

TEACHING STYLE PORTRAYED IN *DEAD POETS' SOCIETY* FILM

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Abstract

Education cannot be separated from the role of a teacher and the teaching style used. Teaching style is a technique in presenting the teaching content. So that the teaching style can attract students' interest. *Dead Poets Society* is an educational film with the theme of Education. This film tells the story of an English teacher who inspires his students by teaching poetry using his unique teaching style named John Keating. He uses a different teaching style from other teachers in giving lessons till the students are interested to learn poetry. The object of this research is the main character in this film that is Mr. John Keating and the students' interest of the teaching style used by the main character. The method of This research using qualitative descriptive. The result of this research was found that there were two types of teaching style used by the main character in *Dead Poets Society* film. Those are Personalize Teaching Style and Interactional Teaching Style. Meanwhile the students' interest in responding the teaching style used by the main character are only some of the appropriate indicators, those are Concentration while learning, focusing while the teacher explains the material, Enthusiastic to follow the lesson, trying to do the task difficult as any, enjoying in doing the task or exercise given by the teacher at school, having a high enthusiastic to the lesson and the teacher, and the last is answering the question from the teacher.

Keywords: Teaching Style, Students' Interest, Dead Poets Society.

INTRODUCTION

Literary works are imaginative. There are several types of literary works. One of them is film. Darojah stated that film is a series of images with the illusion of motion, so that it looks alive in a frame that is projected through a projector and produced mechanically so that it can be seen and heard (Hasanah and Nulhakim, 2015). A film is not only made to entertain the audience, but also to convey a message, because every film has a good and educational moral message.

In fact, not all films are good for education (Susanti, 2020). As audience, choosing educational films must be very selected. *Dead Poets Society* is an educational film with the theme of Education. *Dead Poets Society* is 1989 American film directed by Peter Weir (Asih, 2020). This film is set in 1959 with a story about an elite and conservative school called Welton Academy which is also a boarding. Therefore, this film is very interesting to be used as research.

Dead Poet Society tells the story of an English teacher who inspires his students with the way of teaching that is unique and different from other teachers named Mr. John Keating. He is a new teacher at Welton Academy and he was also an alumnus of Welton Academy (Asih, 2020). Mr. Keating always advised to his students to always make life more meaningful. Not only that, Mr. Keating also applies an unusual method of teaching, such as tearing up the foreword in a poetry book and asking all of students standing on Mr. Keating.

At Welton Academy, Mr. Keating teaches English classes. His teaching style was different from other teachers to make his students start to admire him. This *Dead Poets Society* film carries the theme of the teaching style. Mr. Keating uses a different teaching style

from other teachers in giving lessons to his students. This is evidenced by the positive response from the students when Mr. Keating taught on his first day where Mr. Keating does not teach in class, but invites students to study outside the classroom. Mr. Keating asked his students to celebrate life. Mr. Keating repeats the latin phrase, "*Carpe Diem!*" means Seize the Day! and make the life extraordinary. The film, which was directed by Peter Weir and the screenplay written by Tom Schulman, won four Oscar awards at once (Nasution, 2015). Those are Academy Award for best original Screenplay-Tom Schulman, Nomination: Academy award for best actor-Robin Williams, Nomination: Academy Award for best director-Peter Weir, Nomination: Academy award for best picture-Steven Haft, Paul Junger Witt and Tony Thomas (Asih, 2020). Considering that there have been many awards this film has won, moreover, this film talks about education, so it proves that this film contains a good and educational message.

Talking about education, it cannot be separated from the role of a teacher and his teaching style. Therefore, every teacher must have their own teaching style. Teaching style is a technique in presenting their teaching content. Teacher should use his abilities to attract students' interest (Astutie, 2013). Teaching style needs to be applied so that it can attract students' interest to found curiosity about the learning material that teachers teach. Without curiosity, students will lose the interest in learning.

Review of literature

Teaching Style

Suparman stated that the teacher's teaching style is an absolute requirement for the effectiveness of a teaching and learning process. The teaching style itself can be in the form of behavior, attitudes and actions in the learning process (Sari and Zafriari, 2019). The teacher's teaching style reflects the way it carries out the teaching it does. Likewise according to Suparman stated that teaching style is a method used by educators when doing the teaching. Teaching style of the teachers are usually very closely related to the learning styles of students (Ikhsanuddin, 2017).

In the present study, Grasha's model was used. This model includes five categorizations:

1. Expert: the teacher is concerned with to give correct information to students. Actually, he/she is very knowledgeable in the field at hand; this of course may intimidate many students.
2. Formal authority: the teacher has the role of a school member who emphasizes acceptable, standard, and correct ways to do things and the students are provided with the structures they need to learn.
3. Personal model: the teacher acts as a model and encourages students to observe and utilize one particular approach which is effective in teacher's point of view.
4. Facilitator: the teacher guides and directs students by asking questions, exploring options, suggesting alternatives, and encourages them to develop criteria to make informed choices which develop the capacity for independent action, initiative, and responsibility for students.
5. Delegator: the teacher is concerned with students' autonomy who expects learners to work independently and help them just when it is needed (Ghanizadeh and Jahedizadeh, 2016).

Students' Interest

Interest is a condition that exists in a person which the person has an interest in something he sees. According to Slamet, the definition of interest is a sense of preference and a sense of attraction (Nurhasanah and Sobandi, 2016). According to Djamarah, Interest is the acceptance of a relationship between self and something outside of oneself, getting stronger or closer the relationship, the bigger interest that arises (Deswita and Dahe, 2013). Interest arises because of a deep attention to an object, where this attention creates a desire to know, learn, and prove more. According to Schiefele, interest is the result of the interaction of a person or individual with certain content or activities (Deswita and Dahe, 2013).

In academic learning, Interest is a driving force that is believed to be effective in the learning process. Therefore, teaching should provide greater opportunities for the development of a student's interest (Astuti, 2015). Hidi and Renninger believe that interest affect three important aspects of someone's knowledge, namely attention, purpose, and learning level (Nurhasanah and Sobandi, 2016). The success of the process of learning and teaching activities is not only influenced by the teacher but also by the students themselves. Student's behaviour when participating in the learning process can indicate the student's interest in the learning.

Learning interest is a feeling of pleasure and attention to efforts to get knowledge (Astuti, 2015). If a lesson does not interest someone for some reason, then he will immediately ignore it if he finds difficulties (Firmansyah, 2015). Learning interest according to Sardiman is to express the impulses to learn, namely, the physical need, the need for security, the need for love and acceptance in relationships with others and the need to gain respect from society (Firmansyah, 2015). The statement above can be categorized that the students who have an interest in something, then he will try harder to get something he is interested, then he will be motivated to get something. For example, a student is interested in music, so he will try to learn and know more about music.

According to Ainley, Hidi and Berndorff, the relationship between interest and learning has focused on three types of interest as follows:

1. Individual interest.

Individual interest is considered to be an individual's predisposition to attend to certain stimuli, events, and objects.

2. Situational interest.

Situational is elicited by certain aspects of the environment. These include content features such as human activity or life themes, and structural features such as the ways in which tasks are organized and presented.

3. Topic interest

Topic interest is the level of interest triggered when a specific topic is presented, seems to have both individual and situational aspects (Ainley et al, 2002).

Interrelationship Between Teaching Style and Students' Interest

Education in this current globalization era is very important and become the main thing. Education is very necessary to improve the quality of human resources who are intelligent and have a good character and able to bring about positive change in the future.

According to UU NO. 20 year 2003, Article 1 Paragraph 1 concerning the education system National explains that: "education is a conscious and planned effort to create learning

atmosphere and process learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed in society, nation and state” (Deswita and Dahe, 2013). Based on the understanding above, education must be held with awareness and learning process planned so that everything will be carried out by teachers and students is a learning process for achieve the stated goals, namely to develop the potential of students.

Besides, the learning process is a process that contains a series of the actions of teachers and students on the reciprocal relationships that take place in situations educative to achieve certain goals, which are contained in the process multiple roles of the teacher. How many roles must be performed by teachers to students, then a teacher must be able to help the difficulties faced by students in the learning process. In the learning process in the classroom, teachers have duties and obligations to manage learning well. Learning management starts from planning, implementing and evaluating in order to facilitate the achievement of learning objectives.

In the learning process, the teacher must have obstacles in handling students with various characteristics. One of the most important components to be prepared is the ability of teachers as educators to adapt to students and to know the proper teaching style to the students' ability to catch the lesson. Many experts explain about the definition of teachers' teaching style. According to Bustos and Espiritu, Teaching style is defined as the way teachers teach and their distinctive mannerisms complemented by their choices of teaching behaviors and strategies (Siswandi, 2014). In other words, teachers' teaching style is how teacher giving the material supported by the strategies are used in teaching and learning process. Other than that, according to Muhammad Ali, teaching style owned by teacher reflects on how to carry out teaching in accordance with his own view (Ariani, 2016). It proves that the teaching style is already attached to the teacher and become his own style. As well as according to Rusli Lutan stated that teaching style is a form of appearance teacher during the teaching and learning process, both curricular and psychological (Astutie, 2013). Curricular teaching style is a teacher giving lesson adapted to student motivation, class management, and evaluation of teaching and learning outcomes. And then according to Suparman, teaching style is a absolute requirement for the effectiveness of a teaching and learning process (Sari and Zafriari, 2019). Teaching style can be in the form of attitude and behaviour in teaching and learning process. Teaching style reflect how to carry out teaching that it does and be able to attract students' interest to always learn.

Teaching style is a strategy that exists in the teacher that characterizes in the form of teaching performances, so that they can attract students' attention in following the lesson. Teaching style will certainly affect students' interest in learning in class. Interest to learn is the willingness to know something that is influenced by the self the individual or the environment. It is based on liking or pleasure and high curiosity about something. This matter, for sure, it can also be influenced by the teaching style of the teacher in the classroom. In this case, a teacher must have a professional nature and be sensitive to students' interest in learning and develop their curiosity. According to Slamet, interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling (Sari and Zafriari, 2019). Interest is a mental device that include a mixture of prejudices, hopes, feelings, fears and convictions that lead a person to certain choice, interest can also be interpreted as a relatively settled tendency in a person to like object or activities that require attention and produce satisfaction.

Sudaryono stated that to find out how much student interest in learning can be measured through joy, interest, attention and involvement (Simbolon, 2013). Joy can be measured by the enthusiasm of students in following the lesson. Interest can be measured from a person's response to something. Attention arises driven by curiosity. And the last is involvement, involvement can be measured if someone has seriousness during the learning process.

After the teacher knows the indicator of students' interest, then that is the right time to use the proper teaching style. The proper teaching style will make students more interested in learning process. Students' interest can produce perseverance and success. Then the successful experience will motivate students to work on the next task. Success in achieving goals will result in satisfaction, and students will be interested in continuing to strive to achieve similar goals. According to Sukmadinata, Learning outcomes are the realization or thought of a person's potential skills. Furthermore, Sukmadinata stated that learning outcomes are not in the form of mastery of knowledge, but skills and holding a division of labor, mastery of results can be seen from the perpetrators, both their behavior in the form of mastery of knowledge, thinking skills and motor skills (Deswita and Dahe, 2013). From that explanation, it can be concluded that learning outcomes in schools are not only the mastery of subject knowledge but also thinking skills, motor skills and achievement the quality of student learning outcomes. This will not happen if students are not actively involved as a whole in the teaching and learning process.

Interest is the acceptance of a relationship between oneself and something outside. An interest can be expressed through a statement that shows that students have more things than other things, can be manifested through achievement in an activity. According to Muhibbinsyah, Interest means a high inclination and excitement or a great desire for something (Simbolon, 2013). Students who have an interest in certain subjects tend to pay more attention to the subject. Thus, it can be argued that the teaching style that used by the teacher is very influential on students' interest in learning. The teacher is the key to success in learning and the key success for students.

According to Djamarah there are two factors that affect learning outcomes, namely internal and external factors. Internal factors include, physiology (physical and sensory) and psychological (interests, intelligence, talents, motivation, and cognitive abilities students). While external factors include the environment (natural environment and socio-cultural environment) and instrumental (curriculum, teaching materials, facilities and a teacher) (Deswita and Dahe, 2013). One of the external factors is instrumental, where the teacher is included. The teacher plays an important role in teaching and learning process. One of the things that teacher's efforts in teaching and learning process is teaching style. The proper teaching style will certainly trigger students' interest in their learning. In order the teaching style applied by the teacher can increase students' interest in the lesson, the teacher should relate the lesson to experience, real life, needs, dreams, talents and students' interests. Thus students will be interested in learning well and trying to get good learning outcomes. Base on the explanation that the researcher has described above, it can be concluded that the teaching style has a large effect or influence in stimulating students' interest.

METHOD

The research used in this research is qualitative research. Kriyanto stated that the type of qualitative research serves to explain a phenomenon or object of research as comprehensively as possible through data collection as deep as possible (Nisa). This research can be said to be research that relies on data, does not make population or sampling a priority. What emphasizes quality is not quantity. In the process of its formation, this qualitative research was packaged descriptively. Kriyanto Stated that the nature of this descriptive research aims to make systematic, factual, and accurate descriptions of the facts and characteristics of certain populations or objects (Nisa, 2014).

Sutopo stated that qualitative descriptive research aims to reveal a variety of qualitative information by describing what is researched and nuanced to describe carefully the characteristics of a thing (individual or group), circumstances, symptoms, or phenomena that are more valuable than just statements in the form of numbers and not limited to data collection but includes data analysis and interpretation (Fajarwati, 2012).

In this study, the steps of the research are described in detail as follows:

1. Preliminary studies

At this Step, the researcher makes preliminary studies. Preliminary studies is done to study and comprehend the contents of the dead poet society film

2. Data Collection and Data Processing

In the next step, the researcher formulates the research problems that occur in the object of research as well as formulating objectives of the study. The research problem is obtained from the results of the research analysis after the researcher comprehends the content of the film.

3. Data Collection and Data Processing

In the third step, the necessary data is collected as material for solving problems that have been formulated at the step two. After the data is collected, the researcher makes data processing that will be used in the analysis step.

4. Analysis

In the analysis process, the researcher examines the data that has been found in the film and the results of data processing in the previous step will be used as material for further analysis in order to get problem solving.

5. Conclusion

At this step, the researcher concludes the research results. The conclusion is a statement that answers the research problem that is the subject of the research discussion

6. Suggestion

As a follow up to the result of the conclusion statement, the researcher formulates suggestions related to the process that is running on the object of research so that if it can provide better results in the future.

The research instrument in this study is observation method. The researcher is not a participant in this study. The researcher used non-participant observation method to observe the data where the position of the researcher is not a part of the group that will be observed.

In this research the data are taken directly from *“Dead Poets Society”*. This film was directed by Peter Weir, Screenwriting by Tom Schulman, Produced by *Touchstone Picture*

and release at June, 2 1989 in United States along the running time is 02:08:44 or 129 minutes.

As one procedure to solve the problem well, the researcher begins the research by collecting data. Here, the researcher takes some steps. These steps are done to make a systematical data and keep its validity.

The step starts by watching *Dead Poet Society* film carefully. From this step, the researcher found some general data related to the teaching style presented by Mr. Keating. After this step, the researcher selects the data that only deal with the research problem; it's about Mr. Keating's Teaching Style and Students Response on Mr. Keating. The final step of data collection is to simplify the data and to find the only suitable data that can be analyzed to answer the research problem.

After the researcher collecting the data, the researcher comes to the data analysis. The data analysed are only the selected and valid data which are appropriate to the problem of study.

The first step is watching *Dead Poet Society Film* and paraphrase the data to ensure the researcher understands the data. The second step is categorizing the data that is included in the form of teaching style, and clarifying the students' interest on the main characters in *Dead Poet Society* film. Third step is looking for the relation of teaching style with the data that are assumed as the result of teaching styles used by the main characters in *Dead Poet Society* film. The fourth step is Implement the concept of teaching style to the teaching style used by the main characters in *Dead Poets Society* film. The final step is to conclude that it includes all discussion of the effects of teaching style and student's response on Mr. Keating in *Dead Poet Society* film.

FINDINGS AND DISCUSSION

Dead Poets Society film is set in 1959 at the fictional elite conservative boarding school named Welton Academy. This film tells an English Teacher who inspires his student through his teaching of poetry. Mr. Keating also using different teaching style than other teacher. where he often asks all of the student study not only in the class but also out the classroom.

1. Teaching style

The researcher analyzed the teaching style used by Mr. Keating using Grasha's model. The model includes five categorizations. Those are Expert, Formal authority, Personal model, Facilitator and Delegator.

After the researcher analyzed the data, the researcher found three types of teaching style used by Mr. Keating portrayed in this film. Those are Expert style, Facilitator Style and Delegator style.

The expert style is become the first data found in this film that used by Mr. Keating, the researcher found several dialogues which expressed that Mr. Keating used expert teaching style, such as dialogue below:

Keating : Thank you Mr. Pitts. **"Gather ye rosebuds while ye may". The Latin term for that sentiment is "Carpe Diem!"**. Now who knows what that means?

Meeks : "Carpe Diem". Seize the day.

Keating : Very good, Mr....?

Meeks : Meeks.

Keating : Meeks. Another unusual name. Seize the day! "Gather ye rose while ye may". Why does the write use these lines?

A student : because he's in a hurry?

Keating : **No. Ding! Thank for playing anyway. because we're food for worms, lads! Because believe or not, each and every one of us in this room is one day going to stop breathing, turn cold and die**

And several other dialogues which proved that Mr. Keating was using expert teaching style, such as dialogue below:

Mr. Keating: **No more of Mr. J. Evans Pritchard. Now, in my class, you will learn to think for your selves again. You will learn to savour. words and language. No matter what anybody tells you, words and ideas can change the world.** Now, I see that look in Mr. Pitts' eye, like 19th-century literature has nothing to do with going to business school or medical school. Right? Maybe. Mr. Hopkins, you may agree with him, thinking, yes, we should simply study our Mr. Pritchard and learn our rhyme and meter and go quietly about the business of achieving other ambitions. **I have a little secret for you. Huddle up. Huddle up. We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion.** And medicine, law, business, engineering, these are noble pursuits, and necessary to sustain life. **But poetry, beauty, romance, love, these are what we stay alive for. To quote from Whitman: "O me! O life! of the questions of these recurring, Of the endless trains of the faithless. of cities filled with the foolish. What good amid these, O me, O life?"** Answer, **That you are here. That life exists, and identity, That the powerful play goes on. And you may contribute a verse. That the powerful play goes on. And you may contribute a verse. What will your verse be?**

Expert teaching style according to Grasha's Model is the teacher is concerned with to give correct information to students. Actually, he/she is very knowledgeable in the field at hand, this of course may intimidate many students.

From the data above above can be seen that Mr. Keating was very expert to teach and explain the material. One of the Mr. Keating utterance is when he motivated student by saying "*Carpe diem!*". and this word become a students' motto to motivate their life. Besides, Mr. Keating explained the material seemed to flow naturally. And here it can be seen how students are very interested, and impressed with the teaching style he used. He teaches poetry and manages to fill his students with enthusiasm to learn poetry and life in general. He introduces poetry as something essential for life. He desires to get his students interested and make them believe that the life must be special.

After the researcher finished to analyse expert style, the researcher came to analyse facilitator style. The researcher found several dialogues which expressed that Mr. Keating used facilitator teaching style, such as dialogue below:

Keating : **A man is not very tired, he is exhausted. And don't use "very sad, " use, Come on, Mr. Overstreet, you twerp!**

Overstreet : Morose?

Keating : **Exactly, morose.**

Keating : **Now, language was developed for one endeavor, and that is? Mr. Anderson? Come on, are you a man or an amoeba? Mr. Perry?**

Perry : To communicate.

Keating : No. To woo women.

And several other dialogues which proved that Mr. Keating was using expert teaching style, such as dialogue below:

Keating : **Why do I stand up here? Anybody?**

Dalton : To feel taller.

Keating : No. Thank you for playing, Mr. Dalton. **I stand upon my desk to remind myself that we must constantly look at things in a different way.** You see, the world looks very different from up here. **You don't believe me? Come see for yourselves. Come on.** Come on. **Just when you think, you know something, you have to look at it in another way. Even though it may seem silly or wrong, you must try.** I stand upon my desk to remind myself. **Consider what you think. Boys, you must strive to find your own voice. Because the longer you wait to begin, the less likely you are to find it at all. Thoreau said, "Most men lead lives of quiet desperation." Don't be resigned to that. Break out. Don't just walk off the edge like lemmings, look around you.** There you go, Mr. Priske. Thank you, yes. Dare to strike out and find new ground.

Facilitator teaching style according to Grasha's model one of is the teacher guides and directs students by asking question. In this scene it can be seen clearly that Mr. From the data above it can be seen that The teaching style used by Mr. Keating in this scene is facilitator teaching style. Where Mr. Keating used answer and question in learning activity. In this scene, it could be seen that the class was very active using the answer and question session.

Besides, in the second dialogue Mr. Keating standing to his desk and asked to the students why he stand up there. And the reason he did that because he wanted students to learn that to look at things the students must look in a different way. It can be described that Mr. Keating as a teacher suggesting alternative and exploring option in students' life. As a teacher he is a charismatic teacher. He knows what students' need in their morality. After he presenting his self on the desk, he offers the students to do the same way as he did. So that the students could feel what he explained.

After the researcher finished to analyse facilitator style, the researcher came to analyse delegator style. The researcher found several dialogues which expressed that Mr. Keating used delegator teaching style, such as dialogue below:

Overstreet : **"To Chris, I see a sweetness in her smile. Bright light shines from her eyes. But life is complete, Contentment is mine, Just knowing that She's alive."** Sorry, captain, it's stupid.

Keating : **No, no, it's not stupid. It's a good effort. It touched on. one of the major themes: love. A major theme not only in poetry, but life.**

Delegator style according to Grasha's model specifically the teacher is concerned with students' autonomy who expects learners to work independently and help them just when it is needed. From the dialogue above, It can be seen that Mr. Keating let Knox Overstreet to read his own poetry and did not complain anything during Knox was reading his poetry. After Knox finished his poetry, he was giving appreciate to Knox by saying that the theme of his poetry is about love. Even Mr. Keating helped Knox to ignore one of his friend that was laughing at him by saying that his poetry was not stupid. The delegator style used by Mr. Keating was proven by his behaviour that let Knox Overstreet read his poetry until he finished his poetry. And the second is Mr. Keating helped Knox Overstreet when he felt that his poetry is stupid.

2. Students' Interest

The researcher analyzed the students' interest on Mr. Keating's teaching style based on Ainley, Hidi and Berndorff. They stated that the relationship between interest and learning has focused on three types of interest, those are Individual interest, Situational interest and Topic interest. After the researcher analyzed the data, all of three type of students' interest was found in this film.

The individual interest is become the first data found in this film that showed by students on Mr. Keating's teaching style, the researcher found several dialogues which showed individual interest, such as dialogue below:

Perry : **What was the Dead Poets Society?**

Mr. Keating : I doubt the present administration would look too favourably upon that.

Perry : **Why? What was it?**

Mr. Keating : Gentlemen, can you keep a secret?

Perry : Sure.

Mr. Keating : The Dead Poets were dedicated to sucking the marrow out of life. That's a phrase from Thoreau we would invoke at the beginning of every meeting. See, we would gather at the old Indian cave and take turns reading from Thoreau, Whitman, Shelley, the biggies. Even some of our own verse. And in the enchantment of the moment, we'd let poetry work its magic.

Overstreet : **You mean it was a bunch of guys sitting around reading poetry?**

Mr. Keating : No, Mr. Overstreet, it wasn't just guys. We weren't a Greek organization, we were romantics. And we didn't just read poetry, we let it drip from our tongues like honey. Spirits soared, women swooned, and gods were created, gentlemen. Not a bad way to spend an evening, eh? Thank you, Mr. Perry, for this stroll down amnesia lane. Burn that. Especially my picture.

Perry : **Dead Poets Society. I say we go tonight.**

Cameron : Tonight?

Perry : Everybody in?

Pitts : **Where's this cave he's talking about?**

Perry : **It's beyond the stream. I know where it is.**

And other utterance showed by perry in the cave sitting around together with his friend.

Perry : **I'll now read the traditional opening message by society member, Henry David Thoreau.** "I went to the woods because I wanted to live deliberately. I wanted to live deep and suck out all the marrow of life. To put to rout all that was not life, and not, when I had come to die, discover that I had not lived."

Those dialogue above showed that the students are interesting on a community called *Dead Poets Society*. And the interest showed is individual interest. Ainley, Hidi and Berndorff stated that Individual interest is considered to be an individual's predisposition to attend to certain stimuli, events, and objects. The *Dead Poets Society* is an individua's predisposition for students to know more about it. While another utterance showed by Perry in the cave with other friends have been interested to poetry. It can be proved that perry and friend came all the way to find that cave, sitting together there and reading poetry. Students was truly followed what Mr. what Mr. Keating and friend did in the past. Perry became the leader and celebrate the opening of the community by reading poetry by Henry David Thoreau. The conclusion is why the students desire to know more about the *Dead Poets Society*? The

answer is because of curiosity. Curiosity lead the students to attend to certain stimuli, event, and object of the community called *Dead Poets Society*.

After the researcher has analyzed individual interest, the researcher came to analyzed situational interest. The researcher found the situation interest in this film that showed by students on Mr. Keating's teaching style. It can be seen by several dialogues below:

Pitts : That was weird
 Neil : **But Different**
 Knox : **spooky if you ask me**
 Cameroon : **you think he'll test us on that stuff?**
 Charlie : oh come on, Cameron, don't you get anything?
 Cameroon : What? What?

In this scene, based on the expressions said by students after attending Mr. Keating's class, it can be concluded that students have more interest in Mr. Keating's teaching style. Ainley, Hidi, & Berndorff stated that situational interest is elicited by certain aspects of the environment. These include content features such as human activity or life themes. The conclusion that could be drawn from the data above that the students were interested to the learning that Mr. Keating did because of the environmental factor. The student's interest emerged after the students did not study in the classroom but in another room. In addition, the learning theme that Mr. Keating did is about human activity and life.

After the researcher has analyzed situational interest, the researcher came to analyzed topic interest. The researcher found several dialogues that contains topic interest in this film that showed by students on Mr. Keating's teaching style. It can be seen by several dialogues below:

Keating : You know what to do, Pitts.
 Pitts : **"Oh to struggle against great odds to meet enemies undaunted."**
 Keating : Sounds to me like you're daunted. Say it like you're undaunted.
 Pitts : **"Oh to struggle against great odds to meet enemies undaunted."**
 Keating : Now, go on. Yes. Next.
 Student 1 : **"To be a sailor of the world Bound for all ports."**
 Keating : Next. Louder.
 Student 2 : **"O while I live to be the ruler of life, not a slave."**
 Student 3 : **"To mount the scaffolds, To advance to the muzzles of guns With perfect nonchalance "**
 Keating : Come on, Meeks. Listen to the music.
 Meeks : **"To dance, clap hands, exult Shout, skip, roll on, float on!"**
 Keating : Yes. Charlie, let it fill your soul.
 Charlie : **"To indeed be a god."**

And another Topic interest can be seen in the data below which prove by Anderson utterance:

Anderson : **I didn't do it. I didn't write a poem.**
 Keating : Mr. Anderson thinks that everything inside of him is worthless and embarrassing. Isn't that right, Todd? Isn't that your worst fear? Well, I think you're wrong. I think you have something inside of you that is worth a great deal. "I sound my barbaric, yawp over the rooftops of the world.". Now, for those of you who don't know, a yawp is a loud cry or yell. Now, Todd, I would like you to give us a demonstration of a barbaric yawp. Come on, you can't yawp sitting down. Let's go. Come on, up. Gotta get in yawping stance.

- Anderson : **Yawp.**
 Keating : There it is. You see, you have a barbarian in you after all. Now, you don't get away that easy. There's a picture of Uncle Walt up there. What does he remind you of? Don't think, answer. Go on.
 Anderson : **"A madman"**
 Keating : What kind of madman? Don't think about it, answer again.
 Anderson : **"A crazy madman"**
 Keating : You can do better. Free up your mind, use your imagination. Say the first thing that pops into your head, even if it's gibberish.
 Anderson : **"A sweaty-toothed madman"**
 Keating : There's a poet in you after all. There, close your eyes. Close your eyes, close them. Now describe what you see.
 Anderson : **"I close my eyes"**
 Keating : Yes?
 Anderson : **"And this image floats beside me"**
 Keating : A sweaty-toothed madman.
 Anderson : **"A sweaty-toothed madman, with a stare that pounds my brain"**
 Keating : That's excellent. Now give him action! make him do something!
 Anderson : **"His hands reach out and choke me"**
 Keating : That's it. wonderful, wonderful.
 Anderson : **"And all the time he's mumbling"**
 Keating : What's he mumbling?
 Anderson : **"Mumbling truth. Truth, like a blanket that always leaves your feet cold"**
 Other student : (Laughing)
 Keating : Forget them, forget them. Stay with the blanket. Tell me about that blanket.
 Anderson : **"You can push it, stretch it, it'll never be enough. You kick at it, beat it, it'll never cover any of us. From the moment we enter crying, to the moment we leave dying, it'll just cover your face as you wail and cry and scream"**

The students' interest portrayed in this scene is topic interest. Ainley, Hidi and Berndorff stated that Topic interest is the level of interest triggered when a specific topic is presented. Student could interest to the material because of they learn in a different way where Mr. Keating allowed the students to kick the ball after they finished to read a poem. I was proven by Pitts read his poem aloud as follow "*Oh to struggle against great odds to meet enemies undaunted.*". and another students Meeks did the same way "*To dance, clap hands, exult Shout, skip, roll on, float on*". Even Charlie, he was just not read his poem aloud but also with passion "*To indeed be a god.*". The students felt happily because of specific topic is presented by Mr. Keating where Mr. Keating gives the material in a different way. He took the students out of the classroom, brought a lot of balls to the middle of the field, distributed papers of poem to each student, ordered the students to line up. Then the students were told to read the poem aloud on the paper that Mr. Keating gave then the student was allowed to kick the ball.

Beside in the second dialogue can be proven that Todd Anderson could make his own poetry because of Mr. Keating demands. Mr. Keating gave a specific topic using Uncle Walt's Picture to trigger Todds Anderson making his own poetry. Mr. Keating said to Anderson

“There's a picture of Uncle Walt up there. What does he remind you of? Don't think, answer, Go on!”. And by Mr. Keating demands, he could make his own poetry. I prove that the students interest shown is topic interest. Ainley, Hidi and Berndorff stated that Topic interest is the level of interest triggered when a specific topic is presented.

CONCLUSION

This research is research of the teaching style used by Mr. Keating in *Dead Poet's Society* film and students' interest on Mr. Keating's teaching style. This research found three types of teaching styles to be classified in types of teaching style according to Grasha's model and three types of students' interests according to Ainley, Hidi and Berndorff. The teaching style and students' interest were used to answer two questions of this study, those are: what the teaching styles are used by Mr. Keating and what the students' interest are on Mr. Keating's teaching style.

Based on data analysis, there are three types of teaching styles that could be classified to answer the first question. It consists of expert styles, facilitator style and delegator style. While there are three types of students' interest that could be classified to answer the second question. It consists of individual interest, situational interest and topic interest.

This research which focuses on teaching style and student's interest is not only urgent to be done but also beneficial for a teacher's understanding of the importance of a teaching style to attract students' interest in learning. The teaching style applied in this film proves that a teacher must have several teaching styles. Teachers have to be able to attract students' interest so that the material presented by the teacher can be understood by students. Teachers must be able to see students from various different perspectives to understand the psychological condition of students so that students are able to accept the lessons learned with a variety of conditional teaching styles.

ACKNOWLEDGEMENTS

Indicate sources of funding or help received in carrying out your study and/or preparing the manuscript if any before the **references**.

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