BEHAVIOR DEVELOPMENT OF RYAN EVANS INFLUENCED BY SOCIAL ISOLATION IN KENNY ORTEGA'S *HIGH SCHOOL MUSICAL* TRILOGY

A THESIS

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PRONOUNCEMENT

The writer honestly confirms that this thesis entitled "Behavior Development of Ryan Evans as Influenced by Social Isolation in Kenny Ortega's *High School Musical* Trilogy" is written by the writer herself without taking any results from researchers of any university. The writer assure that does not quote any material from other publications except from the references mentioned.

Semarang, 21 July 2022

Ariella Elizabeth Kobus

MOTTO AND DEDICATION

"You are braver than you believe, stronger than you seem, and smarter than you think."

— *Christopher Robin, Winnie the Pooh*

"The past can hurt. But the way I see it, you can either run from it, or learn from it."

— *Rafiki, The Lion King*

APPROVAL

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The writer realize that this thesis is still far from perfect. Therefore, the writer will be glad receive any constructive criticism and recommendation to make this thesis better. Finally, the writer expect that this thesis will be useful to the reader who wishes to learn something about behavior development.

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ABSTRACT

In this study, the writer discusses the behavior development of Ryan Evans in Kenny Ortega's *High School Musical* Trilogy. This movie shows the behavior development from bad to good behavior. This research aims to find out how Ryan Evans behavior changes. It is seen that he is influenced by the social isolation which he experiences. The writer uses psychological approach using ABC Skinner's behavioral theory. The method used is a contextual method to show and describe data. To collect the data, the writer uses library research to describe Ryan Evan's behavior development using behavioral theory. The result shows that, the writer finds out the behavior development of Ryan Evans from antagonistic to friendly and kind.

Keywords: *High School Musical*, ABC behavior theory, character development, characterization, social isolation, conflict

CHAPTER I

INTRODUCTION

1.1. Background of The Study

The development of a person's character can be assured. The character will not be the same in a lifetime. She or he will experience changes every time, either consciously or unconsciously. In the development a person's character, two possibilities occur: the character can change to a good or bad nature.

Hurlock (1976: 19) stated that people's personalities change all the time. Many factors influence these changes, including their needs and the society around them, which can change at any time. In personality changes, Skinner also added three stages to make someone's personality changes those are antecedent, behavior, and response (Skinner, 2014: 29).

The *High School Musical* movie has three seasons: *High School Musical, High School Musical 2, and High School Musical 3: Senior Year*. The character Ryan Evans is one of the most obvious characters in development. In the first season, Ryan is a character who is arrogant and he likes to make trouble. This is caused by an external factor, namely social isolation imposed by his sister,

Sharpay Evans. The impact of social isolation is also significant enough for a person to attack their mental, physical health and changing someone's personality. (Hawkley and Cacioppo, 2010: 1). Sharpay forbids Ryan from hanging out with his other classmates because Sharpay considers them who do not have high social class as wealthy people. However, Ryan's character change in the second and third seasons because Ryan himself tries to hang out with other classmates regardless of his status. Since then, Ryan has an obvious character change and has become a good character. This situation is interesting to discuss because the writer wants to know more about the psychological experience of Ryan Evans and the process of his behavior development.

1.2. Research Questions

The writer formulates the problem in this study as follows:

1. How is Ryan Evans behavior described before the social isolation?
2. How is Ryan Evans behavior described after the social isolation?
3. How is the social isolation related to Ryan Evan's behavior development?

1.3. Objectives of the Study

The purpose of the writer in this research are:

1. The writer wants to analyze how is the behavior of Ryan Evans before the social isolation.

2. To analyze how is Ryan Evans behavior after the social isolation.

3. To find out how is social isolation related to Ryan Evan's behavior development.

1.4. Previous Studies

There have been several previous studies related to the *High School Musical* movie The first study was an article by Sorenssen I.K (2018) entitled *Disney High School Musicals and the construction of tween audiences.* This article explains how the Disney company depicts the lives of teenagers in their screenplay for the High School Musical. Here the writer of this article found that many teenagers have watched this movie many times, so teenagers desire to take a voice and perspective on media content.

The second was an article entitled *Disney's High School Musical: Music makes the world go 'round'* written by Lustyik Katalin (2013). This article explains the Walt Disney Company's contemporary globalization strategy, focusing primarily on Disney's adaptation efforts to the *High School Musical* movie, in various parts of the world, including song and soundtrack adjustments customization of marketing and promotional campaigns in India and Southeast Asia. This article concludes that for the first time, Disney's music-based global multimedia franchise allows the company to adapt its brand to attract more teenage fans around the world cost-effectively while continuing to contribute to

the standardization and commercialization of child-mediated culture around the world.

The third study is from an article entitled *High School Musical and its ongoing cultural legacy explained* by VOX Media (2019). This article discusses *High School Musical* from different sides, but the writer wants to focus on how the trilogy of *High School Musical* are very sensational among teenagers. The article that the writer took from the VOX media, *High School Musical* attracted much attention because it had attractive casts, catchy songs, and relatable themes. Those aspects make *High School Musical* target teenage audiences rather than children. The songs from *High School Musical* also really describe the feelings felt by each character so that the audience is interested in seeing it.

The fourth study is from an article entitled *The Essay: A Musical of a Generation* by Remi Williams (2020). In this article, Remi, as a writer, shows his interest after watching a *High School Musical*, he concludes that overall, the film impressed him. The film also received a lot of attention from the public, at that time, teenagers who did not able to access the Disney channel bought the *High School Musical* Blu-ray DVD so they could continue to watch. *High School Musical* invites all communities to unite with each other through their favorite catchy music. According to Remi, this film can be enjoyed by all people from children to adults. The film's fun rendition and music made everyone sing along and see the choreography of the dance in the *High School Musical*.

The fifth study is from an article entitled *High School Musical: Kenny Ortega Reflects on The Unexpected Success of The Series* by C. Molly Smith (2016). This article is explains about how Kenny Ortega starts to make the series, he said that he was brought in by Bill Borden and Barry Rosenbush, who were the executive producers. After the agreement with the producers he had a meeting with Gary Marsh, the president of Disney Channel, after that he got the script and he thought it was charming and suitable for teenage audiences. He also added that the script of the movie itself it remind him of growing up and doing musical theater in high school. In the end, Kenny Ortega did not think the *High School Musical* movies would achieve such tremendous worldwide success.

The sixth study is from a thesis entitled *Directive Speech Acts in the movie entitled High School Musical 1 (*A Pragmatics Approach*)* by Luluk Rosita (2018). In this thesis the writer analyzes the types of directive speech acts applied by characters in *High School Musical 1*. She concludes that the characters employs various politeness in delivering certain directives. The discussion of this thesis analyzes more the linguistic concepts contained in the speech act in the *High School Musical 1* movie.

The seventh study is from an article entitled *High School Musical Show Will Be About a High School Production of High School Musical* (2018) by Jackson Mc Henry. This article tells about what is the matter of *High School Musical* TV show from Disney will follow a group of kids who perform *High School Musical* as their

high school musical. It's officially known as *High School Musical*: the Musical. The "10-episode story shot as a docu-style series" about "a group of students at East High who stage a performance *of High School Musical* for their winter theater production, only to realize that as much drama happens offstage as onstage" will debut on Disney's enigmatic new streaming service.

The eighth study is from an article entitled *Why 'High School Musical' is an industry trailblazer and a comfort movie classic* (2022) by Anna Rebello is explaining about her opinion on *High School Musical* trilogy movies. *High School Musical* was a low-budget film starring many Hollywood unknowns that was initially viewed as a risk due to the lack of notable successes in the same genre at the time. However, thanks to the "HSM" franchise, a new generation of fans grew to love live-action musicals, and the first film's massive success launched this production trend in film and television. She also states that when it comes to how *High School Musical* influenced the Disney Channel as a whole, the influence can be seen in several notable titles that were childhood favorites of her and millions of others her age.

The ninth study is from an article entitled *High School Musical' Turns 15: A Look Back at the Humble Origins of Disney Channel's Billion-Dollar Franchise* (2021) by Rebecca Rubin. When it debuted on January 2006, *High School Musical* was a rare made for TV film that transcended its humble beginnings and captivated a generation of teens and tweens. It did more than launch the careers of

Zac Efron, Vanessa Hudgens, Ashley Tisdale, and others. It also became a financial boon for the Disney Channel, fueling unprecedented demand for DVDs and merchandise with *High School Musical* casts face on it. The property was making money by the time the sequel debuted on Disney Channel in 2007, setting a new cable television record with 17.2 million viewers. *High School Musical 3: Senior Year*, the third and final film starring the original cast, was released and grossed more than $250 million at the global box office.

The tenth study entitled *How Nostalgia Plays a Leading Role in High School Musical Posted* (2021) by Julia Rittenberg. Explains that, because its creative property has been extended with the series, *High School Musical* will most likely remain a popular film in the Disney vault. It's a Disney take on the cynical teen movies of the time, stripping them of their more radical themes and presenting us with only the most basic visuals to show that group differences exist. You can question stepping outside the box in a Disney film, but they will always need to put you back in for easier storytelling.

This study, however develops one topic which the previously mentioned studies missed. This study focuses on behavior development. On the one hand, this study infers its discussion from the previous studies. On the other hand, this study bring out the topic which has not been discussed previously namely, behavior development.

1.5. Scope of the Study

This study focuses on the behavior development experienced by the character Ryan Evans in the *High School Musical* season one until the season three which is influenced by social isolation, using supporting theories.

1.6. Writing Organization

This study contains four chapters, each of which will then be further divided into sub-chapters. The five chapters are as follows:

1. Chapter I: INTRODUCTION. This chapter explains the background of the study, the research questions, the objectives of the study, previous studies and the organization of the thesis.

2. Chapter II: THEORY AND METHOD. This chapter presents the theory of behavior development and which the writer uses to analyze the object.

3. Chapter III: DISCUSSION AND RESULT. This chapter contains of the result in analyzing the object of the research.

4. Chapter IV: CONCLUSION. This chapter is the conclusion of the previous

chapters.

REFERENCES

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

In this chapter the writer discusses several theories to analyze Ryan Evans's behavior development in *High School Musical* movies. The theory comprises two aspects: intrinsic and extrinsic aspects. The intrinsic aspect, which uses narrative elements, and focuses on characters, characterization, setting and conflict. The extrinsic aspect concerns Skinner's ABC behavior theory and social isolation theory.

2.1.1. Intrinsic aspects

Intrinsic aspects are essential aspect of a film. To discuss the behavior development of Ryan Evans in *High School Musical* movies the writer uses several narrative elements, namely character, characterization, setting and conflict.

2.1.1.1. Narrative Elements

2.1.1.1.1. Character and Characterization

A character is one of the essential elements in a movie. Character is the overall presentation of a character's characteristics or soul in the story of the movie.

Meanwhile the characterization refers to the uniqueness of a character. The character's role in the film is to serve as a tool for relaying information about a specific event (Bordwell and Thompson, 2016:2). In comparison to the body, the character has personality, abilities, actions, desires, psychological instincts, and all other attributes that distinguish him or her from others.

2.1.1.1.2. Setting

Setting is one of essentials elements in the movie It refers to the place of location, time in the story, and social environment help the audiences understand the story and the character shown in the story. Setting has a relation with character because setting can influence character behavior, such as when people adapt to a new environment. Abrams (1999: 284) stated that a narrative or dramatic work's overall setting is the general locale, chronological time, and social conditions in which its action takes place.

2.1.1.1.3. Conflict

Conflict is tension between two characters or conflict between herself or himself and reality due to her or his own desires. Characters play a role in both conflict and development. Conflict in a story will convey excitement and enthusiasm from the audience. A conflict is illustrated by a character who fails and tries to overcome obstacles, with the resolution coming at the end of the plot (Bordwell and Thompson, 2016: 107). The conflict in High School Musical movies is between two characters, namely Ryan Evans and his sister Sharpay Evans.

2.1.2. Extrinsic Aspect

Despite containing intrinsic aspect, a movie also contains extrinsic aspect. This extrinsic aspect can relate to *High School Musical* movie. Therefore, the writer chooses Skinner's ABC behavior theory to analyze the character development of Ryan Evans in the movie.

2.1.2.1. Skinner's ABC Behavior Theory

This undergraduate thesis adopts Skinner's behavior changes. In a book entitled *ABC Behaviour Change Theories* by Susan Michie Skinner's ABC Theory is "a learning theory that describes the process by which the frequency of behaviors. The theory also details how behavior can be 'shaped' using these processes" (2014: 29). These behavior changes denote the behavior development. A person goes through three phases in his behavior changes namely antecedent, behavior and consequence.

2.1.2.1.1. Antecedent

The antecedent is also known as the setting event. The antecedent refers to the actions, events, or circumstances which led up to the behavior and it encompasses anything which might contribute to the behavior. The antecedent is also referred to as a trigger for changing someone's behavior.

2.1.2.1.2. Behavior

Behavior refers to a person's response to the antecedent, and it is sometimes referred to as the behavior of interest or the target behavior. The behavior meaning it leads to other undesirable behaviors. A given behavior must be described with an operational definition which delineates the topography or shape of the behavior to make it possible for two different observers to identify the same behavior.

2.1.2.1.3. Consequence

The consequence is an action or response which follows the behavior. A result, which is similar to reinforcement in Skinner's theory of behavior changes, is an outcome which reinforces someone's behavior or seeks to modify the behavior.

2.1.2.2. Social Isolation Theory

In this study, social isolation is affected Ryan Evans behavior development. Someone experiencing social restrictions or social isolation, there will be a lot of social pathologies, social isolation is more concerned with a characteristic of a situation where a person closes from others and does not want to see the surrounding environment (Wilson, 1987: 73). Social isolation represents a lens through which to investigate these behavioral, neural, hormonal, cellular, and genetic mechanisms.

Social isolation can also be influenced by two factors, namely internally and externally. Internally, social isolation arises from the desire of oneself where a person does not want to be in a crowd and meet people or socialize with people around him. In comparison, external factors come from outside the person himself, such as social restrictions due to environmental factors or someone who prohibits associating with people around him or her. This triggers someone to think that socializing with outsiders is unimportant

2.2. Research Method

Method and data are used to help the writer analyze the topic. In this study the writer using library research, qualitative, and contextual method to analyze the whole *High School Musical* movies.

2.2.1. Data and Data Source

The data for this study were taken from the movies *High School Musical, High School Musical 2, and High School Musical 3: Senior Year*, which was released from 2006 to 2008 and produced by Kenny Ortega as the primary data. The secondary data are some books about the topic of study that related to behavior changes entitled *ABC Behaviour Change Theories* by Susan Michie (2014), and a book that related to social isolation entitled *The Truly Disadvantaged* (2012) by Julius Wilson.

2.2.2. Method of Collecting Data

To gather data, the writer applies a library and a qualitative research method. Library research is a type of research that gathers information from a variety of sources, such as watching movies, reading journals, books, articles, and completed projects (George, 2008:1). Aside from the library research method, the writer applies a qualitative research method in which each analysis is assigned and the results are captured in sentences, pictures, and non-numeric images (George, 2008:7).

2.2.3. Method of Analyzing Data

In this study, the writer uses contextual methods in analyzing data. Hallo states that the contextual approach, on the other hand, appears to be diachronic, seeing it as a reassembling of prior elements. The former is synchronic, understanding a piece of literature in terms of what it owes to or reflects all of its contemporaneous contexts (2020:25). Aside from contextual method, the writer also applies textual method to analyze the script of the movie. This method is used to get a sense of how to make a valid guess that the text would make at a specific moment (McKee, 2003:1)

CHAPTER III

DISCUSSION AND RESULT

3.1. Intrinsic aspect

3.1.1. Narrative Element

3.1.1.1. Character and Characterization

3.1.1.1.1. Ryan Evans

In the *High School Musical* movie, the writer focus on Ryan Evans character. The character of Ryan Evans is one of the characters who has the most obvious change. Even though he is not the main character of the movie, in the first season of *High School Musical*, Ryan Evans's character has an arrogant attitude, and it can be depicted as one of the antagonistic characters.

Picture 3.1.
Ryan feeling annoyed about
the new student presence
(High School Musical: 00: 18:15)

Picture 3.2
Ryan searching for Gabriella
Montez's information
(High School Musical: 00:18:39)

Picture 3.3
Ryan dan Sharpay planning something
bad for Troy and Gabriella performance
(*High School Musical*: 00:56:40)

Picture 3.4
Ryan agreeing towards
Sharpay's bad plans
(*High School Musical*: 01:14:13)

It can be seen in picture 3.1 and 3.2 where Ryan is very upset with the presence of a new student named Gabriella Montez, he is upset because he will feel rivaled by the presence of a new member in the drama club, and in picture 3.2 Ryan is looking for more information about Gabriella Montez. For Ryan, with this way, he can carry out a plan to make Gabriella lose in the final music performance later. In picture 3.3 Ryan and Sharpay plan to destroy Gabriella Montez and Troy Bolton's performance. Ryan, who is an obedient person, always follows what Sharpay says. In picture 3.4, Ryan looks happy with the evil plan he made with Sharpay it can be seen in the dialogue below.

> SHARPAY: We have to do something! Ok. Our callback is on Thursday, and the basketball game and the scholastic decathlon are on Friday. Too bad all these events weren't happening on the same day, at the same time.
>
> RYAN: Well, that wouldn't work out because then Troy and Gabriella wouldn't be able to make….
>
> SHARPAY: *she makes an evil facial expression*
>
> RYAN: I'm proud to call you my sister.
>
> SHARPAY: I know!

(*High School Musical*: 01:14:35)

3.1.1.1.2. Sharpay Evans

Sharpay Evans is one of the essential characters in Ryan's behavior development. Sharpay is Ryan's older sister. She is arrogant, ambitious and dominant. She always limits Ryan's social movements and has the principle of making friends by looking at social status. Therefore, she makes a bad impact on Ryan's attitude and makes Ryan have bad behavior

Picture 3.5
Sharpay Evans
(*High School Musical*: 00:12: 41)

3.1.1.2. Setting

Setting is one of essentials elements in the movie It refers to the place of location, time in the story, and social environment help the audiences understand the story and the character shown in the story. (Abrams, 1998: 284). In *High School Musical* movies, the setting of social environments influences the development of Ryan's behavior. Ryan initially had no friends and was in a small social circle. Because he got a negative response from his environment, in the end,

Ryan tried to change his behavior and join the new social environment by having more friends and accepting him to enter the new social environment.

3.1.1.3. Conflict

3.1.1.3.1. Ryan Evans' Conflict with His Sister

Conflict is tension between two characters or conflict between herself/himself and reality due to her or his own desires. Characters play a role in both conflict and development. In this move the conflict that occurs is between two characters, namely Ryan Evans and Sharpay Evans.

Picture 3.6.   **Picture 3.7.**

Ryan and Sharpay having an argument about their music performance
(*High School Musical 2*: 00:58:56)

RYAN: What about our song? What about Humu Humu?
SHARPAY: Change in plans.
RYAN: What am I supposed to do with my Tiki Warrior outfit?
SHARPAY: Save it for Halloween, go to Iuau, sell it online. I don't know! But in the meantime keep an eye on those Wildcats.
SHARPAY: If they're planning on being the show, which I doubt, once they hear about Troy and me, I don't want any surprises. Oh and don't worry, I'll find a song for you somewhere in the show or the next show.
RYAN: Really? Don't strain yourself slick!

(High School Musical 2: 00:58:53)

It can be seen in picture 3.6 and 3.7 and from the script shows an argument between Ryan and Sharpay. In this scene, Ryan starts to feel annoyed with his sister's actions. Because she suddenly cancelling their performance without telling Ryan first, Ryan is angry and feel disappointed with Sharpay. Sharpay was selfish and was not thinking about Ryan's feeling at that time

3.2. Extrinsic Aspect

Apart from the intrinsic aspect, the extrinsic aspect is noticeable in *High School Musical* and the influences the development of Ryan Evans behavior. In this thesis, the writer uses Skinner's ABC Behavior Theory and social isolation theory to analyze the development of Ryan Evans's behavior.

3.2.1. ABC Behavior

According to Skinner in *ABC Behavior Change Theories*, ABC behavior theory is the is "a learning theory that describes the process by which the frequency of behaviors. The theory also details how behavior can be 'shaped' using these processes" (2014: 29). A person goes through three phases in his behavior change, Therefore, the change in Ryan's character is shown through these following three phases:

3.2.1.1. Antecedent

The antecedent is also called a trigger for why someone does something positive or negative behavior. In this movie, what triggers Ryan to change his character is the influence of his sister, Sharpay Evans. Sharpay always has the principle that if people make friends, they should see their social status. Not only that, Sharpay also shows the arrogant character which always makes Ryan follow him. Ryan's bad attitude is obvious in first season of *High School Musical., *For example, when Ryan wants to destroy Gabriella and Troy's musical performance and plans it with Sharpay. Ryan is not allowed to look outside, Sharpay always demands Ryan do what she wants and this can be seen in their appearance, which is always in appear pairs in first season of *High School Musical* until *High School Musical 3*.

Picture 3.8
Ryan and Sharpay sitting together in the classroom
(*High School Musical*: 00:10:27)

Picture 3.9
Ryan and Sharpay trying to destroy their friends' musical performance
(*High School Musical*: 00:56:54)

In picture 3.9 it can be seen how Ryan's bad attitude wants to ruin Gabriella and Troy's music performance. The script below is a script from the scene in picture 3.9.

> RYAN: They must be trying to figure out a way to make sure Troy and Gabriella   actually beat us out. Now, the jocks rule most of the school, but if they get Troy into the musical then they've conquered the entire student body.

> SHARPAY: And if those science girls get Gabriella hooked up with Troy Bolton, the scholastic club goes from drool to cool. Ryan! We need to save our show from people who don't know the difference between a Tony Award and Tony Hawk.

> (*High School Musical*: 00:56:48)

3.2.1.2. Behavior

The behavior is an action which is influenced by the antecedent. Behavior is the result of antecedent which can determine a person's attitude. After Ryan comes under Sharpay's bad influence, Ryan had a bad attitude. Ryan has an arrogant character just like Sharpay. Because of his bad attitude, Ryan gets a negative response from the environment around him, he has no friends other than Sharpay. However, in the *High School Musical 2* Ryan begins to realize that. Ryan slowly tries to change his attitude and begins to mingle with other friends, he starts to have the courage to oppose Sharpay in any case. Ryan's character development is visible in *High School Musical 2* a good character development makes his attitude change and makes other people want to be friends with him

Picture 3.10
Ryan and Gabriella talking
about the music performance
(*High School Musical 2*: 01:09:34)

Picture 3.11.
Ryan and his friends singing
together at the end of the movie
(*High School Musical 2*: 01:46:42)

3.2.1.3. Consequence

The consequence is the result of the antecedent and behavior process. After a person goes through the antecedent phase and someone's behavior will show the actual attitude and, in this case, it can be a good or bad attitude. However, Ryan's character shows a positive change in attitude in the end. In *High School Musical 3*, Ryan has completely become a good person, he starts to leave the unhealthy relationship between himself and Sharpay. Although sometimes Ryan is still with Sharpay in the last season and Sharpay even planning terrible things again with Ryan. In the end, Ryan keeps refusing Sharpay's plan, and he still chooses to make music with other friends instead of Sharpay.

Picture 3.12.
Ryan and his friends make
a dance choreo together
(*High School Musical 3*: 00:51:36)

Picture 3.13.
Ryan refusing to join
Sharpay's bad plans
(*High School Musical 3*: 00:53:01)

Picture 3.13 shows a scene where Sharpay invites Ryan to return to plan bad things again for other friends. However, because Ryan has changed into a better character he chooses to reject Sharpay. This can be seen in the script below:

> SHARPAY: Did you get a copy of that song from Kelsi?
>
> RYAN: No. But I'm taking her to prom.
>
> SHARPAY: Brilliant. Keep your friends close, and your enemies closer. Now get me that duet.
>
> RYAN: Uh…. Sharpay, you are not Gabriella.
>
> SHARPAY: Sssst! Don't be so sure.

> (*High School Musical 3*: 00:53:01)

The script above shows the conversation between Ryan and Sharpay during rehearsal for the year-end closing talent show. Sharpay initially asked Ryan to steal a song from Kelsi to be used as music for her later performance. But Ryan said honestly that the song was for Troy and Gabriella, and he would not give the song to Sharpay.

Ryan's character development certainly cannot be separated from the social isolation carried out by Sharpay, Ryan experienced changes in character resulting

from the social isolation he experienced. Ryan's attitude changed before, and after social isolation. In the next part, the author will explain how social isolation can affect the development of Ryan's character.

3.2.2. Social Isolation

Someone experiencing social restrictions or social isolation, there will be a lot of social pathologies, social isolation is more concerned with a characteristic of a situation where a person closes from others and does not want to see the surrounding environment (Wilson, 1987: 254). Social isolation is a significant influence on Ryan's behavior development. This happen when his younger sister, Sharpay Evans, limited Ryan's interactions with people around his school environment.

This can be seen in almost all scenes in the first to the second season of the *High School Musical*. The two siblings are always together in anything, such as going to school together, being at the same class, and eating in the cafeteria together. This shows that Sharpay prevents Ryan from going out with anyone, so Ryan can only talk to Sharpay.

Picture 3.14.

Ryan and Sharpay sitting
together in the classroom
(*High School Musical*: 00:10:27)

Picture 3.15.

Ryan talking with Sharpay
in the school corridor
(*High School Musical 2*: 00:08:03)

3.2.2.1. Ryan Evans character before the social isolation

Before Ryan experiences social isolation by Sharpay, he still has a bad character. What happen in the first season of the *High School Musical* is that Ryan has an arrogant and antagonistic character from the beginning. It is because he is under Sharpay's control. Ryan's character also has the same principle, which is looking for friends according to their social status. Sharpay always watches Ryan's social movement, so he cannot have a good relationship with other friends. Therefore, Sharpay's social isolation has affected Ryan's behavior.

3.2.2.2. Social isolation related to Ryan's Character Development

The social isolation is related to Ryan's behavior development. At first, Ryan experiences social isolation by Sharpay in the first season of *High School Musical*. Because of that Ryan's attitude becomes as bad as Sharpay's. Social isolation makes Ryan unable to have a good relationship with other friends and see the outside environment, Ryan at that time was not brave enough to oppose Sharpay because Sharpay was more dominant. But in the end in *High School Musical 2*, Ryan slowly realizes, that the social isolation has a bad impact on him: the effect

of the social isolation makes him have a bad attitude among people so, Ryan has no friends at that time.

Because of the social isolation, Ryan begins to change his attitude and tries to get closer to his new environment. Since then, Ryan has experienced good behavior development and got rid of his unpleasant environment with Sharpay. Until the *High School Musical 3*, Ryan's behavior has not changed much, he still has a good attitude and does not want to return to his old bad attitude. Therefore, the social isolation can change Ryan's behavior for the better him. Ryan's good behavior development makes him easier to express and more cheerful. He can freely compose songs with his expressions and sing happily. Ryan, who has changed his character, shows his happiness by making music and singing.

Picture 3.16. **Picture 3.17.**
Ryan sings happily in East High School Graduation
(*High School Musical 3*: 01:47:22)

Pictures 3.16 and 3.17 show how Ryan is happy with his freedom from social isolation and turned into a good behavior in *High School Musical 3.* He expresses it by singing and dancing with his friends.

CHAPTER IV

CONCLUSION

The behavior development of the main character is obvious in *High School Musical* season which were released in 2006 and followed by a second and third season in 2007 and 2008. Directed by Kenny Ortega, this film tells the story of East High School students who like to make musical performances. The music in this film describes the actor's expressions; happy and sad expressions can be depicted in every musical scene in *High School Musical*. In addition to showing the musical side, this film also has a romance story between the characters Troy and Gabriella. However, in this thesis, the writer focuses more on the character Ryan Evans who seems to experience behavior development from first season of *High School Musical* to *High School Musical 3*.

Skinner's ABC Behavior theory which the writer adopts is considered to be useful to analyze the development of Ryan Evans' character. According to Skinner, the three stages of character development, namely antecedent, behavior, and consequence, are clearly visible in the character of Ryan Evans. Antecedent is the influence which makes a person does a good or bad behavior can be seen through

Ryan's attitude. His bad attitude is influenced by his sister, Sharpay Evans, who limits Ryan's social movements in first season of *High School Musical*.

The second is behavior, which results from antecedents that capable of determining a person's attitude. In *High School Musical 2* at the beginning of the film, Ryan's character still looks arrogant, but Ryan finally starts to realize his bad attitude, recalling that he has no friends and since then, Ryan begins to change his attitude for the better traits and he starts to mingle with other friends. Ryan's character development begins to appear in *High School Musical 2*, where he wants to start changing his attitude.

The last is the consequence, which is the final stage of changing someone's attitude. In this stage, someone's actual attitude can be seen. In *High School Musical 3*, Ryan has already a completely good attitude. He is no longer influenced by Sharpay, and he has mingled with all his friends. Ryan is delighted with his new self. He feels free and can express his feelings more. Ryan's social isolation is also one of the bad influences on his attitude. Ryan, who is slowly starting to free himself from social isolation, can be seen in every *High School Musical* seasons. In addition, Ryan's behavior change is also influenced by the social isolation he experienced, and it affected to Ryan's behavior changes from first season until the last season of *High School Musical*.

The writer cognitively sees the gradual development of Ryan's behavior in first season of *High School Musical* to *High School Musical 3*, and it can be related to Skinner's ABC Behavior Theory and social isolation theory. In conclusion *High School Musical* seasons subsequently presents Ryan Evans's behavior development, and it can be depicted well. Because of that the writer would like to recommend *High School Musical* seasons for young adult viewers because *High School Musical* not only presents the musical and entertainment side but also presents the behavior development from Ryan Evans.

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