

# THE CHARACTERS DEVELOPMENT IN THE FILM “THE RON CLARK STORY” BY RANDA HAINES AS AN ALTERNATE SOURCE FOR TEACHING DRAMA

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## Abstract.

The objectives on the study of this project are: 1) To discuss the well-developed character development in the *The Ron Clark Story* movie. 2) To discuss the evolution of the *The Ron Clark Story* movie related to character development. 3) To discuss with drama teaching how the characters in the *The Ron Clark Story* movie develop. The researcher did a literature review to acquire data. Finding references refers to tasks completed utilizing library resources. The researcher used the following steps to collect data: 1)The researchers viewed the film *The Ron Clark Story* several times to have a thorough understanding of it. 2) Furthermore, the researchers read the film script to know about the character development in the film *The Ron Clark Story*. The researcher still must summarize all that has been investigated and what the results of this investigation indicate before drawing any conclusions. The research's finding that *The Ron Clark Story* has character development is its conclusion. The film series includes a variety of character types, including the following: include major and minor characters. The results of this research inform readers and researchers on how the characters in the film *The Ron Clark Story* evolve.

**Keywords:** *Character Development, Film, Teaching Drama.*

## Introduction

A nation's growth depends on its level of education. We can increase human resources and develop the next generation of capable and moral citizens via education. Ki Hajar Dewantara, the father of Indonesian education, believes that education is a guide in a child's growth and development. A drama can be used in the educational setting to introduce and implement character education. Dramatic exercises may be a crucial component of the character development curriculum.

Education is the process of developing essential intellectual and emotional abilities toward the natural world and other people. (John Dewey: 2019). As science and technology advanced, literary works started to appear as movies or films. A film is an audiovisual form of mass communication that may be delivered to a wide audience. Movies are used as a tool for character education and development in addition to amusement. Film is an useful platform for both improving English and encouraging international learning. The contribution of films to education is crucial for forming students' character development. Films are becoming more and more popular because they provide stories with positive morals that can be used in daily life. The administration of the learning process in the classroom or during extracurricular activities can be done using films as teaching aids.

The Ron Clark Story, which stars Matthew Perry, was produced in 2016. This film is based on a true story that was made into a film. Mr. Clark teaches one day a week at Inner Harlem Elementary School. He is determined to instill in his kids the importance of intelligence and a positive attitude. The Ron Clark Story is a documentary film that offers an excellent instructor model and should be considered as a supplement to enriching instructional resources. The researcher discovers a style of character development in molding pupils to be better, making it appropriate for use in the realm of education.

Character is the most important thing that children must learn in school so that they may understand others and have attributes that do not damage others. With excellent character, someone will become a decent and useful person. When a person learns about character education, he or she will find it simple to treat people in any scenario. Cindy Putri (2017) asserts that there is an issue with instructors finding it challenging to teach theater to their pupils. Character development is crucial to the message a movie wants to get over to its audience. It might be challenging for teachers to instruct in drama due to low literacy and lack of references.

Academics are keen to learn more about character development in films and TV dramas, especially how actors' speech affects the way they perform their roles. For example, Nur Asmawati's (2016) analysis of how character development affects how actors in a play perform has important implications for how academics study film and television characters.

The study aims to discuss the well-developed character development in the The Ron Clark Story movie and how it relates to drama teaching how the characters in the film develop.

A study on the *The Ron Clark Story* movie's character development aspires to advance learning in the educational field and advance our understanding of character development in society. The researcher thinks that this study has both theoretical and practical applications, and aims to share knowledge regarding character development from the movie.

## **Literature Review**

This chapter focuses on the reviewed related literature consisting of characters, character development, films, and contribution to drama teaching in this chapter. Character is a crucial aspect that must exist in a tale, because the character is a portrayal of a person's character given by the author in a literary work. According to Pope (2005: 133), there are numerous categories of characters in fictional stories, which are as follows: major character and minor character. Character is a person's shift in self-regulation, proactiveness, and self-regulation that is not solely influenced and driven by external events. Independent mechanisms govern a person's ability to think, motivate, influence, and act. Hurlock splits character development into three categories: qualitative, quantitative and fast changes (Asturi & Rosyidi, 2022). A person's self-concept and behavior can be affected by a variety of factors, from physical changes to social pressure to the emergence of new groups. Motivation is one of the most effective instruments for human development, according to Hurlock (1974:124-130). According to Iwuchukwu (2008:48), characters evolve as a result of the story's events or narrative. In the film *Kubo and the Two Strings*, for example, Kubo has multiple personalities, including compassionate, happy, interested, obedient, envious, bold, cowardly, brave, serious, and mature.

Table 2.1 Categories of Character Development

Character Development					
A		B		C	
1.	Protagonis	1.	Self sufficient	1.	Obedient
2.	Antagonis	2.	Cheerful	2.	Brave
		3.	Curious	3.	Serious
		4.	Obedient	4.	Kind-heart
		5.	Coward	5.	Liar
		6.	Brave	6.	Care
		7.	Serious	7.	Grumpy
		8.	Mature	8.	Force
		9.	Forgiveness	9.	Firm
				10.	Envious
				11.	Mature
				12.	Serious

*From Theresia Puspa (2016),  
 Iwuchukwu (2008), and Ari Putra (2016)*

A film is a work of art composed of moving pictures or other types of communication media. Extrinsic variables are external elements that explain social conditions, social life, attitudes, politics, beliefs, and so forth. The most significant in the film, according to Klarer, are plot, conflict, setting, and characters. Drama is an important subject that is not as simple to teach as it looks. Film can make an essential contribution to teaching drama since they are excellent at communicating the significance of a process. *The Ron Clark Story* is an interesting movie that might be recommended to students studying drama.

## Methodology

This research uses a qualitative descriptive research design combined with a literature review. Qualitative research allows the researcher to obtain detail via active participation in genuine experience. The data will be analyzed as words or text. The analytical findings might be presented in the form of a description or summary. Researchers used data sources based on English script texts downloaded from the internet and then converted into Indonesian depending on the research demands. *The Ron Clark Story* Movie is the result of this research. The documentation method is one of the strategies used by the authors for data collection. The researchers studied the film *The Ron Clark Story* to learn about the character development in the film. Data is extracted from written field notes or transcripts and then summarized and translated. The reduced data is then presented in the form of diagrams, charts, flowcharts, and so on.

## **Finding and Discussion**

In this chapter, the researcher presents the research finding and discussion based on the analysis of the data through qualitative analysis. The researcher discusses the character relationship in the film as well as the factors that influence character development. This study was carried out to analyze character development on the movie *The Ron Clark Story*. 1) Ron Clark or Mr. Clark, started his career as a teacher in 1994 at Snowden Elementary School in Aurora, North California. Characters development found in movie are kind-hearted, caring, mature, cheerful, brave, forgiveness, serious, creative, easy to believed, firm, and grumpy. 2) Tasyhawn is a student who is hard, brave, and indifferent about others around him. This is because his parents do not control their child's social environment. He has a talent, which is drawing murals on the walls, and Mr. Clark is aware of it. 3) Shameika is a student who is tough, and brave, has a leadership spirit, and has a motherly nature.

When she is at home, she acts as a mother and cares for her three younger siblings. Shameika has a great motivation to study, which helps her achieve great scores in Mathematics and English. 4) Mr. Turner is an arrogant, impulsive, and short-tempered school principal. He always wanted to be the schools ruler, and everyone had to follow his rules. When one of the students parents complained about the learning policy in the classroom, he started backing the student's parents without listening to Mr. Clark's explanation as a teacher. 5) Marissa is a beautiful woman who is kind, good at acting, and hardworking. She passed through castings several times before even being accepted into the film. Marissa is Ron Clark's friend who always helps and advises him when there is a situation. 6) Julio is a student who likes stealing, making bets, and playing casino games. He was able to pass the national exam due to his persistence in studying. Julio's friends bet that Mr. Clark will get out of school because he can't stand the students' attitude. 7) Badriyah is a shy, quiet, smart, and voracious reader. She does not look to have any friends in her class because of her shy and quiet personality. She is very studious and diligent in reading books to achieve her goal to become a doctor. 8) Raquel is a

quiet student who likes to sleep in class. With the support of friends and Mr. Clark, Raquel started to pay attention in class again. 9) Shameika's mother Doretha is a wise and hardworking woman. She always has worked to provide for her family. Shameika's father Mr. Clark told her not to always look after her younger siblings to have time to study, so she employed a babysitter. 10) Alita is an indifferent student who is uncaring about the environment. The character development found in movie is persuasive and makes the story more compelling. The data character development found in Ron Clark Story movie is presented in the table below:

Table 4.1 Character Development found in Ron Clark Story Movie

No	Character Development	Minutes
1.	Kind-hearted 00.34.12 – 00.34.57	00.59.01 – 00.59.16 01.06.52 – 01.07.16
2.	Easy to believed 00.59.35 – 01.00.19	
3.	Creative 00.22.38 – 00.24.24	
4.	Intelligent 01.12.49 – 01.13.16	
5.	Cheerful 00.43.23 – 00.45.06	
6.	Serious 00.17.52 – 00.17.55	
7.	Mature 00.33.39 – 00.34.05	00.56.46 – 00.56.56 00.37.36 – 00.38.50
8.	Emotional 00.20.01 – 00.20.13	00.33.11 – 00.33.23
9.	Brave 00.09.06 – 00.09.08	00.18.10 – 00.18.18 00.26.10 – 00.26.16 00.39.08 – 00.40.25
10.	Forgiveness 00.29.08 – 00.29.12	
11.	Force 00.38.54 – 00.39.05	00.45.14 – 00.46.06
12.	Firm 00.26.10 – 00.26.24	00.55.34 – 00.55.55
13.	Obedient 00.13.45 – 00.13.59	
14.	Grumpy 00.08.55 – 00.09.02	00.35.33 – 00.36.07

		00.35.50 – 00.36.02
		00.58.11 – 00.58.58
		01.00.17 – 01.02.00
15.	Persuasive	00.34.50 – 00.34.59
		00.35.04 – 00.35.35
16.	Caring	00.30.15 – 00.31.08
		00.56.46 – 00.56.57
		00.59.35 – 01.00.19
		01.16.53 – 01.17.04
		01.21.27 – 01.22.00
17.	Arrogant	00.09.23 – 00.09.30
		00.17.22 – 00.17.43
18.	Impulsive	09.09.44 – 00.10.01
		00.24.46 – 00.25.13
19.	Liar	00.27.15 – 00.28.56

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## Conclusion

This chapter will provide findings based on the formulation of the problem after examining the film *The Ron Clark Story*. Many character developments were discovered by researchers, including kind-hearted, intelligent, cheerful, serious, mature, emotional, forgiveness, force, firm, obedient, grumpy, persuasive, caring, arrogant, impulsive, and liar. To know the worthiness of character development in the teaching drama, researchers into indicators in the curriculum syllable. Indicators are necessary for the lecturer in teaching drama. Drama teaching indicators are: 1) The ability to understand and explain concepts of drama and genre. 2) The differences between drama as text and as performance. 3) Basic skills in reading dramas, writing essays, and making simple drama performance. Students and teachers can use the film *The Ron Clark Story* as a support to learning in drama teaching. A film is a form of media that can both entertain and make learning more interesting. It can motivate students and instructors who want to be teachers to be more active and creative in their teaching. After watching the film *The Ron Clark Story* is expected to be able to display drama well with the following indicators: 1) It is expected that after watching the film *The Ron Clark Story* the ability of students to understand and explain the concept of drama on being better and easily

understood. 2) After Watching the film The Ron Clark Story is expected to be able to understand and explain the difference between drama as a text and as a performance, so students can provide an optimal appearance with their understanding. 3) After watching the film The Ron Clark Story, students are expected to have basic skills in reading drama, writing essays, and making drama performances well in class and on the drama performance. 4) After watching the film The Ron Clark Story, students are expected to be able to write a critical analysis of the drama work that has been given by the teacher. 5) After watching the film The Ron Clark Story is expected to be able to visualize actions and arrangements such as the film that has been watched and can take The meaning of the actions that have been exhibited in the drama. 6) After watching the film The Ron Clark Story is expected to be able to act sincerely in doing something drama, and it is hoped that the action can make a good example to be imitated in everyday life. 7) After watching the film The Ron Clark Story is expected to be able to block, meaning that students are expected to be able to change positions when displaying dramas on the stage, this is so that the drama performances that show better and optimal so that the audience feels satisfied. 8) After watching the film The Ron Clark Story is expected to be able to display drama in a complete set and can offer an interesting drama full of good moral messages.

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