

## CHAPTER IV

### FINDINGS AND ANALYSIS

This chapter presents and discusses the research findings and analysis of educational values in utterances of player's dialogue in "*The Ron Clark Story*" movie.

As stated by Indonesian Law, there are 18 educational values that can be found while learning something, that are religious, honesty, tolerance, discipline, hard working, creativity, independent, democracy, curiosity, national spirit, patriotism, appreciating achievement, hospitality, love peace, fondness of reading, environmental care, sociality, responsibility.

While in "*The Ron Clark Story*" movie, there are 13 educational values appeared, these are **honesty, tolerance, discipline, hard working, creativity, democracy, curiosity, patriotism, appreciating achievement, hospitality, fondness of reading, sociality, and responsibility**. In the other hand, 5 educational values are not appeared in this movie. These are **religious, independent, national spirit, love peace, and environmental care**.

Here, the writer presented the educational values in "*The Ron Clark Story*" movie by sorting from the most intensive values appeared in that movie, as follows:

#### A. APPRECIATING ACHIEVEMENT

Behavior and attitude that push up to create something useful for others, appreciates and respects to other people achievements. The researcher gets 5 data (segments) containing educational values, especially appreciating achievement.

The data are extended in a segment as datum 1, 2, 3, and so on, then the data can be found in a specific line in bold.

### Datum 1

**Context: Aurora, North Carolina, 1994. Mr. Clark began to be a teacher in Snowden Elementary School. Four years later, In the Summer Year Celebration.**

**Table 4.1 Appreciating achievement (1)**

Line	Player	Utterance
<b>1</b>	Principal	<i>Well, folks, it's not quite the end of the year summer</i>
<b>2</b>		<i>celebration we expected, but</i>
<b>3</b>		<b><i>let's take a moment to thank our own Mr. Clark,</i></b>
<b>4</b>		<b><i>whose fifth grade class tested number one in Beaufort</i></b>
<b>5</b>		<b><i>Country for the fourth year in a row!</i></b>
<b>6</b>	People	[Cheering]
<b>7</b>	Principal	<b><i>We have a surprise that we have put together for you.</i></b>
<b>8</b>		<i>Unfortunately, it's outside.</i>
<b>9</b>	People	<i>Oh, man!</i>
<b>10</b>		[Indistinct chatter, go outside]
<b>11</b>	Principal	<i>Oh! [Laughing] Y'all know Mr. Clark began here as a</i>
<b>12</b>		<i>temporary teacher.</i>
<b>13</b>		<b><i>Well, we've all chipped in on something to help him feel</i></b>
<b>14</b>		<b><i>more permanent.</i></b>

### Analysis of Appreciating Achievement:

Appreciating achievement in datum (1) lies in the line 3 up to 5. It says, ***“let's take a moment to thank our own Mr. Clark whose fifth grade class tested number one in Beaufort Country for the fourth year in a row!”*** This utterance shows appreciating achievement especially the word ***“number one”*** and ***“in a row”*** by the Principal to Mr. Clark because of his achievement in the last 4 years. While, in the line 7 also there is utterance shows appreciating achievement. It says, ***“we***

*have a surprise that we have put together for you*". Here the Principal gives a surprise to Mr. Clark for what he has achieved. Moreover, line 13 and 14 close the appreciating achievements in this segment with the utterance "*well, we've all chipped in on something to help him feel more permanent*". This utterance shows appreciating achievement by the Principal and all teachers of Snowden Elementary School who acquiesce for chipped in on something (parking sign) to be a gift for Mr. Clark. Essentially, line 3, 7, 13, and 14 in datum (1) have a purpose to appreciate Mr. Clark achievement for Snowden Elementary School.

Furthermore, the same data with appreciating achievement also found in the datum 2, 3, 4, and 5, as follows:

#### **Datum 2**

**Context: Outside the office, Mrs. Wallace wants to bring his daughter back from the school, but Mr. Clark offers something to Mrs. Wallace for her daughter future.**

**Table 4.2 Appreciating achievement (2)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<i>I just know she's a great student, a born leader-- creative,</i>
<b>2</b>		<i>intelligent.</i>
<b>3</b>	Mrs. Wallace	<i>Shameika? My shameika?</i>
<b>4</b>	Mr. Clark	<i>Yes</i>
<b>5</b>		<i>If she tests well enough in May, I think we might be able to get</i>
<b>6</b>		<i>her into Manhattan West for middle school. That's for gifted kids.</i>
<b>7</b>	Mrs. Wallace	<i>Maybe Mrs. Benton can keep the boys</i>

#### **Analysis of Appreciating Achievement:**

In the dialogue, Mr. Clark offers Mrs. Wallace that wants to bring her daughter back from the school because she thinks that Mr. Clark got involved in

his family life yesterday. On the way to go out, Mr. Clark chases and holds Mrs. Wallace by giving her an offer. He tells Mrs. Wallace that Shameika (her daughter) has a great potential than other students and she has the right to get the better future for her achievement as lies in the line 5 and 6 in datum (2). It says, *“if she tests well enough in May, I think we might be able to get her into Manhattan west for middle school. That's for gifted kids”*. This utterance shows appreciating achievement because if she (Shameika) gets the good score in the test in May, she has the right to continue her study in Manhattan West for middle school, because that school is for gifted kids.

### Datum 3

**Context: In the dark class, a day after the exam was held.**

**Table 4.3 Appreciating achievement (3)**

Line	Player	Utterance
1	Mr. Clark	<i>You guys have been working so hard for the last 3 months on this</i>
2		<i>test and whatever the scores are, I want you to know</i>
3		<i>I'm proud to be your teacher. I'm so proud that I asked your</i>
4		<i>parents to let me take you somewhere special, and they said yes.</i>
5		<i>So, go get your envelopes and open them</i>

### Analysis of Appreciating Achievement:

In the dialogue above, datum (3), Mr. Clark gives the special rewards for all of his students after they have done the exam that lies in the line 3 up to 5. It says, *“I'm proud to be your teacher. I'm so proud that I asked your parents to let me take you somewhere special, and they said yes. So, go get your envelopes and open them”*. It is an appreciation from Mr. Clark to the students who even

won't listen to him before, but now they have done the best. Here, the students have the right to be appreciated for their achievements. To appreciate his students, Mr. Clark says to them that **he is so proud to be their teacher**. He also gives his students **envelopes** with tickets of Phantom of the Opera inside it. So that's way, this utterance can be determined as appreciating achievement.

#### **Datum 4**

**Context: Mr. Clark finds Tayshawn that is black and blue in the garbage dump in the New York City. Mr. Clark helps and convinces him.**

**Table 4.4 Appreciating achievement (4)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<i>No, no, no. I know you are. I saw your work. And</i>
<b>2</b>		<i>it's beautiful.</i>

#### **Analysis of Appreciating Achievement:**

This dialogue tells about Mr. Clark helping his student (Tayshawn) who is black and blue because of his foster parent's fist. While helping him, Mr. Clark convinces that he has a great talent, and Mr. Clark has seen his work. Mr. Clark praise his work that lies in line 2. It says, "***it's beautiful***". Mr. Clark's utterance in line 2 above can be determined as appreciating achievement of Tayshawn's work.

#### **Datum 5**

**Context: In the end of the party, test score announcement, and student award.**

Table 4.5 Appreciating achievement (5)

Line	Player	Utterance
1	Mr. Clark	<b>For highest achievement in science, Badriyah Santhanam.</b>
2		<i>[gives a trophy]</i>
3	Badriyah	Thank you, Mr. Clark.
4	Mr. Clark	You are welcome, Doctor.
5		<b>For most outstanding achievement in mathematics,</b>
6		<b>Julio Vasquez.</b> <i>[gives a trophy]</i>
7	Julio	Thank you, Mr. Clark.
8	Mr. Clark	<b>For exceptional artistic achievement... Tayshawn Mitchell.</b>
9		<i>[gives a trophy]</i>
10		<i>[DOOR OPENS]</i>
11	Mr. Turner	<i>I'm sorry to interrupt your end of the year party, Mr. Clark. But I</i>
12		<i>just received a fax from the board of education, informing me of the</i>
13		<i>results of the state exam.</i>
14		<i>I felt it was important to give you the scores myself.</i>
15		<i>These are probably not the scores you expected.</i>
16		<i>This class, this sixth grade class, tested higher than any other class.</i>
17		<i>You even tested higher than the honors class.</i>
18		<b>Congratulations.</b>
19		<b>Congratulations, Mr. Clark.</b>
20	Mr. Clark	<i>Thank you.</i>
21	Mr. Turner	<b>Very impressive.</b>
22	Mr. Clark	<i>[SIGHS]</i>
23		<i>Shameika, your award was going to be for highest achievement in</i>
24		<i>English, but I'm afraid I'm going to have to change that, because</i>
25		<i>looking at your exam scores, I now see that you achieved</i>
26		<i>something that no other student in the entire district achieved.</i>
27		<b>Shameika Wallace, ahem, you earned perfect scores in English</b>
28		<b>and math.</b> <i>[gives a trophy]</i>
29	Shameika	<i>Oh, my god!</i>
30	All	<i>Mr. Clark, Mr. Clark!</i>
31	Shameika	<i>[CHUCKLES]</i>
32		<i>Thank you!</i>
33	Alita	<b>Yeah! You did it!</b>
34	Shameika	<i>Mr. Clark, for always being there. Even though we didn't want you</i>
35		<i>to be. For inspiring us to dream big...</i>
36	Julio	<i>Yes Sir, Mr. C</i>
37	All	<i>Yeah</i>
38	Shameika	<i>For looking like a fool when you Double-dutch</i>
39		<b>We vote at you...</b>

Continued

Continuation

Line	Player	Utterance
40		<i>For dad is teacher in town</i>
41	Mr. Clark	<i>Oh thank you</i>

### **Analysis of Appreciating Achievement:**

Datum (5) contains many appreciating values because it is a special segment for the end party of student award. Here Mr. Clark congrats the students who get the best score by giving them a trophy in front of the others students and also their parents. It can be found in line 1, 5, 6, 8, 27, 28, and 33. It says as follows:

***Line 1: For highest achievement in science, Badriyah Santhanam.***

***Line 5 and 6: For most outstanding achievement in mathematics, Julio Vasquez.***

***Line 8: For exceptional artistic achievement... Tayshawn Mitchell.***

***Line 27- 28: Shameika Wallace, ahem, you earned perfect scores in English and Math.***

***Line 33: Yeah! You did it!***

This datum shows appreciating values because it is said by Mr. Clark to announce all of audiences (students of sixth grade and parents) in the student award party. While saying these utterances, Mr. Clark also gives trophies as the gifts for the best students in their achievements. Moreover, there is an exception for the line 33 because it is an utterance from the audience (Alita), but it still has the same purpose, that is to appreciate her friend achievement.

While the student award is running, the Principal, Mr. Turner comes to the class to announce that this six grade class gets the highest test score than any other classes, even highest than the honors class. Mr. Turner also gives an appreciation

to the students and Mr. Clark lies in the line 18 and 19. It says, **“Congratulation!”** This utterance shows appreciating achievement by Mr. Turner as the Principal of Inner Harlem Elementary School for the sixth grade students who have bad image before, but now they are the best class in that school. Mr. Turner also gives an appreciation to Mr. Clark who has changed sixth grade class from the bottom class to best class, even better than the honors class. It was **very impressive** he said in line 21.

Finally, Shameika as the six grade delegation say thanks to Mr. Clark by reading a poetry and vote at him to be a dad teacher in the town. It lies in line 39 and 40 which says, **“We vote at you... For dad is teacher in town”**. This utterance shows appreciating achievement by the students for the teacher who inspiring them to dream big and always being there although students did not want him to be. This is the last segment and also the last educational value (appreciating achievement) in datum (5).

## **B. SOCIALITY**

Sociality is a behavior and attitude that always want to help others. The researcher gets 5 data (segments) containing educational values, exactly sociality. The data are extended in a segment as datum 1, 2, 3, and so on, then the data can be found in a specific line in bold.

### **Datum 6**

**Context: Mrs. Vazquez home, a day before Mr. Clark begins to teach.**

**Table 4.6 Sociality (1)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<i>I like to meet all the parents, before I start teaching.</i>
<b>2</b>	Mrs. Vazquez	<i>Julio? [Looking for her son]</i>
<b>3</b>	Mr. Clark	<i>To get them involved. Uh...</i>
<b>4</b>	Mrs. Vazquez	<i>Julio! Damn it where is he? He's a clown, Mr. Clark, but he's</i>
<b>5</b>		<i>a good boy. I had him when I was only 14.</i>
<b>6</b>	Mr. Clark	<i>That's ok. Like... Like I was saying...</i>
<b>7</b>	Mrs. Vazquez	<i>What? [Loud song]</i>
<b>8</b>	Mr. Clark	<i>I was just saying... <b>you can help out by working</b></i>
<b>9</b>		<i><b>with Julio every night on his homework.</b></i>
<b>10</b>	Mrs. Vazquez	<i>Sure. Ok.</i>
<b>11</b>	Mr. Clark	<i><b>Together, we can get him excited about learning. American</b></i>
<b>12</b>		<i><b>history, solar system, pre-algebra. I just want Julio to achieve</b></i>
<b>13</b>		<i><b>his full potential.</b></i>

**Analysis of Sociality:**

In this dialogue, Mr. Clark goes to his students' parents and tries to communicate with his students' family to help each other in students' learning process. It shows that Mr. Clark has a great sociality for his student improvement lies on the line 8, 9, 11, 12, and 13. It says, (1) ***"You can help out by working with Julio every night on his homework"***. (2) ***"Together, we can get him excited about learning. American history, solar system, pre-algebra. I just want Julio to achieve his full potential"***. These utterances show Mr. Clark's behavior and attitude that always wants to help others, especially his students. So that's way these utterances in line 8, 9, 11, 12, and 13 in datum (6) can be determined as educational value (sociality).

**Datum 7**

**Context: Outside warehouse, a place where Tayshawn and his friends meet up.**

**Table 4.7 Sociality (2)**

Line	Player	Utterance
1	Mr. Clark	<i>You ok?</i>
2	Tayshawn	<i>Yeah, I'm cool.</i>
3	Mr. Clark	<i>I wanted to bring you this. Here... [give a paper]</i>
4		<b><i>You could bring up your Math and English with some extra help.</i></b>
5		<i>Tomorrow's Saturday. I could meet you at the coffee shop by the</i>
6		<i>school. I'll buy you lunch.</i>
7		<i>I'll be there at noon.</i>

**Analysis of Sociality:**

The dialogue above tells that Mr. Clark always cares his students although outside the school. Mr. Clark brings Tayshawn's test score and wants to help him to grow his score up. Line 4 in datum (7) is the proof that Mr. Clark has a great sociality to help his students. It says, "***You could bring up your Math and English with some extra help***". While Mr. Clark gives Tayshawn's scores, he also tells Tayshawn that he wants to give some extra help outside the class and treats him (Tayshawn) a lunch. What has Mr. Clark done is a kind educational values, that is sociality.

**Datum 8**

**Context: Shameika's house, trying to help her homework.**

**Table 4.8 Sociality (3)**

Line	Player	Utterance
1	Mr. Clark	<i>We have to talk about you turning in your homework.</i>
2	Shameika	<i>I told you... the fire alarm keeps going off in my building.</i>
3	Mr. Clark	<i>3 times this week?</i>
4	Shameika	<i>I get busy, forget! Last night I just didn't do a good enough job.</i>
5	Mr. Clark	<b><i>Would you like to show me your homework? I'm sure I can</i></b>
6		<b><i>help you with it.</i></b>
7		<i>This is really...close. We can fix this.</i>
8	Shameika	<i>Yeah? For reals?</i>

Continued

## Continuation

Line	Player	Utterance
9	Mr. Clark	<i>Sure, we can work on it right now. There's a few spelling</i>
10		<i>mistakes, and just arrange some of the paragraphs different...</i>
11		<i>Yeah.</i>
12		<i>[Yelling]</i>
13	Mrs. Benton	<i>There you go. He's been cranky and fussy all day. I think maybe</i>
14		<i>he's got a fever.</i>
15	Shameika	<i>Ok. Thank you, Mrs. Benton.</i>
16		<i>Mr. Clark, I can't work on my paper right now. I'm gonna go</i>
17		<i>make dinner.</i>
18	Mr. Clark	<b><i>I'll do it</i></b>
19	Shameika	<i>You'll do what?</i>
20	Mr. Clark	<b><i>I'll make dinner, and you work on your paper. All right?</i></b>
21	Shameika	<i>Ok.</i>
22	Mr. Clark	<i>Start with that third paragraph.</i>

**Analysis of Sociality:**

In this dialogue, we can get educational values, especially sociality lies in the line 5 and 6. It says, ***“Would you like to show me your homework? I'm sure I can help you with it”***. It happens when Mr. Clark goes to Shameika's house to help her to do homework. Here, Mr. Clark wants to help his student's homework which is not done well. Mr. Clark's sociality does not end up there, it can be seen in line 18, and 20 in bold. It says, ***“I'll do It, I'll make dinner, and you work on your paper. All right?”*** Mr. Clark also helps her to care kids and makes dinner while Shameika keep doing on her homework. These utterances show that Mr. Clark has a great sociality to help his students and has much attention to his students' progress.

**Datum 9****Context: In the class****Table 4.9 Sociality (4)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<i>Remember that I have eyes in the back of my head. So, stop</i>
<b>2</b>		<i>fighting. This is not a test.</i>
<b>3</b>		<i><b>This is my phone number. I want you guys to call me if you</b></i>
<b>4</b>		<i><b>have any questions about homework, need any advices, or you</b></i>
<b>5</b>		<i><b>are in trouble.</b></i>

**Analysis of Sociality:**

Sociality is also found in datum (9). It lies on the line 3, 4, and 5. It says, *“This is my phone number. I want you guys to call me if you have any questions about homework, need any advices, or you are in trouble”*. In the dialogue, Mr. Clark gives his phone number to help students who have questions about homework or are in trouble. Before Mr. Clark gives his number, there is a problem with Tayshawn. So that’s way Mr. Clark gives his number in order to help his students. Mr. Clark’s utterance shows educational value exactly sociality because he gives more attention to help his students when they have a problem.

**Datum 10**

**Context: In the garbage dump and Mr. Turner house. Mr. Clark helps Tayshawn to get home stay for Tayshawn who kicked out by his foster parent.**

**Table 4.10 Sociality (5)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Tayshawn	<i>Where am I gonna go now, Mr. Clark?</i>
<b>2</b>	Mr. Clark	<b><i>I'm gonna help you. I'm not going anywhere. Ok?</i></b>
<b>3</b>		<i>Here we go. Tayshawn.</i>
<b>4</b>	Mr. Turner	<i>You'll be staying here for a while.</i>
<b>5</b>	Mr. Clark	<i>Thanks, Mr. Turner.</i>

**Analysis of Sociality:**

This dialogue shows that Mr. Clark has a great sociality for his student (Tayshawn) who kick out by his foster parent. It lies in the line 2 which says, ***"I'm gonna help you"***. Mr. Clark as Tayshawn's teacher has behavior and attitude to always help his students when they are in a trouble. Mr. Clark utterance in line 2 above can be determined as educational value, exactly sociality.

**C. CREATIVITY**

Thinking and doing to create something new or a new result from something had been owned. The researcher gets 3 data (segments) containing educational values, exactly creativity. The data are extended in a segment as datum 1, 2, and 3. Then the data can be found in a specific line in bold.

**Datum 11**

**Context: In the class, Mr. Clark decides to teach again after he wanted to quit yesterday.**

**Table 4.11 Creativity (1)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<i>So, here's the deal. Today we are going to learn grammar.</i>
<b>2</b>	All	<i>[Groaning]</i>
<b>3</b>	Mr. Clark	<b><i>If you are quiet and you listen, every 15 seconds, I will drink a</i></b>
<b>4</b>		<b><i>chocolate milk. If you can do it, you may get to see me puke.</i></b>

### Analysis of Creativity:

This dialogue shows Mr. Clark creativity which lies in line 3 and 4. It says, *“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”*. This utterance can be determined as creativity because finally Mr. Clark decides to teach again after he wanted to quit and walked out from the class yesterday. Now, he makes a deal to makes students listen to him. He drinks a chocolate milk every 15 seconds if everyone’s listening and keep silent. His creativity makes his students interested and listen to him quietly.

### Datum 12

**Context: In the class, memorizing all 42 presidents of the U.S.A**

**Table 4.12 Creativity (2)**

Line	Player	Utterance
1		[Rap music playing]
2	Mr. Clark	<i>* now let's get down to some presidential learnin' *</i>
3		<i>* start with George Washington straight from mount Vernon *</i>
4		<i>*the first president and commander-in-chief *</i>
5		<i>* fought the revolutionary war so we could be free *</i>
6		<i>* John Adams was second, Thomas Jefferson third *</i>
7		<i>* when we fought for independence, their voices were heard *</i>
8		<i>* when in the course of human events *</i>
9		<i>* we took a stand an we've been doin' it since *</i>
10		<i>*it's a tribute to the leaders of the U.S.A. *</i>
11		<i>* it's a presidents rap, all right, all right, ok, ok*</i>

### Analysis of Creativity:

This dialogue above tells about Mr. Clark creativity that makes a song of the name of the Presidents of the U.S.A. to make students easy to memorize all of

them. It lies in line 2 up to end of the table. The song of the name of the Presidents of the U.S.A. made by Mr. Clark as follows:

\* now let's get down to some presidential learnin' \*  
 \* start with George Washington straight from mount Vernon \*  
 \*the first president and commander-in-chief \*  
 \* fought the revolutionary war so we could be free \*  
 \* John Adams was second, Thomas Jefferson third \*  
 \* when we fought for independence \*  
 \* their voices were heard \*  
 \* when in the course of human events \*  
 \* we took a stand an we've been doin' it since \*  
 \*it's a tribute to the leaders of the U.S.A. \*  
 \* it's a presidents rap, all right, all right, ok, ok\*

This is an amazing creativity made by the teacher (Mr. Clark) to make students easy to memorize all of 42 names of the Presidents of the U.S.A. in well organized because almost all of students in Inner Harlem Elementary School like Hip-Hop and Rap music.

### Datum 13

**Context:** In the Class, but Mr. Clark on the video because he is sick and cannot go to the school. So, he makes video to keep teaching the students.

**Table 4.13 Creativity (3)**

Line	Player	Utterance
1	Mr, Clark	<i>Ok, now just because I'm on this video tape, doesn't mean</i>
2		<i>that I can't see you.</i>
3		<i>Alita, is that gum? All right, is everybody ready?</i>
4	All	<i>Yes, Sir!</i>

### Analysis of Creativity:

In datum (13) there's another Mr. Clark's great creativity. It can be found in line 1 and 2. It says that **Mr. Clark is on the video tape** because he is sick

now. So that's way he makes a videotape to keep teaching them. It is very creative because he uses media to make him be able to teach although he is in home while the students are in the class.

#### **D. HARD WORKING**

Hard working is a behavior that shows an effort to solve any obstacles in learning activity. The researcher gets 3 data (segments) containing educational values, exactly hard working. The data are extended in a segment as datum 1, 2, and 3. Then the data can be found in a specific line in bold.

##### **Datum 14**

**Context: In the New York City, Mr. Clark and his close friend (Marissa) walk around New York City for refreshing because today Mr. Clark walks out from the class and wants to give up from teaching in Inner Harlem Elementary School. So that's way Marissa advices him.**

**Table 4.14 Hard working (1)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Marissa	<b><i>Don't give up, Ron!</i></b>
<b>2</b>	Mr. Clark	<i>Oh, yeah? How long has it been since you've auditioned?</i>
<b>3</b>	Marissa	<i>I don't know....</i>
<b>4</b>		<b><i>2 years and 7 months.</i></b>
<b>5</b>		<i>What? Broadway's not gonna miss me if I'm gone. Those kids,</i>
<b>6</b>		<i>they'll miss you. Maybe you can be that one guy.</i>
<b>7</b>		<i>That turns it around for them.</i>

##### **Analysis of Hard Working:**

This segment shows educational values (hard working) lies in the line 1 and 4. Line 1 says, ***“don't give up, Ron!”*** This utterance belongs to “hard

working” because it is an advice to do not be giving up in everything although there are many obstacles to do that. In the other hand, Mr. Clark asks to Marissa about how many times she has failed in an audition. Then Marissa answers and tells her hard working that lies in the line 4, it says, “*2 years and 7 months*”. Marissa’s utterance shows that she always try and try and never give up to do something, and Mr. Clark has to do the same way. Although there are many obstacles and difficulties in do something, we have to be strong and never say give up.

#### **Datum 15**

**Context: In the class, Mr. Clark is not feeling well but he still teaches his students because the time remaining to the exam is just 4 weeks left.**

**Table 4.15 Hard working (2)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<i>[Voice strained] Ok, everybody, take your seats.</i>
<b>2</b>		<i>Mr. Clark, you look really white.</i>
<b>3</b>		<i>Yeah, even more than usual.</i>
<b>4</b>		<i>We have 4-- 4 weeks.</i>
<b>5</b>		<i>Now, I know that doesn't seem like a lot of time, but if we work</i>
<b>6</b>		<i>really hard, I know we're going to do great on these exams.</i>
<b>7</b>		<i>So, let's go over our science topics from last week.</i>

#### **Analysis of Hard Working:**

In this dialogue, Mr. Clark forces himself to teach although he is not feeling well. He decides to keep teaching because the time remaining to the exam is just 4 weeks left. He also tells students that although they do not have a lot of time, they still be able to get the best if they works hard as lies in line 5 and 6. It

says, *“Now, I know that doesn't seem like a lot of time, but if we work really hard, I know we're going to do great on these exams”*. This utterance shows educational value (hard working) because there is no limitation to attempt the best. Everything is possible to be reached if we always work hard to do the best.

### **Datum 16**

**Context: In the Class, but Mr. Clark on the video because he is sick and cannot go to the school. So, he makes video to keep teaching the students.**

**Table 4.16 Hard working (3)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr, Clark	<i>Ok, now just because I'm on this video tape, doesn't mean</i>
<b>2</b>		<i>that I can't see you.</i>
<b>3</b>		<i>Alita, is that gum? All right, is everybody ready?</i>
<b>4</b>	All	<i>Yes, Sir!</i>

### **Analysis of Hard Working:**

Datum (16) is the same with datum (13), but it has different educational value. If datum (13) has creativity as educational value, here datum (16) contains hard working as educational value. Although it is the same datum, the researcher makes it separated to make it well categorized based on the most intensive educational value appearance.

In datum (16) there is hard working as educational value lies in the line 1 and 2. It says, *“Ok, now just because I'm on this video tape, doesn't mean that I can't see you”*. Here, the utterance means that Mr. Clark has a behavior to work hard in order to make his students be able to pass the exam although he is sick and

cannot come to the class. So that's way this utterance can be classified into hard working as the part of educational value.

### **E. CURIOSITY**

A behavior and attitude which is always be curious about what he/she learns and tries to find something widely and deeply. The researcher gets 3 data (segments) containing educational values, exactly curiosity. The data are extended in a segment as datum 1, 2, and 3. Then the data can be found in a specific line in bold.

#### **Datum 17**

**Context: In the class, the first day of Mr. Clark teaching in Inner Harlem Elementary School.**

**Table 4.17 Curiosity (1)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<i>Ok, because this is our first day, I have a surprise for all of you</i>
<b>2</b>	Julio	<b><i>What?</i></b>
<b>3</b>	Mr. Clark	<i>I'll tell you, Julio, if you turn around. Today, there will be no</i>
<b>4</b>		<i>Schoolwork</i>

#### **Analysis of Curiosity:**

Datum (17) contains curiosity as educational value lies in the line 2. It says, "***What?***" It is Julio's utterance who is curious with Mr. Clark's surprise. So that's way it can be classified to curiosity because "*what*" is an utterance in curious something.

**Datum 18**

**Context:** In the dark class, a day after state examination. The students enter the class quietly because the class is very dark and seems different.

**Table 4.18 Curiosity (2)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>		<i>[Caution] "Whatever you do, do not open the closet."</i>
<b>2</b>	All	<i>Julio, no! Don't! Don't go!</i>
<b>3</b>	All	<i>Julio, no!</i>
<b>4</b>	Julio	<i>Will y'all calm down?</i>
<b>5</b>	All	<i>[Scream]</i>
<b>6</b>	Mr. Clark	<i>Hello, kids! Julio, I knew you were gonna open the closet!</i>

**Analysis of Curiosity:**

This dialogue in datum (18) shows curiosity lies in line 4. It is Julio's utterance that wants his friend to calm down because he is very curious with something behind the closet. It says, **"Will y'all calm down?"** This utterance shows Julio's curiosity because he wants to open the closet although there is a caution in the class, *"Whatever you do, do not open the closet"*. The caution makes all students afraid to open the closet except Julio, so, Julio is interdicted by all of his friends. But, because Julio has high curiosity, he says that curious utterance by asks his friends to calm down.

**Datum 19**

**Context:** In the school yard, the students are playing Double-dutch while Mr. Clark comes to join with them.

**Table 4.19 Curiosity (3)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<i>Oh, you don't think I can learn how to do that?</i>
<b>2</b>	All	<i>No!</i>
<b>3</b>	Mr. Clark	<i>Ok, all right, I'll make you a deal. If I learn how to Double-dutch,</i>
<b>4</b>		<i>then you guys gotta learn something from me.</i>
<b>5</b>	Shameika	<b><i>What?</i></b>
<b>6</b>	Mr. Clark	<i>Everything you need to know for the seventh grade.</i>

**Analysis of Curiosity:**

In this dialogue, there is a curious utterance by Shameika Wallace lies in line 5. It says, “*what?*” it means Shameika is curious about the deal that is offered by Mr. Clark if she teaches him how to Double-dutch. Shameika is very curious and very interested with everything for the seventh grade, so she decides to teach him to Double-dutch.

**F. HOSPITALITY**

Hospitality is a behavior and attitude that like to communicate and corporate with others. The researcher gets 3 data (segments) containing educational values, exactly hospitality. The data are extended in a segment as datum 1, 2, and 3. Then the data can be found in a specific line in bold.

**Datum 20**

**Context: In Mrs. Vazques' house, a day before Mr. Clark starts teaching, he visits students' parents.**

**Table 4.20 Hospitality (1)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<b><i>I like to meet all the parents, Ms. Vazquez, before I start</i></b>
<b>2</b>		<b><i>teaching.</i></b>
<b>3</b>	Mrs. Vazquez	<i>Julio? [Looking for her son]</i>

### Analysis of Hospitality:

This datum shows hospitality as educational value that lies in line 1. It says, *“I like to meet all the parents, Ms. Vazquez, before I start teaching”*. This utterance shows hospitality because before start teaching, Mr. Clark likes to communicate and corporate with parents by visit them.

### Datum 21

**Context:** In front of the class, the first day Mr. Clark teaches in Inner Harlem Elementary School.

**Table 4.21 Hospitality (2)**

Line	Player	Utterance
1	Mr. Clark	<i>Morning.</i>
2	Woman Teacher	<i>Get moving.</i>
3	Mr. Clark	<i>Nice to see you, Tayshawn.</i>
4	Woman Teacher	<i>Morning, Principal Turner.</i>
5	Mr. Clark	<i>Ok. Good morning.</i>
6		<i>Oh! Hello. I'm Ron Clark. I guess I'll be... Teaching...</i>

### Analysis of Hospitality:

In the dialogue above, Mr. Clark is standing in front of the class to accost the students. While, there's a woman teacher who teach in the honors class is also standing in front of the class. Both Mr. Clark and the woman teacher are accosting their students before enter the class. There are many hospitality educational values in this segment lies in line 1, 2, 3, 4, 5, 6. The first one lies in line 1 and 5 is Mr. Clark says *“morning”* to the students. Then in line 3 Mr. Clark says, *“nice to see you, Tayshawn”*. It is a kind of hospitality showed by Mr. Clark to his student

(Tayshawn) that has a rare personality to make him (Mr. Clark) closer to his new student. Line 4 is also has hospitality educational value showed by a woman teacher to the Principal, Mr. Turner. It says, ***“Morning, Principal Turner”***. This utterance has a purpose to communicate and to be hospitality between teacher with the Principal. Beside, the last is the line 6. It is Mr. Clark utterance to accost a woman teacher in order to communicate and tries to corporate with other teacher because Mr. Clark is a new teacher there. Mr. Clark utterance in line 6 says, ***“Oh! Hello. I'm Ron Clark. I guess I'll be... Teaching...”***

#### **Datum 22**

**Context: In the school yard, the students are playing Double-dutch while Mr. Clark comes to join with them.**

**Table 4.22 Hospitality (3)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<b><i>Oh, you don't think I can learn how to do that?</i></b>
<b>2</b>	All	<i>No!</i>

#### **Analysis of Hospitality:**

Datum (22) is the same with datum (19), but it has different educational value. Datum (19) contains curiosity educational value, while datum (22) contains hospitality educational value that lies in line 1. Hospitality educational value in this datum says, ***“Oh, you don't think I can learn how to do that?”*** That utterance is Mr. Clark question to the students who are playing *Double-dutch* in the school yard. This utterance has a purpose to ask the students in order to make

him (Mr. Clark) gets involve with the students so that he can get closer with his students, so that's way this utterance is classified to hospitality educational value.

### G. DISCIPLINE

Discipline is an action that always shows orderly and obedient in any regulations. The researcher gets 2 data (segments) containing educational values, exactly discipline. The data are extended in a segment as datum 1, and 2. Then the data can be found in a specific line in bold.

#### Datum 23

**Context: In the class, Mr. Clark gives rules to the students to teach them discipline.**

**Table 4.23 Discipline (1)**

Line	Player	Utterance
<b>1</b>	Mr. Clark	<b><i>Before we start today, I would like to go over 3 rules for this</i></b>
<b>2</b>		<b><i>class. If you follow them, we will all have a lot of fun.</i></b>
<b>3</b>	Mr. Clark	<b><i>If you do not follow them, there will be consequences.</i></b>
<b>4</b>	All	<i>Ooh...!</i>
<b>5</b>	Mr. Clark	<b><i>You all remember rule number one, we are a family.</i></b>
<b>6</b>	Student	<i>Give me a damn break, man.</i>
<b>7</b>	Shameika	<i>We're not in kindergarten!</i>
<b>8</b>	Mr. Clark	<i>That means we help each other out, we stand up for each other,</i>
<b>9</b>		<i>we</i>
<b>10</b>	Studrnt	<i>Sure!</i>
<b>11</b>	Mr. Clark	<b><i>Rule number 2, we respect each other.</i></b>
<b>12</b>	All	<i>[Talking at once]</i>
<b>13</b>	Mr. Clark	<b><i>Hey, you will call me Sir. Not man, not dawg, not fool. If you</i></b>
<b>14</b>		<b><i>are asked a question, You will say, "yes, sir," or, "no, sir," not,</i></b>
<b>15</b>		<b><i>"yep," "nope," "uh-uh, "nuh-uh."</i></b>
<b>16</b>	Julio	<i>Uh, nuh-uh, fool.</i>
<b>17</b>	Mr. Clark	<i>Respect, Julio Vazquez.</i>
<b>18</b>		<b><i>You will not talk unless I call on you. If I am talking, you are</i></b>
<b>19</b>		<b><i>listening with your eyes right here. Rule number 3-- we will</i></b>
<b>20</b>		<b><i>form a line to enter and exit class and go to lunch.</i></b>

Continued

## Continuation

Line	Player	Utterance
21	Shameika	<i>Come on!</i>
22	Julio	<i>Are you kidding me?</i>
23	Mr. Clark	<i>Shameika.</i>
24	Shameika	<i>What?</i>
25	Mr. Clark	<i>"What, sir?"</i>
26		<i>Oh, Shameika, thank you.</i>
27	Shameika	<i>For what?</i>
28	Mr. Clark	<b><i>Reminding me about rule number 4, no smacking of lips and</i></b>
29		<b><i>rolling of the eyes. If you break one of these rules, your name</i></b>
30		<b><i>will go up on the board.</i></b>
31	Shameika	<i>So stupid!</i>
32	Mr. Clark	<b><i>If you break another rule, you will get a check.</i></b>

**Analysis of Discipline:**

The segment above tells Mr. Clark goes over the rules that must be followed by his students. If there's no rule in the class, his students won't be able to be controlled. So, Mr. Clark gives them the rules in order to make them more discipline. In this datum (23), discipline educational value lies in line 1, 2, 3, 5, 11, 13, 14, 15, 18, 19, 20, 28, 29, 30, and 32 as follows:

- Line 1- 3** : *Before we start today, I would like to go over 3 rules for this class. If you follow them, we will all have a lot of fun. If you do not follow them, there will be consequences.*
- Line 5** : *You all remember rule number one, we are a family.*
- Line 11** : *Rule number 2, we respect each other.*
- Line 13- 15** : *Hey, you will call me sir. Not man, not dawg, not fool. If you are asked a question, you will say, "yes, sir," or, "no, sir," not, "yep," "nope," "uh-uh, "nuh-uh."*
- Line 18- 20** : *You will not talk unless I call on you. If I am talking, you are listening with your eyes right here. Rule number 3, we will form a line to enter and exit class and go to lunch.*
- Line 28- 30** : *Reminding me about rule number 4, no smacking of lips and rolling of the eyes. If you break one of these rules, your name will go up on the board.*
- Line 32** : *If you break another rule, you will get a check.*

The findings above show discipline educational value from Mr. Clark's utterance who explains the rules for the students to teach him about discipline. All of these utterances above shows discipline educational value because from these utterances the sixth grade students finally can learn and do orderly and obedient in any rules of the class (in the end of the movie) although at this segment, they haven't do yet.

#### **Datum 24**

**Context: Outside the class, Mr. Clark asks students what is the rule number 5 after Shameika tells that she cut in a line.**

**Table 4.24 Discipline (2)**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	<i>Now, what is rule number 5?</i>
<b>2</b>	All	<b><i>No cutting in line.</i></b>
<b>3</b>	Mr. Clark	<i>That's right. Now go eat.</i>

#### **Analysis of Discipline:**

Datum (24) shows discipline educational value lies in line 2. It says, "***No cutting in line***". This utterance shows students' discipline to follow the rule made by Mr. Clark. They (students) say that ***no cutting in line*** to go lunch together, it means that they realize and do orderly and obedient to be discipline students.

#### **H. TOLERANCE**

Tolerance is behavior and attitude that always appreciate different religion, ethnic, opinion, attitude, and different behavior. The researcher gets 1 datum

(segments) containing educational values, exactly tolerance. The data are extended in a segment as datum 1, and then the data can be found in a specific line in bold.

### Datum 25

**Context: Outside the class, Mr. Clark gets after Tayshawn who tries to walk out of the school.**

**Table 4.25 Tolerance**

Line	Player	Utterance
<b>1</b>	Mr. Clark	<i>Tayshawn! Look, don't do this!</i>
<b>2</b>		<i>Hey! Look, I know you have 2 strikes. You walk out now,</i>
<b>3</b>		<i>they'll expel you for sure. Just get back in there.</i>
<b>4</b>	Tayshawn	<i>Why?</i>
<b>5</b>	Mr. Clark	<i>Because I would miss your glowing personality.</i>
<b>6</b>		<b><i>Mr. Turner doesn't have to know anything about this.</i></b>
<b>7</b>		<i>Just... Give yourself another chance.</i>

### Analysis of Tolerance:

Datum (25) shows tolerance educational value lies in line 6. It says, “**Mr. Turner doesn't have to know anything about this**”. The utterance is produced by Mr. Clark who gives the second chance to his student (Tayshawn Mitchell) who tries to walk out of the class. Besides, Tayshawn has 2 strikes, and if he walk out now, he will be expelled by the Principal for sure. Furthermore, Mr. Clark utterance lies in line 6 is classified to tolerance educational value because he excuses what Tayshawn done. Mr. Clark tolerates his students act by asking him to go back to the class and let Mr. Turner (the Principal) does not know anything about what has happened.

## I. HONESTY

Honesty is a behavior based on efforts to be trusted human. Here, the researcher just gets 1 datum (segments) containing educational values, exactly honesty. The data are extended in a segment as datum 1, and then the data can be found in a specific line in bold.

### Datum 26

**Context: Outside the class while the students make in line to go to lunch.**

**There is a student that breaks the rule, her name is Shameika. Mr. Clark asks the truth to her.**

**Table 4.26 Honesty**

Line	Player	Utterance
1	Mr. Clark	<i>Shameika, this is a family, and families treat each other with</i>
2		<i>respect. They never, ever, lie to one another. Did you cut in line?</i>
3	Shameika	<i>[Silent]</i>
4	Alita	<i>Come on, Meka!</i>
5	All	<i>Come on, let's go!</i>
6	Mr. Clark	<i>We are all just waiting... on you.</i>
7	Shameika	<b><i>Yeah.</i></b>
8	Mr. Clark	<i>Thank you.</i>

### Analysis of Honesty:

In this dialogue, Shameika is asked by Mr. Clark the truth, is she cut the line or not? Firstly, she's not telling the truth, just keep silent, and then finally she makes the decision to be honest. This dialogue gives an educational value, exactly honesty. Honesty educational value in this datum lies in line 7 that says, "**yeah**". This utterance belongs to honesty educational value because she (Shameika) has a courage to be honest in front of her friends.

## J. DEMOCRACY

Realize that people have the same right and obligation means democracy. Here, the researcher just gets 1 datum (segments) democracy containing educational value. The data are extended in a segment as datum 1, and then the data can be found in a specific line in bold.

### Datum 27

**Context: In the class, students are trying to open the door to go lunch, but it's closed. Mr. Clark tells that if they want to have lunch, they must form a line, but Shameika refuses it. So, Mr. Clark tells that family must be democracy.**

**Table 4.27 Democracy**

Line	Player	Utterance
<b>1</b>	Mr. Clark	<i>Oh, ok, Shameika. But because we are all a family ,</i>
<b>2</b>		<i>if one of us doesn't get in line for the lunch room, then</i>
<b>3</b>		<i>none of us gets lunch.</i>

### Analysis of Democracy:

Datum (27) shows democracy educational value lies in line 2 and 3. It says, *“if one of us doesn't get in line for the lunch room, then none of us gets lunch”*. This utterance produced by Mr. Clark who tells the students that all of them (including Mr. Clark) are a family, and a family has the same right and obligation. So, if one of us doesn't get in line for the lunch room, then none of us gets lunch. Thus, because this utterance shows the same right and obligation in a family, this utterance belongs to discipline educational value.

## K. PATRIOTISM

Patriotism is a behavior and attitude that show up the loyalty, care, and respect to the language, environment, politic, social, and culture. The researcher just gets 1 datum (segments) containing educational value, exactly patriotism. The data are extended in a segment as datum 1, and then the data can be found in a specific line in bold.

### Datum 28

**Context: In the class, memorizing all 42 presidents of the U.S.A. Mr. Clark makes a rap song about the Presidents to make the students interested and easy to remember.**

**Table 4.28 Patriotism**

Line	Player	Utterance
1	Mr. Clark	<i>* now let's get down to some presidential learnin' *</i>
2		<i>* start with George Washington straight from mount Vernon *</i>
3		<i>*the first president and commander-in-chief *</i>
4		<i>* fought the revolutionary war so we could be free *</i>
5		<i>* John Adams was second, Thomas Jefferson third *</i>
6		<i>* when we fought for independence, their voices were heard *</i>
7		<i>* when in the course of human events *</i>
8		<i>* we took a stand an we've been doin' it since *</i>
9		<i>*it's a tribute to the leaders of the U.S.A. *</i>
10		<i>* it's a presidents rap, all right, all right, ok, ok*</i>

### Analysis of Patriotism:

All lines of the datum (28) belong to patriotism educational value. It is a rap song made by Mr. Clark to make students interested and easy to memorize.

Here is the song:

**\* now let's get down to some presidential learnin' \***

\* start with George Washington straight from mount Vernon \*  
 \*the first president and commander-in-chief \*  
 \* fought the revolutionary war so we could be free \*  
 \* John Adams was second, Thomas Jefferson third \*  
 \* when we fought for independence \*  
 \* their voices were heard \*  
 \* when in the course of human events \*  
 \* we took a stand an we've been doin' it since \*  
 \*it's a tribute to the leaders of the U.S.A. \*  
 \* it's a presidents rap, all right, all right, ok, ok\*

This song can be classified to patriotism because almost all people in the town like rap and hip-hop music. So that's way Mr. Clark' song is accepted by them (students) easily because they like rap as their culture music.

#### L. RESPONSIBILITY

Doing the duty and the obligation that should be done is the definition of responsibility. Here, the researcher just gets 1 datum (segments) containing responsibility educational value. The data are extended in a segment as datum 1, and then the data can be found in a specific line in bold.

#### Datum 29

**Context: In the classroom, Tayshawn and Julio are in a fight. Mr. Clark tries to stop it, but Tayshawn walks out from the class. Then Mr. Clark gets after him, while he (Mr. Clark) gives the charge to Shameika.**

**Table 4.29 Responsibility**

Line	Player	Utterance
<b>1</b>	Mr. Clark	<i>Shameika, you're in charge.</i>

### Analysis of Responsibility:

Datum (29) shows responsibility both Mr. Clark and Shameika Wallace to do their duties as well, it lies in line 1 in bold. Is says, “**Shameika, you're in charge**”. This utterance is produced by Mr. Clark, but it belongs to responsibility for both Mr. Clark and Shameika. The first is Mr. Clark responsibility as a teacher to gets after his student (Tayshawn) who tries to walk out. If it happened, Tayshawn will be expelled by the Principal for sure because he has had two strikes. In the other hand, Shameika has done her duty to control the class while Mr. Clark goes out to get after Tayshawn. So, this utterance can be classified to responsibility of the teacher (Mr. Clark) and the student who takes the teacher’s charge (Shameika).

### M. FONDNESS OF READING

Fondness of reading here means love to read books and can manage a time for reading many books. For this fondness of reading educational value, the researcher just gets 1 datum (segments). The data are extended in a segment as datum 1, and then the data can be found in a specific line in bold.

#### Datum 30

**Context: Badriyah’s house, a day before Mr. Clark starts teaching. Mr. Clark visits his student family including Badriyah’s parents. While talking with Badriyah’s parents, Mr. Clark asks Badriyah to pronounce her name.**

**Table 4.30 Fondness of reading**

<b>Line</b>	<b>Player</b>	<b>Utterance</b>
<b>1</b>	Mr. Clark	You know, I've never had a student from India before.
<b>2</b>		How do you pronounce your name?

Continued

## Continuation

Line	Player	Utterance
3	Badriyah	Bad-ri-yah.
4		<b>I fondness of reading</b> , especially...
5	Badriyah's father	Quiet, Larki. Men are talking, ok?

**Analysis of Fondness of reading:**

Datum (30) shows fondness of reading educational value lies in line 4. It says, "*I fondness of reading*". This utterance is produced by Badriyah after he pronounce her name to Mr. Clark. This utterance belongs to fondness of reading educational value because according to the line 4, it is very clear that Badriyah likes to read although the researcher does not know what book she really love to. Her utterance is stopped by her father who asks her to be quiet. But, the utterance above is clear enough to be classified to fondness of reading educational value.