explain a material to the students and also starting to implement the rules that he has said in the previous classroom meeting. There are four positive behaviors and one disruptive behavior occurring in scene three. However, the changes that the students make here are not significant to show that they are really listening and obeying the teacher. The positive behavior occurring in this scene is to make one of their classmates line up before going to lunch with manner so that all of them do not have to experience the consequences from breaking the classroom rules. In the next classroom scene, scene four, the students are starting to show their rebellion again through the occurrence of disruptive behaviors that can be found in this scene. There are nine disruptive behaviors and one positive behavior that are found in this classroom scene. The students are showing their rebellion by not bringing the journal that Ron Clark has assigned to them. Shameika, one of the students in this classroom, also talks back without showing her respect when talking to the teacher. However, she starts to reflect on her mistakes at the end of this scene after Ron Clark tries to account for the student's disruptive behaviors.

In scene five, Ron Clark is inventing a new learning game activity by bringing chocolate milk as the main tool to make the students listen to him without having to force them. In every 15 seconds, the teacher is going to drink chocolate milk if the students listen to him carefully. This scene five shows the turning point of the students that they start to listen to Ron Clark's learning process in class. It can be proven on how they interact with the teacher's learning activity in class. Alita, one

of the students initiates to answer the grammar question by answering “Feels?” after Ron Clark gives the grammar question in the class. It shows that from this scene, the students for the first time start to listen to the teacher explaining the grammar lesson and even participate actively in giving response to the teacher’s question. This scene also shows that the students are actually capable in listening to the teacher carefully and answering the exercise with a self-discipline manner. It can be proven from the occurrence of positive behaviors, which happen for seven times.

In scene six, there are three positive behaviors that can be found. It shows that the students are starting to maintain their positive behaviors to the teacher. The students want to accept the fact that they still do not do well on their test. The students also respond positively when Ron Clark is inventing a new learning activity to make them remember the classroom material easily. In this scene, the students are singing and dancing along with the teacher to show that they are already comfortable with Ron Clark’s roles as a teacher. In scene seven, the students are starting to show their capability again through the test scores that they have received. Most of the students get an A and they respond positively when Ron Clark is passing their test scores. The students’ positive behaviors occur eleven times in this scene and there is no sign of disruptive behavior. All of the students in this scene are starting to answer Ron Clark’s questions without rebellion. In scene eight, there are two positive behaviors and one disruptive behavior. Ron Clark has his chance to give Tayshawn a personal tutoring in the classroom in this scene. Although he shows one disruptive behavior by shouting at Ron Clark, he manages to show his positive behaviors by showing his seriousness in doing the exercise and telling the teacher that he can do the exercise if he is serious about it. In scene nine, there are seven positive behaviors and one minor disruptive behavior. The one disruptive behavior that the students make in this scene is really minor since one of the students makes his irrelevant judgement about the teacher’s condition and starting to laugh at the teacher. Besides, the students’ behaviors here are naturally showing that they already want to listen and answer the teacher’s learning activity in class and show that they really care about the teacher. The teacher suddenly gets sick and they want to know his condition further. In scene ten, the students are showing six positive behaviors where all of them are listening to the teacher’s learning activity. They want to listen and obey Ron Clark’s instructions to face their state exams with confidence and hard work. Finally in scene eleven, the students prove that they could achieve far beyond what they think they could do. The students are thanking Ron Clark for never giving up on them and making them pass the state exams with flying colors. It shows from here that the students do not change directly from scene one to scene eleven, but it takes a process in shaping them to have positive behaviors.

CONCLUSION

The focus of this study is about teacher’s roles and students’ behaviors in the movie *The Ron Clark’s Story* to answer the two research questions. The data collected from this study were from eleven classroom scenes that had been watched many times through DVD. It can be concluded that there are six teacher’s roles identified in the classroom scenes in the movie: controller, organizer, resource, prompter, tutor, and participant. There are two kinds of students’ behaviors: disruptive and positive behaviors. It takes time for the students to totally have positive behaviors in the classroom. The changing of students’ behaviors can be seen from scene five where the students want to listen carefully to the teacher’s explanation. After this scene, students continuously show more positive behaviors and how they actually change to be better-behaved students.

Those teacher’s roles can be found in the utterances in the eleven classroom scenes. Out of all the teacher’s roles that are applied in scene one to eleven, resource is taking a big part in the learning process with the total of forty-four occurrences throughout the whole classroom scenes in the movie. The teacher plays an important part in giving students the source of information that they

need to make them not get confused on what they should do in class. Participant is the second role that plays an important part in making the students change with the total of fourteen times occurrence. The role of teacher in this movie emphasizes that teacher also needs to participate in the students' activity so that the students will not have a tension relationship with the teacher. Controller and Organizer occur twelve times for both roles. These roles usually are used to make the students do the task and obey the teacher. Prompter occurs two times, and this role is to make the students think creatively in the class. Tutor occurs for one time in the classroom to make a particular student develop in his classroom performance.

These roles play important parts in making the students completely have positive behaviors at the end of the scenes. The writer found out that never giving up in using the teacher's roles that are inspiring for problematic students are the best way to change students' behaviors. The students also need process to have a positive behavior completely. It can be seen from scene one, seven students are still making disruptive behaviors and also still have eleven disruptive behaviors in scene two. It still takes more time for students to really listen to the teacher's instructions in scene three even though there are four positive behaviors and one disruptive behavior in this scene. In scene four, there is one positive behavior and there are nine disruptive behaviors. It is in scene five where students start to change and show a progress that they really want to listen to the teacher's instructions. There are seven positive behaviors and six disruptive behaviors in this scene. After this scene, there are three positive behaviors in scene six and eleven positive behaviors in scene seven. In scene eight and nine, the students are showing one really minor disruptive behavior in each scene which they do not do intentionally like in the very first meeting. There are two positive behaviors in scene eight and seven positive behaviors in scene nine. Finally, there are six positive behaviors in scene ten, and seven positive behaviors in scene eleven where disruptive behaviors are no longer seen in the students' behaviors.

In conclusion, the writer hopes that this study can inspire the readers in broadening the knowledge on the teacher's roles and students' behaviors in the film *The Ron Clark's Story*. The writer also hopes that this study will be useful for further study on teachers' roles and students' behaviors in different settings.

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