

**AN ANALYSIS OF MORAL VALUE ENTITLED THE RON CLARK
STORY MOVIE**

SKRIPSI

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for Degree of Sarjana Pendidikan (S.Pd)
English Educational Program*

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ABSTRACT

Kahar, Fatin Aisyah. 1402050368. “An Analysis Moral Value Entitled The Ron Clark Story” Movie. Skripsi. English Education Program Faculty of Teachers’ Training and Education of University of Muhammadiyah Sumatera Utara. Medan, 2018.

The study deals with the analyze moral values in the Ron Clark Story Movie. The objectives of the study were to find moral value in the movie and to describe the implications of this movie in education. The methodology of this study is Descriptive Qualitative Research; it means that it does not need statistic approach to explore the material. In this research, the researcher research about the moral values of The Ron Clark Story movie. Qualitative research is a search of which the data written or oral words are descriptive analyzed. The technique for collecting the data was documentary technique. After analyzing the movie, the result of this study is there are some of moral values in this movie. From the analysis, it can be concluded that there are 3 moral value they are: (1). Individual moral value 18 dialog, (2). Social value 27 dialog, (3) educational 8 dialog. The Implication moral value in this movie is (1). The teacher should always teach honesty to their students, (2). The Parents should understand the desire and the ability of their children, (3). The students should know that their teacher love them. The achievements of this research are expected to give some contributions to further study of moral values.

Based on the result above, readers that can develop and increase knowledge about all the aspect of moral value and the types of moral value in the movie. The researcher hope the result of the research will give additional information, contributions and stimulates the students or readers in studying the literature.

Key words: Moral Value, Movie.

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In name of Allah, The Most Gracious and The Most Merciful.

All the praise and thanks to be Allah, the Lord of the Universe who had blessed the researcher in completing this study. Then blessing and peace be upon forward to the prophet Muhammad SAW.

This study by the title “*An Analysis Moral Value Entitled The Ron Clark Story Movie*” is submitted to English Education Departement of Faculty of Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara as partial fulfillment of the requirement for the degree of Sarjana Pendidikan.

In completing this study, there were many people who support the researcher. Hence, she should like to take this opportunity to thank, especially for her parents, Kamaruddin and Hariati who given moral and material support, loving care and affection since he was born till she grew up today. Next, he took this opportunity to thank to:

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The researcher hope that her study will be useful for the readers, especially the students of English Departement who want to do a similar research and also for the researcher herself. May Allah the most Almighty bless all of us.

Wassalamu'alikum Wr. Wb

Medan, September 2018

Researcher

AISYAH FATIN KAHAR

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Etymologically, the Latin word “literature” is derived from “literature” (letter), which is the smallest element of alphabetical writing. The word text is related to “textile” and can be translated as “fabric” just as single threads form a fabric, so words and sentences form a meaningful and coherent text. Mario (2004) state that “the origins of the two central terms are therefore not of great help in defining literature or text it is more enlightening to look at literature or text as cultural and historical phenomena and to investigate the conditions of their production and reception”.

Literature is writing which expresses and communicates feelings, thoughts and attitudes towards life. Abrams (1999) also define “literature as the term is applied to a number of works in drama and prose fiction which have in common the sense that the human condition is essentially absurd, and that this condition can be adequately represented only in works of literature that are themselves absurd”. From definitions above we can conclude that Literature is form of expressions from thinking and feeling.

Literature also correlated with life experience. The words are used in literature is very strong, effective, and attractive. Literatures also provide entertainment and reveal the writer’s intention. As a student, literature is important to learn it helps us grow, both personally and intellectually. Since the

literature itself is about life and society so it is not far from our daily life. Based on the researcher experience in learning introduction to literature in fourth semester the students got difficulty in understanding what the literature and how is literature work. Students still confused how to interpret the literature and literature work, and how to find out the meaning so in this research the researcher want to show how literary works can be realized in social life especially in education life in analyzing the movie. Literature work have many forms they are poetry, novel, comic, soap opera, electronic literature, graphic novel, film or movie.

In this research, movie becomes an object of the study. In our life, we are often watching movie. Movie is one of the literary works where the function is to entertain and gain information. As with books or other printed works, photographs, sound recording, painting or other artwork, movie is a conductor of information to the society. The information presented in a movie providing new knowledge to society. Whatever the genre or the theme, movie always leaves a moral message to people that can be absorbed easily. As we know movie and literary work have a close relationship like literature works influence the human being life. This is because the literature of a society is the principal element of its culture. It contains human's value, thought, problems and conflicts. In other words, it can be concluded as their whole way of life.

In a literature, we can find many didactic moralistic elements. It sets out deliberately to inculcate moral values into children by the choice of such literature. Downey (1978:167) state "that there are moral aspects to any human situation portrayed in novels, drama or poetry it helps children to expand their

experience and heighten their awareness of social and moral dilemmas". Based on reality many students in English Department have problems with morality the examples is many students don't respect to each other, selfish, don't brave, honesty etc. This condition happen because many students didn't care about moral value and they not applied the value in social life.

Moral value can define as a term in logic that a principles or action or characters of human is true or false, right or wrong and good or bad view of the goodness or badness of human action and characters. Morality refers to concern with what is good or right in people's relationship with each other. The understanding morality is to be specific about definitions of good (or bad) and right (or wrong), since these terms can be used in several different ways.

For statements above, definition of moral value is about people belief good on bad thing. Moral values gives the examples of good attitude and culture, which is inspired from society's behavior. For literature work, moral value is about the author message to read about good and bad manner. So, the author hopes the reader can learn the message. Moral value actually exist in human daily life because in every action human being, it is actually based on the lesson that can be takes from people's experience in daily life.

The Ron Clark Story movie is a movie that contains a lot of moral value that can be motivation and moral learning behavior. Beside that some of moral values in this movie also containing in education and this movie is good for those who is student of teacher's training. The reason why the researcher choose this movie as a data because the movie can give us the knowledge about how to

survive in the worst class with the unruly students, give us inspiration about creative teaching's methods, how to encourage students to dream big and take a risk and the way we have to know well our students and their problems personally because the students are our family.

Based on reality the researcher found some situation in this movie same like in real life, based on researcher experienced as a teacher training in SMP SWASTA AL HIKMAH MEDAN many students have a problem with moral value like don't respect to each other, don't brave, not confidence, honestly and so on. This condition happen because the students didn't care with the mistake and the students can't apply moral value in society life with a good attitude. As we know teachers are the most important component of education. They have big roles in the result of education. Teachers have to give moral education besides teaching their subjects. Most of the teachers in the school just teach their subject without considering teaching moral values. It is one of causes of moral degradation in our education. So to improving the moral value in society and educational life the researcher interested to analyzed this movie because this movie inspires us to be a creative teacher and give attention to our students and gives us hint and practical strategies to keep children excited about learning and motivated to be their best. The researcher choose this movie because, the movie inspire the people to know how difficult to be teacher and show us the teacher not only teach them but also has a role like second parents.

However based on the analysis that researcher, the reason researcher raised this title because researcher wanted to know the moral value on *The Ron Clark*

Story movie and most people did not know how moral values are presented to the actors on *The Ron Clark Story* movie and what the implication this movie in education. Due to the reason above, this study is very significant and interesting to be conducted. Therefore the researcher intended to conduct study entitled ***An Analysis Moral Value Entitled “The Ron Clark Story” Movie.***

B. The Identification of the problems

The problems of this research was identified as follows:

1. The students have a problems with moral value
2. The students have difficulties to applied moral value in society life
3. The teacher just teach their subject without considering teaching moral values.

C. The Scope and Limitation

The scope of this researcher is focused on the elements of literature and limited on the moral value and types of moral value in which the researcher found in actors from on *The Ron Clark Story* movie.

D. Formulation of the Problems

The problems of this research were formulated as follows:

1. What are moral value found in *The Ron Clark Story* movie?
2. How are the moral values presented in *The Ron Clark Story* movie?
3. What are the implications of *The Ron Clark Story* movie in education?

E. The Objective of the Study

The objectives of this research were stated below:

1. To analyze the moral value found in *The Ron Clark Story* movie.
2. To find out moral value presented in *The Ron Clark Story* movie
3. To find out the implications of *The Ron Clark Story* movie in educations.

F. Significances of the study

The finding this study were expected to be useful theoretically and practically.

a. Theoretically

The research is expected to be able to give information to the readers about the education of moral value found in *The Ron Clark Story* movie and give new knowledge especially literature in study movie.

b. Practically

a) To the Teacher, moral value is very important to the children in the school and everywhere so in here researcher hope the teacher can be applied it to contribute the development the moral value in daily activity like respect to each other, honest, faithfulness, love, forgiveness etc.

b) To the Students, the theory can make students be better than before because the children can be applied development the moral value in daily activity like respect to each other, honest, survive, love and forgiveness.

c) To the next researcher, who are interested in conducting the similar study to get further information. This study can be addition and comparison to

the theories, result, and other related to moral values or educational approach.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Literature

Literature is a reflection of life. Some experts have different opinions on their definition about literature related to the time and social condition. Those different opinions are caused by the complexities of literature over as the life. Culler (1997) “states that literature is simply another way we can experience the word around us through our imagination”. Literature in broadest sense, includes all written materials. Into this general grouping fall history books, philosophical works, novels, poem plays, scientific articles, dictionaries, directories, instructional manuals, travel folders, magazines, school textbooks”.

Literature according Abrams (1971) “Literature is a medium through which a person can convey his or her ideas or protest against different norms of society”. Those works that deal with a normal issue are particularly purpose in mind. An author can communicate with the readers of a literary work if they can understand what the author wants to send. The author expresses his or her feeling, thought, ideas, or arguments about the social issues by writing those issues in a form of literary work.

Literary work has two main elements, which can be analyzed. They are intrinsic elements or objective approach and extrinsic elements. Intrinsic element (objective element) is elements of literary work that build up the structure of literary work itself. Plot, character, setting, theme, point of view, style and

atmosphere are the examples of the intrinsic elements. Elements are the whole elements which build up a literary work. Literature is human personal expression especially thought, feeling, enthusiasm, and concept in a certain description.

2. The Psychology of Literature

The study of literature that is an interdisciplinary study is growing and eventually unifies the study of literature with many other studies, such as Psychology, Sociology, Anthropology, and others. It creates new approaches in the study of literature, such as the psychology of literature, sociology, and others. It creates new approaches in the study of literature. Basically, Psychology of Literature built up on genesis assumptions which had relation to psychiatric aspect the author. In modern era, sometimes, the authors lost their control and make a negative literary work, such as make a porn novel and movie which has high opportunity to influence the other. Based on those reason, psychology of literature is seen very important to be learnt to know what the author or director want.

Psychology can be used as a support in the research on a literary work. David (2008) state that “Psychology of literature considers the relationship and the role of Psychology itself”. While Psychology in literature analyzing the character that is in the work which is a depiction of the human himself regardless of whether he is a fictional character. Also, not only from its character, psychology of the author and the readers are also important because it can affect the analyzing of a literary work. It stated by Warren and Wellek (1994) “that the term psychology has four understanding. The first is to study psychology as a type

or a person. The second is a study of the creative process. The third is the studious type of psychological law in the literary work and the fourth is the impact of the literary work toward the psychology of the readers”.

3. Concept of Value

A value is a belief that something is good and desirable. Values are general guidelines that define what is important and worth striving for. Values represent a wide variety of ideas and beliefs about the ends that men should pursue in their life. Value provides goals or aims. According to Cooper (1986), “the term “value” may suggest that judgments of right and wrong, lofty and base, just and unjust, and more personal preferences, that thing are useful as individuals happen to value them”. Cooper (1986) said that “Value is something that interest for us, something that we look for, something that pleases, something that loved, and in short value is something good value have good connotation”. Actually, values has been discussed by the philosopher from 50s until 60s. In the last of 19 centuries it had a high position and discussed explicitly, although it had been implicitly discussed and played a role since Plato gave the concept of “good”. “That was the emergence of new branch in Philosophy that was known as axiology or “the theory of value” by Bertens (2005).

While the concept of value in Philosophy is a little bit different to the concept of value in Literature. In Literature, value is discussed integrally with Moral. Moral is defined as something stated in the literary work that have to be conveyed to reader. Here, moral is seen has a similarity to the theme, because both

of them stated can be interpreted as the main point which constructs the literary work Nurgiyantoro (2010:320). The readers or listener further, Kenny in Nurgiyantoro (2010:321-322) state that moral seen as the message of the whole story. It can be used as the “guidelines” to be the role model. According to Nurgiyantoro (2010:322) value or lesson learned that is gotten by the readers or the listeners is always in a good. Thus if literary work displayed the less praise worthy character, it doesn’t mean that the author suggested the audiences to be so.

Moreover, the uses of value and valuation are various and conflicting even among philosophers, but they may perhaps be sorted put as follows:

- a. Value (in singular) is sometimes used as an abstract noun in a narrower sense to cover only that to which such terms as good, desirable, or worthwhile are properly applied and in a wider sense to cover, in addition, all kinds of rightness, obligation, virtue, beauty, truth, and holiness.
- b. Value is also used like temperature to cover the whole range of a scale – plus, minus, or indifferent; what is on the plus side is then called positive value and what is on the minus side, negative value.
- c. “Value” refers to what is valued, judged to have value, thought to be good, or desired. Such phrases are also used to refer to what people think is right or obligatory and even to whatever they believe to be true. Behind this widespread usage lies the covert assumption that nothing really has objective value, that value means being valued and good means being though good. But the term value is also used to mean.

4. Moral Value

Moral is important in the society. Moral is about the good and bad human behavior. A good behavior will carry into a good life. The morality is one of the human's characteristic. Every people has different moral in the daily life. So, to keep the peace in the society, it can be attained by respecting another with their morality. People could live in peace together in the world if they could control their morality.

Moral code is a product of gradual social evolution, like language, or manners, or the common law, and order and social cooperation. Henry (1994:4) said that "Moral is a law in the society to get reconciliation in the society. It consists of language, manners and law".

Each moral rule must be judged, of course, in accordance with its utility. But some moral rules have this utility simply because they are already accepted. In any case, this established acceptance adds to the utility of rules that have utility on other grounds. The judgment of the moral rule in society has been accepted by its community, so inevitably they must abide by the rules that exist in the community.

Moral development is growth of behavioral and affective conformity to moral rules rather than cognitive-structural change. The basic motivation for morality at every point of moral development is rooted in biological needs or the pursuit of social reward and avoidance of social punishment. Moral development or morality is culturally relative. Thomas (1976:48) said that "Basic moral norms are internalization of external cultural rules"

Every society has rules respectively. The rules of society depend their judgments. Sometimes, the rules of society are different with the other society. Judgment of the society to a person morality depends on its rules. Morality is the quality of the human actions that indicate that the action was right or wrong, good or bad. Moral as matters relating to the prohibition and action whether it is right or wrong.

All human action is undertaken in order to substitute a more satisfactory state of affairs for a less satisfactory state. The conduct we call moral is the conduct we consider likely to lead to the most satisfactory situation in the long run. Morals that we have is not for ourselves. We live in a society must abide by the rules that exist in the community. It is intended that we considered having good morals. It was not our benefit but to obtain peace in a society.

But an established morality is as necessary as good government to the welfare society. Societies disintegrate from within more frequently than they are broken up by external pressures. Devlin in Jennifer (1987:129) said that “there is disintegration when no common morality is observed and history shows that the loosening of moral bonds is often the first stage of disintegration, so that society is justified in taking the same steps to preserve its moral code as it does to preserve its government and other essential institutions”.

Beside related to the society, moral also related to the religion. Religion has good relation with moral. In our day life, the strongest motivation to the moral behavior is religion. According to Bertens K. (2005) “Every religion contains a moral guide to get good behavior of its adherents”. Moral also been taught in

religion, where God has affirmed that we had been forbidden to kill, harm and even deceive others, It is proven with the Santayana's statement. It is a curious assumption of religious moralists that their precepts would never be adopted unless people were persuaded by external evidence that God had positively established them. Were it not for divine injunction and threats everyone would like nothing better than to kill and to steal and to bear false witness.

Morality is autonomous. While religion often serves as a force that strengthens adherence to moral rules, the appropriate moral rules themselves, and the nature of our duties and obligations, have no necessary dependence on any theological doctrine or religious belief. Henry (1994:358) said that "religion serves to make our obedience to the moral in a society become strong". On the other hand there is value Value means the standard of our action that attitude of our hearts and minds that shape that we are, how we live and how we treat other people. Value is one that produce behavior that is beneficial both to the practitioner and those on whom it is practiced. The true value and universally accepted is the value that produces a behavior, and it is behaviors that have a positive impact for both the run and for others.

Value is related to the human judgment. It is the worth of human behavior in the society. Values means the worth of the thing. Value in the singular is sometimes used as an abstract noun. In a narrower sense to cover that to which such terms as "good" or "worthwhile" are properly applied and in the wider sense to cover, in addition all kinds of rightness, obligation, virtue, beauty, truth, and holiness. Values are related to the norms of a culture, but they are more general

and abstract than norms. Norms are rules for behavior in specific situation, while value identify what should be judged as good or evil. Values are the rules by which we make decisions about right and wrong, should and shouldn't, good and bad. Indeed, it is difficult to defined value, because that is abstract. In a society value is often used to judge have a positive value if they have good courtesy, manners in society, in addition they also adhere to the norms of society.

The term "value" may suggest that judgments of right and wrong, lofty and base, just and unjust, and more personal preferences, that thing are useful as individuals happen to value them. According Henry (1994:160) "Value are, by definition, the only things worthwhile". There need be no apology for them, no uneasy effort to "justify" them. In short definition value is not importance. But in terminology, value is the principle of perspective in science, no less than of tightness in life. The hierarchy of goods, the architecture of value, is the subject that concerns man most. Wisdom is the first philosophy, both in time and in authority; and to collect facts or to chop logic would be idle and would add dignity to the mind, unless that mind possessed a clear humanity and could discern what facts logic are good for and not.

The facts would remain facts and the truths; for of course values, accruing on account of animal souls and their affections, cannot possibly create the universe those animals in habit. But both facts truths would remain trivial, fit to awaken no pang, no interest and no rapture. The first philosophers were accordingly sages. They were statesmen and poets who knew the world and cast a speculative glance at the heavens, the better to understand the conditions and

limits of human happiness. Before their day, too, wisdom had spoken in proverbs. It is better, every adage began: Better this than that. Images or symbols, mythical or homely events, of course furnished subjects and provocations for these judgments; but the residuum of all observation a settled estimation of things, a direction chosen in thought and in life because it was better. Such was philosophy in the beginning and such is philosophy still. In conclusion, for human being value not only “exists” it is all important. It is the very standard by which we judge importance. We judge people in society with value, we consider them to be good when they have a good value in the community and we consider them to be bad when they have bad value. Human in society would to get their success.

All men act all men seek to substitute a more satisfactory state of affairs for a less satisfactory state. All men strive for definite ends. They wish to choose the most effective or appropriate means to achieve their ends. This why they need knowledge of factual truth, knowledge of physical cause and effect, knowledge of science. All such knowledge helps them to choose the most effective or appropriate means for achieving their ends. The value of science is primarily instrumental (though knowledge and the pursuit of knowledge are also valued “intrinsically” and for their own sake). But men’s ultimate ends need not be justified by science; the pursuit of scientific knowledge is justified for the greater part, as a means for the pursuit of ends beyond itself. Science must be justified by value, not value by science.

Judgments are verbally embodied in statements, sentences that assert that something is or is the case and can therefore be true or false. According to

Jennifer (1987) “As we shall see there are different kinds of judgments; moral (and aesthetic) judgments are commonly called judgments”. There are diverse opinions as to the nature of value judgments and many philosophers would deny that value judgments are genuine judgments, in the that they would deny that judgments of moral (and aesthetic) content are assertions.

According to Jennifer (1987) “Moral values related to the people’s judgment to the other. They judge based existing regulations in the community itself”. People who have good moral that means that means they abide by the rules that exist in the community, in addition, they also have good behavior.

Moral value related to human behavior and personality. Beside that, the moral values are also associated with human nature. In society, people will judge in a good value when they have good behavior, personality, and nature. In addition they also always obey to the rules of the society. In order that children can have a good moral behavior, parents should teach good things to their children. Parents set a good examples to their children. Moral value is evaluation of action believed by members of given society to be right.

Then, according to Bertens K. (2005) there are four characteristic of moral value. There are as following:

1.) Moral values is related with responsibility

Moral value is related with human personality, but beside moral value we also automatically can say other values. Moral value makes people wrong or not, because he/she has responsibility. Especially moral value is related with human

personality of responsibility. Moral value just can be real in action wholly it became responsibility of the involved person.

2.) Moral value is related with pure heart

All values need to make it real. Because it has persuasive power, it should be practice. For example, aesthetic value, it should be practiced, play music composition or others. After that the result of it, painting want to be showed, and music want to be listened. To make moral value to be real, it can be appealed from pure heart. One of special characteristics of moral value is this value will effect voice of pure heart to accuse us if oppose moral value and praise us if make moral value.

3.) Obligation

Moral value obligates us absolutely and it can't be compromised. Other value need to be real and admitted, for example aesthetic value. Educative and cultural person will admit and enjoy aesthetic value. But indifferent people can't we blame. Moral value obligates us as such, without requirement. For example, honesty orders us to return thing that borrowed, like or not, because moral value contains an imperative category. In other value for example, if badminton player want to be champion, he/she must try hard. It's a must to be champion, but there is a limitation.

4.) Formality

Moral value is not stand-alone without other value. Although moral value is top value that we must appreciate, but it is not in top without other value. Moral value did not separate with other values. For example, a seller applies moral

values all at once with apply economic values. Moral values are nothing without other values. It is form of formality. If we take rights (and laws) as the embodiment of obligations and duties then we can appreciate that they are determined by our moral principles and social values. They also help to would those principles and values there is interdependence as with morality and the law. According to Jennifer (1987) “The problem of rights is the problem of deciding where our social obligations lie and this will depend on our social value”.

4.1 Types of Moral Value

According to Linda and Richard Eyre (1993) there are three types of value. They are individual moral value, social moral value and educational moral value. All of them have each types of moral value, they are as following.

4.1.1 Individual Moral Value

Individual moral value begun with the development of quality or an attitude within ourselves that determines how we behave and how we treat of others. The moral value of individual, It includes:

a. Honesty

Honesty is estimable character; fairness and straight forwardness of conduct or adherence to the fact. Honesty is freedom from subterfuge or duplicity, truthfulness, and sincerity

b. Bravery/courage

Courage is the synonym of bravery, bravery is face (something involving possible unfortunate or disastrous consequences) or endure (as hardship) use with self-control and mastery of fear and often with a particular objective in view. Bravery is able to meet danger or endure pain or hardship without giving in to fear. Linda (1993) Bravery is arising from or suggestive of mastery of fear and intelligent use of faculties especially under duress. Or courage means doing the right thing when it's hard (and even if it means being called a —chicken).

c. Peace ability

Calmness and peace ability are values because they help others as well as ourselves to feel better and to function better. In addition to social values, they are contagious qualities. As you develop them within yourself, they are —caught by others around you. Peace ability means understanding, calmness, patience, control and accommodation – essentially to opposite of anger, losing one's temper and impenitence.

d. Self Reliance (Confidence) and potential

There are two separate but closely related principles involved here. The first is the self-reliance of accepting the responsibility for and the consequences of one's own actions and performance, rather than blaming luck or circumstances or someone else. The second is the finding of our full abilities by trying to be one's best self and asking the best from oneself the conscious pursuit of individuality potential and the conscious rejection of avoidable mediocrity. Self-reliance and potential, as we have called it, is a powerful value. Those who have it help others by accepting responsibility and

doing their best in the world. Those who don't have it hurt others by blaming them and by failing to develop the gifts and talents that could serve or enlighten or benefit other people. One who reaches his potential helps others in many ways as he develops himself. One who never seeks his full potential indirectly hurts others by not doing the good or setting the example he is capable of. This value is about trying to know ourselves, to do our best, and to accept the consequences both of who we are and of what we do. One way to think of self-reliance and potential is as two sides of the same coin. Self-reliance has a lot to do with taking the blame or the responsibility for negative things that happen. Potential has a lot to do with taking a little credit and taking the right kind of pride in what we are able to become and what we are able to accomplish. When we take blame and responsibility, we resolve and grow and improve. When we don't we become bitter, jealous, and defensive. When we take positive pride in what we're doing with ourselves and our gifts, we feel the growth of individuality and self-esteem. When we don't, we tend to become followers of plodders in the standard ruts of life.

e. Self-discipline and moderation

Self-discipline means many things: being able to motivate and manage yourself and your time, being able to control yourself and your temper, being able to control your appetites (and here the companion word moderation comes into play). Self-discipline and moderation are two sides of the same coin. Self-discipline is pulling up and away from the laziness of doing too little. Moderation is pulling in and away from the excesses of trying

to do or to have too much. Discipline and moderation are profound and universal values because their presence helps us and others and their absence inevitably causes short- or long-term hurt.

f. Hard work

Work hard is, Behavior that indicates serious efforts to overcome various resistance such learning and assignments, as well as much as you complete your task. Work hard is the key to become success.

g. Justice (Fair)

Justice is something we should all be prepared to accept — for justice will always come, in some form, sooner or later. It is the law of the harvest and of cause and effect. Cause and effect are two sides of one fact. Every secret is told, every crime is punished. Every virtue is rewarded, every wrong is redressed, silence and certainly cause and effect, means and ends, seed and fruit, cannot be severed, for the effect already blooms in the cause, the end pre- exists in the means, the fruit in the seed. After about justice, turn to mercy. Explain that while we should accept justice, we should try to give mercy. Do not be interested in making others pay for their mistakes. Do not hold grudges or carry a chip on your shoulder. These tendencies make us vindictive and vengeful and cause us to poison ourselves and our outlook.

4.1.2 Social Moral Value

Social moral value associated with man's relationship with another human being in society. In doing relationship, the human need to understand the norms in

force in order to do can go smoothly or not there is a misunderstanding. Human being are supposed to be able to distinguish between good deeds and bad in the relationship with other human beings. The moral value of social, it includes:

a. Loyalty (Trustworthy)

Loyalty is loyal manner. Loyalty is the quality, state, or an instance of being loyal; fidelity or tenacious adherence. Loyal is faithful and the devoted to a private person; faithful or tenacious in adherence to a cause, ideal, practice or custom. Loyalty to family, to employers, to country, church, school, and other organization in which commitments are made. Support, service, contribution. Reliability and consistency in doing what you say you will do.

b. Respect

Respect is the basis and foundation (and often the motivation) for several of the other basic values of life. Children who learn both to implement and to understand the principle of respect will be better members of society, better friends, and better leaders. Respect to other people is also important, but respect is not only in terms of attitude and said words that occur due to hard training. True respect is seriously concerned about the feelings of others.

c. Love and affection

Love is full affection for. Love is a communications code word for the letter. Love is full referent adoration for (God). Loving to themselves is more than just a loyal and respectful. Dear friends, dear to the neighbors,

who also love to hate us, and emphasizes the lifelong responsibility for saying to the family.

d. Sensitive and Unselfishness

Becoming more extra-centered and less self-centered. Learning to feel with and for others. Empathy, tolerances, brotherhood. Sensitivity to need in people and situations.

e. Kind and Friendly

Simple kindness and friendliness is a great human value. It involves parts of several other values, such as the empathy of the value of sensitivity and the boldness of the value of courage, but it is a very separate and different value from these. This value is also partially an extension of the value of peace ability. In peace ability, we try to teach children not to hurt and to avoid conflicts. Here, we teach the positive, pro-active side of being a friend, acting friendly and kind, and becoming more polite and courteous.

Friendliness and gentleness also apply to self. Children who learn to be gentle and tolerant with themselves grow up to be less stressed and more relaxed and self-secure. Simple friendliness (based on the earlier-established criteria and definition of a value as something that helps others and diminishes hurt in others) is a profound value. Often a simple act of kindness or a word or two of extended friendship can change another person's attitude and mood for the rest of a day - and longer.

4.1.3 Education value

Educational value is concerned with the development of desirable states of mind in the transmission of what is worthwhile to those who themselves come to care about these valuable things. Cooper (1986:15). states that educational value is the concept of value and rule that leads how to the proper concept of a person, or an understanding that other people count or graphs of other people count or grasp of other people emoticon. Educational value related to develop other aspects: personality, morals and ethics, etc. that has relation to this education. The educational moral value it include:

a. Smart

Smart is a mnemonic acronym, giving criteria to guide in the setting of objectives, for example in project management, employee performance management and personal development. The letters S and M usually mean specific and measurable. Possibly the most common version has the remaining letters referring to achievable, relevant and time bound. However, the terms inventor had a slightly different version and the letters have meant different things to different authors, as described below. Additional letters have been added by some authors. The first known use of the term occurs in the November 1981 issues of Management Review by Gorge T. Dorant “the principal advantage of smart objectives is that they are easier to understand and to know when they have been done”. Smart criteria are commonly associated with Peter Drucker’s management by objective concept.

b. Innovative

Innovative in teaching is necessary for the present and future of education to help students to reach their full potential. Higher education should serve the long term intellectual needs of the students, for example, whether providing new material by teachers helped the students to gain new insight or opened up new channels of intellectual stimulation or enhanced student's essential and creative thinking power. Innovative in teaching is a necessity for all teachers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance. Some research points out that many teacher lack competencies for innovative teaching.

c. Creative

Robyn (2010) "Creative in education is when students are able to use imagination and critical thinking to create new and meaningful forms of ideas where they can take risk, be independent and flexible". Instead of being taught to reiterate what was learned, students learn to develop their ability to find various solutions to a problem. Coming up with various out of the box solution is known as divergent thinking and there is no one way of cultivating this skill largely due to the newness of the concept and the limited scientific information on creativity.

d. Gratitude

Gratitude, thankfulness, thanksgiving, or Gratefulness, from the latin gratus pleasing thankful is a feeling of appreciation felt by and / or similar positive response shown by the recipient of kindness, gifts, help, favors, or other types of generosity, towards the giver of such gifts. Crumpler (2000) state “the experience of gratitude has historically been a focus of several world religions”. It has also been a topic interest to ancient, medieval and modern philosophers, and continues to engage contemporary western philosophers. The systematic study of gratitude within psychology only began around the year 2000, possibly because psychology traditionally focused more on understanding distress than on understanding positive emotions. The study of gratitude within psychology has focused on the understanding of the short term experience of the emotion of gratitude (stage gratitude), individual differences in how frequently people feel gratitude (trait gratitude), and the relationship between these two aspects.

5. Movie

Movie is motion picture includes photographs, picture and audio visual. According Sharon (2011) “a movie or motion picture includes photographs, diagrams, or pictures in a series which projected in a screen by a projector for process in turning in a screen that cause appearance in screen look natural movement”. Movies, also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to

learn) Films furthermore presuppose a cinematic space that is both physical and discursive, one where film and spectator, cinema and body encounter one Another. Each type of cinema (as well as every film theory) imagines an ideal spectator ,which means it postulates a certain relation between the (body of the) spectator and the (properties of the) image on the screen, however much at first sight the highlighted terms are “understanding” and “making sense” “interpretation” and “comprehension”. According to Eisaesser (2010) “What is called classical narrative cinema, for instance, can be defined by the way a given film engages addresses and envelops the spectatorial body”.

5.1 Relation Between Movie and Moral in Education

Movie and education have a very close relationship, because now this movie could become a media that can be used parents to instill the values of life to them. Positive impact of watching a new movie clearly visible at children aged three to five years. Because at this age, their capability to read can be increased by watching a movie. According to Musbikin (2007) “Movie can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the movie if parents know how to use television to watch the movie in order to become a medium of education for their children, so parents can make the movie as a second school for their children who keep it intelligent and moral”. According to Musbikin (2007) “parents should still provide assistance to children when they see the movie, the parents must in from and give sense to them about

behavior that is in the movie”. Establish good communication in your child can reduce the potential negative effects when watching a movie. Because the most important education is in a family where the parents are the most responsible towards moral education of their children. Because in the family they grow and develop. Allowing children to watch excessive means allowing growth and development and education of troubled children.

5.2 Movie as the Media in Education

Media from the Latin word *medium*, meaning mediator or deliver. Media is mediator or deliver message from the sender to the receiver message. The medium of education is very important at every level of education and more so during the elementary education as that is the time when a child is exposed to the vast world of knowledge. Sadiman in his book (1993:16-17) said that the functions of media education are as follow:

- a. To make the message not always verbal (not form oral or write)
- b. As problem solving limited room and time.
- c. As problem solving when the children is passive.

The examples of modern media are radio, television, film, and so on. And the examples of traditional media are wayang, lenong, ketoprak etc. this media can used as media to communication and education. As media to communication and education. Mass media has roles in national development as agent of change. Its purpose is to help accelerating the mindset of society from the traditional to modern because the nature of audiovisual is very

effective in attracting the sympathy of society who sees it. It is very communicative in conveying their message, shaping attitude, and changing behavior patterns. Darwanto (2007:32) said that “the main functions of the mass media are the surveillance of the environment in simple terms, the mass media provide information that can’t be reached directly by the public and the correlation of the parts in responding to the environment. Everything that showed by the mass media only displays what are needed and deserved to be broadcasted, and the transmission of the social heritage from the one generation to the next. This function is more directed at the educational function that is conveying social and cultural value.

Movie is one of the many kinds of modern mass media. Using this media we can get many information and education. Movie and education have a relationship because now this movie could become a media that can be used parent to educate. This media can be used as medium of learning. The parents can make the movie as a second school for their children

Movie as screen educators helps the students perceive, understand and appreciate the unique visual and aural language of film and the role of this language in human communication. By developing skill in response to these visual-aural languages, student can increase their understanding of themselves and others and explore the communicative and artistic potential of film as a medium of expression. According to Deighton (1971:3) “Movie is displayed through electronic media. Message displayed by the electronic media is enlightening, educating, and entertaining so easily understood by all levels of

society”. Besides, it also provides the stimulus, suggestion, imagination, and emotion from audiences. According to Darwanto (2007:44-45) “Message contribution will be received more quickly because the nature of audiovisual”.

Message from mass media has fundamental strength from non mass media in conveying the message to the general (public). The programs comprise some groups, for example, program for children, adult, family, etc. Student should be motivated by giving several examples, explanation, and guidance, so it will make student easy to imitate the message from the movie. Learning method develops day and day in accordance with technological developments and the need of education through mass media.

Audiovisual will greatly help in the development and needs of children, because education program is published pragmatically, so that, the audience will take some message from the program. The use of audiovisual equipment is intended to show the effectiveness and efficiency of teaching and learning process, so the children are hoped to develop reasoning and imagining power. The results of various researches suggest the use of audio-visual teaching and learning can improve teaching efficiency up to 20%-70% by Darwanto (2007:100). Audiovisual is very helpful in teaching and learning, because with these tools students can do observations more closely again and through observation will give the impression of depth that will improve memory.

B. Relevant of Study

To make this study clear and different, the researcher provides some previous studies which are related to the moral value research. Rohyani (2012) entitled *An Analysis of Moral Value in Dangerous Minds* movie, it is concluded that She found some moral value as message from the John Smith consist of love and belonging, respect, friendly, and be polite, positive thinking, hard work, gentle, responsible, Self confidence, optimism, forgiveness, regret, help each other, and solidarity and the other hand she can found the implication for education in this movie like such as the teacher must teach honesty for the children, and the teacher and parents must have good relationship to improve the students be better. Denik (2015) had done a research of entitled *An Analysis Moral Value Found in Frozen* movie, the result of this study found that there are some of moral values in this movie from the analysis. It can be concluded that mora values found in this movie are hardworking, cooperation, carefulness, love and affection, humanity, Self control, cheerfulness, share, sorry and apologizing, confidence, respectfulness, not easy to believe, kind and friendly and not selfish.

Here the researcher, in her thesis “ moral value as reflected in *The Ron Clark Story* movie analyzed moral value that found in *The Ron Clark Story* movie viewed from educational approach. The researcher divided into three types of moral value they are individual moral value, social moral value, educational moral value, showed the presented moral value in direct and

indirect from the dialog in the movie and found the implication of the movie in the dialog.

C. Conceptual Frameworks

This study deals with the analysis of moral value in *The Ron Clark story* movie, literary work is an expressions of life such as imagination dreams, wishes and more that appointed from educational phenomena. Expression articulated within literary work is set up with message, that's moral value. *The Ron Clark Story* movie is one of them that consist moral value and educational moral value based on reflection of daily life. Moral value in *The Ron Clark Story* movie need to be learned and applied in life especially in the school so that the students and teacher can applied value in daily life especially in education. The explanation simply be illustrated in a figure of conceptual frame works below :

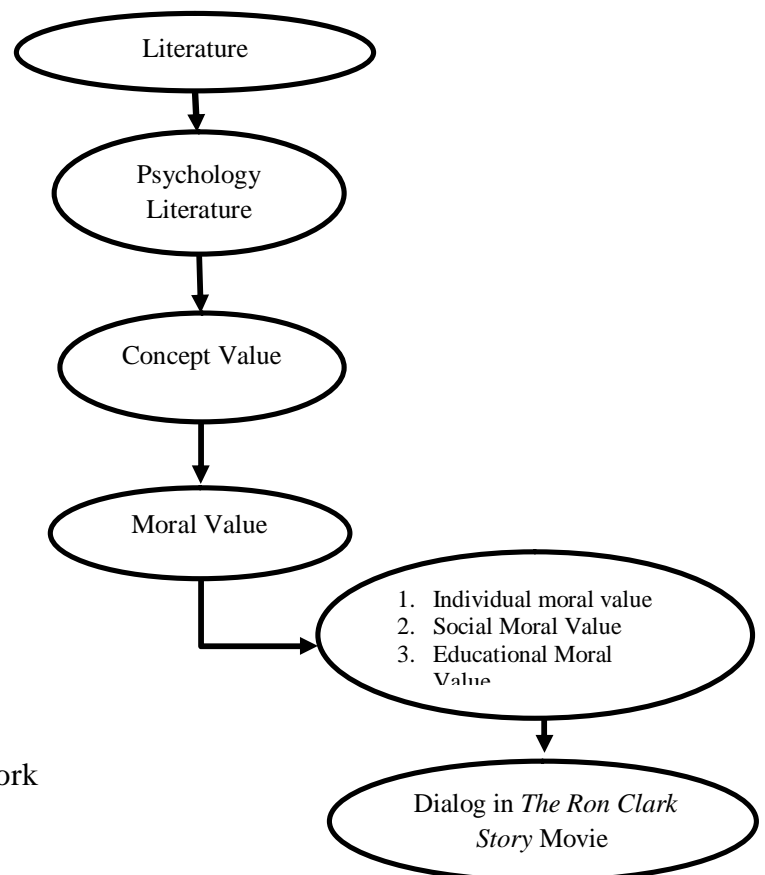


Figure 2.1: Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was applied descriptive qualitative research by using content analyzing research design, the data consists of dialogs. It aimed to analyze the moral value in *The Ron Clark Story* movie. Qualitative research seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The purpose is a holistic picture and depth of understanding rather than a numeric analysis of data, and also qualitative study involves analysis of data such as words, examples transcript, video, pictures, recordings, notes, documents, the products and records materials. Then the result of descriptive qualitative the researcher review all of the data, make sense of it, and organize it into categorize or themes that cut across all of the data source, but the results present data in form of description. In a qualitative research, the researcher intended to find out the moral values in *The Ron Clark Story* movie based on moral value theory then elaborate it in order to strengthen the findings and to describe the implication of moral value in *The Ron Clark Story* movie and life from educational approach.

B. The Source of Data

The source of the data were taken from the script of *The Ron Clark Story* movie which directed by Randa Heines and produced by Jody Brockway. The

data was the moral value on the dialog. In this case, the researcher taken the data from website of <https://www.scripts.com/script/The+Ron+Clark+Story>.

C. Techniques of Collecting Data

In collecting the data for analyzing this research, writer gathered references that support the subject matter of the data and apply some steps. The technique for collecting data is conducted to get information which needed to support the goals of research. The technique for collecting data is documentary technique. The steps of data collecting are follows:

1. Downloaded the movie of *The Ron Clark Story* on YouTube.
2. Watched and read the whole movie and transcript of movie, pay attention in every dialogue or the pictures screen play to find out the moral value in the Ron Clark Story movie.
3. Identifying the work sheet the cases of moral value and the types of Moral value
4. Select the dialog text from the movie for the analysis. The selection will be taken consecutive and selected for is needed in the analysis.

D. Techniques of Data Analysis

There were some steps to analyze qualitative research according to Miles and Huberman (2012):

1. Data Reduction

Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. The mass of data has to be organized and somehow meaningfully reduced or reconfigured. These data were condensed so as to make them more manageable. In this case, the researcher sorts the data by focusing on the classifications of moral value dialog between characters on The moral value in *The Ron Clark Story* movie. The researcher focuses on the script or dialogue which contain of the classifications of *The Ron Clark Story* movie.

2. Data Display

The researcher was displayed the research data by using the table and grouping to analyze the data. The researcher to extrapolated from the data enough to begin to identify systematic patterns and interrelationships. The researcher drew the data after describing, the data continuously and throughout in the course of the study as the outcome. The researcher analyzed the data and explain it that have been taken and then makes conclusion. The outcome of the study was description and analyzing the researcher sorts the data by focusing on of moral value in the movie.

3. Conclusion and verification

After the data were displayed and interpreting then the researcher drew conclusion. The conclusion was made clearly in order to make the readers easier to know the result of the study.

CHAPTER IV

DATA ANALYSIS

A. Data Collecting

The data of this research were collected from focused on analyzing the data of dialog from main actors that contained moral value which are found in *Ron Clark Story* movie script. The Script of the movie was derived from website of (<https://www.scripts.com/script/The+Ron+Clark+Story>). Based on data collected, there are 53 data from 3 types of moral value that exist in the movie “*The Ron Clark Story*”.

B. Data Analysis

After collecting data, the data were analyzed based on descriptions of moral value and based on types of moral value. But this analysis was done to answer some descriptions of moral value they are, (18) dialog from individual moral value, (28) dialog from social moral value, (8) dialog from education moral value the total is 53 data from 70 scene in this movie the data can be seen in appendix. Moral value presented in “*The Ron Clark Story*” movie showed to direct and indirectly it can be seen in dialog in finding on how the moral value are presented in “*The Ron Clark Story*” movie and the Implication for education are found (4) data in “*The Ron Clark Story*” movie by Randa Heines, the data were collected or taken from the script of “*Ron Clark Story*” movie. The research analyzed all the descriptions of moral value

and all the types of moral value which found out in the script of “*Ron Clark Story*” movie.

1. Description Types of Moral Value in “*The Ron Clark Story*” Movie by Randa Heines.

1.1. Individual Moral Value.

Individuals moral values are moral values concerning man’s relationship with their own personal life or the way human treat themselves personally. The moral values underlie and guide is a direction of human life and the rule needs to be done in his personal life. Everybody needs the individual moral value to support them to reach happiness and perfectly life. In this type of individual moral value there are found 18 dialog of this type from 7 data they are Honesty, Bravery, Peace ability, Self Relience, (confidence) and potential, Self discipline, Hard work, Justice fair. Among which is, to be more clear and complete can be seen in the appendix.

a. Brave

Brave concerns to having minds and sprit to face difficulties and motivating ourselves to something we fear for. In the other hand, brave means strong mentally by allowing our self to do dangerous of frightening things that other can’t do it. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Scene 3)

Mr. Clark : I love it here, but I've got to move on mom, before they use that parking space for my grave. New York, public schools are desperate for good teacher. The newspaper says they're beggin' for them. *Dad, every year I tell my students to go what they want in life. Dream big. Take risks. It's time I started living up to my own words. I'm gonna miss you guys, but I gotta go.*

Clark's Mom : We understand, sweetie

Based on the dialog above, Ron's house. He decide to move to New York because he wants to make it real what he always said to his students to dream big and take risks. He permit with his parents. Mr Clark prove with their parents he can far from them and he brave to take a risk this dream.

Data 2 (Scene 10)

Mr. Clark : What about this class?

Principle Turner : This class tested at the bottom of the entire New York City School district.

Mr. Clark : They do seem a little bit squirrelly.

Principle Turner : Oh, they're a bit squirrelly. These students have problems with learning,

discipline, social skills, like Tayshawn Mitchell. 2 strikes, going on 3, towards the juvenile detention center.

Mr. Clark : *I'm your man.*

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

Mr. Clark : *Hey, you have an opening in here.*

Principle Turner : No. Last year, this class went through 6 different teachers before Christmas.

Mr. Clark : *Yes. Nobody wants them, and I do, so what's the problem?*

Based on the dialog above at Inner Harlem Elementary school. Mr. Turner show the bottom of class he said the class have a problem with discipline and social skills. Before Christmas 6 teachers leave this class but in this case Mr. Clark brave to take the class. case Mr. Clark show us to brave try something new. And when everybody not wants to teach them Mr. Clark brave to take this class as a first class in Herlem School

Data 3 (Scene 36)

Mr. Clark : *Every single one of those students in that class just wants your respect. Hell, I want your respect.*

Mr. Turner : You want my respect? Stop acting like a
12 year old!

Based on the dialog above, in office Mr. Clark brave to said his complaint with Mr. Turner that he want Mr. Turner Respect with him and with students.

Data 4 (Scene 45)

Mr Clark : *Shameika has more potential than any kid
in my class. Why can you see that?*

Shameika's Mom : How dare you!

Mr. Clark : *How you going to tell me what should I
do?*

Based on the dialog above, Shemeika's mother come at the school to complain about Mr. Clark. But Mr. Clark tell the truth with Shameika mother if Shameika is a potential kids in his class but Shameika mother doesn't like it. In this scene we must be brave to treat our students with the truth so that the parents can know a potential and talent they children.

Data 5 (Sequence 48)

Tayshawn's stepfather : We don't need his lazy ass around the
house all day

Mr. Clark : *What did you just say? if we expel him,
he's only going to fall further behind*

Based on the dialog above, Mr. Clark brave defend Tayshawn in front of Tayshawn's parents to the principal to not expel Tayshawn because him step

father want Tayshawn expel him. In this scene we can learning about he we must brave to treat our students in difficult situation.

b. Honesty

Honest means choosing not to lie, steal, cheat or deceive in any way. On the other hand, honest can be defined as the kind of honorable in principles, intentions, and actions to declare the truth. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Sequence 24)

Mr. Clark : Shameika, did you cut in line?

Shameika : No, sir. I did not

Mr. Clark : You do know that I have eyes in the back of my head, right ?

Shameika : I was here! Ask her! *Stupid...*

Shameika : all right, we're all gonna stand here until shameika decides to tell the truth.

Students : Come on Mr. Clark!

Shameika : what? I didn't cut in line

(Julio cut in line and leave his friend in line and go to the canteen)

Canteen Keeper : Hey, you're in Mr. Clark's class. No food.

Julio : Huh?

(Julio back again in line)

- Julio : Yo, Come on Mr.Clark, I'm starving, man!
I'm about to faint, I'm fallin' down...
- Mr. Clark : Julio, get to the back of the line. And take that hat off.
- Mr. Clark : *It's up to you whatever we eat or not.*
Shameika, this is a family, and families treat each other with respect. They never, ever, lie to one another. Did you cut line?
- Alita : Come on, Meka! Come on. Let's go!
- Mr. Clark : We are just waiting...on you.
- Shameika : *Yeah*
- Mr. Clark : thank you.

Based on the dialog, Lunch time. Mr. Clark asks students to line up if they want to get lunch. Shemeika cut the line and they are waiting for her to admit it. Julio goes to the canteen first but doesn't get the food because he is in Mr. Clark's class in this phenomena we know Mr. Clark teach the students to not lie each other because families not like that.

Data 2 (Scene17)

When the students look at in the class turn into blue

- Rachel : What the hell?
- Alita : Come on. What?
- Student 1 : Ohh! Whoa.
- Student 2 : Nasty.

Student 3 : Yo...

Mr. Clark : well, what do you think I'm clean up and painted this room?

Shameika : We think it looks stupid.

(Suddenly Principles Turner come in the class)

Principles Turner : *Who is vandalized this room?*

Mr. Clark : *I did sir,*

Principles Turner : Mr. Clark, this sort of stunt may have gone over big in Aurora, but doesn't work for me "my school, my rules, my way

All students : woooooooooow (mocking and cheering)

Based on the dialog above, in the classroom. The students shock because the class wall turn into blue. Mr. Clark did it because he want the students can comfortable with the atmosphere and he hope the students can respect with him and can accepted his a new method that is "we are a family" take a big dream" and take a risk he painted the classroom but Mr. Turner doesn't like it. In front of class and in front of all students. Mr. Clark answer the truth in front of all students and this scene give a example the honestly although we in front of public.

c. Hard Work

Hard work is, Behavior that indicates serious efforts to overcome various resistance such learning and assignments, as well as much as you complete your task. Work hard is the key to

become success. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (scene 7)

Harried principles : *Thank you so much for coming in.*

Mr. Clark : *You're welcome. If you could just look at my resume?*

Harried principles : *I apologize. We just don't have a position available.*

Mr. Clark : *Yeah, but all my kids passed above grade level.*

Harried principles : *I'm sure they did. And good luck to you.*

Based on the dialog above, In one of the school. Mr. Clark is rejected to be a teacher there. Based on the dialog Mr. Clark is try to make sure the principles to accepted him as a new teacher in the school but the principles rejected him although the principles reject him Mr. Clark still try to explain his talent like make his students passed above grade level. In this case Mr. Clark have a individual moral value that is hard work because Mr. Clark never give up to try something new in his life.

Data 2 (scene 17)

Mr. Clark : *Well, what do you think? I'm clean up and painted this room*

Shameika : We think it looks stupid

Based on the dialog above , In the classroom. The students shock because the class wall turn into blue. Mr. Clark did it. He painted and clean up the classroom before the students make messy the class.

Data 3 (scene 10)

Principles Turner : Mr. Clark *Test score are very important to me. Its how I keep my job*

Mr. Clark : I can start right now.

Principles Turner : No you can start Monday. *State exams are in May.*

Based on the dialog above, At Inner Harlem Elementary school. In this dialog Mr. Turner show a individual moral value that is hard work because he always hard work to keeping the students' score in accordance with the standards.

d. Self Reliance (Confidence) and Potential

Individuality; awareness of boundaries and the uniqueness of development. Attitude is responsible for his own deed. Overcoming the tendency to blame others when experiencing difficulties. Believing in the ability of self. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Sequence 11)

Marrisa Vega : You got a job?

Mr. Clark : In Herlem elementary I'm gonna my kids
tomorrow

Marrisa Vega : Uh, you might want to hold on to this, it
may be your last meal?

Mr. Clark : *Nah. They're gonna love me*

Based on the dialog above, In front of the restaurant. Marissa still upset and he meet Mr. Clark who still eats sandwich and he tells to her that he gets a job. In this scene we can teach before we teach our students we must positive thinking and we must Confident the students will like us because we as a teachers have a potential to teach the students.

Data 2 (Sequence 3)

Mr Clark : I love it her, but I've got to move on, mom,
before they use that parking space for my
grave *New York are desperate for good
teacher like me.*

Clark's Mom : We understand sweetie

Based on the dialog above, Ron's house. He decide to move to New York because he wants to make it real what he always said to his students to dream big and take risks. He permit with his parents and he always has a confidence because he know he has a potential to be a good teacher

Data 3 (Sequence 10)

Mr Clark : *Hello. i'm Ron Clark, I wanted to let you
know I taught six grade for 4 years in*

*North Carolina. You need a teacher a need
a job so lets help each other*

Principles Turner : This class tested at the bottom of the entire
New York City school district. They do
seem a little bit squirrely these students
have problems with learning discipline,
social skills.

Mr. Clark : *I'm your man*

Based on the dialog above At Inner Harlem Elementary school. He see the student
still fight with the teacher then the principal come and the teacher decide to quit.
He asks the job to the principal and Mr. Clark wants to teaches the bottom class
then he can starts on Monday. Before Mr. Turner give him the job Mr. Clark
introduce him self with a confidence although Mr. Turner doesn't like him but he
try to make Mr. Turner like with him.

e. Peace ability

Calmness, peacefulness, Serenity. The tendency to try to
accommodate rather than argue. The understanding that differences
are seldom resolved through conflict and that meanness in other is
an indication of their problem or insecurity and thus of their need
for your understanding. The ability to understand how others feel
rather than simply reacting to control of temper. In *The Ron Clark
Story* movie there are some dialogue to portrayed it in daily life and
in the school.

Data 1 (Scene 14)

- Julio : yeah, dream big about what? Big butts?
- Shameika : Dream about yo mama
- All Students : whoa!
- Mr. Clark : take your seats.
- Alita : yo teacher Shameika's feelling sick today
- Shameika : Yeah sick of damn teacher
- Mr. Clark : today, there will be no schoolwork (shameika
droop the book) Shameika don't do that
- Shameika : What are you gonna do? Suspend me? Go ahead.
Suspend me. I wanna leave! We all wanna leave
- Mr. Clark : This year, we are going to be a family. But you
don't look nothin'n like me. I'm going to be your
family ad you are going to be my family, and that
means that I am not leaving. You are not leaving.

Based on the dialog above, in the class. Mr. Clark starts his first class but the students make fun of him. He shows the rules in his class to the students. One of the students, Shameika drop the books to show that she doesn't like him. But Mr. Clark still calm and try to understood them because Mr. Turner say they have a problem with social skills, discipline, and respect each other so Mr. Clark still calm and control him emotion.

Data 2 (Scene 37)

Mr. Clark : I always wanted to go rock climbing. But there I was, on the edge of this cliff, ropes on me, and my friends are yelling, “jump, jump, jump”! And I looked 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.” And my friends are yelling, “yes, you can. You can do it! 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 could do. And it was preety cool. Now you guys may not know this, but in this classroom we’re are climbing up and up And we are there, and now it’s time to jump. *I know you scared. But I want you do it. I want you to jump. I want you guys to feel what it’s like.... To fly. So I want each of you to come up here, and light one of these candles. Ok, come on up. And when you light a candle... it symbolizes that we are joined together. And if you trust me..you can learn more than you ever dreamed of, and that’s promise.*

Based on the dialog above, In the Class room. Mr. Clark bring the cake with the candle. The students light up the candle for the motivating. Mr. Clark. In this

dialog Mr. Clark know the students scared but he want the students still calm and do the best in this case Mr. Clark have a individual value that is peace ability because Mr. Clark calmness to teach the students and always control his emotion and Mr. Clark get the motivating the students so the students join with him to beginning their learning.

f. Self-discipline and moderation

Self-discipline means many things: being able to motivate and manage yourself and your time, being able to control yourself and your temper, being able to control your appetites (and here the companion word moderation comes into play). Self-discipline and moderation are two sides of the same coin. Self-discipline is pulling up and away from the laziness of doing too little. In *The Ron Clark Story* movie there some dialogue to portrayed it in daily life and in the school.

Data 1 (Scene 24)

Mr. Clark : Rule number 3 *we will form a line to enter and exit class and go to lunch.*

Shameika : come on! Are you kidding me

Based on the dialog, In the Class. Mr. Clark don't let the students go to the canteen before they made a line. In this case Mr. Clark teach the students to discipline when we out of the class like we must make a line in order they can come out calmly.

Data 2 (Scene 14)

Mr. Clark : I have a surprise for all of you.

Julio : what?

Mr. Clark : *I'll tell you Julio if you turn around.*

Based on the dialog above, In the class. Mr. Clark have a surprise with the students and Julio's ask what the surprise but Mr. Clark want to Julio turn around when he talk. In this case Mr. Clark have a individual value that is self discipline because if we want to talk with someone we must see the eyes and don't turn back when any someone speak. And in this dialog Mr. Clark teach Julio in order Julio discipline when he talking with someone.

Data 3 (Scene 18)

Mr. Clark : *put your gum in here.*

*Gum in here Hurry up! All the gum in this jar, the
gum jar*

Students : oh no!

Based on the dialog above, on the lunch time. Mr. Clark asks the students to throw their gum in the jar. In this dialog Mr. Clark have a individual value that this self discipline because he discipline himself to teach the students don't eat the gum at lunch because if they don't.

g. Justice (Fair)

Justice (fair) is something we should all be prepared to accept — for justice will always come, in some form, sooner or

later. In *The Ron Clark Story* movie there are 2 dialogue to portrayed it in daily life and in the school.

Data 1 (Scene 38)

Mr. Clark : *None of your passed the test... and there's going to be punishment. I want you guys to pass these all around. Understand?*

Students : Yes Sir ..

Based on the dialog above, Mr. Clark introducing to his students that they will learn about all the U.S president's next class. If the students not pass Mr. Clark can give a punishment and there is no exception every students who fails will be punished. In this dialog Mr. Clark have a individual value that is Justice (fair)

Data 2 (Scene 49)

Mr. Clark : *This is not a test. This is my phone number. I want you guys to call me if you have any questions about homework, need my advice, of you are in trouble. Understand?*

Students : Yeah, Mr. Clark

Based on the dialog above, Mr. Clark gives the students his number. He's want to helped every students in learning process without difference the students. In this dialog Mr. Clark have individual moral value that is justice (Fair) because Mr. Clark try to helped the students without difference them.

1.2. Social Moral Value

Social moral value associated with man's relationship with another human being in society. In doing relationship, the human need to understand the norms in force in order to do can go smoothly or not there is a misunderstanding. Human being are supposed to be able to distinguish between good deeds and bad in the relationship with other human beings. In this type of individual moral value there are found 27 dialog of this type from 5 data they are Loyalty (Trustworthy), Respect, Love and Affection, Sensitive and Unselfish, Kind and Friendly. Among which is to be more clear and complete can be seen in the appendix.

a. Loyalty (Trustworthy)

Loyalty is loyal manner. Loyalty is the quality, state, or an instance of being loyal; fidelity or tenacious adherence. Loyal is faithful and the devoted to a private person; faithful or tenacious in adherence to a cause, ideal, practice or custom. Loyalty to family, to employers, to country, church, school, and other organization in which commitments are made. Support, service, contribution. Reliability and consistency in doing what you say you will do. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Scene 37)

Mr. Clark : Ok, come on up guys. And when you light a candle symbolizes that are joined together. And *if you trust me you can learn*

*more than you ever dreamed of, and that's
promise.*

Based on the dialog above, in the classroom Mr. Clark brings the cake with the candle. The students light up the candle with Mr. Clark because they want to make a dream big and take a risk with Mr. Clark. In this dialog Mr. Clark have a social moral value that is loyalty and trustworthy because Mr. Clark as a teacher have a loyalty and trustworthy for the children like make a dream big together. In this dialog we can learn, we must keep our students like a family so we can support to each other, to serve, to help, and keep the promise.

Data 2 (scene 12)

Mr. Clark : I was just saying, you can help out by working with Julio every night on his homework. Together we can get him excited about learning like America history pre - algebra I just want Julio to achieve his potential.

Julio's Mother : Sure, okay.

Based on the dialog, Mr. Clark come to Julio's house before he teach he gives the suggestions to their parents to help out the students by giving the spirit in learning and Mr. Clark sit with Julio's mom. In this dialog Mr. Clark have a Social moral value that is Loyalty and trustworthy because Mr. Clark help Julio's mom in learning process the students and they help each other. In this dialog we can learn,

we must make a good relation between teacher and parents in order we can help each other to build up the students.

b. Kind and Friendly

Simple kindness and friendliness is a great human value. It involves parts of several other values, such as the empathy of the value of sensitivity and the boldness of the value of courage, but it is a very separate and different value from these. This value is also partially an extension of the value of. Peace ability. In peace ability, we try to teach children not to hurt and to avoid conflicts. Here, we teach the positive, pro-active side of being a friend, acting friendly and kind, and becoming more polite and courteous. Friendliness and gentleness also apply to self. Children who learn to be gentle and tolerant with themselves grow up to be less stressed and more relaxed and self-secure. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Scene 1)

Mr. Clark : What's your name?

Hadley : Hadley Craig

Mr. Clark : *Nice to meet you.*

Based on the dialog above, Aurora, North California 1994 in the school. Mr. Clark waiting for his first day to teach. He see a boy get punishment to stand up in the trash. After that he approached the child then Mr. Clark greeted him by asking the

name of the child. In this dialog Mr. Clark have social moral value that is kind and friendly because Mr. Clark as a teacher very friendly and kind with the students. In this dialog we can learn before we teach we must friendly with our students in order before we teach, they happy and interest in learning process.

Data 2 (Scene 12)

Mr. Clark : Its very nice to meet you all today and you know,
I've never had a students from India before, what
your name?

Badriyah : my name is Badriyah

Based on the dialog above, Mr. Clark meet Badriyah and her family before he teach in the class. In this dialog Mr. Clark have a social moral value that is kind and friendly because Mr. Clark very kind and friendly with his students before he teach them.

c. Love and Affection

Love is fell affection for. Love is a communications code word for the letter. Love is fell referent adoration for (God). Loving to themselves is more than just a loyal and respectful. Dear friends, dear to the neighbors, who also love to hate us, and emphasizes the lifelong responsibility for saying to the family. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (scene 36)

Principle Turner : These kids are at the bottom of the barrel

- Mr. Clark : *Don't talk about them like that*
- Mr. Turner : Now all I'm asking is for your students to pass.
- Mr. Clark : Oh every one of my students will pass.
- Principle Turner : They've become somebody problems
- Mr. Clark : *The problem isn't the kids. It's not even what they can achieve. The problem is what you expect them to achieve. Every single one of those kids in that class just wants your respect.*

Based on the Mr. Clark above, Mr. Clark wants Mr. Turner to respect to him and his students because they have a 3 rules we are family, think a dream big and take a risk one of them we are family so Mr. Clark treat the students like his family and Mr. Clark try to protect them like a father protect the children. We can learn something from the dialog that is as a teacher we must treat our students like our children because they are our family too.

Data 2 (Scene 45)

- Shameika's mother : How you going to tell me, what I should and should not see in my daughter?
- Mr. Clark : I'm merely suggesting that you give her chance
- Shameika's mother : I'm taking my child home now... Come one shameika!

Shameika : *Please don't fire Mr. Clark!* (talk to
principles turner) *He was just trying to help
me mama*

Mr. Clark : that's oke

Shameika : *Please don't leave because of me, Mr.
Clark*

Based on the dialog above Shameika's mother come to the scholl to complain about Mr. Clark because he is come to shameika's home and he he is help she like their daughter but shameika mother get angry and she is doesn't like him. Based on the dialog above shameika's mother doesn't like Mr. Clark and Shameika's mother complain it with Mr. Turner because of this problem Mr. Clark will be fire. Shameika love Mr. Clark she don't wont Mr. Clark got a fire because of her.

Data 3 (Scene 30)

Mr Clark : *Just get back in there*

Tayshawn : *why?*

Mr. Clark : *Because I would miss your glowing personality*

Based on the dialog above, in the Classroom. Julio and Tayshwan fight and Mr. Clark separated them. Mr. Clark given advice to Tayshawn to get back in the class because Mr. Clark know Tayshawn is a good students Mr. Clark try to knowing Tyshawn like him son because he has a rule one of them we are a family.

d. Sensitive and Unselfish

Sensitive and not selfish is define as more care to others.

Learn tofell the togetherness and compassion toward other.

Empathy, tolerance, and brotherhood. Sensitive to the needs of others and situations. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Scene 54)

Marissa Vega : How ,much do we tapeing?
 Mr. Clark : 4 hours
 Vega : 4 hours? Everyday?
 Mr. Clark : yeah kids need it... you do with quite?
 Vega : *For you*
 Mr. Clark : hey,mariss... thank you
 Vega : *your welcome*

Based on the dialog above, Mr. Clark record video to teaches the students. Marissa helps him out. Because Mr. Clark get illness so he can't come in the school. Marrisa has asocial value that is sensitive and unselfish

Data 2 (Scene 68)

Mr. Clark : *I'm here.*
 Tayshawan : Get away,get away..... I ain't wort it!
 Mr. Clark : no..no.. I know you are
 Tayshawan : Where am I gonna go now, Mr Clark?
 Mr. Clark : *I'm gonna help you. I'm not going anywhere, here*
we go

Based on the dialog above, He finds Tayshawn hurt and bleeding. He helps him out and in this dialog Mr. Clark help out Tayshawan in this dialog Mr. Clark have a social value that is sensitive and unselfish.

e. Respect

Respect is the basis and foundation (and often the motivation) for several of the other basic values of life. Children who learn both to implement and to understand the principle of respect will be better members of society, better friends, and better leaders. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Scene 27)

Mr.Clark : we are family. Julio : Give me a damn break,man.

Shameika : We're not in kingdegarten!

Mr. Clark : *That means we helped each other out, we stand for each other,we defend each other.*

Mr. Clark : *Hey,you will call me sir. Not man,not dawg,not fool. If you are asked a question,you will say "yes,sir,or no sir"*

Based on the dialog above, In the class. Mr.Clark explain the rules one of the respect. In this cam Mr.Clark teach the students about respect like if them want to call Mr.Clark they must respect Mr.Clark like call Mr.Call Sir

Data 2 (Scene 12)

Mr.Clark : You know, I've never had a students from india before. How do you pronounce your name?

Badriyah : Bad rl yah. I liked to read, especially....

Badriyah's father : *Quiet larki! Men are talking okey*

Based on the dialog above, Mr.Clark visit the badriyah's house and Mr. Clark ask badriyah how he pronounce her name and Badriyah spelling the name and she is talk with Mr.Clark her hobby but in indian culture woman can't talk before Men so Badriyah's father reprimanded her for not talking anymore. In this case Badriyah have social value that is respect in here Badriyah is silent while hearing them talking.

1.3. Educational Moral Value

Educational moral value is the process by which people other give values to others. Educational related to develop other a aspect personality, morals and ethics, that has relation with education. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school. In this type of individual moral value there are found 8 dialog of this type from 4 data they are Smart, Innovative, Gratitude, Creative. Among which is, to be more clear and complete can be seen in the appendix.

a. Smart

Smart is a mnemonic acronym, giving criteria to guide in the setting of objectives, for example in project management, employee performance management and personal development. The letters S and M usually mean specific and measurable. Possibly the most common version has the remaining letters referring to achievable, relevant and time bound. However, the terms inventor had a slightly different version and the letters have meant different things to different authors, as described below. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Scene 40)

Mr. Clark : I want you all to get the great big picture of America history. That's why year, this year, we're going to learn all 42 presidents of the United States, in order.

All students : oh nooooooo.....(the students is complain)

Mr. Clark : *nonono, once you know the presidents, it'll be easy to remember what and when. None of you passed the test...and there's going to be punishment. I want you to pass these all around. (Mr.Clark turn on the radio and sing about the 42 presidents)*

Sing the 42 Presidents

* John Adams was second,

Thomas Jefferson third *

884

00:47:39,582 --> 00:47:42,084

* now let's get down to some

Presidentiallearnin' *

889

00:47:52,631 --> 00:47:53,934

* when we fought for independence

*

885

00:47:42,134 --> 00:47:44,786

* start with George Washington

straight from Mount Vernon *

890

00:47:53,984 --> 00:47:55,311

* their voices were heard *

886

00:47:44,836 --> 00:47:47,247

* the first president

and commander-in-chief *

891

00:47:55,361 --> 00:47:57,785

* when in the course of human

events *

887

00:47:47,297 --> 00:47:49,862

* fought the revolutionary war

so we could be free *

892

00:47:57,828 --> 00:48:00,593

* we took a stand and

we've been doin' it since *

888

00:47:49,964 --> 00:47:52,36

893

00:48:01,351 --> 00:48:04,494

* it's a tribute	all right, all right *
to the leaders of the USA *	
	899
894	00:48:25,018 --> 00:48:25,768
00:48:04,969 --> 00:48:07,898	* ok, ok *
* it's a presidents rap,	
all right, all right *	900
	00:48:26,851 --> 00:48:28,423
895	* it's a tribute *
00:48:08,068 --> 00:48:09,247	
* ok, ok *	901
	00:48:29,432 --> 00:48:31,081
896	* to the leaders of the USA *
00:48:16,635 --> 00:48:19,709	
* it's a tribute	902
to the leaders of the USA *	00:48:32,904 --> 00:48:36,538
	* it's the presidents rap,
897	all right, all right, ok, ok *
00:48:20,869 --> 00:48:22,038	903
* it's a presidents rap *	00:48:38,042 --> 00:48:39,419
898	all right, back to your seats.
00:48:22,619 --> 00:48:24,634	904
* it's the presidents rap,	00:48:39,543 --> 00:48:40,476

Back, back, back...

* it's the presidents rap *

905

00:48:40,543 --> 00:48:42,909

907

* to the leaders of the USA *

00:48:45,009 --> 00:48:47,161

906

* all right, all right, ok, ok *

00:48:42,975 --> 00:48:44,547

Based on the Dialog above, Mr. Clark wants the students do the test because they didn't pass the last test. He make "President Rap" that make the students easy to understand and they love it. Based on dialog , Mr. Clark make a good Smart method to helped students remember the "Presidents rap". The first when he checking the students paper beside him wall he hear a pop music at the first, he was disturbed but suddenly he hear the music and he like it and he use the music rap to remember presidents.

b. Innovative

Innovative in teaching is necessary for the present and future of education to help students to reach their full potential. Higher education should serve the long term intellectual needs of the students, for example, whether providing new material by teachers helped the students to gain new insight or opened up new channels of intellectual simulation or enhanced student's essential and creative thinking power. Innovative in teaching is a necessity for all teachers in order to meet the educational needs of the new

generations. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Scene)

Mr.Clark :Hi.What happened to you

Hadley : *Teacher says I can't learn*, so I should go out with the trash

Mr. clark : I'm Mr Clark. What's your name?

Hadley :Hadley Craig

Mr. Clark : Nice to meet you. Uh, you know, I'm sorry. I'm so forgetful. What's my name again?

Hadley :It's Mr. Clark

Mr. Clark : *Oh, see you just learned something.* Let's get your out of there

Based on the dialog above, He see a boy get punishment to stand up in the trash.

Based on the dialog we can find the educational value that is Innovative Because Mr.Clark show every children can learn in every where example in this dialog Mr.Clark teach Hadley about a small thing that is Name. This is a innovative method to make our students interested for learned

Data 2 (Scene 34)

Mr. Clark : Since, I got here, you have not listened to me once.

Alita : yeah

Mr.Clark : *So, here's the deal ...today we are going to learn grammar. If your are quiet and you listen, every 15 seconds I will drink a chocolate milk. If you can do it, you may got to see me puke. So, do we have a deal?*

Students : yeah!

Mr.Clark : ok, good

Based on the dialog above, In the Class Mr. Clark make a interest method. He uses the milk to get the students attention. He will drink the milk if the students listen to him every 15 second. In this dialog Mr. Clark have a interested method and this a educational value that is innovative to make the students interest to learn by innovative method.

c. Creative

Robyn (2010) "Creative in education is when students are able to use imagination and critical thinking to create new and meaningful forms of ideas where they can take risk, be independent and flexible". Instead of being taught to reiterate what was learned, students learn to develop their ability to find various solutions to a problem. Coming up with various out of the box solution is known as divergent thinking and there is no one way of cultivating this skill largely due to the newness of the concept and the limited scientific

information on creativity. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (Scene 34)

Mr. Clark : *This is not for you to eat (give the julio the candies jar). I want you to watch the clock, and every 15 seconds, bang the jar with the ruler, like that (knock on the candies jar with the ruler). All right. When I hear the gong, I will slam down one of these. The times starts....now.*

Based on the dialog, Mr.Clark want julio knock on the jar every 15 second In order Mr.Clark can drink the milk. In this case Mr.Clark have a creative method to teach the students. In order the students not boring and still get laugh in every time.

d. Gratitude

Gratitude, thankfulness, thanksgiving, or Gratefulness, from the latin gratus pleasing thankful is a feeling of appreciation felt by and / or similar positive response shown by the recipient of kindness, gifts, help, favors, or other types of generosity, towards the giver of such gifts. In *The Ron Clark Story* movie there are some dialogue to portrayed it in daily life and in the school.

Data 1 (scene 41)

Mr. Clark : Hey, good job....Shameik izzle.

Shameika : *thank you Mr. Clark*

Based on the dialog above, In the Class. Shameika say thank you with Mr. Clark because Mr.Clark give her the paper and the best score. Shameika has a educational value that is Gratitude.

2. Findings on How the Moral Values are presented in *The Ron Clark Story* Movie

The story tells about a teacher who leaves his stable life teaching at an elementary school in his suburban North Carolina hometown, the school where he is appreciated by both his fellow teachers and his students for his innovative teaching methods which results in raising test scores. Instead, he decides to look for a teaching job at a tough New York inner city school where he feels he can be more useful. Clark is drawn to an unruly class of sixth graders, the same one the teacher who quit had taught. He's told that these students are the worst in the school and test at the bottom in standardized test scores. He teaches with innovative and creative methods, although at first all students don't like him. Clark's students have difficult family lives. One child is in foster care and gets abused by his foster parent. Another child is the de-facto mom to her younger siblings, as her mother works two jobs.

The children have bigger problems than not knowing grammar, and their problems may disturb more sensitive kids or kids who have been in similar situations. Then, Mr. Tuner, The principal doesn't like Clark's teaching methods. He said "My school, my rules, my way". He wants Mr. Clark just focus on the national exam and make the students from lowest class pass the exam. The kids

disobey Mr. Clark, vandalize his classroom, bully other kids, gamble, and bet on when Clark will quit. But the students eventually learn to treat Clark and themselves differently. They learn to believe in their academic abilities and to dream big. In the class he tries to make the rule for his students. He almost gives up because his students hard to arrange but Marissa give him spirits. So, he back to teach again. Then, the students begin to like him. One day he gets pneumonia but he decides to teach by video record. After back to the class, the student's progressive go down. Clark thinks he was failed but he remains optimistic about their chance. After examination, Mr. Clark takes his student to see the Phantom of the Opera. Then, his class become the best class and his students got a higher score than any other class in final examination and Mr. Clark was regarded by his student as their best teacher.

Here the moral value themselves classified into three types, there are moral value, social value, and educational value since they are the dominant one. For the values are presented in the movie, the researcher showed to directly and indirectly. Directly means showed through the dialogue and indirectly showed by researcher interpreting the dialogue . It can be see dialogue below:

a. Direct

Data 1 (Scene 8)

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

Y'landa : Sure I do, baby.

(Y'landa hands him the phonebook)

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

(She flips through the phone book)

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

Ron Clark : *Okay thank you.*

Based on the Dialog above the movie showed directly that Mr. Clark have a good attitude. We can see when Yolanda say like that, Mr Clark Still kind and friendly with Yolanda and Mr. Clark said thanks with Yolanda because Yolanda give him a information about school. Kind and friendly was categorizes as moral value as specially individual moral

b. Indirectly

Data 2 (Scene 12)

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

Ron Clark : *You have an opening right here.*

Principal Turner : No. Last year this class went through six different teachers
before Christmas.

- Ron Clark : *Yes. Nobody wants them, and I do. So what's the problem?*
- Principal Turner : Test scores are very important to me; it's how I keep my job.
- Ron Clark : I can start right now.
- Principal Turner : You can start on Monday.
- Principal Turner : These kids are at the bottom of the barrel.
- Ron Clark : *Don't talk about them like that.*
- Principal Turner : Now all I'm asking is for your students to pass.
- Ron Clark : *Oh every one of my students will pass.*
- Principal Turner : (inaudible, students commenting outside office)they can become someone else's problem.
- Ron Clark : *The problem isn't the kids. It's not even what they can achieve. The problem is what you expect them to achieve. You are setting the bar here. Why? Set it up here! They can make it.*
- Principal Turner : This community judges us by scores. Government funding judges us by scores. People who give me scores, they get my respect.
- Ron Clark : Okay good. In May, *they'll all test at grade level.*
- Principal Turner : (sighs) I don't see how that's possible.
- Ron Clark : Excuse me. Did I say grade level? *I meant above grade level.*

This statement above we can see Mr. Clark always care and love with him students. Although Mr. Turner say they are can't grow up with a high score. But Mr. Clark optimism the students can do it. And love was categorize in educational moral value.

3. Moral Value and the Implication for Education

Movie and education have many relationship, because the movie as media that is used for instructional values conveyed by the author. This proves that not all movies just for entertainment, but movies can give moral and educational values. Even which advance the teacher must carefully prepare the class for any movie that is shown. It is necessary for the teacher to preview a movie carefully to find motivation for the students, possibly including background discussion, and to anticipate and explain vocabulary difficulties and unusual cultural points. Kreidler (1998:06) beside that, movie can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the movie. According to Musbikin (2007) *if parents know how to make use of television to watch movie in order to become a medium of education for their children who keep it intelligent and moral.*

Character education is something new, the values as a characteristic of the person have been going on since time immemorial. However, in line with teaching times, presumably requires transforming returned values into a container of educational activities at every instruction. The values are included into the lesson plan in the exploration, elaboration and in the confirmation steps, in order to

achieve a character that has been fading. Every subject has its own values and the teacher must deliver it to the students. This is caused by the virtue of the focus of each subject area of the course has different characteristics, after watching this movie the writer can take the educational values. The researcher conclude the implication of educational values for teacher. There are implications of moral value in *The Ron Clark Story* movie :

1) Teacher should always teach honesty to their students.

As the behavior based on an attempt to make himself as one who can always be trusted in words, actions and work. Honesty is very important in the everytime and in this movie when Lunch time. Mr. Clark asks students to line up if they want to get lunch Shameika cut the line and they are waiting for her to admit it. Firstly Shameika lied she said “I didn’t cut the line Mr. Clark but Mr. Clark know Shameika is liar because she really cut the line and Mr Clark see she in behind the other students and after that Shameika to be honest because Mr. Clark say if Shameika lie “All of you guys do not get foods in canteen the other students complained with she and Alita said “*come on meika said something we get angry* “ and finally Shameika was honest and she said “*yeah I did*”. After that Mr. Clark give them a smile especially for Shameika and Mr. Clark said “*thank you Shameika and Im proud of you*”. Here, we can take the value of education, whatever the conditions and painful that whatever the outcome, we must be honest, because honesty is sometimes difficult for us to do, but surely it would be nice in the end. Honesty could be included in the lesson plan by the teacher to be applied in the learning process.

2) Parents should understand the desire and the ability of their children

So that, they don't take a wrong steps in educating their children. That parents should sensitive and not selfish to their children more care to others. Learn to fell the togetherness and compassion toward other. Empathy, tolerance, and brotherhood. Sensitive to the needs of others and situations as parents, they must know the talented, that is owned by son and daughter, parents should not impose their will. The good parents are the able to understand the desires and the capabilities of their children, so that they don't take wrong steps in educating. This teaching was shown in this story. When Mr. Clark visiting Shameika's house, and wanted to know why she never finish the homework Mr Clrak asked her "3 times this week"? for National Exame. Shameika said get busy and forget because she get a job that is babysitting and her mother worked in a market and Shameika must work too because they don't have money for her school. Unfortunately, Shemeika's mother doesn't like what Mr. Clark doing, Shemeika's mother come to the school to complain about Mr. Clark. Mr. Clark try to tell about shameika tallend like she can be a born leader, innovative, intelligent at the end Shameik's mother changes her mind to make shameika not really busy with babysitting she supports her child to continue in middle school. So as a parents we must know about our child like her hobby and talented because as a parents our job is develop their positive hobby and tallend to make their future be better.

3) The students should know that their teacher love them.

Dear to themselves is more than just a loyal and respectful. Dear friends, dear to the neighbor, who also love to hate us and emphasizes the lifelong

responsibility for saying to the family. The teachers do whatever is the thing that will definitely make the students become the best, and impossible for a teacher plunges his students, school teachers are our parents. In this story Mr. Clark do anything so that their students can be past examination, despite of their students not care with him. Ron Clark try to teach theme with patient and a new rules one of them are *we are family* so in this situation Mr. Clark in order to their students want to follow teaching learning process so the students can treat Mr. Clark is a dad because Mr. Clark treat the children like him son and daughter so the students can get comfy in learning.

4. The students are more able to peace and ability.

That peace and ability is calm and patient attitude. The tendency to try to accept other people's opinions rather than denied and opposed it. Understand that the differences are rarely resolved through conflict and that the obstinacy of a person indicates that he has a problem or feel insecure, and therefore expect your understanding. Willingness to understand other people's feelings instead of reacting to them quickly, emotional control as a students should know what the implication if they disobediently toward the school official.

C. Research Findings

After analyzing the data of "*The Ron Clark Story*" movie, then there are some reflected findings that can be found related to the types of moral value and findings presented direct and indirect dialog in *The Ron Clark Story* movie . The findings moral value are presented as followed:

1. Individual Moral Value
2. Social Moral Value
3. Educational Moral value

From the script and dialogues of the actors, the researcher found the reason of moral value above. Its clearly shows from the story of "*The Ron Clark Story*" the moral value as a reflected in the movie, because *The Ron Clark Story* can show that learning indeed should not be restricted within the four walls of a class room and that the greatest lesson can be acquired when we learn to help other people and learn to love them. This movie represents the vision of a teachers a co creator of learning with students, as creative with lessons planning, as culturally relevant, community builder, as a problem solver, being and as emotionally invested in students success. The story also describes the way people lives because it takes from the habit of the people lives today too and the researcher can found the presented *The Ron Clark Story* movie in direct and indirectly in the dialog they are 2 two dialog.

On the other hand the researcher findings the moral value and implication for education. Character education is something new, the values as a characteristic of the person have been going on since time immemorial. However, in line with teaching times, presumably requires transforming returned values into a container of educational activities at every instruction. The values are included into the lesson plan in the exploration, elaboration and in the confirmation steps, in order to achieve a character that has been fading. Every subject has its own values and the teacher must deliver it to the students. This is caused by the virtue of the focus

of each subject area of the course has different characteristics, after watching this movie the writer can take the educational values. The researcher conclude the implication of educational values for education, there are 4 data implications of moral value in *The Ron Clark Story* movie is include :

1. Teacher should always teach honesty to their students.
2. Parents should understand the desire and the ability of their children so that, they don't take a wrong steps in educating their children.
3. The students should know that their teacher love them.
4. The students should know that their teacher love them. The students are more able to peace and ability.

D. Discussion

1. After collecting and analysis the data. It showed that all the moral value in types of moral and Implication in education value interpret by the researcher . From the data of the all scene and dialogues *The Ron Clark Story* movie, the researcher found the moral value in types of the moral value and the reasons of delivered by main characters of *The Ron Clark Story* by applying individual moral value, social moral value and educational moral value. In this research the researcher can found the moral value are presented in especially direct and indirect dialog on the dialog. The values showed by directly and indirectly. Directly means showed trough the dialog and indirectly showed by researcher interpreting the dialog. On the other hand the Implication of education in this movie

can interpret for the reader or even society so that we know how make a good relationship between Teacher and parents.

2. These moral values also effect in daily life of the society as it was discussed before, why moral value influence as a reason portrayed of to the readers is having a bad personalities and behavior

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having analyzed the data, the conclusion is finally formed as follows:

1. There are three types of moral values as reflected in *The Ron Clark Story movie*, namely individual moral values, social moral values, and education moral values. Moral values which belongs to individual moral values are bravery, honesty, work hard, self discipline, peace ability, self reliance (confidence) and potential. Then moral values which belongs to social moral values are love and affection and respect, Loyalty (trustworthy), sensitive and Unselfish, kind and friendly, justice (fair). The last one, moral values which belongs to educational moral values is smart, innovative, creative, gratitude and Trying give them best a learning.
2. Findings and discussion, researcher found that there were three kinds of value that had shown. Such as moral value, social value, and educational value. The values were presented by looking in the dialogue and interpreting the dialogue itself. In the *Ron Clark Story* movies, the characteristic which show about three values was shown by some dialogues which proven by the script. Another way is from the action. The value had shown when researcher analyzed the data by reading the script more than twice while saw the movie and looking the action which character did. Some values showed directly by the dialogue and some other showed by interpreting by researcher in the dialogue. The values

showed by directly and indirectly. Directly means showed through the dialogue and indirectly showed by researcher interpreting the dialogue.

3. Moral values and the Implications for education:
 - a. Teacher should always teach honesty to their students.
 - b. Parents should understand the desire and the ability of their children so that, they don't take a wrong steps in educating their children.
 - c. The students should know that their teacher love them.
 - d. The students are more able to peace and ability.

B. Suggestion

To close this, the researcher would like to give some suggestions as follow:

1. For the Students must watch this movie because in this movie the students can absorb the positive values which show in this movie. Dream big, take a risk honesty, bravery and self discipline are the positives value to make an example by students. That value will make students realize what the core is it.
2. For the teacher can use this movie as a good media to teach English the example is Grammar, the teacher can teach the grammar with this innovative method like in scene 34. Mr. Clark back to teach again with interesting method. He uses milk to get student's attention. He will drinks the milk if the students listen to him every 15 seconds and the result is the students can understand and they happy because them learn and play. On

the other hand the teacher can transform the positive value for students. Teacher can transform the values through this movie and make the grammar habit while English learning process.

3. For the next Researcher his research can be a reference to next researcher. Positive criticism is needed to make the next study better.

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Appendix I

The Ron Clark Story Movie

The story tells about a teacher who leaves his stable life teaching at an elementary school in his suburban North Carolina hometown, the school where he is appreciated by both his fellow teachers and his students for his innovative teaching methods which results in raising test scores. Instead, he decides to look for a teaching job at a tough New York inner city school where he feels he can be more useful. Clark is drawn to an unruly class of sixth graders, the same one the teacher who quit had taught. He's told that these students are the worst in the school and test at the bottom in standardized test scores. He teaches with innovative and creative methods, although at first all students don't like him. Clark's students have difficult family lives. One child is in foster care and gets abused by his foster parent. Another child is the de-facto mom to her younger siblings, as her mother works two jobs. The children have bigger problems than not knowing grammar, and their problems may disturb more sensitive kids or kids who have been in similar situations. Then, Mr. Tuner, The principal doesn't like Clark's teaching methods. He said "My school, my rules, my way". He wants Mr. Clark just focus on the national exam and make the students from lowest class pass the exam. The kids disobey Mr. Clark, vandalize his classroom, bully other kids, gamble, and bet on when Clark will quit. But the students eventually learn to treat Clark and themselves differently. They learn to believe in their academic abilities and to dream big.

In the class he tries to make the rule for his students. He almost gives up because his students hard to arrange but Marissa give him spirits. So, he back to teach again. Then, the students begin to like him.

One day he gets pneumonia but he decides to teach by video record. After back to the class, the student's progressive go down. Clark thinks he was failed but he remains optimistic about their chance. After examination, Mr. Clark takes his student to see The Phantom of the Opera. Then, his class become the best class and his students got a higher score than any other class in final examination and Mr. Clark was regarded by his student as their best teacher.

Biography of the director (Randa Heines)

American filmmaker Randa Haines was born in Los Angeles and studied with Lee Strasberg before acting in off-Broadway plays. During the '70s, she worked as a script girl before attending her first directing workshop at the American Film Institute. In 1979, she started working on her own projects. Her first directing job was *Under This Sky*, a dramatic program about women's suffrage starring Irene Worth as Elizabeth Cady Stanton and Collin Wilcox Paxton as Susan B. Anthony. Haines also directed episodes of *Knots Landing* and *Hill Street Blues*. Her made-for-TV movies included *The Jilting of Granny Weatherall*, based on the book by Katherine Anne Porter, and the childhood drama *Something About Amelia*, which earned several Golden Globe awards. Her later television work included the anthology programs *Alfred Hitchcock Presents* and *Tales from the Crypt*. In 1986, Haines made her theatrical feature debut with *Children of a Lesser God*, based on the play by Mark Medoff. Starring William Hurt, the film earned much attention at the Academy Awards, and a Best Actress Oscar for newcomer Marlee Matlin. Hurt was also the star of Haines' 1991 movie *The Doctor*, based on the memoirs of Edward E. Rosenbaum and adapted by Anthony Minghella. The director's next project was the low-key drama *Wrestling Ernest Hemingway*, starring Richard Harris and Robert Duvall. In 1996, Haines turned to producing with the Southern style drama *A Family Thing*, written by a struggling

screenwriter named Billy Bob Thornton. She continued producing films after that, including those that she directed herself (Dance with Me, The Outsider). In 2002, Haines produced Denzel Washington's directorial debut Antwone Fisher and the documentary Los Zafiros music from the Edge of Time.

Filmography of director (Randa Heines)

- The Ron Clark Story (TV) (2006)
- The Outsider (TV) (2002)
- Dance with Me (1998)
- Wrestling Ernest Hemingway (1993)
- The Doctor (1991)
- Children of a Lesser God (1986)
- Something about Amelia (TV) (1984)
- Hill Street Blues (TV series)
- Knots Landing (TV series)
- The Jilting of Granny Weather all (TV) (1980)

Biography of Movie

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

Budget unknown

The Ron Clark Story (also known as *The Triumph* in Australia, New Zealand,

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

Cast

- Matthew Perry as Ron Clark
- Brandon Mychal Smith as Tayshawn
- Hannah Hodson as Shameika
- Ernie Hudson as Principal Turner
- Melissa De Sousa as Marissa Vega
- Patricia Idlette as Yolanda
- Jerry Callaghan as Ron Clark Jr.
- Marty Antonini as Howard
- Baljeet Balagun as Badriyah's Father
- Patricia Benedict as Jean Clark
- Judith Buchan as Snowden School Principal
- Candus Churchill as Doretha Wallace
- Isabelle Deluce as Alita Sanchez
- Bren Eastcott as Badriyah
- Domarley Howell as Amanda

Awards and nominations

In December 2006, Matthew Perry, who plays Ron Clark, was nominated for the Best Actor Golden Globe and again at the Screen Actors Guild Awards. In addition to Mr. Perry's nods, the film was nominated for a Directors Guild of America Award for Director Randa Haines, a WGA Award for Writers Max Enscoe and Annie de Young, and a Broadcast Film Critics Association Award for Executive Producers Howard Burkons and Brenda Friend. On November 30, 2006, the Family Television Awards honored TNT and Ms. Friend and Mr. Burkons for producing the "Best TV Movie/Drama for 2006." On March 10, 2007, the 28th Annual Young Artists Association honored the film as the "Best Family Television Movie or Special," and gave Hannah Hodson the award for "Best Performance in a TV Movie, Miniseries or Special (Comedy or Drama) Leading

Young Actress." On March 15, 2007, the film received the prestigious Christopher Award for TV and Cable. Among the filmmakers recognized for their work were Director Randa Haines, Writers Max Enscoe and Annie de Young, and Executive Producers Howard Burkons and Brenda Friend. In July 2007, it was nominated for three Emmy Awards; Gary M. Zuckerbrod, Lonnie Hamerman, Bonnie Finnegan,

Rhonda Fisekci, and Candice Elzinga for Outstanding Casting For A Miniseries, Movie Or A Special, Matthew Perry for Outstanding Lead Actor In A Miniseries Or A Movie, and Executive Producers Howard Burkons, Brenda Friend, Adam Gilad, Sunta Izzcupo, Jody Brockway, and Producer Craig McNeill for Outstanding Made For Television Movie.

Appendix II
Descriptions Types of Moral Value from Actors of ‘The Ron Clark Story’
Movie

No	Dialog on the Script Ron Clark Story Movie	Explanation	Moral Value		
			Individual	social	Education
1.	<p>Head Master : <i>Ron Clark. Ready for your first class?</i></p> <p>Ron Clark : Yes, ma'm</p> <p>Head Master : <i>I'll be with you in a minute. And I'll introduce you to your class</i></p>	<p>Scene 1</p> <p>California 1994. Ron clark waiting for his first day to teach. Based on the dialog the Head Master is very kind and friendly with Mr.Clark although Mr. Clark is a new teacher the head master is very friendly with him. In this case the Head Master have a social moral value that is kind and friendly</p>		Kind and friendly	
2.	<p>Mr.Clark:Hi.What happened to you</p> <p>Hadley: <i>Teacher says I can't learn, so I should go out with the trash</i></p> <p>Mr. Clark : I'm Mr Clark. What's your name?</p> <p>Hadley:Hadley Craig</p> <p>Mr. Clark : Nice to meet you. Uh, you know, I'm sorry. I'm so forgetful. What's my name again?</p> <p>Hadley:It's Mr. Clark</p>	<p>Scene 1</p> <p>He see a boy get punishment to stand up in the trash. Based on the dialog we can find the educational value that is Innovative</p> <p>Because Mr.Clark show every children can learn in every where example in this dialog Mr.Clark teach Hadley about a small thing that is Name. This is a smart method to make our students interested for learned</p>			Smart

	Mr. Clark : <i>Oh, see you just learned something. Let's get your out of there</i>				
3.	Head Master : We have a surprise that <i>we have put together with you</i>	<p>Scene 2</p> <p>Four years later, In the summer celebration. Mr. Clark get the name in parking area to make his name permanent because he success to bring the students to the number one in beau fort in a row for four years. Based on the dialog Head Master Put together with the other teacher to give Mr. Clark a surprise in this case the head master have a moral value in social that is sensitive and unselfish. In this dialog teach us to always sensitive and unselfish with our partner work.</p>		Sensitive and unselfish	
4.	<p>Harried principles : Thank you so much for coming in.</p> <p>Mr. Clark: <i>You're welcome. If you could just look at my resume?</i></p> <p>Harried principles: <i>I apologize. We just don't have a position available.</i></p> <p>Mr. Clark : <i>Yeah, but all my kids passed above grade level.</i></p>	<p>Scene 7</p> <p>In one of the school. Mr. Clark is rejected to be a teacher there. Based on the dialog Mr. Clark is try to make sure the principles to accepted him as a new teacher in the school but the principles rejected him although the principles reject him Mr. Clark still try to explain his talent like make his students passed above grade level. In this case Mr.Clark have a individual moral</p>	Hard Work		

	<p>Harried principles: I'm sure they did. And good luck to you.</p>	<p>value that is hard work because Mr.Clark never give up to try something new in his life.</p>			
5.	<p>Mr. Clark : Hey, who's that?</p> <p>Mark : That's the queen of Egypt. In love with Mark Anthony</p> <p>Mr. Clark : No..I... I mean, uh, who is that ?</p> <p>Mark : Marrison. And she's even more beautiful out of costume. I'm Jason.Otherwise known as. Mark Anthony.</p> <p>Mr.Clark : <i>Sorry</i> (smile)</p> <p>Mark : <i>It happens all the time,bro. Don't swear it</i></p>	<p>Scene 9a</p> <p>In the Restaurant. Mr. Clark works there and meet Marissa and her boyfriend. Based on the dialog Mr. Clark ask to mark who is marrisa and the reality marrisa is mark's girlfriend Mr.Clark is surprise to heard that and he say sorry with mark to respect him as a marrisa's boyfriend because Mr.Clark try to closer with marrisa and mark stay cool to heard that and say <i>it happens all the time bro.</i> In this case Mr.Clark and mark have social moral value that is respect to each other</p>		Respect	
6.	<p>Mr. Clark : <i>You need a teacher. I need a job, so let's help tp each other out.</i></p> <p>Principle Turner : Mr. Clark, I'm sure you're very sincere, but I'm afraid you might be a little to..</p>	<p>Scene 10</p> <p>At Inner Harlem Elementary school. He asks the job to the principal and Mr clark wants to teaches in the school. Based on the dialog we can find the loyalty in dialog Mr. Clark need a job and Mr. Turner helped him and</p>		Loyalty and trustworthy	

	<p>Mr. Clark: to what? To white? Too tall? Too ugly?</p> <p>Principle Turner : Nice.</p> <p>Mr.Clark: <i>I specialize in raising standardized test score</i></p>	<p>Mr. calrk want to helped the bottom of class to be better in this case we can know we can find the social moral value that is loyalty. Why loyalty? Because in this dialog show the loyalty between mr. clark and Principles Turner</p>			
7.	<p>Principle Turner : This is the honors class. <i>The students scored in the top 10 percentile on the state exams every year. We divide each grade into 4 classes according to their achievement scores.</i></p>	<p>Scene 10 In this dialog Mr.Turner have a individual value that is fair because he will be distributed by the students according to the score of his achievements so that Mr.Turner will do justice inthat way so that students are motivated to get good grades.</p>		Justice (Fair)	
8.	<p>Mr. Clark : What about this class?</p> <p>Principle Turner : This class tested at the bottom f the entire New York city school district.</p> <p>Mr. Clark : They do seem a little bit squirrelly.</p> <p>Principle Turner : Oh, they're a bit squirrelly. These students have problems with learning, discipline, social skills, like Tayshawn Mitchell. 2 strikes, going on 3, towards the juvenile detention center.</p>	<p>Scene 10 At Inner Harlem Elementary school. Mr. Turner show the bottom of class he said the class have a problem with discipline and social skills. Before Christmas 6 teachers leave this class but in this case Mr.Clark brave to take the class. case Mr. Clark show us to brave try something new. And when everybody not wants to teach them Mr.Clark brave to take this class as a first class in Herlem School</p>	Bravery		

	<p>Mr. Clark : <i>I'm Your man.</i></p> <p>Mr. Turner : I have an opening in grade 3.If your credentials check out...</p> <p>Mr.Clark : <i>Hey, you have an opening in here.</i></p> <p>Principle Turner : No. Last year , this class went through 6 different teachers before Christmas.</p> <p>Mr. Clark : <i>Yes. Nobody wants them, and I do, so what's the problem?</i></p>				
9.	<p>Principles Turner : Mr Clark <i>Test score are very important to me. Its how I keep my job.</i> Mr. Clark : can start right now. You can start Monday.</p> <p>Principles Turner : <i>State exams are in May.</i></p>	<p>Scene 10 At Inner Harlem Elementary school. In this dialog Mr.Turner show a individual moral value that is hard work because he always hard work to keeping the students' score in accordance with the standards.</p>	Hard Work		
10.	<p>Customer 1 : <i>let's come back here tomorrow.</i></p> <p>Customer : <i>I think she liked me.</i></p> <p>Customer 1 : High five bro</p>	<p>Scene 11 The costumer felling confidence that marrisa like him.In this case the dialog show the individual moral value that is confidence.</p>	Confidence		
11.	<p>Mr. Clark : <i>want half ?</i></p>	<p>Scene 11 Mr.Clark give a half his sandwhich to marrisa. In</p>		Sensitive and Unselfish	

	Marrisa : Yeah, sure	this case the dialog show the social value that is sensitive and selfish.			
12	Mr. Clark : <i>I was just saying... You can help out by working with julio every night on his homework. Together, we can get him excited about learning.</i> American History...Solar system, pre algebra. <i>I just want julio to achieve his full potential.</i>	Scene 12 Mr. Clark visit the student's house before he teaches. One of the students is julio's house Mr. Clark talking with julio's mother to help every night on his home work and achieve his full potential. In this case Mr.Clark have a social moral value that is self reliance and potential because Mr. Clark help julio's mother to improving achieve his full potential		Self Reliance And Potential	
13.	Mr.Clark : You know, I've never had a students from india before. How do you pronounce your name? Badriyah : Bad rlyah. I liked to read, especially.... Badriyah's father : <i>Quiet larki! Men are talking okey?</i>	Scene 12 Mr.Clark visit the badriyah's house and Mr. Clark ask badriyah how he pronounce her name and Badriyah spelling the name and she is talk with Mr.Clark her hobby but in indian culture woman can't talk before Men so badriyah's father reprimanded her for not talking anymore. In this case badriyah have social value that is respect in here badriyah is silent while hearing them talking.		Respect	
14.	Mr. Clark : Oh, are those your brothers? Shameika : No, <i>They're my kids I'm 12 years old, and I got 3 kids</i>	Scene 12 Mr. Clark visit shameika's house and when Mr. Clark ask her about the kids,shameika said that is her kids. Actually Shameika work as a baby sitting in this	Hard Work		

		case shameika have a individual value that is Hard Work because she is hard work to help her mother make money.			
15.	<p>Doretha Wallece : Who are you talki'n to ? (ask to Shameika)</p> <p>Mr.Clark : <i>I'm Mr.Clark Shameika new teacher.</i></p> <p>Doretha Wallece: What the hell happened to Mr.slois?</p> <p>Shameika :fool quiet</p>	<p>Scene 12</p> <p>When Mr. Clark and Shameika talking her mother come and ask who is he ? (Mr.Clark). Mr.Clark introduce himself although shameika mother doesn't like him . In this case Mr.Clark have a social value that is kind and friendly because Mr.Clak still smile and introduce himself.</p>		Kind and Friendly	
16.	<p>Doretha Wallece : I swear to God, you teachers come in and out of the school.</p> <p>Mr. Clarak : Yeah I know ...<i>That...that's why I'm here I was hoping you would work with me</i> (make a good relationship to help shameika to finish the homework so like relation between teacher and students).</p>	<p>Scene 12</p> <p>Mr. Clark try to help shameika's mother because Shameika's mother is worked. In this dailgog Mr.Clark have a social value that is sensitive and unselfish because he try to help shameika's mother to monitoring shameika in learning process</p>		Sensitive and Unselfish	
17.	<p>Mr. Clark : <i>Morning..Nice to see you Tayshawan. Moning Principles Turner</i></p>	<p>Sequence 13</p> <p>At inner harlem elementary school. Mr.Clark waiting the students in front of class an say hello with the students in this case</p>		Kind and Friendly	

		MR.Clark have social value that is kind and friendly.			
18.	<p>Mr. Clark : I have a surprise for all of you.</p> <p>Julio : what?</p> <p>Mr.Clarak : <i>I'll tell you Julio if you turn around.</i></p>	<p>Scene 14</p> <p>In the class Mr.Clark have a surprise with the students and julio's ask what the surprise but Mr.Clark want to julio turn around when he talk. In this case Mr.Clark have a individual value that is self discipline because if we want to talk with some one we must see the eyes and don't turn back when any some one spek. And in this dialog Mr.Clark teach julio in order julio discipline when he talking with someone</p>	Self Discipline		

19.	<p>Julio : Hey, look. The fools's leavin' already.</p> <p>Mr. Clark : (droop the door) Sit down!</p> <p><i>You see this? This means that this year is going to be different. This year is going to be about more than school. This year, we are going to be a family.</i></p> <p>Julio :But you don't nothing like me</p> <p>Mr. Clark : <i>I'm going to be your family and you are going to be my family and that means that I am not leaving and you are not leaving</i></p>	<p>Scene 13</p> <p>In the class, Shameika droop the book because she doesn't like him and the other students do like that. But in this case Mr.Clark have a individual value that is peace an ability because Mr.Clark control him emotion and stay calm with this situation because he know the students have a problem with a social value.</p>	Peace Ability		
20.	<p>Marrisa: Step away from the table</p> <p>Mr. Clark :Yeah that's what's doing.</p> <p>Mr. Clark : <i>So, now that you helped me move, I guesst have to be your drive you to the airport</i></p>	<p>Scene 19</p> <p>Marrisa help Mr.clark to move the table in his rent cost and in here Mr.Clark want to help her to be a driver to the airport. In this case we can see Mr.Clark and Marissa have a social value that is sensitive and unselfish because they help each other out and unselfish.</p>		Sensitive and Unselfish	
22.	<p>Mr.Clark : we are family. Julio : Give me a damn break,man.</p> <p>Shameika : We're</p>	<p>Scene 27</p> <p>In the class. Mr.Clark explain the rules one of the respect. In this cam Mr.Clark teach the</p>		Respect	

	<p>not in kingdegarten!</p> <p>Mr. Clark : <i>That means we helped each other out, we stand for each other,we defend each other.</i></p> <p>Mr. Clark : <i>Hey,you will call me sir. Not man,not dawg,not fool. If you are asked a question,you will say "yes,sir,or no sir"</i></p>	<p>students about respect like if them want to call Mr.Clark they must respect Mr.Clark like call Mr.Call Sir</p>			
23	<p>Mr.Clark : Rule number 3 <i>we will form a line to enter and exit class and go to lunch.</i></p> <p>Shameika : come on! Are you kidding me</p>	<p>Scene 24</p> <p>In the Class. Mr. Clark don't let the students go to the canteen before they made a line. In this case Mr.Clark teach the students to discipline when we out of the class like we must make a line in order they can come out calmly.</p>	Self Discipline		
24	<p>Julio : Uh, nuh uh, fool.</p> <p>Mr. Clark : <i>Respect Julio Vazquez. You will not talk unless I call on you. If I am talking. You are listening with your eye right here</i></p>	<p>Scene 27</p> <p>In the class. Julio call Mr.Clark fool but Mr.Clark stay calm and say with him"Respect" in this case Mr.Clark have a social value that is peace ability because Mr.Clark not angry when julio say it and still calm while get advise about respect</p>		Peace Ability	
25.	<p>Mr. Clark : <i>Hey,</i></p> <p>Badriyah : Hi.</p> <p>Mr. Clark:<i>What are you reading?</i></p> <p>Badriyah : Nothing</p>	<p>Scene 21</p> <p>In corridor Mr.Calrk meet Badriyah and he ask what the Badriyah reading after Mr.Clark know badriyah read the hight school book he is</p>		Kind and Friendly	

	Mr. Clark : Oh, I didn't read that book till high school	appreciation badriyah in this case mr.clark have a social value that is kind and friendly.			
26	Mr. Clark : Now what is rule number 4? Students : Not cutting in line Mr. Clark : that's right . Now get eat. Alita: About time! Mr. Clark : <i>I'm proud of you. Thanks a lot, Shameika</i>	Scene 24 In this dialog Mr.Clark respect with shameika because shameika admit her mistake in front of her friends. In this case Mr.Clark have a social value that is respect because Mr.Clark say he proud with shameika and this is the Mr.Clark appreciation with shameika.		Respect	
27	Mr. Clark : Uh Yes mom, <i>I miss you, too.</i> Yeah, I know there's a job for me back home	Scene 25 Mr.Clark call his mother and in this dialog mr.calark have social value that is love because he love her mom although her mom far from him		Love and Affection	
28	Mr. Clark : Uh Yes mom, I miss you, too. Yeah, I know there's a job for me back home, <i>but, uh things are going very well here. Well, it look the kids a little while to warm up to me. Yeah. Honestly we're getting along great.</i>	Scene 25 In this dialog Mr.Clark . Mr.Clark say with his mother that is he trust the students will accept them as their teacher. In this case Mr.Clark want to help the students be better support and service them in doing a positive learning		Loyalty and trustworthy	
29	Mr. Clark : <i>I want you all to take a good look around at your new, clean room.</i>	Scene 26 Mr.Clark find the class mess up , but in this case Mr.Clark not angry with the students she stay calm and he is was hoping the		Peace Ability	

	<p>Students : whatever</p> <p>Mr.Clark : <i>I'm going to ask who wrecked it. Eyes right here.(ask to julio because julio sat back to him) I was hoping we could have fun this year, and I think that we still can,but only after you learn to follow of my rules. And you will follow of my rules</i></p>	<p>students follow the rules.</p>			
30.	<p>Marrisa: Hey,You still cool with helping me move to my new address on Saturday?</p> <p>Mr.Clark : <i>Yes, definitely.</i></p> <p>Marrisa : I mean, Jason would help, but you've got the fly blue car, so...</p>	<p>Scene 31</p> <p>In the restoran. Mr.Clark talking with marrisa. Marrisa need mr.clack to help her move and Mr.Clark want to help her. In this case Mr.Clark have a social value because Mr.Clark sensitive and unselfish</p>		<p>Sensitive and Unselfish</p>	
31.	<p>Marrisa : <i>Hey! What happened? Why aren't you in school,kid?</i></p> <p>Mr. Clark : I don't want to talk about it.</p>	<p>Scene 32</p> <p>Mr.Clark meet Marrisa in New York and Marrisa confused and say what happen? Why Mr.Clark not teach today. In the case marrisa have a social value that is sensitive and unselfish because she care with mr.clark.</p>		<p>Sensitive and Unselfish</p>	
32.	<p>Mr. Clark : <i>Everybody take a look around. Within these 4 walls,you can be strangers, or you can be a family.</i></p>	<p>Scene 27</p> <p>In the Class, in the dialog Mr. Clark telling the students about the rules. And telling him a story about imagined to be</p>			<p>Trying give them a best learning</p>

	<p><i>Within these4 walls. Can be the end of your story, or you can make it a beginning. A beginning that is better than anything you ever imagined possible.</i></p>	<p>possible. In this dialog we can find the education value because Mr.Clark trying give them a best learning like make beginning that anything you ever imagined possible</p>			
33.	<p>Mr. Clark : Since, I got here, you have not listened to me once.</p> <p>Alita : yeah</p> <p>Mr.Clark : <i>So, here's the deal ...today we are going to learn grammar. If your are quiet and you listen, every 15 seconds I eill drink a chocolate milk. If you can do it, you may got to see me puke. So, do we have a deal?</i></p> <p>Students: yeah!</p> <p>Mr.Clark: ok, good.</p>	<p>Scene 34</p> <p>In the Class Mr.Clark make a interest method. He uses the milk to get the students attention. He will drink the milk if the students listen to him every 15 second. In this dialog Mr.Clark have a interested method and this a educational value that is innovative to make the students interest to learn by innovative method</p>			Innovative
34.	<p>Mr. Clark : <i>This is not for you to eat (give the julio the candies jar). I want you to watch the clock, and every 15 seconds, bang the jar with the ruler, like that (knock on the candies jar with the ruler). All right. When I hear the gong, I will slam</i></p>	<p>Scene 34</p> <p>In the dialog Mr.Clark want julio knock on the jar every 15 second In order Mr.Clark can drink the milk. In this case Mr.Clark have a creative method to teach the students. In order the students not boring and still get laugh in every time</p>			Creative

	<i>down one of these. The times starts....now.</i>				
35.	<p>Mr. Clark : <i>Hey, can you guys teach me how to do that?</i> (ask with the students which playing jump rope). Oh, you don't think I can learn how to do that?</p> <p>Shameika: No!</p> <p>Mr.Clark : <i>Ok, all right, I'll make you a deal. If I learn how to Double Dutch, then you guys gotta learn something from me</i></p> <p>Alita: what?</p> <p>Mr. Clark : <i>Everything you need to know for the seventh grade.</i></p> <p>Raquel : <i>is he for real?</i></p> <p>Shameika: <i>all right. So, you gonna jump?</i></p> <p>Mr. Clark : <i>yeah</i></p>	<p>Scene 35</p> <p>Mr.Clark join the students play dubble dutch (jump rope). In this dialog Mr.Clark make a deal with the students if he can jump the students will learn about seventh grade and in this case we find the educational value that is innovative. Because Mr.Clark made a innovative method to make the students want to learn like in this dialog mr.clark to try dubble dutch in order the students like him and the students want to learn.</p>			Innovative
36.	<p>Mr. Turner : <i>These kids are at bottom of the barrel.</i></p> <p>Mr. Clark : <i>Don't talk about them like that.</i></p>	<p>Scene 36</p> <p>Mr.Turner call Mr.Clark in his office. Mr. Turner said the students are at bottom of the barrel but Mr.Clark do not accept what the principle turner say he protects his students and confirms that his students are not</p>		Love and affection	

		like that. In this case Mr. Clark try to love the students the prove is Mr.Clark treat the students and deny what Mr.Turner said.			
37.	Mr. Turner : Now all I'm asking is for your students to pass Mr. Clark : <i>Oh, every one of my students will pass.</i>	Scene 36 In office. Mr. Turner asking about the students will pass or not. But in this dialog Mr.Clark confidence and say my students will pass. In this class Mr.Clark confidence and believe that students they make it the students will pass	Confidence		
38.	Mr. Turner : They've become somebody else's problem. Mr. Clark : <i>the problem isn't the kids. It's not even what they can achieve. The problem is what you expected to achieve. You are setting the bar here. Why? Set it up here.</i>	Scene 36 In Office Mr. Turner say the students will make a problem for somebody else but in this dialog Mr.Clark brave to oppose Mr.Turner as we know Mr.Turner is a Head Master in the school but in this dialog Mr.Clark the truth that Mr.Turner make mistake the treat the students. Mr.Clark brave give is aspiration about his class because Mr.Clark think he do the best for his students.	Brave		
39.	Mr. Turner : people who give me scores, they get my respect. Mr. Clark : <i>Okay, good, in May, they'll all test at grade level.</i>	Scene 36 In Office Mr. turner say if the students want his respect they must give a best score. Mr.Clark say they will all at grade level. In this dialog Mr.Clark confidence to make the students at the grade level and will prove to Mr.Turner	Confidence		

40.	<p>Mr.Clark : <i>Every single one of those students in that class just wants your respect.</i></p> <p><i>Hell, I want your respect.</i></p> <p>Mr. Turner : You want my respect? Stop acting like a 12 year old!</p>	<p>Scene 36 In office Mr.Clark brave to said his complaint with Mr.Turner that he want Mr.Turner Respect with him and with students.</p>	Brave		
41.	<p>Waiters : <i>Ma'm you forgot your purse</i></p> <p>Visitors : Thank you. Dinner was great</p>	<p>Scene 9 In the Restaurant After he teach, Mr.Clark work in the restaurant and he see the other waiters returned the wallet of a costumer who was left behind. In this dialog we can found the individual value that is honesty because the Waiters retuned the wallet to costumer</p>	Honesty		
42.	<p>Principles Turner : Who is vandalized this room?</p> <p>Mr.Clark : <i>I did sir,</i></p> <p>Principles Turner : Mr. Clark .. this sort stunt may have gone over big in Aurora, but doesn't work for me " my school , my rules , my way</p> <p>Students : wooooooooooooo (mocking and cheering)</p>	<p>Scene 17 In the Class room. The students shock because the class wall turn in to blue. Mr. Clark did it. He painted the class room but Mr.Turner doesmt like it. In this dialog when Mr.Turner ask who vandalized the room Mr.Clark say I did it in front of students and he accept when Mr.Turner angry with him in front of students. In this cas Mr.Clark have a individual value that is honesty because Mr.clark acknowledge the action in front of class and teach</p>	Honesty		

		the students to always be honesty in every situation			
43.	<p>Mr. Clark : I was hoping you would work with me</p> <p>Doretha Wallece: <i>I already got a job Mr.Clark. I got 2 jobs 4 kids and a brother on parole</i></p>	<p>Scene 12</p> <p>Shameik's house in this dialog Mr.Calrk want make agood relation with Dorreta to help Shameika in a learning process and give he the best learning in the scholl and in home. But Dorreta rejected him and say she get busy because she get work to her family. She have a 2 jobs and 4 kids so she must work for the family. In tthis dialog dorreta have individual value that is work hard .</p>	Work Hard		
44.	<p>* strawberry shortcake*</p> <p>*cream on top*</p> <p>* tell me the name of your sweetheart*</p> <p>Raqueel : *is it a ? (give a code to shameika that Mr. Clark is behind her.</p> <p>Mr. Clark : <i>that's really good. Shameika, you're really good at this!</i></p>	<p>Scene 29</p> <p>Mr.Clark meet students who are still playing. Mr.Clark see shameika playing dubble dutch or (jump rope) Mr.Clark give a comment that she is really good but shameika leave him and don't care about him. In this case Mr.Clark have a social value that is kind and friendly because Mr.Clark kind with the students even though the students never like him</p>		Kind and Friendly	
45.	<p>Mr. Clark : That morning at your house, your mother's purse...</p> <p>Julio : nah,see,you got it all wrong. <i>Me</i></p>	<p>Scene 41</p> <p>He talk with julio about her mother. Julio explained that ebeb though he often took his mother's money he still loved his mother and</p>		Love and Affection	

	<i>and her have this deal,you know, I take care of her,and she takes care of me.</i>	protected each other but here julio and his mother had the wrong way. Actually in this dialog julio has a social value that is love and affection			
46.	Mr. Clark : <i>You ok?</i> Tyshawn : <i>Yeah,I'm cool</i> Mr. Clark : <i>I wanted to bring you this. You could bring up your math and English with some extra help.</i>	Scene 42 Mr.Clark meet with Tayshawn that still with friends. The students bring the test paper and give it with tayshawn.In this dialog Mr.Clark very kind in his students because he bring the students paper and visit the students house to give the paper.		Kind and Friendly	
47.	Raquel : <i>Thank you,Mr. Clark.</i> Mr. Clark : <i>Here you go (Mr.Clark give her a candy)</i>	Scene 41 In the class Mr.Clark give the result of the test the students is very happy because in the first time they get a best score. And when Mr.Clark give the paper the students try be better and try to said thank you with Mr.Clark. In this dialog Raquel say thank you with Mr.Clark because Mr.Clark give her the paper and say thanks because he get a best score. In this case Raquel has a educational value that is gratitude			Gratitude
48.	Mr. Clark: <i>Hey,good job!</i> Shameik izzle. Shameika: <i>thank you Mr. Clark</i>	Scene 41 In the Class. Shameika say thank you with Mr.Calrk because Mr.Clark give her the paper and the best score. Shameika has aeducational value that is Gratitude			Gratitude

49.	<p>Mr. Clark : <i>And if you trust me...</i></p> <p><i>You can learn more than you ever dreamed of, and that's a promise.</i></p>	<p>Scene 37 In the Class room Mr Clark brings the cake with the candle . The students light up the candle for the motivating Mr.Clark. in this dialog Mr.Calrk have a social value that is loyalty and trustworthy because Mr.clark have a loyalty to the students in which promise are made</p>		Loyalty and Trustworthy	
50.	<p>Mr. Clark : <i>I know you're scared. But I want you do it. I want you to jump. I want you guys to fell what it's like.. to fly.</i></p>	<p>Scene 37 In the Class room. Mr.Clark bring the cake with the candle. The students light up the candle for the motivating Mr.Clark. In this dialog Mr.Clark know the students scared but he want the students still calm and do the best in this case Mr.Clark have a individual value that is peace ability because Mr.Clark calmness to teach the students and always control his emotion and Mr.calrk get the motivating the students so the students join with him to beginning their learnig</p>	Peace Ability		
51.	<p>Mr. Clark : <i>put your gum in here.</i></p> <p><i>Gum in here Hurry up! All the gum in this jar, the gum jar</i></p> <p>Students : Come on</p>	<p>Scene 18 On the lunch time. Mr.Clark asks the students to throw their gum in the jar. In this dialog Mr.Clark have a individual value that this self discipline because he discipline himself to teach the students don't eat the gum at lunch</p>	Self Discipline		

		because if they don't throw the gum in the jar they will throw it in any place from that therefore. Mr.Clark teach them to discipline so that at lunch they have to throw gom in the jar			
52.	Mr. Clark : You see this? (show the rules We are a family, Respect each other, Dream Big and Take Risk) <i>This means that this year is going to be different. This year is going to be about moretahn school. This year, we are going to be a family</i>	Scene 14 In the class Mr.Clark give the 3 rules. In this dialog Mr.Calrk have a innovative teaching method to be students be better. Mr.Clark make the innovative rules in order the student interest with his teaching method			Innovative
53.	Mr. Clark : <i>None of your passed the test... and there's going to be punishment.</i> I want you guys to pass these all around.	Scene 38 Mr.Clark introducing to his students that they will learn about all the U.S president's next class. If the students not pass Mr.Clark can give a punishment and there is no exception every students who fails will be punished. In this dialog Mr.Clark have a individual value that is Justice (fair)	Justice (Fair)		

Appendix III

Scene in The Ron Clark Story Movie

Sequence 1

Aurora, North California 1994. Mr. Ron Clark waiting for his first day to teach. He see a boy get punishment to stand up in the trash.

Sequence 2

Four years later, In the summer celebration. Mr. Clark get the name in parking area to make his name permanent because he success to bring the students to the number one in beau fort in a row for four years.

Sequence 3

Ron's house. He decide to move to New York because he wants to make it real what he always said to his students to dream big and take risks. He permit with his parents.

Sequence 4

New York City. He see the night view in New York.

Sequence 5

At 11.30 AM. He move to the new place for he to live and meet Yolanda.

Sequence 6

The next morning. Mr. Clark ask to Yolanda about schools in Harlem cause he wants to teach.

Sequence 7

In one of the school. Mr. Clark is rejected to be a teacher there.

Sequence 8

In the evening. He comes back to the motel to pay rent house cost.

Sequence 9

In the Restaurant. Mr. Clark works there and meet Marissa and her boyfriend.

Sequence 10

At Inner Harlem Elementary school. He see the student still fight with the teacher then the principal come and the teacher decide to quit. He asks the job to the principal and Mr Clark wants to teaches the bottom class then he can starts on Monday.

Sequence 12

Mr. Clark wants to visit the student's house before he teaches. He gives the suggestions to their parents to help out the student by giving the spirit in learning.

Sequence 13

At inner Harlem elementary school. The students are playing. Then they come to the class while Mr. Clark waiting for them in front of the class.

Sequence 14

In the class. Mr. Clark starts his first class but the students make fun of him. He shows the rules in his class to the students. One of the students, shemeika drop the books to show that she doesn't like him.

Sequence 15

In the end of class. The cleaning service or office boy come into the messy class with Mr. Clark sit down in one of the bench.

Sequence 16

Outside the school. Mr. Clark see that his car was painted by the students.

Sequence 17

In the classroom. The students shock because the class wall turn into blue. Mr. Clark did it. He painted the classroom but Mr. Turner doesn't like it.

Sequence 18

On the lunch time. Mr. Clark asks the students to throw their gum.

Sequence 19

Marissa helps Mr. Clark to move the stuff and gives him spirits to teach. She also tells about her relationship with Jason.

Sequence 20

In the classroom. Mr. Clark shows again about the rules that the students have to follow if they don't want the consequences.

Sequence 21

Mr. Clark talks to Badriyah and see that Julio still take bet on When Mr. Clark going to quit. Mr. Clrk tells Julio that gambling is ilegal.

Sequence 22

Mr. Clark come to the canteen and talk about something with one of the lady there.

Sequence 23

Mr. Clark teaches in the classroom and give the assignment to the students about their dreams and aspiration.

Sequence 24

Lunch time. Mr. Clark asks students to line up if they want to get lunch. Shemeika cut the line and they are waiting for her to admit it. Julio goes to the canteen first but doesn't get the food because he is in Mr. Clark's class.

Sequence 25

Mr. Clark calls his mother.

Sequence 26

Mr. Clark finds the class mess up.

Sequence 27

Mr. Clark go back to teach again after the room get clean up.

Sequence 28

In the toilet . Shemeika and her friend talk back the bad things about Mr clark.

Sequence 29

Outside the classroom. Mr clark meet the students who are still playing.

Sequence 30

In the Classroom. Julio and Tayshwan fight and Mr. Clark separated them.

Sequence 31

In the restaurant. Mr. Clark do his job as waitress.

Sequence 32

In the classroom. Mr clark check the assignment but no one make it. He is angry and tell the students that they are win.

Sequence 33

Mr. Clark goes with Marina to see New York. Then Marina gives him spirit to teach again.

Sequence 34

Mr. Clark back to teach again with interesting method. He uses milk to get student's attention. He will drinks the milk if the students listen to him every 15 seconds.

Sequence 35

Mr. Clark join the students play double dutch. The students start to like him but Mr. Turner doesn't like him.

Sequence 36

Mr. Clark called by Mr. Turner in his office. Then, Mr Clark defend his students that Mr. Turner say they are from the bottom of the class. Mr. Clark wants Mr. Turner to respect to him and his students.

Sequence 37

In the classroom. Mr. Clark brings the cake with the candle. The students light up the candle for the motivation by Mr. Clark.

Sequence 38

Mr. Clark introducing to his students that they will learn about all of the U.S.'s president's next class, but none of the students seem excited.

Sequence 39

Mr. Clark in his dim one bedroom apartment grading papers. He inspired by rap music and wants to make the material with it.

Sequence 40

Mr. Clark wants the students do the test because they didnt pass the last test. He make "President Rap" that make the students easy to understand and they love it.

Sequence 41

Mr. Clark give the result of the test. He talk with Julio and wants 3 session to study together.

Sequence 42

Mr. Clark meet tayshawn that still with friends. He also wants study together with him.

Sequence 43

Mr. Clark wait Tayshawn and Julio in the restaurant. But, Tayshawn doesn't want come in because he know there is Julio. Mr. Clark helps Julio learn Math by playing card like gambling.

Sequence 44

Mr. Clark visit Shemeika's house and he helps her to do her homework while he make a dinner. Unfortunately, Shemeika's mother doesn't like what Mr. Clark doing.

Sequence 45

Shemeika's mother come to the school to complain about Mr. Clark. But at the end she changes her mind to make shameika not really busy with babysitting. She supports her child to continue in middle school.

Sequence 46

Mr. Clark gets the grafitty from Tayshawn but Julio admit it that it was his.

Sequence 47

Tayshawn angry with what julio do about the grafitty.

Sequence 48

Mr. Clark defend Tayshawn in front of tayshawn's parents to the principal to not expel tayshawn .

Sequence 49

Mr. Clark gives the students his number and helps tayshawn to do math after class.

Sequence 50

Mr. Clark get illness.

Sequence 51

He see the doctor and doctor said that he got pneonomia.

Sequence 52

He wakes up in the morning.

Sequence 53

He teaches again eventhough he still sick. Then he collapse when he explain about gravity and ambulance take him.

Sequence 54

Mr. Clark record video to teaches the students. Marissa helps him out.

Sequence 55

The students learn gravity by seeing the video that Mr.Clark make.

Sequence 56

Mr. Clark goes back to teach and the students welcome him. He is angry because the students' scores are bad. But he motivates the students that they are not losers and they can pass the test well.

Sequence 57

Before the National Exam, Mr. Clark talks to Badriyah that she can pass the exam and be a doctor.

Sequence 58

Mr. Clark meets Tayshawn and helps him out.

Sequence 60

On the final exam, Mr. Clark waits for the students to do their exam.

Sequence 61

Marissa comes to Mr. Clark's house.

Sequence 62

In the classroom, Mr. Clark prepares a surprise for his students. He asks the students to go to the opera together.

Sequence 63

Tayshawn goes back home.

Sequence 64

On the road, Shameika tells her mom and her friend about the story in the opera.

Sequence 65

Tayshawn's stepfather hits Tayshawn because he ruined his wall by painting it.

Sequence 66

Mr. Clark calls the students' names but he can't find Tayshawn.

Sequence 67

Mr. Clark comes to Tayshawn's house and sees the house so messy.

Sequence 68

He finds Tayshawn hurt and bleeding. He helps him out.

Sequence 69

Mr. Clark takes Tayshawn to Mr. Turner's house and he will stay there for a while.

Sequence 70

In the classroom, Mr. Clark gives the students trophy about their achievement. Then Mr. Turner announce that the bottom class get the higher score than the honor class. Also, Shameika get the highest score in Math and English.

They vote Mr. Clark as father of teacher in town. Then marissa come to the class too.

Mr. Clark's students went on to attend some of the finest middle school and high school in New York.

CURRICULUM VITAE

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2. Junior High School at SMP N 1 Perbaungan (2008-2011)
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4. Student of English Department of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara 2011 until reaching the degree of Sarjana Pendidikan (2014-2018)

Medan, March 2018

The Researcher

AI SYAH FATIN KAHAR