

AN ANALYSIS OF SOME TEACHING CHALLENGES AND STRATEGIES IN THE MOVIE “THE RON CLARK STORY”

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Abstract: Effective teaching requires strategic approaches for optimal learning and fostering a positive teacher-student relationship. Some educators, however, employ monotonous methods, hindering the educational experience. This research examines Ron Clark’s teaching challenges and strategies with 6th-grade students at Inner Harlem Elementary School, as depicted in “The Ron Clark Story” movie, reflecting real-life scenarios in educational settings. This research design used descriptive qualitative research; as stated by Creswell (2012), qualitative research describes, analyzes, and illustrates a phenomenon, social problem, or human problem. The main instrument of this study was the researcher who analyzed the documents from “The Ron Clark Story” movie. To analyze the data, the researcher watched “The Ron Clark Story” movie to find the teaching challenges and strategies used by Ron Clark, identified, and analyzed the teaching challenges and strategies found in the movie. The result of this study indicated that Ron Clark faced teaching challenges, including students’ attitudes, discipline issues, lack of honesty, and students’ arguments and fights. These challenges extended beyond the classroom, involving cultural and parenting differences, the headmaster’s criticism, the headmaster and parent’s disagreement, and the teacher’s over-workload. Despite these obstacles, Ron Clark applied various teaching strategies, such as games, demonstrations, and one-to-one learning, tailored to address the specific challenges he encountered. Additionally, he utilized some strategies according to the teaching material like lecturing/presentation, questions and answers, direct, interactive, experiential, and self-learning strategies. Based on the study’s result, teaching young learners demands extra energy to sustain enthusiasm in the classroom. Also, adaptation and modification of teaching strategies are crucial to align with each unique cultural context.

Keywords: Teaching challenges, teaching strategies, movie, EYL

INTRODUCTION

Effective learning results from implemented strategies, with grades reflecting both knowledge and students’ character. Learning, as described by Jeyaraj (2019), involves the enduring transformation caused by educators using various methods. These methods include honing skills, changing mindsets, and imparting comprehension of scientific principles in the learning environment (Sequeira, 2012). The learning process begins at a young age, with schools serving as places for education through the applicable system.

Learning achievement is closely linked to teachers who employ diverse instructional approaches in the educational process. Teaching strategies involve planning and executing steps aligned with teaching objectives (Groppe, 1974). The effectiveness of learning is realized when these strategies meet students' needs. Rahmawati (2017) emphasizes the creative use of teaching media for an enjoyable classroom experience that aligns with students' preferences. According to Ayua (2017), teaching goes beyond content and methods, incorporating academic principles and pedagogical understanding. Amid challenges, both students and teachers adapt during the teaching and learning process to reach desired goals. Despite obstacles, some teachers revert to classic, monotonous strategies, risking boredom and weakened learning. Paragae (2023) underscores the importance of a precise formulation to measure strategy success before implementation.

Teaching strategies are employed across all education levels, adapting to the complexity of the material presented. Early education, spanning from five to twelve years old, is often termed learning for young learners. According to Philips (1993), young learners typically encompass children within their first years of formal education, ranging from five or six to around eleven or twelve years old. Given their susceptibility to losing focus, this age group necessitates active, creative, and engaging teaching strategies to ensure effective learning.

Further examination is essential to evaluate the effectiveness of teaching strategies. Diverse teaching methods are observed in real-life scenarios, both within educational institutions and in literary works. Literature, as defined by Semi (1998), serves as a creative expression where language is used as a medium to explore human problems and experiences. This study focuses on the movie "The Ron Clark Story," a visual medium, following Rabiger's (2009) description of movies as video-shaped media that convey ideas and meaning while providing entertainment. The film explores education aspects, specifically in schools as crucial environments for the learning process and character formation. By analyzing the challenges faced by Ron Clark, played by Matthew Perry, and his application of teaching strategies to address issues in a 6th grade class at Inner Harlem Elementary School (IHES), labeled the worst in the school, the study unveils Ron Clark's perseverance and unique approaches, which ultimately fostered a conducive classroom environment and improved student characteristics.

Previous studies related to teaching challenges and strategies reveal variations in variables and objects, leading the researcher to analyze the 6th grade teacher's challenges and strategies in the movie "Ron Clark Story." Released in 2006, the movie was chosen for its relevance to the challenging behavior of young students after prolonged online learning during the pandemic, addressing a lack of in-depth discussions regarding teaching strategies in "The Ron Clark Story" movie.

METHOD

This research, conducted as a descriptive qualitative study to understand a phenomenon, utilized real-life environments. Following Creswell's (2012) framework, the study focused on describing, analyzing, and comprehending phenomena. Emphasizing a descriptive approach, the research centered on an object observed during data processing, specifically the educational movie "The Ron Clark Story" (2006). The

analysis explored Ron Clark's learning strategies for effective classroom management, examining dialogue and movie events.

Data collection relied on documents as the primary instrument, with the researcher as an essential role in ensuring data validity during the document analysis procedure. The subsequent data analysis involved steps such as identifying and analyzing teaching strategies used by Ron Clark in "The Ron Clark Story" (2006) movie, examining challenges faced in their application, and concluding research findings to meet objectives. The identification and analysis of teaching strategies referenced expert theories, from Wehrli and Nyquist's (2003) and Majid's (2013) theories.

FINDINGS AND DISCUSSION

Analyzing the movie "Ron Clark Story" through document analysis revealed diverse teaching strategies and challenges encountered by the main character, Ron Clark.

Ron Clark's teaching strategies are based on the theory of Wehrli and Nyquist (2003)

There are several strategies found based on Wehrli and Nyquist's (2003) theory. Lecturing/Presentation, Games, Questions and Answers, Demonstration, and One-to-One Learning are found in this movie.

1. Lecturing/Presentation

Excerpt 1

Mr. Clark : You see this? **(Ron Clark points to the board on which the class rules are written.)**

Mr. Clark : This means that this year is going to be different.

Mr. Clark : This year is going to be about more than school.

Mr. Clark : This is we are going to be a family.

Excerpt 2

Mr. Clark : Can I have your attention, please?

Mr. Clark : Before we start today, I would like to go over three rules for this class. **(Ron Clark continues to tell the rules in his class that were paused the previous day.)**

Mr. Clark : If you follow them, we will all have a lot of fun.

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

Excerpt 3

Mr. Clark : Dr. King talked about justice, rollin' down like waters. Here,

pass these around, guys. And righteousness like a mighty stream.

Mr. Clark : It's like on a hot day when you go outside. And whoosh! Somebody opens up a fire hydrant. And there's water

streaming all over the place!

Mr. Clark : And everybody's running around and going crazy. That's what Dr. King wanted justice and freedom to feel like.

Mr. Clark : So, tonight, after we've gone over Dr. King's speech. **I want you all to start a journal. About your dreams and aspirations.**

Excerpt 4

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!" **(Ron Clark gives a motivational talk)**

Mr. Clark : I want each of you to come up here and light one of these candles. Okay, come on up, guys. And when you light a candle, it symbolizes that we are joined together.

Mr. Clark : **And if you trust me, you can learn more than you ever dreamed of, and that's a promise.**

Excerpt 5

Mr. Clark : Okay, now just because I'm on this videotape doesn't mean I can't see you. **(Ron Clark was unwell, so he taught via videotape and played in class.)**

Mr. Clark : Gravity the force of attraction between two objects (Ron Clark drops an egg.) ...that is gravity.

Across these five distinct dialogues and scenes, a nuanced illustration emerges of Ron Clark's resilient approach to delivering lectures to his students. Despite facing numerous obstacles, Ron Clark, in his unwavering commitment as a teacher, persevered in the face of challenges, continuing to deliver lectures and present materials using a variety of methods to engage and educate his students.

2. Games

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

All Students : Yeah.

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 chocolate milk.**

Mr. Clark : **If you can do it, you may see me puke. So, do we have a deal?**

All Students : (agreeing in unison)

The game implementation successfully captured students' attention and interest, despite Ron Clark experiencing nausea from consuming a significant amount of milk. This dialogue highlighted games as a popular teaching strategy, with Ron Clark using the milk-drinking game every 15 seconds to address inattentiveness, emphasizing the need for modifications based on content and student characteristics.

3. Questions and Answers

Mr. Clark : Now, can anybody tell me the verb in this sentence?
Alita : Feels?
Mr. Clark : Yes, yes!

Interactive question-and-answer sessions were vital for assessing students' comprehension, preempting potential gaps, and ensuring a comprehensive understanding of each topic.

4. Demonstration



Figure: 4.1.1
Ron Clark created a strategy to memorize the names of USA presidents by demonstrating singing and dancing.

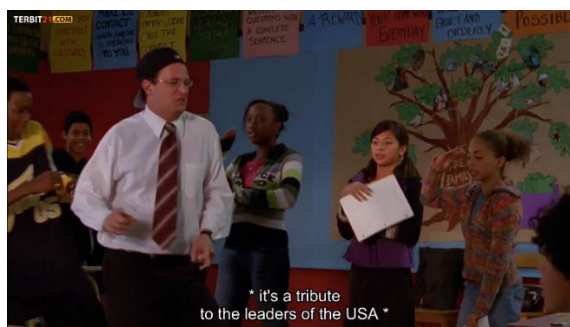


Figure: 4.1.2
Students imitate Ron Clark's demonstration of singing and dancing the lyrics to the names of the USA presidents.

Demonstrations in the learning process, often in diverse forms, were observed in the teaching strategy of using songs for memorization. Beyond adding vibrancy with music, singing, and dance, this approach aligned with Ron Clark's initial learning objectives, aiding students' memory assimilation.

5. One-to-One Learning

Excerpt 1

Julio : I'm early, sir. Down for study session numero tres. Okay, let me get three cards up on the fly. And then we get another two cards up.
Mr. Clark : Okay, so that's five cards up. Can you add those up for me?

Julio : You know, we gotta bet first.
 Mr. Clark : I bet five fake dollars.
 Julio : Well, I'll call, and that's 36.
Mr. Clark : That's good. Now, what's the square root of that?
 Julio : Uh, oh, square root. Okay, I think the square root is—
Mr. Clark : What number, multiplied by itself, gives you 36?
 Julio : Uh, six?

Excerpt 2

Mr. Clark : Would you like to show me your homework? I'm sure I can help you with it.
Mr. Clark : This is really close. We can fix this.
 Shameika : Yeah? For reals?
Mr. Clark : Sure, we can work on it right now. There are a few spelling mistakes. And just arrange some of the paragraphs different, yeah.

Excerpt 3

Mr. Clark : Remember, there are two variables in this equation.
Okay, so X equals? X- X equals? Come on, Tayshawn, you can do this.
 Tayshawn : Yo, not with you all up on me, man!
 Mr. Clark : Yeah.
Tayshawn : X equals 3/8!
Mr. Clark : Yes! Ah, that's great. Just keep doing it like that.

The One-to-One strategy, identified in this movie, discerned individual learning characteristics. Ron Clark employed this approach, tailoring it to students' distinct personalities upon recognizing their potential and addressing personal hindrances to progress.

Ron Clark's teaching strategies are based on the theory of Majid (2013)

Then, teaching strategies found in this movie under the theory of Majid (2013) are Direct Strategy, Experiential Strategy, Interactive Strategy, and Self-Learning.

1. Direct Strategy

Excerpt 1

Mr. Clark : Now, can anybody tell me the verb in this sentence? **(Ron Clark asked while wrote on the blackboard)**
 Alita : Feels?
 Mr. Clark : Yes, yes!

Excerpt 2

Mr. Clark : The Revolutionary War. Industrialism. The Civil War. The civil rights movement. I want you all to get the great big

picture of American history. **(Ron Clark explained the material to be learned.)**

Mr. Clark : That's why, this year, we're going to learn all 42 presidents of the United States in order. That's why, this year, we're going to learn all 42 presidents of the United States in order.

Though the two scenes differed, they also shared similarities. This teaching approach, categorized as direct, centered predominantly around the teacher's guidance in both teaching and learning.

2. Experiential Strategy

Mr. Clark : Gravity, the force of attraction between two objects.

Mr. Clark : **(Ron Clark dropped an egg)**

Mr. Clark : That is gravity.

The significance of experiential teaching is undeniable, as verbal explanations may not suffice for student understanding, necessitating connections to natural phenomena and real-life experiences in teaching materials.

3. Interactive Strategy

Excerpt 1

Mr. Clark: Now, can anybody tell me the verb in this sentence?

Alita : Feels?

Mr. Clark : Yes, yes!

Excerpt 2

Mr. Clark: Who knows those?

Badriyah : Magnetism, chemical reactions, and gravity.

Mr. Clark : Okay, good. Gravity.

The two dialogues illustrated feedback exchanges between the teacher and students. To foster engagement, Ron Clark actively posed questions, using student responses as valuable feedback for comprehensive understanding. The interactive strategy of questions and answers proved exceptionally suitable for young learners.

4. Self-Learning

Excerpt 1

Mr. Clark : Would you like to show me your homework? I'm sure I can help you with it. (Ron Clark looks at Shameika's assignment)

This is really close. We can fix this.

Shameika : Yeah? For reals?

Mr. Clark : Sure, we can work on it right now. There are a few spelling mistakes. And just arrange some of the paragraphs different, yeah! **(Shameika fixed the task given by Ron Clark at**

her

home)

Excerpt 2

Mr. Clark : **(Ron Clark told Tayshwan to did the assignment privately)** Remember, there are two variables in this equation. Okay, so X equals? X- X equals? Come on, Tayshawn, you can do this. (Ron Clark urged Tayshwan to find the answer to the given problem)

Tayshwan : Yo, not with you all up on me, man! (Tayshwan felt unfocused trying to stop the noisy Ron Clark)

Mr. Clark : Yeah.

Tayshwan : X equals 3/8!

Mr. Clark : Yes! Ah, that's great. Just keep doing it like that.

These two student activities showcased distinct challenges in independent learning: Shameika faced time constraints caring for her siblings, and Tayshwan preferred solitary study. Each required a unique approach to self-directed learning, emphasizing the importance of understanding individual learning characteristics even without direct teacher supervision.

The challenges Ron Clark faced in applying teaching strategies in “The Ron Clark Story” movie

Some teaching challenges that appeared in this movie.

1. Cultural and Parenting Differences

Excerpt 1

Mr. Clark : I just want Julio to achieve his full potential. **(Ron Clark saw Julio takes his mother's bag and takes the money inside silently)**

Ms. Vazquez : So, Mr. Clark are you married?

Mr. Clark : No.

Excerpt 2

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

Badriyah : Bad-ri-yah. I like to read, especially—

Badriyah's dad : Quiet, Larki. Men are talking, okay?

Excerpt 3

Mr. Clark : Shameika Wallace? I'm Mr. Clark, your new teacher. I called earlier.

Shameika : It's Saturday, fool!

Mrs. Wallace : Who are you talkin' to?

Mr. Clark : I'm Mr. Clark, Shameika's new teacher.

Mrs. Wallace : What the hell happened to Mr. Solis? I swear to God, you teachers come in and out of the school.

These challenges exemplified the obstacles Ron Clark faced as a new teacher. Diverse student characteristics and backgrounds made establishing a common approach difficult, given pre-existing mindsets and parenting styles. To counter this,

Ron Clark introduced the “we are family” principle, fostering a familial sense among students—an environment often absent in their homes.

2. Discipline Issues

Mr. Clark : Raquel Arenas. Raquel, do you have your journal?
Raquel : Mm-mmm.
Mr. Clark : Alita Sanchez? Shameika Wallace? **Shameika, did you bring your Dr. King journal?**
Shameika : Nope. Got no dreams to keep.
Mr. Clark : **Badriyah? Julio Vazquez?**
Julio : **Sorry, I couldn't get to it, boss.**
Mr. Clark : **Why are you all doing this?**

The dialogue showed Ron Clark requesting assignments, but none were completed. Scenes also depicted their inability to maintain orderly lines, with a lack of attention during material explanations, engaging in conversations, and some leaving class. In response, Ron Clark used diverse teaching strategies, including games and storytelling, to recapture focus on instructional content.

3. Students's Attitude

Excerpt 1

Julio : **Yo, dream big about what? Big butts? (Julio saw Ron Clark putting up pictures for the class rules)**
Shameika : **Dreaming about your mama.**
Mr. Clark : Take your seats.
Alita : Yo, teacher. Shameika's feeling sick today.
Shameika : Yeah, sick of damn teachers.

Excerpt 2

Mr. Clark : Shameika, don't do that. Shameika, don't. **(Ron Clark saw Shameika deliberately dropping her books)**
Shameika : **What? What are you gonna do? Suspend me? Go ahead, suspend me. I wanna leave!**
All : We'll wanna leave.
Julio : Hey, look, the fool's leaving already

Excerpt 3

Tayshwan : **You gonna hit me? (Tayshawn is fighting with Julio and was interrupted by Ron Clark).**
Mr. Clark : But you did break rule number two. 'You gonna hit me, sir?'
(Ron Clark tried to correct Tayshwan's words.)
Tayshwan : Hey, get off me, dawg! You think that's funny?

Excerpt 4

Mr. Clark : Why are you all doing this?
Shameika : Got better things to do, yo. Oops, my bad. Forgot to say, yo, sir. Guess I get a check.

Mr. Clark : You want to get a detention?

Shameika : **(Shameika ignored Ron Clark and switched to talking with Alita)** Yo, I really, really like your nail polish.

Excerpt 5

Mr. Clark : Good morning, Julio. Mr. Turner.

Julio : Fool came back.

Mr. Turner: Fool did, indeed.

Julio : What's he doing? He's crazy.

The mentioned dialogues showcased students displaying impoliteness and using profane language with Ron Clark. Their audacity to challenge and employ derogatory language caused feelings of humiliation and disrespect for the teacher. Despite this, Ron Clark remained committed to improving his class, devising various teaching strategies tailored to the materials and individual characteristics of the students.

4. Headmaster's Criticism

Mr. Turner: Who vandalized this room?

Mr. Clark : I did, sir.

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

Mr. Turner, the headmaster, caught Ron Clark altering the paint and classroom equipment, constraining teacher creativity. Mr. Turner's words confirmed his stance against arbitrary changes. Despite this, Ron Clark's creativity persisted in his unique teaching approach.

5. Lack of Honesty

Ron Clark : Shameika, did you cut in line?

Shameika : No, sir, I did not.

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

Shameika : I was here, ask her. (Shameika forced Badriyah to say yes, but Badriyah remained silent.)

The dialogue exposed Shameika's attempt to fabricate a falsehood, with Ron Clark persistently urging her to confess the truth, using persuasion and subtle hints to compel her to disclose the truth.

6. Students' Arguments and Fights



Figure: 6.1.1

Tayshawn and Julio were fighting.

Excerpt 2

Tayshawn : You telling me to chill, homey? You telling me to chill?
Julio : Come on, man, I mean, Mr. Clark likes that art crap, okay?
So, he thought I did it, and I just went with it. **(Tayshawn hits Julio)**

These sequences underscored the inevitability of student conflicts, reflecting the inherent nature of disagreements and altercations at every educational level. Managing emotions posed a complex challenge, given the volatile dispositions of both Tayshawn and Julio, contributing to the propensity for confrontations. Tayshawn's upbringing, marked by his adoptive father's volatile behavior, notably shaped his temperament.

7. Headmaster and Student's Parent Disagreement

Excerpt 1

Mr. 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.
Mr. Turner : **I don't see how that's possible.**

Excerpt 2

**Ms. Wallace : I come home to find him in my kitchen cooking
for my family. This girl has a job to do.**
Ron Clark : Ms. Wallace, can we please not talk about
Shameika like She's not in the room?
**Ms. Wallace : I'll talk any way I want. Now, I send my
daughter to school to be educated. I expect a
teacher to refrain from bringing school up in
my house.**
Ron Clark : It's called homework.
Ms. Wallace : Excuse me?

External challenges disrupted the implementation of teaching strategies in the classroom. Ron Clark rebutted the headmaster's reservations about his teaching approach and courageously conveyed the student's potential to Ms. Wallace when she expressed frustration, clarifying the misinterpretation of a previous private teaching session at her home.

8. Teacher's Over-workload



*Figure: 8.1.1
Tayshawn and Julio were fighting*

Ron Clark's last challenge in implementing teaching strategies was overworking into the night, and neglecting his health. The fervor for his students and constant assignment creation, grading, and future lesson planning eroded his physical resilience. Insufficient rest led to Ron Clark developing pneumonia, requiring bed rest. However, his commitment persisted. Ron Clark's proposal to teach via a four-hour daily video recording was embraced by all students and the headmaster.

Discussion

In each teaching strategy, Ron Clark faced challenges within and outside the classroom, stemming from his assignment to teach a 6th-grade class at Inner Harlem Elementary School, which ranked lowest among all schools in New York City. Following Ridhwan et al.'s (2022) study emphasizing the importance of understanding how to teach young learners, Ron Clark personally visited each student's home, noting diverse cultural and parenting approaches. This aligns with Ayers' (1993) assertion that every child comes from a unique background, presenting challenges in teaching across classrooms due to individual differences. Managing these differences is common, but problem-solving becomes crucial when class-wide issues threaten the teaching process.

Ron Clark, on his first teaching day, proactively addressed class chaos and individual student issues by establishing specific rules. Emphasizing a "We are family" ethos, he aimed for mutual assistance among students, resonating with teaching definitions by Sudjana (1989) and Sanjaya (2010) that teaching involves facilitating student learning activities and structuring the learning environment to encourage active participation, with the teacher serving as both a role model and learning managers. Ron Clark articulated rules with clarity, ensuring students understood his explanations.

Ron Clark faced student disrespect and disruptive behavior, notably from Shameika. The next day, recognizing the need for engaging activities, he transformed the classroom, aligning the idea that children quickly lose interest in mundane settings.

Despite positive changes, discomfort arose, reflecting the challenges educators face due to various pressures, including limited school support. Mr. Turner's objection highlighted the struggle between individualized teaching approaches and institutional rules. In his early teaching days, Ron Clark primarily used lecture-based methods. Recognizing students' disinterest and lack of engagement, he sought to change their habits. However, challenges persisted, echoing Wehrli and Nyquist's (2003) view on the limitations of lecture-based strategies. This highlights the prevalent reliance on such methods today, overlooking student comprehension and leaving a significant portion unengaged.

Ron Clark tirelessly worked through the night, dedicated to improving the classroom and preparing students for tests. His unwavering belief in persistence and patience, coupled with comprehensive support, enhanced his effectiveness in instructing young learners. Aside from that, children aged eleven and twelve were prone to fights, with students like Tayshawn and Julio frequently engaging in physical altercations. Ron Clark intervened consistently, trying to prevent clashes and encourage focus on studies. Despite facing challenges, such as the class failing assignments, Ron Clark's emotional response, though understandable, was deemed inappropriate for a teacher dealing with students. As Ayers (1993) pointed out, teachers often bear the weight of missed opportunities and unrealized potential.

Ron Clark, undeterred, introduced a game involving drinking milk every 15 seconds to maintain student attention. This teacher-centered approach, studies by Oktavia et al. (2022) and Wulandari et al. (2020), aimed to enhance motivation and engagement among young learners. Incorporating casual questions and answers, this interactive activity promoted teacher-student interaction, fostering concentration and comprehension of the instructional content. This aligns with findings that interactive strategies effectively drill students about learning material (Wulandari et al., 2020).

Ron Clark's evolving approach involved fostering collaboration among students despite opposition from the headmaster. Despite lacking external support, he remained resolute, motivating students to achieve shared objectives. Ron Clark's creative teaching strategies included transforming grading into a memorization technique and using altered song lyrics for U.S. presidents. Demonstration of used songs was also mentioned in the study by Oktavia et al. (2022), where the strategy of using songs is one of the enjoyable learning activities that made young learners enjoy learning. Individualized lessons which were one-to-one learning for students like Julio and Shameika showcased Ron Clark's adaptability, uncovering unique potentials while bridging the teacher-student gap.

Ron Clark faced challenges, including opposition to his One-to-One teaching strategy for Shameika. Despite misconceptions, he remained dedicated, traveling long distances to support students. His relentless commitment led to sleep deprivation and illness, prompting him to record lessons on a tape recorder. This unconventional approach showcased Ron Clark's extraordinary dedication amidst challenging conditions. Integrating experiential teaching, such as hands-on activities, enhanced students' understanding. Despite achieving positive results, the outdated method of teaching via tape recorder highlighted technological advancements for modern teachers. Those innovative approaches significantly enhanced students' understanding of the subject matter. Ron Clark's unwavering commitment to motivating his students eventually yielded positive results—every student passed.

CONCLUSION AND SUGGESTION

Based on the findings and discussions, Some of the challenges that Ron Clark found were in the habits of his students that were very difficult to change. Among them were students' attitudes, discipline issues, lack of honesty, and students' arguments and fights. Besides the problems in the classroom, Ron Clark was also faced with external teaching challenges from several parties still related to the students. These challenges include cultural and parenting differences, the headmaster's criticism, the headmaster and parent's disagreement, and the teacher's over-workload.

On the other hand, Ron Clark also applied several teaching strategies to his students. Some were based on existing challenges, such as games, demonstrations, and one-to-one learning strategies. In comparison, other strategies were applied by Ron Clark according to the teaching material, such as lecturing/presentation, questions and answers, direct, interactive, experiential, and self-learning.

Teaching challenges coexist with strategies, arising from students, classrooms, and external factors. These challenges inspire creative teaching ideas to address them. In today's education, teachers encounter diverse challenges, requiring innovative solutions through teaching strategies.

Despite student difficulties, effective learning strategies are essential for achieving goals. Tailoring teaching strategies to the material is crucial for successful learning. External obstacles fade away with fruitful teaching. For teachers are encouraged to adapt Ron Clark's teaching strategies to address current educational challenges. For those grappling with issues in finding suitable strategies, it's recommended to modify and apply Ron Clark's approaches to current student problems. And for future researchers examining the film "Ron Clark Story" are encouraged to delve deeper into the cultural aspects, exploring the compatibility of Western teaching strategies with Eastern culture. Additionally, it's suggested to investigate current teachers' perspectives on Ron Clark's strategies and their suitability for contemporary Indonesian education.

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