

Effective teaching strategies in "The Ron Clark Story" for teaching English as a foreign language

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ABSTRACT

This study tackles the important need for innovative and useful ways of language instruction, with the goal of preparing students for success in a multicultural society, in light of the growing demand for English language fluency in our globalized world. The study explores effective teaching strategies in teaching and learning English as a foreign language, drawing insights from the movie "The Ron Clark Story." The research examines the alignment between the teaching strategies depicted in the movie and existing literature, specifically focusing on cognitive thinking and behavior. The research findings emphasize the significance of engaging in active social interactions, critical thinking, research, and evaluation to promote cognitive growth and improve language acquisition. The movie effectively showcases the positive impact of teaching strategies such as modeling, positive reinforcement, and structured learning on students' behavior. These findings imply that educators can implement these strategies to enhance cognitive growth and language learning and create a positive and engaging learning environment for English language learners in the classroom. The movie is a valuable resource and inspiration for educators seeking innovative approaches to teaching English as a foreign language. This research contributes to the existing body of knowledge on effective teaching strategies and their impact on cognitive thinking and behavior in the context of English language education.

Keywords: Ron Clark Story, cognitive thinking, Students' behavior

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INTRODUCTION

In addition to the positive impact on character development and mentality, the teaching strategies employed by Ron Clark in "The Ron Clark Story" are also effective in building students' cognitive thinking. Renowned educators, such as V.A. Sukhomlinsky, emphasize the importance of understanding each student's heart to enhance education and produce morally upright citizens (Xatamova, 2022; Sukhomlinsky, as cited in Xatamova, 2022). Ron Clark's teaching method emphasizes the importance of building meaningful connections with students in order to enhance their cognitive growth.

In education, Piaget and Vygotsky are widely respected theorists who assert that children actively develop their comprehension of the world and that teachers hold a crucial role as mentors and facilitators (Piaget & Vygotsky, 1978). Vygotsky's zone of proximal development concept highlights the significance of tailoring instruction to each child's unique learning requirements and encouraging knowledge acquisition through social interaction.

"The Ron Clark Story" highlights the significance of creating a learning environment that encourages critical and reflective thinking, research, and evaluation. Zulfian et al. (2018) emphasize that effective teaching strategies involve using various methods and learning resources to achieve specific goals. The film showcases Ron Clark's ability to implement such strategies, fostering his students' cognitive growth and intellectual engagement. Bruner (1966), a renowned cognitive psychologist, introduced the concept of scaffolding, emphasizing the importance of providing appropriate support to learners to promote cognitive development. As depicted in the movie, Ron Clark's teaching strategies reflect the application of scaffolding techniques, enabling students to build their understanding through guided interactions and assistance.

Furthermore, Gardner's theory of multiple intelligences (1983) emphasizes that students possess various intellectual strengths that should be recognized and nurtured. The movie exemplifies how Ron Clark embraces this idea by tailoring his teaching strategies to accommodate diverse learning styles and intelligence, fostering cognitive growth in his students. In addition to these experts, Hattie (2009) argues that effective teaching strategies encompass a range of factors, including clear learning intentions, instructional feedback, cooperative learning, and classroom discussion. The portrayal of Ron Clark's teaching strategies in "The Ron Clark Story" aligns with these evidence-based practices, showcasing their successful application in the classroom.

"The Ron Clark Story" demonstrates how effective teaching strategies can lead to positive student behavior changes. Behaviorism psychology, as discussed by Toenloie (2014), highlights that education involves changing behavior to achieve specific goals. The movie illustrates Ron Clark's use of techniques such as modeling, positive reinforcement, and redirection to shape students' behavior positively. Teachers significantly influence students' behavior, and Ron Clark's approach exemplifies this. By setting high standards and creating a structured learning environment, he motivates students to meet expectations without compromise (Toenloie, 2014). The film showcases how Clark's teaching strategies contribute to increased student knowledge, skills, and attitudes.

In summary, "The Ron Clark Story" provides a compelling depiction of teaching strategies that Ron Clark has successfully applied. These strategies effectively build students' cognitive thinking and positively shape their behavior. Experts and education enthusiasts have recognized the film's impact, and it inspires educators seeking innovative and impactful teaching methods.

Skinner (1954), a prominent behaviorist psychologist, proposed using reinforcement techniques to shape behavior. Ron Clark's implementation of positive reinforcement and modeling, as depicted in the movie, aligns with Skinner's principles and showcases their effectiveness in promoting positive behavior change among students. Moreover, Glasser's choice theory (1998) emphasizes the importance of empowering students and providing them with autonomy in their learning. Ron Clark's teaching strategies in "The Ron Clark Story" exhibit elements of choice theory, allowing students to make decisions and take ownership of their learning, contributing to positive behavior outcomes.

Additionally, Wong and Wong's work on effective classroom management (2009) provides insights into creating a positive learning environment. Their strategies focus on establishing clear expectations, building positive relationships, and implementing consistent procedures, all exemplified in Ron Clark's teaching approach (Wong & Wong, as cited in Pasalbessy et al., 2022). Incorporating the principles of positive psychology, Seligman's research on the PERMA model (2011) emphasizes the importance of cultivating positive emotions, engagement, relationships, meaning, and accomplishment in the learning process. As depicted in the movie, Ron Clark's teaching strategies promote these elements, leading to positive student behavior changes (Seligman, as cited in Xatamova, 2022).

In the critically acclaimed movie "The Ron Clark Story," the protagonist, Mr. Clark, employs various effective teaching strategies to enhance learning, cognitive thinking, and behavior among students in a regular class setting. This introduction delves into the findings and discussions surrounding Mr. Clark's teaching strategies, as highlighted in the movie, and their successful application in transforming the educational experience. Mr. Clark's classroom is characterized by establishing disciplinary attitudes and creating a conducive environment for learning in regular classes. By implementing classroom rules, Mr. Clark aims to instill respect and motivation among students who may initially struggle with these aspects. This strategy proves effective in bringing order to the classroom and fostering a positive atmosphere for learning.

Questioning is vital in Mr. Clark's teaching approach, encouraging critical thinking and active student engagement. Through skillful questioning techniques, he facilitates meaningful interactions between teachers and students, enabling students to develop their cognitive abilities and analytical skills. The movie also highlights Mr. Clark's skillful use of attention-capturing strategies. By incorporating interactive elements, such as using milk as an object of focus during grammar lessons, he successfully grabs students' attention and facilitates compelling learning experiences. This direct teaching strategy proves instrumental in fostering student engagement and knowledge retention.

Furthermore, the movie showcases Mr. Clark's innovative approach to incorporating games like Double Dutch into the curriculum. This interactive and experimental teaching strategy builds personal connections with students, promotes cultural understanding, and enhances their learning experience. In addition to these strategies, Mr. Clark leverages narrative storytelling techniques to captivate students'

interest and motivation. By sharing personal stories and experiences, such as his rock-climbing adventure, he effectively connects with his students and inspires them to overcome challenges and strive for success.

Music, particularly tape recorders or songs, is an enjoyable and natural approach to practicing new language skills. Mr. Clark's implementation of this interactive teaching strategy enhances students' pronunciation, vocabulary, and language acquisition. Moreover, the movie emphasizes Mr. Clark's efforts to foster intrinsic motivation among students. Rather than relying solely on external rewards, he focuses on cultivating students' self-confidence and enthusiasm for learning, ultimately nurturing their intrinsic drive to excel. Beyond the classroom, Mr. Clark offers private mentoring to selected students, providing individualized support and guidance. This indirect teaching strategy recognizes the unique needs of students and contributes to their overall progress and educational achievement.

"The Ron Clark Story" portrays various teaching strategies that Ron Clark, the central character, has successfully applied. Clark's innovative approach to teaching, along with his relentless dedication, has garnered recognition and inspired educators worldwide. Experts in the field have acknowledged the effectiveness of the teaching strategies depicted in the movie. Learning media, such as educational movies, can be valuable tools for stimulating students' thoughts, feelings, attention, and abilities.

According to Hattie (2009), an influential education researcher, effective teaching strategies encompass a range of factors, including clear learning intentions, instructional feedback, cooperative learning, and classroom discussion. The portrayal of Ron Clark's teaching strategies in "The Ron Clark Story" aligns with these evidence-based practices, showcasing their successful application in the classroom. Marzano (2007) highlights the significance of enabling students to engage actively through hands-on activities, cooperative learning, and authentic, real-world connections. As evident in the movie, these techniques foster enhanced comprehension and heightened student involvement. Brookfield (2015) also highlights the significance of incorporating critical thinking and reflective practices in teaching. Educators can foster intellectual growth and independent thinking by encouraging students to question, analyze, and evaluate information. Ron Clark's approach in the movie demonstrates his commitment to promoting critical thinking and reflection among his students.

Overall, "The Ron Clark Story" portrays a range of effective teaching strategies that Ron Clark has successfully applied. These strategies, as recognized by experts in the field, encompass elements such as clear learning intentions, instructional feedback, cooperative learning, active engagement, critical thinking, and reflection. By showcasing these strategies, the movie is an inspiration and a valuable resource for educators seeking innovative and impactful teaching methods.

The PERMA model, developed by psychologist Seligman (2011), is a well-known framework in positive psychology. It is an acronym representing five elements that are considered essential for achieving and maintaining well-being and happiness: 1) Positive Emotion (P): This element refers to experiencing positive emotions, happiness, and pleasure in life. It involves cultivating a positive outlook and appreciating the good things in life; 2) Engagement (E): Engagement signifies being fully immersed and absorbed in activities, a state often referred to as "flow." It occurs when individuals are so engrossed in what they are doing that they lose track of time and place; 3) Relationships (R): Building and maintaining positive relationships with others are fundamental for well-being. Strong social connections, support networks, and a sense of belonging contribute to happiness; 4) Meaning (M): This element pertains to finding a sense of purpose and meaning in life. It involves being part of something larger than oneself, having goals, and feeling fulfilled through contributing to a greater good; 5) Accomplishment (A): Accomplishment focuses on setting and achieving goals. It is about striving for success, working toward mastery, and experiencing a sense of accomplishment and pride in one's achievements.

The connection between the PERMA model and Ron Clark's teaching strategies in "The Ron Clark Story" is that the movie showcases how Mr. Clark's approach aligns with the principles outlined in the PERMA model: 1) Positive Emotion: Through his positive reinforcement, encouragement, and dedication, Mr. Clark creates a positive and motivating learning environment. Students experience positive emotions, such as enthusiasm and joy, in their interactions with him; 2) Engagement: Mr. Clark's teaching methods captivate and engage his students. They are actively involved in the learning process, which aligns with the concept of engagement in the PERMA model; 3) Relationships: The movie portrays how Mr. Clark establishes strong and positive relationships with his students. He

connects with them on a deeper level, fostering a sense of belonging and support, which is consistent with the importance of relationships in the PERMA model; 4) Meaning: Mr. Clark's approach emphasizes the value of moral and character development, aligning with the pursuit of meaning in the PERMA model. He helps students see the significance of their actions and their contributions to the classroom and society; 5) Accomplishment: By setting high expectations and providing structured learning experiences, Mr. Clark helps his students achieve success. This aligns with the element of accomplishment in the PERMA model, as students experience a sense of achievement in their learning journey.

In summary, "The Ron Clark Story" exemplifies the transformative impact of effective teaching strategies. By combining disciplinary attitudes, skillful questioning, attention-capturing techniques, interactive games, narrative storytelling, music, intrinsic motivation, and personalized support, Mr. Clark successfully enhances learning, cognitive thinking, and behavior among his students in a regular class setting. These findings underline the importance of innovative and student-centered approaches in fostering academic success and personal growth. This study aims to uncover the various teaching strategies employed by Mr. Clark and their impact on learning, cognitive thinking, and behavior among students in a regular class setting. The importance of effective language instruction in foreign language classrooms cannot be understated. By investigating Mr. Clark's teaching strategies in the context of English language learning, this study aims to contribute to the broader understanding of successful language teaching methodologies. Language educators can gain valuable insights into engaging and student-centered approaches, which promote language fluency, cultural understanding, and academic achievement.

This study examines Mr. Clark's English teaching approach in "The Ron Clark Story" to gain insights into effective strategies: Teaching Strategies Used and Successfully Applied in The Movie, Teaching Strategies Used and Successfully Building the Students' Cognitive Thinking, and Teaching Strategies Used and Successfully Changing the Students' Behavior. "The Ron Clark Story" serves as a valuable resource for language educators seeking innovative methods for language learning. Previous studies have highlighted the growing demand for English language proficiency in our globalized world, drawing from experts such as Crystal (2003). These studies have explored cutting-edge teaching techniques endorsed by authorities like Hattie (2009). Furthermore, there's been a focus on fostering critical thinking and intellectual growth (Brookfield, 2015), with insights from Vygotsky's sociocultural theories (1978) and classroom management principles (Skinner, 1954). Seligman's PERMA model (2011) has stressed intrinsic motivation, and Gardner's theory of multiple intelligences (1983) underlines the importance of nurturing diverse intellectual strengths. However, a gap remains in the literature regarding Mr. Clark's specific teaching strategies and their effectiveness, which this research aims to fill.

METHOD

This study adopts a descriptive qualitative research design, which involves analyzing primary data from the movie script of "The Ron Clark Story." The data collection method employed is documentation, which includes carefully reading and documenting relevant information from the movie screenplays, notes, and visual cues. Additionally, secondary data sources, such as existing studies on "The Ron Clark Story," relevant journals, articles, and other literature, will be used to supplement the analysis (Creswell, 2014).

The research procedure includes several steps. First, the researchers engaged in familiarization by watching "The Ron Clark Story" attentively, taking note of all aspects related to the characters, characterizations, and conversations. They observed phenomena to identify the teaching strategy-related problems portrayed in the film. The second step involves problem identification, where the researcher identifies and defines the specific teaching strategy issues presented in "The Ron Clark Story." Third, the researchers devise suitable strategies for addressing the identified issues. The fourth step is analysis, where the researchers thoroughly analyze the teaching strategies used in the movie. This includes repeated viewings of relevant scenes, discussions based on observations and notes, and formulating conclusions and implications from the analysis.

The primary data source for this study is the movie script of "The Ron Clark Story," which provides the necessary information for analysis. The data collection tools include laptops, notebooks, pens, and mobile phones for effective note-taking and documentation. The collected data are qualitative

in nature and will be subjected to content analysis. The researchers will carefully watch "The Ron Clark Story," selecting scenes that pertain to the teaching strategies under investigation, evaluating dialogues relevant to the characters' challenges in the film, analyzing the findings, and drawing meaningful conclusions and implications (Creswell, 2014).

A comprehensive and engaging display of the data is achieved through the use of textual descriptions, tables, a matrix, quotes or extracts, and concept maps. Descriptive summaries to highlight important discoveries and observed instructional techniques. Use quotes and screenplay snippets to supplement the textual descriptions to highlight particular teaching tactics. The quotations and passages are used to bolster the textual descriptions, improve comprehension, and give specific illustrations of instructional techniques. Concept maps, often known as diagrams, are designed to graphically depict the connections between various instructional approaches and how they affect the obstacles faced by the characters.

RESULTS AND DISCUSSION

Results

Teaching Strategies Used and Successfully Applied in The Ron Clark Story

In the movie "The Ron Clark Story," various teaching strategies are depicted, which Mr. Clark successfully applies in his regular class setting. One of the strategies involves establishing disciplinary attitudes and creating a conducive learning environment by implementing classroom rules. Mr. Clark's approach aims to instill respect and motivation among students, ultimately bringing order to the classroom and fostering a positive atmosphere for learning (Boostrom, 2014).

Another essential teaching strategy portrayed in the movie is effective questioning. Mr. Clark utilizes questioning as a vital tool for promoting critical thinking and active student engagement. Through skillful questioning techniques, he encourages meaningful interactions between teachers and students, enabling cognitive development and analytical skills (Arslan, 2006). Moreover, Mr. Clark effectively employs attention-capturing strategies, such as using milk as an object of focus during grammar lessons. This technique grabs students' attention, compelling learning and fostering engagement and knowledge retention (Posner & Peterson in Cicekci, 2019). Additionally, the film highlights Mr. Clark's innovative approach to incorporating games like Double Dutch into the curriculum. This interactive and experimental teaching strategy builds personal connections with students, promotes cultural understanding, and enhances the learning experience (Beresin, 1995).

Furthermore, narrative storytelling techniques are employed by Mr. Clark to captivate students' interest and motivation. He effectively connects with his students by sharing personal stories and experiences, such as his rock-climbing adventure. He inspires them to overcome challenges and strive for success (Tobiason in Fanny, 2022). Music, particularly tape recorders or songs, is another enjoyable and natural approach to practicing new language skills. Mr. Clark's implementation of this interactive teaching strategy enhances students' pronunciation, vocabulary, and language acquisition (Lems, 2018).

Mr. Clark emphasizes intrinsic motivation as a crucial element in fostering student enthusiasm for learning. Rather than relying solely on external rewards, he focuses on cultivating students' self-confidence and intrinsic drive to excel (Baranek, 1996). Mr. Clark also offers private mentoring to selected students, providing individualized support and guidance. This indirect teaching strategy recognizes the unique needs of students and contributes to their overall progress and educational achievement (Paramedic et al., 2017).

Online learning is another strategy Mr. Clark emphasized, highlighting technology's significance in enhancing the teaching and learning experience (Hsboula cited in Farrah, 2021). Despite facing health challenges, Mr. Clark's passion for teaching remains undeterred, leading him to adopt innovative teaching methods, such as online classes, supported by the school principal, Mr. Turner.

Overall, "The Ron Clark Story" showcases a diverse array of teaching strategies successfully applied by Mr. Clark in his regular class setting. These strategies exemplify the transformative impact of innovative and student-centered approaches, contributing to improved academic performance and personal growth among the students in the film.

Teaching Strategies Used and Successfully Building the Students' Cognitive Thinking

Mr. Clark's teaching strategies in "The Ron Clark Story" significantly impact building students' cognitive thinking. The film illustrates how these strategies align with cognitive theories, emphasizing

the importance of active student engagement in constructing knowledge (Piaget & Vygotsky). Mr. Clark's emphasis on child-focused learning methods allows students to develop their potential and enhance their way of thinking (Piaget's theory).

One of the teaching strategies used by Mr. Clark that successfully builds students' cognitive thinking is the utilization of tape recorders or songs. This method encourages active participation in learning new sounds, syllables, and phrases, promoting language fluency (Lems, 2018). Additionally, Mr. Clark's motivational approach is vital in fostering positive cognitive thinking among his students. By motivating them to overcome challenges and excel in their studies, he instills an optimistic mindset and encourages students to achieve their goals (Seli, 2008).

The film highlights how these teaching strategies significantly influence students' cognitive development, as demonstrated by the improved academic performance of Mr. Clark's students in their national exams. Through engaging and interactive teaching methods, Mr. Clark effectively empowers his students to build their knowledge and think critically in various subjects, leading to exceptional achievements.

Teaching Strategies Used and Successfully Changing the Students' Behavior

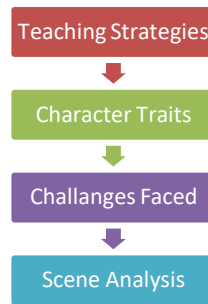
Mr. Clark's teaching strategies in "The Ron Clark Story" effectively contribute to positive student behavior changes. The film illustrates how Mr. Clark's emphasis on establishing classroom rules fosters a more respectful and disciplined learning environment (Boostrom, 2014). Once labeled as disobedient, students in the regular class respond positively to Mr. Clark's rules and exhibit improved behavior.

Another teaching strategy that successfully influences behavioral change is the online class method. Mr. Clark's ability to maintain discipline and redirect students' attention during online classes demonstrates his effectiveness in shaping their behavior positively (Hsboula cited in Farrah, 2021). Furthermore, Mr. Clark's motivational approach also plays a significant role in changing students' behavior. By instilling intrinsic motivation, he encourages students to take ownership of their learning and strive for success without relying solely on external rewards (Baranek, 1996).

The film showcases how Mr. Clark's innovative teaching strategies have a transformative impact on the students' behavior, transforming the regular class's negative stigma into a motivated and disciplined learning environment. The exceptional achievements of students such as Julio, Tayshawn, Badriyah, and Shameika exemplify the success of Mr. Clark's teaching strategies in fostering positive behavior and achieving academic excellence. To enhance the clarity of the results, the findings could be presented in tabular form to facilitate easier understanding and comparison of the sample of various teaching strategies used by Mr. Clark and their respective impacts on student learning, cognitive thinking, and behavior in Table 1. Meanwhile, Table 2 displays a complete concept map for "The Ron Clark Story" which involves visualizing relationships between teaching strategies, character traits, and challenges faced in the movie below. In addition, Table 3 shows the sample of the various teaching strategies used by Mr. Clark.

Table 1. The scene/teaching strategy

Scene/Teaching Strategy	Collaborative	Student-centered	Direct Instruction	Motivational
Scene 1	√ Group projects	√ Student discussions	X Lecture	√ Encouragement
Scene 2	√ Interactive learning	√ Problem-solving	X Demonstrations	√ Positive reinforcement
Scene 3	√ Team activities	√ Individualized learning	X Question-Answer	√ Inspirational speech
Scene 4	√ Cooperative learning	√ Inquiry-Based	X Traditional	√ Goal setting
Scene 5	√ Group discussions	√ Critical thinking	X Exposition	√ Encouragement

Table 2. The concept maps of relationships between teaching strategies, character traits, and challenges faced**Table 3. The sample of the various teaching strategies used by Mr. Clark**

1. Teaching Strategies Used and Successfully Applied in The Ron Clark Story:
 - a) Mr. Clark establishes disciplinary attitudes and classroom rules to create a conducive learning environment.
 - b) Skillful questioning is used to encourage critical thinking and active student engagement.
 - c) Attention-capturing techniques, such as using milk as an object of focus, enhance student engagement and knowledge retention.
 - d) Interactive games like Double Dutch promote cultural understanding and enrich the learning experience.
 - e) Narrative storytelling and music are used to captivate students' interest and enhance language acquisition.
 - f) Intrinsic motivation is emphasized over external rewards to foster enthusiasm for learning.
 - g) Private mentoring provides personalized support and contributes to students' overall progress and educational achievement.
 - h) Mr. Clark's emphasis on the significance of technology is reflected in the use of online classes.
2. Teaching Strategies Used and Successfully Building the Students' Cognitive Thinking:
 - a) Mr. Clark's teaching strategies align with cognitive theories, emphasizing active student engagement in constructing knowledge.
 - b) The use of tape recorders or songs enhances language fluency and pronunciation.
 - c) Mr. Clark's motivational approach fosters positive cognitive thinking and an optimistic student mindset.
 - d) Students' improved academic performance in national exams reflects the impact of engaging and interactive teaching methods.
3. Teaching Strategies Used and Successfully Changing the Students' Behavior:
 - a) Classroom rules contribute to a more respectful and disciplined learning environment.
 - b) The online class method effectively maintains discipline and redirects students' attention.
 - c) Mr. Clark's motivational approach instills intrinsic motivation, leading to positive behavior change.
 - d) His teaching strategies' success transforms the regular class's negative stigma, creating a motivated and disciplined learning environment.
 - e) Students' exceptional achievements demonstrate the impact of Mr. Clark's teaching strategies on positive behavior and academic excellence.

Here is the script from the movie that shows how Mr. Clark is in the class.

Making Classroom Rules

The following script explains the situation when making classroom rules in Table 4.

Table 4. The scene's script of making classroom rules

Mr. Clark: Can I have your attention please? Before we start today, I would like to go over 3 rules for this class. If you follow them, you will all have a lot of fun.

Students: Yeah, right.

Mr. Clark: If you do not follow them, there will be consequences.

Scene: 00.22.39 – 00.24.25

Rules are important for effective classroom management. For effective learning, classrooms need a peaceful environment because a disruptive class will create stress for teachers and other students (Buluc, 2006). Students can do (or not do) their work without ever seeing how it touches them. An alternative is to seek out the meaning of rules and rely on rather than mistrust them. Mr. Clark gives three main rules for his students; rule number one is we are a family, rule number two is we respect each other, rule number three is we will form a line to enter and exit class and also go to lunch, and rule number four is no smacking of lips and rolling of the eyes. Mr. Clark also gives the consequences when his students break the rules, and their names will go up on the board and get a check.

Pointing or Asking Students to Participate in Class

The movie demonstrates pointing or asking students to participate in class in the script in Table 5 below.

Table 5. The scene's script of asking students to participate in class

Mr. Clark: Raquel Arenas? Raquel, do you have your journal?
Raquel: No.
Mr. Clark: Alita Sanchez?
Alita: No.
Mr. Clark: Shameika Wallace? Shameika, did you bring your Dr. King Journal?
Shameika: No, got no dreams to keep.
Mr. Clark: Badriyah? Julio Vasquez?
Julio: Sorry, I couldn't get to it, Boss.

Scene: 00.34.49 – 00.35.28

Mr. Clark uses pointing or asking students to participate in class to check their understanding, asking whether or not they brought their homework, and encouraging participation. As depicted in the movie, no one of the students pointed out by Mr. Clark, did their homework. However, due to the students' participation, this method looks very effective in the movie.

Using Something to Attract Students' Attention

The processes of using something to attract students' attention are shown in the script in Table 6 below.

Table 6. The scene's script of using something to attract students' attention

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

Students: Yeah

Scene: 00.40.00 – 00.42.48

Attention is a state of mental alertness and a focusing activity (Posner & Peterson in Cicekci, 2019). As depicted in the movie, Mr. Clark explains about grammar, but if the student is calm and listens to what Mr. Clark explains, he will drink chocolate milk every 15 seconds. No one can talk and must pay attention. He asked his student, Julio, to watch the clock and bang the jar with the ruler every 15 seconds. This strategy success to attract students' attention not only by drinking chocolate milk, but there are many ways to attract students' attention. Nevertheless, in this movie, drinking chocolate milk every 15 seconds is enough to attract students' attention.

Learn Double-Dutch

The scripts below depict the movie's scene of learning the Double-Dutch process in Table 7.

Table 7. The scene's script of learning the Double-Dutch process

<p><i>Mr. Clark: Can you guys teach me how to do that? Oh, you don't think I can do that?</i></p> <p><i>Shameika: No.</i></p> <p><i>Mr. Clark: Ok, alright. I'll make you a deal if I learn how to double-dutch then you guys got to learn something from me.</i></p> <p><i>Shameika: What?</i></p> <p><i>Mr. Clark: Everything you need to know for the 7th grade.</i></p> <p><i>Shameika: Alright, so you gonna jump?</i></p> <p><i>Mr. Clark: Yeah.</i></p> <p style="text-align: center;">Scene: 00.43.23 – 00.45.09</p>
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Mr. Clark wants to get closer to his students by learning double-dutch by Shameika. The approach used by Mr. Clark aims to encourage his students to know more about 7th grade. Shameika teaches how to play double-dutch to Mr. Clark. This approach is one of the methods used by Mr. Clark to get closer to his students.

Giving Motivation

The script depicts the movie's scene of the giving motivation process in Table 8 below.

Table 8. The scene's script of the giving motivation

<p><i>Mr. Clark: You are not losers. These rules, they represent everything you're accomplished this year. Discovering new things. Believing in each other and believing in yourselves. And I'm proud of you. Compared to all that, this test is nothing.</i></p> <p><i>Shameika: Mr. Clark, we have to get certain grades to graduate, right? So, what if we choke?</i></p> <p><i>Mr. Clark: But you're not going to choke. You guys didn't work hard all this year just to get ready for some tests. Every day in this room we are learning things far more valuable than you can get in some book. I teach you and you teach me. And together we'll learn to love to learn. So, next week you're gonna take that test. You're gonna do the best that you can do and you are going to walk out of that room and know that you can do anything you want for the rest of your lives.</i></p> <p style="text-align: center;">Scene: 01.09.40 – 01.12.32</p>

Mr. Clark motivates his students for the upcoming exam. Mr. Clark motivates because his students are anxiety due to not passing the national exam. Giving motivation to students is very useful for boosting enthusiasm and optimism when they get anxious due to not passing the national exam.

Mr. Clark's teaching strategies affected the cognitive thinking of his students. Since the beginning of teaching in the class, Mr. Clark has seen the potential of some of his students, and finally, some of these students were able to develop their potential and produce very satisfying and proud results. After learning the ten teaching strategies used by Mr. Clark, some of his students saw very significant changes. Builds in cognitive thinking are seen in several scenes from the film below:

Using a Tape Recorder or Song

Table 9 below shows the results of teaching strategies that successfully build cognitive thinking.

Table 9. The scene' script of using a tape recorder or song

Mr. Clark: Ra-kizzle
Raquel: Thank you, Mr. Clark
Mr. Clark: Here you go
Raquel: This is my first A
Mr. Clark: Shami-kizzle
Shameika: Thank you, Mr. Clark
Mr. Clark: Now, give it up for you sizzle selves. It's okay to be proud of yourself for doing well on a test.

Scene: 00.51.06 – 00.51.34

Mr. Clark used a tape recorder or song in presidential learning. Before using this teaching strategy, Mr. Clark's students got bad scores on the presidential learning daily test; then, Mr. Clark used this teaching strategy in the form of using a tape recorder or song to memorize the names of American presidents. After using the teaching strategy, the students got good and even perfect scores in the presidential learning material.

Giving Motivation

The script in Table 10 below shows the results of teaching strategies that successfully build cognitive thinking.

Table 10. The scene's script of giving motivation

Mr. Clark: For highest achievement in Science, Badriyah Santhanam
Badriyah: Thank you, Mr. C
Mr. Clark: You're welcome, doctor. Our most outstanding achievement in Mathematics, Julio Vasquez.
Julio: Thank you, Sir.
Mr. Clark: For exceptional artistic achievement, Tayshawn Mitchell. That's for you. And last but not least, Shameika
Mr. Turner: Sorry for interrupt your party, Mr. Clark. But I just received a fax from the Board of Education informing me of the results of the state exam. I felt it was important to give you the scores myself. These are probably not the scores you expected. This class, this sixth-grade class, tested higher than any other class. You even tested higher than the honors class. Congratulations.

Scene: 01.24.52 – 01.28.30

The final exam is coming up, and the day before the final exam, Mr. Clark motivates his students because his students are afraid that they will not pass the exam and continue to seventh grade. The next day, the students took the final exam to get graduation. Mr. Clark looked panicked and anxious to see his students. However, after that, the scores obtained by Mr. Clark's class were very high and even beat the scores of the superior class. In summary, "The Ron Clark Story" portrays a variety of effective teaching strategies employed by Mr. Clark, which have transformative effects on student learning, cognitive thinking, and behavior in a regular class setting. These strategies underscore the significance of student-centered and innovative approaches in fostering academic success and personal growth.

Discussion

The findings of this study highlight the effective teaching strategies used by Ron Clark in "The Ron Clark Story" and their impact on various aspects of student learning, including character development, cognitive thinking, and behavior. The movie portrays Clark's implementation of strategies such as clear learning intentions, instructional feedback, cooperative learning, active engagement, critical thinking, reflection, and scaffolding, which are supported by experts like Hattie (2009), Marzano (2007), Brookfield (2015), Kohlberg (1969), Piaget, and Vygotsky (1978).

Regarding the impact on character development, it emphasizes the role of teachers as facilitators of character development. Additionally, character development, the work of Brokenleg et al. (2003) on the Circle of Courage model, highlights the significance of providing a sense of belonging, mastery,

independence, and generosity to foster positive character traits in students. Mr. Clark's approach to connecting with his students and creating a positive learning environment aligns with the principles of this model, emphasizing the importance of nurturing students' emotional and social well-being. Next, regarding cognitive thinking, the research of Hattie (2009) on visible learning and the power of teacher-student relationships can be referenced to support the effectiveness of Mr. Clark's teaching strategies. Hattie's work emphasizes the importance of teachers building positive relationships with their students to enhance learning outcomes. Mr. Clark's connection with his students and ability to engage them in the learning process resonates with Hattie's findings.

In addition, Vygotsky's Zone of Proximal Development (ZPD) concept (1978) can be integrated into the discussion to highlight the significance of tailoring instruction to individual students' needs. Mr. Clark's approach of providing personalized mentoring and support to selected students aligns with Vygotsky's theory, emphasizing the role of a knowledgeable other in guiding students' cognitive development. The fact that Vygotsky's Zone of Proximal Development (ZPD) is brought up here highlights how applicable it is to the instructional techniques Mr. Clark employs in "The Ron Clark Story." Vygotsky created the ZPD, a notion that shows the gap between what a learner can accomplish on their own and what they can accomplish with the help or direction of a more experienced individual, usually a teacher or mentor. It has been observed that Mr. Clark offers particular kids individualized coaching and support. This is consistent with the ZPD concept since it shows how Mr. Clark is helping his students with their cognitive development as an experienced teacher. Taking into account that every student may have a distinct zone of proximal development, the ZPD emphasizes the importance of adjusting instruction to meet the needs of each individual student. Put another way, Mr. Clark's method is customized to the unique learning requirements and skills of every student, assisting them in moving from their present comprehension level to a higher one with the right kind of assistance. The idea that Mr. Clark acknowledges each student's unique learning potential and gives them the direction and assistance they need to reach their full cognitive development within their own zones of proximal development thus connects the ZPD and his teaching style.

Moreover, the research of Willingham (2009) on the cognitive psychology of learning can be cited to emphasize the importance of engaging students in meaningful and relevant learning experiences. Mr. Clark's use of storytelling and real-world connections in his teaching aligns with Willingham's research, which suggests that students learn best when information is presented in a meaningful and contextualized manner.

Furthermore, the literature review emphasizes the effectiveness of teaching strategies in shaping students' behavior. The movie showcases techniques such as positive reinforcement, modeling, and creating a structured learning environment, which aligns with behaviorism psychology, Skinner's principles, and Glasser's choice theory. Additionally, the strategies employed by Ron Clark reflect the principles of effective classroom management and the promotion of positive emotions, engagement, relationships, meaning, and accomplishment, as suggested by Wong and Wong, and Seligman's PERMA model. The connection between the PERMA model and Ron Clark's teaching strategies is evident in how the movie demonstrates the creation of a positive and engaging learning environment that promotes positive emotions, engagement, meaningful relationships, a sense of meaning, and a feeling of accomplishment among students.

When discussing student engagement, the work of Gee (2003) on the concept of "situated learning" can be referenced to support the effectiveness of Mr. Clark's attention-capturing techniques. Gee's research suggests that learning is most effective within a meaningful and authentic context. Mr. Clark's use of milk as an object of focus during grammar lessons exemplifies situated learning, as it engages students by connecting language learning to a tangible and relatable experience.

Regarding behavior management, Deci and Ryan's (2000) research on self-determination theory can be cited to underscore the importance of fostering intrinsic motivation in students. Mr. Clark's emphasis on cultivating students' self-confidence and enthusiasm for learning aligns with the principles of self-determination theory, which suggests that intrinsic motivation leads to more sustained and meaningful learning outcomes.

Furthermore, the work of Marzano et al. (2003) on classroom instruction that works can be integrated into the discussion to support the effectiveness of Mr. Clark's teaching strategies. Marzano's research emphasizes the importance of clear learning intentions, instructional strategies that engage

students, and providing feedback for improvement, all of which are evident in Mr. Clark's approach to teaching.

In conclusion, the effective teaching strategies employed by Ron Clark in "The Ron Clark Story" have demonstrated their impact on various aspects of student learning and development. This study contributes to the broader understanding of successful teaching methodologies by incorporating relevant theories and research. The movie is a valuable resource for educators, showcasing innovative and impactful teaching methods that align with evidence-based practices and recognized educational theories. By applying these strategies in their teaching, educators can create engaging and effective learning environments that foster character development, cognitive thinking, and positive behavior change in students.

CONCLUSION

This study sheds light on the effective teaching strategies employed by Ron Clark in "The Ron Clark Story" and their significant impact on various aspects of student learning, encompassing character development, cognitive thinking, and behavior. The findings reveal that Ron Clark's implementation of evidence-based teaching strategies, such as clear learning intentions, cooperative learning, critical thinking facilitation, and scaffolded instruction, aligns with recognized educational theories proposed by experts like Hattie, Marzano, Brookfield, Piaget, and Vygotsky. The portrayal of Ron Clark's connection with his students on a deeper level underscores the importance of understanding students' hearts and promoting moral values, fostering character development, as emphasized by Sukhomlinsky. Moreover, the movie's depiction of active engagement, social interaction, and tailored instruction in the teaching strategies aligns with theories from Piaget, Vygotsky, Gardner, and Bruner, which are crucial in fostering cognitive thinking and encouraging diverse intelligence.

Furthermore, the movie showcases strategies that effectively shape students' behavior, including positive reinforcement, modeling, and structured learning environments, reflecting principles of behaviorism psychology, Skinner's principles, and Glasser's choice theory. Additionally, incorporating practical classroom management principles and promoting positive emotions, engagement, relationships, meaning, and accomplishment, as suggested by Wong and Wong and Seligman's PERMA model, further contribute to positive behavior changes among students. Looking ahead, the implications of this study are highly promising for educators seeking innovative and impactful teaching methods. By integrating these evidence-based strategies into their teaching practices, educators can create engaging and effective learning environments that foster character development, cognitive thinking, and positive behavior change in students.

Moreover, this study opens avenues for future research development, with potential investigations into the long-term effects of these teaching strategies on students' academic achievements and personal growth. Furthermore, exploring the adaptation and application of these strategies in diverse educational contexts and cultures may yield valuable insights for enhancing language instruction and student engagement. Ultimately, the findings presented in this study, combined with the prospective opportunities for further research and application, contribute to the advancement of effective language instruction in foreign language classrooms, making strides toward transformative education and improved learning outcomes.

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APPENDIX
Sample of List of Scene

No.	Page	Code	Scene	Minutes in the Movie
1.		a.		00.22.39 – 00.24.25
2.		b.		00.34.49 – 00.35.28
3.		c.		00.40.00 – 00.42.48
4.		d.		00.43.23 – 00.45.09
5.		e.		00.46.10 – 00.47.55
6.		f.		00.49.25 – 00.50.55

No.	Page	Code	Scene	Minutes in the Movie
7.		g.		00.51.06 – 00.51.34
8.		h.		00.53.37 – 00.53.55
9.		i.		01.07.39 – 01.08.29
10.		j.		01.09.40 – 01.12.32
