CHAPTER 4

DATA ANALYSIS

From this point onward, the writer will begin discussing Ron Clark’s characterizations and the type of character based on the writer’s findings. To conduct the analysis, the writer will first address Ron’s personality then he will show or proof why the writer believes so by analyzing the scenes in the film using the aspects of characterization which the writer address earlier.

4.1 Characterization

4.1.1 Dedicated

The first good point about Ron Clark is how strong his dedication to his students and his job as the teacher. The proofs of his dedication are characterized by his four actions. The first action is when he repaints and redecorates the classroom. In the film, Ron repaints the classroom twice: when he starts teaching and after the classroom is vandalized. The first time is done to give a new atmosphere and the second is to fix the classroom because the classroom is considered not convenient for the learning activity. The act of repainting the classroom seems normal but the fact that he does it on his own accord is what makes it special. The act shows how much he wants his students to be able to study well in a better classroom.

The second action is when Ron offers to personally teach his students in his free time. There are times when Ron is stressed up with his students’ antics or tired at working especially during his first month. However, he still uses some of his free time to teach the students who ask for help. One example is from figure 1.
Figure 1

Ron privately teaches Tashawn math after class

Figure 1 shows that Ron uses his free time when the school hour is finished to privately teach Tashawn. This act shows Ron's dedication as a teacher which is to help his or her students to learn even after school time.

The third action is Ron is dedicated to teaching his students to the point that he uses the unconventional method so that they could study and listen to him. Ron's main problem during his time as a teacher was that his students did not bother to listen to him. To solve this problem, Ron decides to develop ways so his students start paying attention to him. Ron's attempts to make his students interested in learning are shown in the film: Ron prepares chocolate milk and says that he will drinks it if the students listen to his lesson, Ron creates a song to help the students in learning history, Ron asks about math problems when he is playing poker with Julio, and he sets cameras to teach his students from his house. The fourth and final is Ron will not stop teaching his students despite some hindrances. Around two months before the final exam, Ron realizes that he catches an illness and even after he takes a rest he feels that his health is not getting better, so he goes to a doctor. According to the doctor, Ron's illness requires him to be bedridden for at least two weeks, but even with the doctor's warning, Ron decides to continue teaching. During one month before the final
test, because he overworks himself despite being ill, Ron's health is deteriorated even further and he ends up collapsed in the middle of the class. After that Ron must stay at his house for healing, but that does not stop him to teach his students. Together with his friend Marissa, Ron sets up some cameras which connect him to the classroom and he uses that to teach his students despite not present in the classroom as shown in this figure.

![Figure 2](image.png)

**Figure 2**

Ron uses a camera to teach his students

From this scene, the reader can see how dedicated Ron is at teaching his students. Whether he is healthy or sick, Ron still spends his time preparing the materials for school and exam. Problems which prevent him to teach like sickness can be overcome by Ron's persistence and desire to teach the students because as Ron says they (the students) need it (the lessons).

### 4.1.2 Patient

Another remarkable thing about Ron is that he is a very patient teacher. As a teacher, he is required to have control over his or her emotion especially when a situation which tests one's patience arise. Fortunately, he shows excellent controls
over his anger. Ron's patience can be seen by observing the appearance, specifically his facial expression.

![Image of Ron]

**Figure 3**

**Ron starts to be stricter after the room got vandalized**

This figure is taken after the class gets vandalized and Ron has to repaint and repair the decoration. Figure 3 shows that Ron is holding his anger with his neutral face as he is usually more expressive than this figure. If the writer considers the event before this figure, Ron is a patient person. Ron with his goodwill decide to paint the classroom and make the decoration himself to boost the students' interest to learn, but the students repay the goodwill by vandalizing the class. In this situation, Ron is justified to show more anger but he chooses to just swallow it and repair the damage. This proved that Ron is patient in dealing with his students. A similar situation also arises when no one does the homework which Ron give. Ron starts to be frustrated for his students' behavior toward him as shown in this figure.
Figure 4

Ron is irritated by his students’ Behaviour

Other than frustrated, Ron’s face also shows some fatigue because all the trouble that his students give him. This figure also proves that Ron is a patient person because, from the figure, Ron still tries to hold his anger despite the bad situation.

Furthermore, Ron's patience can be proved by the dialogues in the film. The first dialogue is taken after Ron repairs and redecorates the classroom for the first time.

Dialogue 1

Ron : “Well, what do you think?”
Shameika : “We think it looked stupid.” (Haines, 2006, 18.54)

From the dialogue, the students are not appreciating Ron’s effort in remodeling the classroom as they say that it looks stupid. Ron is repainting and making the decorations by himself hoping that the students will like it which they do not and Ron simply lets it slip. This proves that Ron is patient because he can say something or get offended to Shameika because she does not appreciate his effort, but Ron simply accepts it and remains silent. Another example of similar situations can be shown in this dialogue.
Dialogue 2

The dialogue is taken after the room gest vandalized and Ron needs to repaint and redecorate the classroom for the second time.

Ron : “I want you all to take a good look around at your new. Clean. Room.”

*Whispers*

Ron : “I’m not going to ask who wrecked it. Eyes right here. I was hoping we could have fun this year and I think we still can but only after you learn to follow ALL of my rules!” *sound of a gum explodes* “And you will follow ALL of my rules.” (Haines, 2006, 29:15)

The second dialogue shows that Ron can manage his anger. The tone which Ron uses lacks cheerfulness and more serious compared to his previous interaction with his students. The voice level and stressing in this dialogue suggest that Ron is holding his emotion. When he delivers this dialogue, Ron’s voice is lower than usual and Ron specifically puts stress on the word “All” signifying Ron is more serious than before. From this analysis, the writer concludes that Ron is angry, but he chooses to hold it.

The last dialogue is taken when Ron asks about the homework which he gave to his students. After he knows that almost all the students do not do it except Badriyah who retracts it to her bag, Ron starts to question his students why they do not listen. He looks into Ron’s eyes when he talks to those who do not do any homework. Because of Shameika’s provoking answers and actions and because of Ron’s stress due to the students’ behaviors, Ron snaps at Shameika.
Dialogue 3

Ron : “Why you all doing this?”

Shameika : “got better things to do, yo. Oops my bad, I got to say yo sir. I guess I get a check.”

Ron : “You want to get detention?”

Shameika : *Turned around* "Yo, I’m really really like *mumble*.”

Ron : “Look at me when I talk to you.”

Shameika : “My double then, another check.”

Ron : “LOOK at me when I talk to you!”

Shameika : “Go TO HELL!”

Ron : *Proceed to slam the table* ……… *exhale and pick his bag* “You win.” (Haines, 2006, 34:05)

From dialogue 3, the author concludes that Ron is still a patient person and manage to hold his anger. The statement can be proven by analyzing the context. In this dialogue, despite in the state of rage, Ron does not shout or scream at Shameika and he does not say any bad words to her or any of his students. This action may still prove that he is angry but it also tells that Ron is good at keeping his anger in check and patient enough to not lash out to his students.

Ron’s action can also be used to determine that Ron is a patient person. The action is taken from dialogue 2 and 3. During dialogue 2, Ron does not punish his students despite they wreck the classroom and choose to merely give warning. In dialogue 3 Ron forcefully turns the table and slams it after Shameika’s provocation. After that, he simply takes his bag and proceeds to leave the classroom. From both dialogues’ action, the writer can claims that Ron does not easily give in to his anger.
and he has good control over his anger. Ron can do worse or give a harsher treatment to the students because of how they treat Ron, but he simply let the students get away with just warnings and light punishments. The reason for this according to the writer’s understanding is because Ron simply does not want to treat his students badly and give in to his anger.

4. 1. 3 Smart and Creative

As a good teacher, it is necessary to possess both creativity and capability to motivate students but to have both of those is not as easy. This film is one of the good examples to show both creativity in teaching and ways to give motivations. In the film, there is a time when Ron needs to be creative and to give motivations to the students. For this section, the writer chose several scenes which show Ron’s creative ways and how he give motivation to his students.

After the students accept Ron as their teacher, he begins to motivate his students to be brave when facing new things and to want to learn with him. The first dialogue was taken after Ron is accepted by his students and he gives motivation and a promise to his students.

Dialogue 4

Ron : “I always wanted to go rock climbing but there I was at the edge of this cliff, ropes on me and my friends are yelling “Jump! Jump! Jump!” and I look down… and it is a long way down. So, I’m on the cliff and I’m yelling “I can’t! I can’t! I can’t” so my friend are yelling “yes you can! You can do it! Jump! Jump! Jump!” and I did. I thought I was going to die but when I jumped out, it felt like I was flying. I did something that I never thought I can do and it was pretty cool. Now you guys may not notice but in this classroom, we are rock climbing every day, we are climbing up
and up and up and we are there and now it’s time to jump. Now I know you are scared, but I want you to do it. I want you guys to jump. I want you guys to feel what it’s like *lit a match* to fly. So, I want each of you to come up here and light one of these candles. Okay, come up guys. When you light a candle, it symbolizes that we join together and if you trust me… you can learn more than you ever dreamed off and that’s a promise.” (Haines, 2006, 44:14)

The second dialogue is taken during the last week before the exam. During his talk with his students, Ron gives his last motivation to his students before the state exam.

**Dialogue 5**

**Badriyah**: “Everyone thinks that we are losers, Mr. Clark.”

**Ron**: “No. You are not losers. *point at the wall* these rules? They represent everything you’ve accomplished this year. Discovering new things. Believing in each other and believing in yourselves, and I’m proud of you. Compared to all that, this test…? Pfft… it’s nothing.”

**Shameika**: “Mr. Clark, we have to get certain grades to graduate right? So what if we… you know, choke?”

**Ron**: “But you are not going to choke. You guys didn’t work hard all this year just to get ready for some tests. Every day in this room… we are learning things far more valuable than you can get in some book. I teach you and you teach me, and together we learn to love to learn. *Sound of hand-clapping* So… Next week, you gonna take that test, you gonna do the best that you can do and you are going to walk out of that room and
know that you can do anything you want for the rest of your lives.”

(Haines, 2006, 1:07:38)

From these two dialogues, readers can see how wise Ron is. In dialogue 4 Ron motivates his students to know the joy of learning and dare to try new things. Ron also compares his personal experience in rock climbing and the process of learning as a student which gives more impact. Not only is the point of lighting the candle to reassure and promise his students that he will help and guide them but also Ron can gauge his students’ trust him. In dialogue 5 Ron gives his motivations by talking about what the students had done before. Ron states his proudness at how his students obey his rules and change themselves and he prevents them to think that they are losers. From this motivation, Ron successfully erases most of the students’ doubt, gives them confidence, and asks them to do their best and goes beyond the standard. How Ron says those speeches also reinforces the effect. When Ron delivers both speeches, his voice is full of spirit and life which interest the students and audiences to listen to him.

Other than a wise person, Ron is also a creative teacher. What drives Ron to be creative in teaching is the fact that his students are not giving attention to him and his lesson. To solve that problem, Ron develops ways to attract the students’ attention so they start to listen to him.

Ron’s first try is he prepares a lot of chocolate milk and he makes a deal with the students that every fifteen seconds he will drink one milk, and he jokes around if his students want to see him puke. Ron’s intention in doing this is to make the class lively and to pique the students’ interest. Usually, in the class, the students will just sit down, listen to the teacher, and go home but with Ron’s agreement, the students
will have something to look forward to other than go home and Ron jokes around so that he can get closer to his students and make them less tense. The second time when Ron becomes creative is when he teaches a history lesson. When he gives scores to his students’ test, Ron found out that remembering events and names was a difficult task for students as their scores are not that good. When he tries to think about how to help with that, Ron heard some music behind his wall and that gives him an idea.

The next day, Ron started his history lesson by playing a song and he starts to sing with his lyrics about the lesson and this song get a positive response from his students.

From there Ron and his students sing and danced together while learning history.

![Figure 5](image)

Ron sings along with his students to learn the history

From this scenario, Ron once again proves his creativity by changing the usual boring history lesson into something fun and engaging for students. The third situation is Ron uses a camera to teach his students. Because Ron pushes himself too hard, one day he collapses at class and needs to rest at home. As Ron still has a strong desire to teach, with the help of his friend Ron sets up a camera which connects him to the classroom so he can teach and rest at his home. This act is innovative and creative
which solve the problem when teachers cannot present in the class but do not want to dismiss the class.

From the discussion, the writer concludes that Ron is a wise person. Form the analysis of the dialogue, Ron is very knowledgeable in life and capable to motivate his students and from his actions and Ron can creatively solve his problems. From here, the writer believed that Ron is amazing because something at this feats is not achievable unless the person is smart and talented.

4.1.4 Persistent

Other than his dedication, patience, and his intelligence other traits Ron possess is he is not easily giving up. Teaching at the Inner Harlem is Ron's biggest challenge at that time where he has to deal with lots of stress and pressure from his students, his job, and himself. With so many things in his mind and how hard his challenges are, it is not weird if Ron decided to just call it a quit and do something else. Ron is persistence or not giving up easily because he keeps teaching at Harlem. The students in Ron's class were naughty, selfish, and not discipline. Other teacher had already given up in teaching them except Ron. Ron still to teach them despite all the shenanigans and the stress which the students give him. To give a better figure the writer give this scene below.

After Ron’s outburst at the class, he decided to quit teaching there and left the classroom. Not long, he called his friend Marissa to guide him around New York. During their rest, Marissa decided to ask him what happen and he told her what happen at the classroom and his decision to quit. Marissa later said to Ron with stating that the students would miss him and encouraged him to give them a second chance, and at Monday Julio found that Ron already in the class ready to teach again.
From this scene, the writer found that despite his good point Ron is still a human who can break under strong pressure but what important the most is that he is not giving up and stand once more. Ron gives up to teach his students because he feels like they do not want him to teach them and he cannot change their mind, but after Marissa's encouragement Ron's energy is rekindled and he decides to continue teaching. Other astonishing things in this scene is the speed of Ron's recovery. He decide to give up on Friday as Julio stated that "Mr. Clark was crazy on Friday" and class started again at Monday, it means that it took Ron around two days to make up his mind to teach again. The writer believed that Ron's recovery is fast considering how difficult it was to teach the students as the previous teacher usually fed up teaching them. From these scenes, the writer also notices that Ron cannot stand again without some help, which makes the writer conclude that in difficult times it is important to have someone to talk to or to encourage us.

Another example is when he plays jump rope with his students. One way for Ron to get along with his students is by having fun with them so, when the students played jump rope Ron asks if he can join them. As that is Ron's first time playing, he does not do much good as he tries to jump and the rope hit him and sometimes he fell. When he fell or failed, he and his students laugh together. Later, Ron finally able to play well and Shameika decided to play with him. Ron's persistence is shown when he keeps on trying even though he failed many times and there are times when he falls.

4. 1. 5 Strict and Professional at Work and Easy-Going at Daily Life

An interesting part of Ron as a teacher and as a person is he can differentiate when he needs to be strict and when he can be easy going. He is strict mostly when
he is teaching and the audiences can see that Ron is an easy-going man after he finished teaching or sometimes during teaching. To prove this statement, the writer will find the example when Ron is strict and when Ron is easy going and finding out why it happens. To obtain the desired data, the writer analyzed the examples by observing the action, dialogue, and background and environment.

Ron's interaction with his students can also indicate when he was strict and when he was not. The writer has prepared several dialogues in different scenes to be analyzed to help to get the point across.

**Dialogue 6**

This dialogue is taken from the early time when Ron explained the rules particularly about how the students address him.

Ron : "Role number two: we respect each other." *students whining* "Hey, you will call me sir not man, not dog, not fool. If you are asked a question you will say yes sir or no sir not yep, nope, a…a, na…a."

Julio : "e… na a fool."

Ron : “Respect! Julio Vasques. You will not talk unless I call on you if I am talking you are listening with your eyes…. right here.” (Haines, 2006, 22:15)

From this dialogue, Ron is strict because he set up rules at how the students address him or at certain situations and he will punish those who break it. In this dialogue, Ron also put stress in respect and he speaks the rule loudly proves that Ron is serious. Contradicting with the previous example, Ron is not as strict after school is over.
Dialogue 7

Dialogue is taken when Ron was playing poker with Julio at Saturday in a diner.

Ron : “Pair of sevens.”

Julio : “Well I guess I get all the chips *sound of card flipped* because I got three
ten. *cheer* pay up, dog. Wanna go again?”

Ron : “Yea, sure.” (Haines, 2006, 53:02)

Dialogue 8

Dialogue was taken during Ron’s extra class with Tashawn.

Ron : “Remember there are two variables in this equation okay, so x equals
actually x equals… come on Tashawn you can do it.”

Tashawn : “You know what wrong apart me, man?! ”

Ron : “Yeah… *walk behind.” (Haines, 2006, 01:00:51)

In both dialogues, Ron is fine when he is called dog or man even at Tashawn’s case, he shouts at him and he simply let it slip while in his rule it is not allowed. The reason why according to the writer is Ron feels that there is no need to address him formally during after school time or a day off and because he wants to get along better with his students as Ron let them speak as to how they comfortable with.

Ron is strict if we talk about his classroom rules. This could be seen in the early year when Ron started teaching, the first thing he does is explaining some rules which the students had to follow like: respecting each other, manners, forming a line, not lying, and other unmentioned rules. As the story progresses when the scene portrait the classroom, the audiences can see the rules is taped on the classroom walls which serves as a reminder for the students as shown in this figure.
Other than this, there are scenes where Ron is strict to his students by punishing them for not following his rules. During lunchtime, the students cannot open the classroom door, it turns out that Ron locks it because the students are not following Ron’s rule number three: to form a line when enter or leave the classroom, much to his students’ dismay. The same thing also happens on the way to the cafeteria. Ron forbids the students to enter because Ron wants Shameika to confess that she cuts in line while she is actually not allowed to. From these two scenes, the writer concludes that Ron is strict because he is not tolerating those who break his rules.

As the writer mentioned earlier, there is a time when Ron is strict and when he is not. An example when he is easy going is when he plays with his students. During break time, Ron sees his students gather in the yard to play some sort of rope skipping but this game involves more people. When Ron tries to join, his students simply laugh at him believe that Ron could not do it. Challenged Ron decides to try for the first time and he fails but he does not give up. Some days pass and he finally cannot maintain his jumping and he plays with Shameika and other students. Another example is shown in the figure below.
In this figure, Ron spends his day off with Julio playing poker with fake money. In this scene, Ron does not simply play but he also dishes up some math problems to increase Julio’s math skill. From these examples, the writer concludes that from action Ron is strict when he taught in the classroom but after school, he becomes an easy-going person who can play with his students.

Ron’s background and the environment also affect his decision when he has to be strict and when he can be laid back. Before Ron comes to New York, he has been a teacher for four years, so he understands that as a teacher sometimes he needs to be strict for the students’ sake. When Ron is teaching at New York, he needs to be strict especially in-class time. This act is based on the environment and the condition of the students. Ron wants the students to have fun in learning but at the same time, Ron has to teach them to respect him as an older person and as a teacher. Other than that, He also wants to improve the students’ knowledge and attitude. Before Ron starts to teach the class, he is informed by the headmaster Turner that the students are known for their bad attitude and scores, so Ron needs to be strict to improve the students’ grade and attitude. Similar to the previous, the time when Ron is more relaxed when
interacting with his students is when the school time is over. This happens because
the environment and the situation are different. During school time, Ron needs to act
as a teacher for his students while after school Ron can interact more as a friend or
family which is not required to be as strict as school time.

Another thing that needs to be noted that Ron is relaxed because he grows up
in a small city. Aurora is a small city compared to New York which is a conurbation
(group of metropolis), the atmosphere in a smaller city usually more relaxed and tame
or slow-paced which make the people friendlier while in big cities people are more
individual and they need to be fast as they have a lot to do hence the relationship in a
big city is not as friendly as the small city. From this data, the writer convinced that
the environment where someone lives is affecting one’s personality.

4.1.6 Kind and Caring for Others

Throughout the film, Ron is shown to be a kind and caring person to his
students on any occasion. He watches over his students and sometimes covers for
them as no one asks him. To prove it, the writer has picked several scenes and
analyzed them. For this section, the writer analyzes three different dialogues to prove
that Ron is a kind and caring person.

Dialogue 9

Dialogue is taken during Ron’s tour with the headmaster Turner in Inner
Harlem Elementary School. Ron sees a classroom filled with students look like
bullying a teacher which pique Ron’s interest. Ron decides to ask about that class and
to teach there.

Ron : “I’m your man.”
Headmaster Turner : “I have an opening in grade 3, if your predential chec-
Ron: “But you have an opening right here.”

Headmaster Turner: “No. Last year this class went through 6 different teachers before Christmas.”

Ron: “Yes nobody wants them and I do so what’s the problem?”

(Haines, 2006, 10.22)

From Ron’s interaction with headmaster Turner, the writer can see that Ron is capable to care for students who have bad records and he wants to help them. This dialogue also shows Ron’s kindness as he can pick another class like headmaster Turner’s suggestion but he still chooses this class which people believe have no hope and cost more than it’s worth. Another example that Ron is a kind and caring person can be seen when he helps his students especially Shameika and Tashawn.

Dialogue 10

Dialogue is taken after Shameika’s mother found out that Ron cooked at her house. The day after, her mother, Shameika, and Ron hold a meeting with headmaster Turner to complain.

Mrs. Wallace: “I come home to find him in my kitchen cooking for my family. This girl had a job to do.”

Ron: “Mrs. Wallace, can we please not talk about Shameika like she is not in the room?”

Mrs. Wallace: “I talk anyway I want. I sent my daughter to school to be educated, I don’t expect it to teach her to bring school up in my house.”

Ron: “It’s called homework.”

Mrs. Wallace: “Excuse me?”
Ron: “She has too much of it to be babysitting all the time.”

Headmaster Turner: “Mr. Clark…”

Ron: “Shameika has more potential than any kid in my class, why can’t you see that?”

Mrs. Wallace: “How dare you? How you gonna tell me what I should and should not see in my daughter?

Ron: *sigh* “I merely suggesting that you give her a chance.”

(Haines, 2006, 55:46)

From this dialogue, the writer believes that Ron cares about Shameika’s future and her study. Mrs. Wallace thought that Shameika should spend her time studying at school and take care of her little brother and sister at home while Ron believes that she should spend her time studying and with a good reason. The writer believes that in Ron’s mind if Shameika continues her routine, it will affect her grade because of the stress from school and taking care of her younger siblings and because Shameika’s time to study is used to take care of her siblings. Ron also asks Mrs. Wallace to not ignore Shameika’s presence because it is rude to talk about someone especially if the mentioned person can hear it.

In Tashawn’s case, it is when he fights with Julio and Ron tries to separate both of them. After Ron managed to diffuse the situation, Tashawn leaves the classroom and Ron chase him.

**Dialogue 11**

Ron: “Tashawn! Look don’t do this! Hey! Look, I know you have two strikes, you walk out now they will expel you for sure, just get back in there.”

Tashawn: “Why?”
Ron: “Because I would miss your glowing personalities. Mr. Turner does not know anything about this just... give yourself another chance.” (Haines, 2006, 32:10)

In this dialogue, Ron cares about Tashawn because by stopping him from leaving, it would prevent his expulsion. If Ron does not care about Tashawn, he would not do this because Tashawn has a bad reputation and so close in getting expelled from school. Ron is also kind enough to overlook the incident and encourage him to not give up on himself.

**Dialogue 12**

This dialogue is taken during a discussion about sending Tashawn to juvenile because he gets three scores. Ron disagrees with that idea.

Howard: “…we don’t need his lazy ass around the house all day.”

Ron: “What did you just say?” *sigh* “Look if we expel him, he is only gonna fall further behind.”

Superintendent: “Mr. Clark, our student can’t simply do what they want with no consequences.”

Ron: “What about the consequences for Tashawn?! We are supposed to be keeping this kid in school!” (Haines, 2006, 59:45)

Ron disagrees with how they handle Tashawn because he believes that it will cause more damage to Tashawn than help him. Furthermore, Ron steps up when Tashawn’s foster father says a bad thing about him. This proves that Ron cares about Tashawn’s wellbeing more than his foster parents. Ron’s voice and intonation could also indicate that he cares about Tashawn. When he refutes the super intender, his volume is high and his tone is quite harsh, signing that he is serious and a bit angry at
Tashawn’s treatment. Yet another dialogue example can be seen when Ron asks Marissa for a tour around New York. Following the event at dialogue 3, Ron decides to take a breather to calm himself so he asks Marissa for a tour around New York. When they take shelter in the rain, Marissa decides to ask Ron about the prior event.

**Dialogue 13**

Ron : “I shook a desk at a twelve-year-old kid. I wanted to throw it and her right out of the window.”

Marissa : “Well they’ve seen that kind of manga before.”

Ron : “Well not for me, I… I totally lost it.”

Marissa : “What, you feel helpless? They feel that way every day.” (Haines, 2006, 36:09)

After what happens at the class, it is a matter of course if Ron is mad and hates the students, but during the talk, the writer finds that there is Ron’s stronger regret feeling. Ron’s tone during this dialogue is low and lacks the usual cheerfulness, indicating that he feels sad and regrets that he did it. From the context, Ron actually is not expecting that he will do that especially to his students even at the burst of anger, and after he does that he is surprised and feels bad for giving in to his anger. From the analysis, the writer concludes that Ron is kind because he does not hate or blame the children but blames himself even though the students are mostly at fault.

Other than dialogue, the way to determine that Ron is a kind and caring person is by observing his actions. In this part, the writer has already picked two scenes to reinforce the writer’s claim. The first scene is when Ron asks Shameika about her English homework. After a bit of questioning, Ron offers himself to help to check her work. During checking, Shameika needs to greet a guest who turns out to be her
siblings’ nanny. Seeing Shameika looked troubled, Ron decides to help her by cooking dinner in her stead while she fixes her homework. From this scene, the writer believes that Ron is kind and a bit meddlesome. Ron is meddlesome because he is sticking his nose where he does not really belong: an outsider cooking for someone else’s family, but this act could be considered kindness because Ron genuinely wishes to ease Shameika’s burden and focuses on her study.

The second scene is taken after the state exam. To celebrate the end of the exam, Ron decides to invite all the students to go to Broadway. When Ron is checking the students, he notices that Tashawn is not there. Because Ron gets anxious, he decides to look for him. After he arrives at Tashawn’s house, it turns out that Tashawn is not there and finds him near there with some wound because he is abused by his foster father. Later, Ron stays there to comfort Tashawn and goes together to headmaster Turner’s house to shelter Tashawn for a while. From this scene, Ron shows his kindness when he decides to ditch the show to look for his missing student despite only one kid and he helps him to get settled. Other than his kindness, he also liven up to his words as he states at the beginning of his teaching that they are a family who defends each other and sticks together.

4. 1. 7 Brave and Optimistic

Ron is seen as an optimist person as he is capable to think positively even if the situation is not good. He believes in his students’ potential. Other than an optimist, Ron was also a brave person who dares to set his bar high. To prove the point, the writer had analyzed dialogues in the film which relevant to this point.

In this part, the writer will talk about Ron’s optimism. Ron as a teacher believe in his students’ potential and talent and he does not let the negative sides to affect his
judgment. An example of this case is in dialogue 10 when Ron says that Shameika has great potential and later he says that she is creative and a born leader. In this context, despite he does not have solid proof, Ron could confidently state that because he has seen her at school and believes in Shameika’s skills. This statement proves that he is an optimist person. Similar things happen to Tashawn in dialogue 11. Around that time, Ron only knows Tashawn as a quiet kid because he rarely speaks with Ron and sometimes he involved in troubles yet Ron capable to say that Tashawn has a glowing personality. This proves that Ron is an optimist or think positively because he had yet to know about Tashawn but he can make that claim. Audiences or reader can know that Ron is optimist before he started to teach at Harlem. During his conversation with Marissa at their break time, Ron confidently said that his students will like him. To prove Ron’s bravery and optimism, the writer has to put the dialogue below to give a better figure of what the writer means.

**Dialogue 14**

The dialogue is taken when Ron is called by headmaster Turner about Ron’s behavior which is not befitting as a teacher.

**Headmaster Turner**: “…These kids are the bottom of the barrel!”

**Ron**: “Don’t talk about them like that.”

**Headmaster Turner**: “Now all I’m asking is for your students to pass.”

**Ron**: “Oh every one of my students will pass.”

**Students**: “What?” “I’m not gonna pass.”

**Headmaster Turner**: “… It becomes somebody else’s problem.”
Ron: "The problems aren't the kid, it not what even what they can achieve, the problem is what you expect them to achieve. You are setting the bar here, why? Set it up here they can make it!

Headmaster Turner: “This community judges us by scores, government’s funding judges us by scores. People will give me scores and get my respect.”

Ron: “Okay, good. In May they all tested grade level.”

Headmaster Turner: “I don’t see how this possible.”

Ron: "Oh I'm sorry did I say grade level? I meant above grade level. Every single one of those kids in that class just wants your respect! How I won your respect?"

Headmaster Turner: “You want my respect? Stop acting like a 12-year-old!”

(Haines, 2006, 43:23)

From this dialogue, the writer sees Ron being brave and optimistic. Based on the students’ grade which at that time is still bad, the headmaster Turned believes that it is impossible for the students to pass in grade level, but Ron believes otherwise. Ron believes that his students can achieve more and he believes that headmaster Turner sets the minimum too low. This fact proves the writer's statement earlier about Ron being brave and optimistic. Someone needs to be courageous and to claim that he or she can do something without many bases just like Ron does and he or she needs to believe and be confident that they can do it. While this example can be seen as an optimistic, the writer believes that at the same time Ron was being overconfident because he made claims without a guarantee that he is right.
From the three different dialogues mentioned, the writer finds a similarity in the way Ron says that. Ron’s word contains strong confidence as if he knew what he said will happen for sure despite he did not have evidence and the fact that he is not stammering once reinforced Ron’s confidence.

4. 1. 8 Change People around Him

The last characteristic which the writer analyzes in this study is Ron’s charisma. Ron’s most notable achievement in this film is that he manages to change the students in both grades and attitudes. He can achieve that far because he possesses strong personalities. It makes him admired and adored by his students and other people. To prove that, the writer has analyzed several scenes using three aspects: action, dialogue, and other character’s reaction.

In this section, the writer will compare some dialogues from two different scenes when the students reject Ron as their teacher and after they begin to warm up with Ron. The first comparison was from Shameika. She is the student who rejects Ron more open than the other, but later she begins to develop a friendlier relationship with Ron.

Dialogue 15

Dialogue is taken during Ron’s first visit to Shameika’s house before he began to teach at school.

Ron : “Shameika Wallace? I’m Mr. Clark your new teacher I called earlier.”

Shameika : “It’s Saturday, fool.”

Shameika’s mom : “Shameika! Who is it?”

Shameika : “Nobody.”
Ron : “Oh are those your brothers?”
Shameika : “Na, they’re my kids. I’m twelve years old and I got three kids.
Shameika’s mom : “Who are you talking to?”
Ron : “I’m Mr. Clark, Shameika’s new teacher.”
Shameika’s mom : “What the hell happened to Mr. Solis?”
Shameika : “Fool’s quit.”
Shameika’s mom : “He’s wet. I swear to God your teacher come in and out in this school.”
Ron : “Yea I-i know that, tha-that’s why I’m here, I was hoping you would work with me.” (Haines, 2006,13:45)

This dialogue will be compared with the time when Ron visits Shameika’s house again after their relationship gets better.

Dialogue 16
Ron : “Shameika Wallace, didn’t we have an appointment after school today?”
Shameika : “It must’ve slipped my mind.”
Ron : “Look we have to talk about you turning in your homework.”
Shameika : “I told you the fire alarm keeps going off in my building.”
Ron : “3 times this week?”
Shameika : “get busy, again….. Last night I just didn’t do good enough job.”
Ron : “Would you like to show me your homework, I’m sure I can help you with it.”

*Enter the house*
Ron : “This is… really close, we can fix this.”
Shameika: “Yea? For real?”
Ron: “Sure, we can work on it right now. There’s a few spelling mistakes
*Door knocked* and just arrange some of the paragraphs.”

*Shameika’s siblings arrived and Shameika talked with the nanny*

Shameika: “Mr.Clark, I-I can’t work on my paper right now. I have to go make

dinner.”
Ron: “I’ll do it.”
Shameika: “You do what?”
Ron: “I’ll make dinner and you work on your paper. Ok?”
Shameika: ”oh… okay.”
Ron: “You start with the third paragraph.”

(Haines, 2006, 53.12)

There are some clear differences from both dialogues in term of the context
and intonation. First is the context, in dialogue 15 Shameika uses very informal words
and she addresses Ron as fool while in dialogue 16 Shameika addresses Ron as Mr.
Clark. She uses more polite words. Second and the last is the tone, in dialogue 15
Shameika sounds annoyed and she does not care about Ron while in dialogue 16
Shameika uses a polite and friendly tone.

The second student to compare is Julio. Julio is tamer compared to Shameika
as he is an easy-going person and likes to joke. For this section, the writer will
compare dialogue 6 and this new dialogue.
Dialogue 17

Dialogue is taken for one week before the exam. Ron motivates the kids for the last time.

Julio: “It’s not upon us ma-sir. I mean it’s nothing personal.”

Ron: “Everything we do in this room is personal. How we talk to each other, how we work together, and how we prepare for this test.”(Haines, 2006, 01:07:18)

From both dialogues, the writer can see that Julio’s way to address Ron has changed from informal ones like man, dog, fool into Mr. C or sir at class.

Other than dialogue, the actions in the film can indicate that the students have changed. Ron does many things to teach his students and some are considered weird. He makes his students listen in at the class by drinking chocolate milk, playing jump rope with his students, teaching history while singing, using a camera to teach while he is unable to present in class, and teaches the students after class. All of these actions caused the students to change for the better. The changes are: they start to warm up Ron, they follow Ron’s rules, they become more polite, and they have better grades.

The change can also be seen by observing the students. To obtain the desired data, the writer needs to compare the early time Ron starts to teach the students after Ron finished teaching them (after state exam) similar to the dialogue section. During the early year, Ron does not like by his students and they do not want to study with him, but with Ron’s unrelenting hard work the students begin to change. The writer has provided some figures to prove the statement.
From these two figures, the writer can see that there is a big change in how students react or act when attending class. Figure 8 showed that the students are not intending to take lesson and not discipline: talk among themselves, sitting the desk, sleeping, and do not listen to teacher while in figure 9 the students are tamer and ready to attend class: no one sitting on the desk, no talking among themselves, and they are not causing trouble and listen to Ron’s teaching although he is not there. Another example of the changes can be seen from students’ reaction about Ron.
Ron tries to get along with the students but he is failed

These two figures show when Ron tries to get along with his students. Figure 10 is when Ron asks if he can join and the students stop playing and leave much to Ron dismay. Figure 11 is when Ron tries to join again and gets a better response as shown in figure 11. In these two figures, the change is the students’ relationship with Ron which shows how students’ react when Ron wants to get along with them. Their relationship is not that good at the beginning so when Ron asked to play with them, they do not respond well. When Ron tries to play with them as shown in the second figure, he gets a better response because the students are starting to accept him and
their relationship is in a better state. Another change also happens with the relationship between Ron and his students. The change is that the students start to care and worry about him. To get a better idea, the writer has prepared figures to show Ron’s relationship with his students.

Figure 12, 13, 14

The students care about Ron

All of this figure shows a good relationship between Ron and his students which is unthinkable for his students as the first time Ron come, the students are not interested in him. This show that their impression about Ron changed from just another teacher which they do not fond of an amazing and lovable teacher.
Other than his students, Ron also changes how their parents saw them. An example case is taken from Shameika’s mother which at first does not believe that Shameika is very smart and talented but after being convinced by Ron, she decides to give Shameika and Ron a chance to prove themselves. When Shameika is called because of her achievement, her mother is happy because she does not believe that her daughter can achieve that.

From all the analysis in this part, the writer concludes that Ron possessed a certain charm or charisma and good personalities which make him change people around him. Ron manages to give hope for lost cause kids (as others believe) that they can become a great person and change how others think about them. The changes might be small, but it is very important as they (the students and parent) become a better person.

4.2 Type of Character

After the writer finishes analyzing the characterization, the writer then investigates the kind of character Ron Clark is. The reason why the writer put this part after characterization is in order to classify a character, one must understand what kind of person is the target character and the growth as the story progress. After analyzing the characterization and growth, the writer concludes that Ron Clark is a round character. As the writer explained in theory of round character is a character that can be seen in many perspectives, the reader can see that Ron has many traits and he can be described in many ways in characterization analysis. For this reason, the writer put Ron Clark as a round character. The writer also believes that Ron Clark is undergoing growth or change. During the story, Ron faces many problems and at some point, Ron doubts that he can make it but with encouragement and remembering
his desire to help the students, Ron can pass the hurdle and he and his students become a better person. In this sentence, Ron becomes a stronger person and that is included as growth but the change is not big. The writer can state that because after finished watching the film, The writer finds that Ron’s overall character does not really change. This can be seen from the way Ron act and interact with his students. Ron’s acts and interactions before and after he grows are similar, he is still a caring, optimist, creative, and outgoing person, Ron simply needs to adjust his approaches. Based on the statements, the writer sticks with the fact that Ron is also a dynamic character because he has changed despite the change is not big.