

A PORTRAITURE OF TEACHING TECHNIQUES AND VALUES PROPOSED IN DEAD POETS SOCIETY, A MOVIE BY PETER WEIR

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ABSTRACT

Dead Poets Society is a movie about teaching techniques and values that are applicable to teachers and students. The objectives of the research are to describe the teaching techniques and educational values proposed in this movie. This research uses a descriptive qualitative design. The data is obtained from the dialogues and events identified from the Dead Poets' Society movie, especially about teaching techniques and values. The researchers are the main players in this research who plan, collect, analyze, and report the data. Some activities were conducted to collect the data, namely: watching the movie, finding teaching techniques in the movie, classifying and writing the teaching techniques found; and coding the data. There are some teaching techniques and values found in this movie. They are, respectively, authentic material, reading aloud, questions and answers, positive suggestions, peer correction, graphic organizer, paragraph writing, role play, and creative adaptation. Meanwhile, there are some educational values reflected in this movie. They are religion (religiosity), respect, responsibility, obedience, discipline, confidence, hard work, daring to take a risk, and politeness.

Keywords: movie, teaching techniques, values

INTRODUCTION

A film is an effective mass communication medium that can be used for not only entertainment but also information and education (Effendy, 2003: 209). When it is produced, it is supposed to have some certain impact on the audience. These might range from psychological impacts to social impacts. In other words, a good movie can be useful to get students inspired to do something great and change their perception of something. Dealing with the main point of education, education should also have an impact on society. This impact can be transferred by a teacher as a main part of education. A teacher has an extraordinary role in shaping the way students learn and how students can become motivated to learn

First, a teacher should have an impact on the way students learn. Students need to know the best way to learn so they can learn in a comfortable situation—for example, whether they want to learn through games, reading aloud, or discussion. By knowing the best way to learn something, the students will love to learn and be motivated to learn more. In other words, if students enjoy learning, it makes it easier for the teacher to transfer the knowledge and skills. Therefore, to make the students enjoy learning, the teacher should present interesting teaching techniques that are appropriate based on the students'

characteristics, the material, and some other factors. According to Brown (2001:16), a teaching technique is any one of a wide variety of exercises, activities, or tasks used in the language classroom to realize lesson objectives. As stated by Larsen-Freeman (2002), there are many kinds of teaching techniques. They are: translation of literary passage, fill in the blank, memorization, using words in the sentence, reading aloud, question and answer exercise, dictation, paragraph writing, repetition drill, transformation drill, teacher's silence, peer correction, structured feedback, positive suggestions, choose a new identity, role play, creative adaptation, reflection on experience, transcription, small-group tasks, using commands to direct behavior, role reversal, action sequence, authentic material, language games, picture strip story, graphic organizer, process writing, an opinion-gap task, and a reasoning gap.

Second, students also need motivation in learning. By having motivation in learning the students will not easily give up on challenging thing. It is the teacher task to motivate the students in learning. Varying the techniques in teaching is one way to keep students motivated and engaged to the learning process. The use of monotonous techniques in teaching are considered boring for the students. The teacher can use some techniques in one lesson. This techniques variety will make the students more communicative. Interaction between learner and learning context described, ultimate success in learning to use a second language would most likely be seen to depend on the attitude of the learner (Savignon, 1983:110). In short, varying teaching techniques is crucial for students' motivation and engagement.

In addition, to give impact positively to the students in the learning process, a teacher should develop professionalism in teaching. Ki Hajar Dewantoro, a leading Indonesian independence movement activist, writer, columnist, politician and father of Indonesian education suggests three important characteristics of professional teachers namely *ing ngarso sung tuladha* (in the front, a teacher becomes a model), *ing madya mangun karsa* (in the middle, a teacher is a motivator), *tut wuri handayani* (at the back, a teacher is a supporter). This three points are good principles to achieve educational goal. The educational goal is not only to obtain knowledge and skill but also attitude/character.

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Hence, the teacher should also keep good practice of educational/moral values during the learning process. The teacher should lead the student into being a good person who is able to live the good values in their life as explained in the 18 points of *Permendiknas* (2010:9), such as religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, achievement appreciation, friendship, love of peace, fondness of reading, environmental awareness, social care, and responsibility. We learn about a good character in education and nation from Permendiknas' values. Then the students can understand the importance of loving their nation through good character. Besides, Mustari (2004: x) in his book "*Nilai Karakter Refleksi untuk Pendidikan*" also lists 6 values. Mustari (2004: x) focuses on good attitudes that can be applied in real life. They are: obedience, respect, politeness, confidence, and daring to take a risk.

Based on the discussion above, it can be concluded that teaching techniques and values are important in education. Teaching techniques and values can be learnt from various resources. One of them is from a movie. The movie chosen to be discussed in this article is *Dead Poets Society*. The researchers are willing to describe what this movie reflects. In a short description, this movie is specifically about a new English teacher, John Keating (Robin Williams), being introduced to an all-boys preparatory school that is known for its ancient traditions and high standards. He uses unorthodox methods to reach out to his students, who face enormous pressure from their parents and the school. Mr. Keating teaches poetry, which becomes a favorite lesson for the students because Mr. Keating teaches with a unique technique. Mr. Keating uses some techniques, such as teaching out classroom, playing football after the students answer the question, dancing and singing in the yard, watching drama, using pictures, and using music. In addition, this movie also reflects some educational values which can inspire educators as well as students, such as the application of discipline, confidence, and politeness in the character's interaction.

Considering the good content of this movie, the researchers conducted the research with the following two research questions: (1) what are the teaching techniques reflected in the *Dead Poet's Society* movie? (2) What are the educational values applied in the *Dead Poet's Society* movie? By presenting the description of the teaching techniques and values proposed in the *Dead Poet's Society* movie, it is expected that the teacher can make use of the movie as a medium to develop professionalism because in this movie, the teacher can find several inspiring techniques for teaching. In addition, for students, they can use it as a good medium

for learning English because it contains educational values that can inspire them.

RESEARCH METHODS

This research used a descriptive qualitative design. The data is obtained from the dialogues and events identified in the *Dead Poets Society* Movie, especially about teaching techniques and values. The researchers are the main players in this research who plan, collect, analyze, and report the data. Some activities were conducted to collect the data, namely: watching the movie, finding teaching techniques in the movie, classifying and writing the teaching techniques found, and coding the data. Data analysis is done based on the procedure from Creswell (2014: 247-249), which includes organizing and preparing the data related to teaching techniques and values by watching the movie and the transcript, coding the teaching techniques and values found, setting of place and time, advancing the description and themes of teaching techniques and values, and making an interpretation of the findings as a result. The theory referred to for the description of the teaching technique is taken from Larsen-Freeman (2002). Meanwhile, the theory referred to for the description of values is taken from *Permendiknas* (2010: 9) and Mustari (2014: x).

RESULT AND DISCUSSION

There are two topics to discuss in this research related to the movie *Dead Poet Society*. The first is about the teaching techniques reflected in the movie, and the second is about the educational values applied by the characters in the movie. They are respectively displayed in Table 1 and Table 2. The first discussion is about teaching techniques. A teaching technique is a kind of activity the teacher uses in the classroom to deliver the material and conduct the learning process. Based on the findings, there are some teaching techniques found in the *Dead Poets Society* movie. They are Authentic Material, Reading Aloud, Question & Answer, Positive Suggestion, Peer Correction, Graphic Organizer, Paragraph Writing, Role Play, and Creative Adaptation. It can be seen specifically in Table 1.

Table 1
Teaching Techniques

NO	TEACHING TECHNIQUES	PLACE/ TIME LINE	CODE
1	Authentic Material	(1) Hall Room/ 00:12:36 - 00:14:52	AM
		(2) Hall Room/ 00:14:07 - 00:14:39	
		(3) Keating's Classroom/ 00:25:53 - 00:26:18	
		(4) Keating's Classroom/ 00:41:56 - 00:42:35	
		(5) Keating's Classroom/ 00:41:56 - 00:42:35	

		(6) Courtyard/ 01:05:09 - 01:05:52	
		(7) Theater/ 01:33:10 - 01:37:26	
2	Reading Aloud	(1) Hall Room/ 00:13:35 - 00:14:02	RA
		(2) Keating's Classroom/ 00:21:03 - 00:22:34	
		(3) Cave/00:38:52 - 00:40:33	
		(4) Soccer Field/ 00:50:56 - 00:51:33	
		(5) Keating's Classroom/ 00:53:43 - 00:54:12	
3	Question & Answer	(1) Hall Room/ 00:14:07 - 00:14:39	QA
		(2) Welton Grounds/ 00:29:06 - 00:30:08	
		(3) Keating's Classroom/ 00:41:23 - 00:41:50	
4	Positive Suggestion	(1) Hall Room/ 00:14:40 - 00:14:53	PS
		(2) Keating's Classroom/ 00:25:20 - 00: 26:40	
		(3) Keating's Classroom/ 00:42:35 - 00:42:48	
		(4) Keating's Classroom/ 00:43:42 - 00:44:07	
		(5) Keating's Classroom/ 00:55:27 - 00:57:51	
		(6) Study Room/ 00:20:24 - 00:21:03	
5	Peer Correction	(1) Keating's Classroom/ 00:21:44 - 00:22:39	PC
6	Graphic Organizer	(1) Keating's Classroom/ 00:21:44 - 00:22:39	GO
7	Paragraph Writing	(1) Keating's Classroom/ 00:21:52 - 00:22:50	PW
		(2)Keating's Classroom/ 00:44:16 - 00:44:30	
8	Role Play	(1) Cave/ 00:36:31 - 00:36:58	RP
9	Creative Adaptation	(1) Keating's Classroom/ 00:42:48- 00:43:40	CA
		(2) Soccer Field/ 00:50:37 - 00:50:56	
		(3) Soccer Field/ 00:51:33- 00:52:04	
		(4) Courtyard/ 01:03:39 - 01:05:52	

Authentic materials are real-world texts that are not created for the intentional use of language teaching. Authentic materials are important for communicative purposes because students can get the original example of language use in a real context. Authentic materials also have the purpose of attracting students to explore or to read more about what they are learning. As you can see in this movie, Mr. Keating starts the class by questioning the students about something they are not familiar with. Mr. Keating then introduces a poem written by Walt Whitman and presents the biography of the poet, Whitman. "... *O, Captain! My Captain. Who knows where that comes from? Anybody? Not a clue. It's from a poem by Walt Whitman about Mr. Abraham Lincoln. Now, in this class, you can either call me Mr. Keating or (AM-1) Poetry is one of the authentic materials that can make students interested in learning. If students are interested, then educational interaction is achieved because the students will engage more in the learning process. In addition, the presentation of the authentic material (Mr. Keating posed a question and presenting a poem written by a great*

poet) also builds students' curiosity. So, it is a good way to start the class with authentic materials. It also brings the students closer to the material.

Another example is when Mr. Keating gives information about the original name of the poem in the Latin language, as shown in the dialogue "*Gather ye rosebuds while ye may.*" The Latin term for that sentiment is "*Carpe Diem.*" (AM-2) Mr. Keating explains a term written in the book "*Carpe Diem.*" He tries to refer to the original text of the poem to familiarize the students with the poem.

In addition, authentic material is also shown when Mr. Keating talks about Shakespeare. The world of poetry is already colored so much by the work of Shakespeare. Mr. Keating wants to make the students understand and appreciate a poem written by Shakespeare. But before that, he starts by telling a story about Shakespeare. *Today, we're going to be talking about William Shakespeare. I know a lot of you looked forward to this about as much as you looked forward to root canal work. We're going to talk about Shakespeare as someone who writes something very interesting. Now, many of you have seen Shakespeare done very much like this: (Mr. Keating speaks about a poem by William).* "(AM-5) Mr. Keating brings the students to a great work of Shakespeare. The text Mr. Keating shows to the students is the text that already exists in the real world. Through this, the students may learn the real or natural language of a poem and also the creative process of the poet in creating the poem. In order for the students to understand that a poem has certain characteristics that differentiate it from another text, it is important to present an authentic material as a good model of a text (poem). In other words, the presentation of authentic materials here (poem) helps learners to get the model of language, expression, or specific features in the poem

Authentic material is not only about the book or text the teacher can employ to facilitate the students in learning. It is also about the situation the teacher uses to connect students to the real world and make connections between what they are learning and the real world situation. In this case, Mr. Keating presents a real stage to the students to perform on and others to be in the audience. Of course, it gives the students a distinguished experience in learning. They will experience various feelings, such as a little bit nervous, motivated, or even high confidence.

Reading aloud is an activity where the students take turns reading the text out loud. They can read sections of a passage, a play, a dialogue, or other kinds of texts. After the students read a section of the text, the teacher uses gestures, pictures, realia, examples, and other means to explain the meaning or understand the content of the passage. Reading aloud is significant for pronunciation, vocabulary development, and sometimes also comprehension. First, reading aloud can be seen when Mr. Keating asks the students to read the book. "*Mr. Pitts, where are you?*" *Would you open your hymnal to page 542 and read the first stanza of the poem you find there?*" (RA-1) Pitts reads aloud the book of poems. After Pitts reads the poem, Mr. Keating explains this poem and gives an example to make the students understand. Second, reading aloud is clearly shown when Mr. Keating opens up

one of his books and asks Neil to read the book. *"Open your text to page 21 of the introduction. Mr. Perry, will you read the opening paragraph of the preface, entitled "Understanding Poetry?"* (RA-2) After Neil reads the book, Mr. Keating explains what Neil has read. Third, it is when Mr. Keating asks Knox to read his homework in front of the class. Knox reads the poem aloud. *"To Chris, I see sweetness in her smile. Bright light shines from her eyes. But life is complete, contentment is mine."* This activity of reading aloud is a good alternative to familiarizing the students with the learning material, which in this case is a poem. Reading aloud helps learners to focus on what they are learning as well as engages other students to pay attention to a certain part.

A **question and answer** session is a series of activities in which the teacher poses questions to the students and the students respond, or vice versa. This activity is ideally delivered in the target language. This will give students the opportunity to practice vocabulary or learn new words and how to create good sentences. In addition, the question-and-answer section helps the teacher to clarify students' opinions and to check understanding. The teacher in this movie also employs this technique, as seen in the dialogues. Mr. Keating says, *"Gather ye rosebuds while ye may." The Latin term for that sentiment is Carpe Diem. Now who knows what that means?* " Meeks answered, *"Carpe Diem." That's Seize the Day.* " Then, Mr. Keating gives a compliment by saying, *"Very Good." Meeks, another unusual name. Seize the day. Gather ye rosebuds while ye may.* " He asked the students again, *"Why does the writer use these lines?"* Charlie answered the question, *"Because he is in a hurry."* Mr. Keating gives the feedback, *"No, ding! Thank you for playing anyway."* (QA- 1)

The students can also ask questions to get a better understanding of the material presented by the teacher. It can be seen in the dialogue as follows. Neil asked Mr. Keating, *"What was the Dead Poets Society?"* Mr. Keating makes a comment before answering the question: *"I doubt the present administration would look too favorably upon that."* This comment makes Neil more curious. Neil said, *"Why? What was it?"* "Mr. Keating tells Neil and others, *"Gentlemen, can you keep a secret?"* Neil said, "Sure." Then, Mr. Keating continued his explanation of Neil's question, *"The Dead Poets Society were dedicated to sucking the marrow out of life. That's a phrase from Thoreau that we'd invoke at the beginning of each meeting. You see, we'd gather at the old Indian cave and take turns reading from Thoreau, Whitman, Shelly, and the biggies. In some of our own verse, and in the enchantment of the moment, we'd let poetry work it's magic."* (QA-2) this excerpt of dialogue between the teacher and the students shows a good interaction that can be built by the question and answer technique. Through this activity, the students have the opportunity to get a better understanding. This technique is also believed to stimulate the students to be more active in the classroom. The question and answer technique will work very well if the teacher has a good relationship with the students. The more comfortable the students feel with the teacher, the more confident they ask questions of the teacher.

Positive suggestions are informal pieces of advice given to students in order to instill good character and motivate them to learn. The teacher in an educational institution is also a motivator. It is the teacher's job to motivate the students who feel that they have limitations in learning. In this movie, positive suggestions are made by the teacher as follows: First, it is in Data PS-1 when Mr. Keating asks the students why the writers use *Carpe Diem*. Mr. Keating talks about suggestions that develop positive thinking and awareness in his students' minds. *"Because we are food for worms, lads." Because, believe it or not, each and every one of us in this room is one day going to stop breathing, turn cold, and die.* This suggestion is given to Knox and other students so they can be interested in Mr. Keating's material. Mr. Keating gives direct suggestions that appeal to the students' consciousness. Another example is in PS-2 when Mr. Keating tells the students about the meaning of reading and writing a poem. *Mr. Keating says, "I have a little secret for ya. Hadddle up! (The students gather around Mr. Keating in the center of the class). We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. "The human race is filled with passion.* The third example of a positive suggestion is represented by data PS-4 when the students leap up onto the desk and Mr. Keating gives an instruction of motivation. *"Just when you think you know something, you have to look at it in another way." You must try it! Now, when you read, don't just consider what the author thinks. Consider what you think. Boys, you must strive to find your own voice. Because the longer you wait todo it at all, As Thoreau said, most men lead lives of quiet desperation. Don't be resigned to that. Break out!* "In this excerpt, Mr. Keating asks and motivates the students to find their own voice in reading a poem.

Peer correction is an activity in which the students are encouraged to help one another to solve problems in learning. In other words, students can cooperate (rather than compete) with their classmates to work on a certain task given by the teacher. An expert, Sultana (2009), said peer correction is implemented in classrooms to enhance learner autonomy, cooperation, interaction, and involvement (Sultana, 2009). In the movie, it is reflected in the dialogue between Cameron, Charlie, and Neil. Cameron says, *"Just replace these numbers here with "x," for "x" and "y."* Neil answers, *"Of course."* Then, Cameron asks a question to Neil, *"Of course, so what's the problem?"* (PC-1) This dialogue happens in the student lounge. Cameron explains to Neil and Charlie about the materials that they did not know about in the classroom.

Graphic organizers are visual displays that help students organize and remember new information. They involve drawing or writing down ideas and making connections. They combine words and phrases, symbols, or arrows to form a map. They include diagrams, tables, and columns (Larsen-Freeman, 2011; 185). Learners are each assigned a subject to illustrate with a drawing on the chalkboard. Although the students are instructed to draw only those features that they can explain to their classmates (Savignon, 1983: 194). Organizer includes writing skills. Yet, in this case, happens when the teacher draws and explains the diagram, and then the students write in the textbook, they can discuss and read the diagram

with their classmates. The teaching techniques make the students pay attention to the subject given by the teacher. When the students pay attention, the material will be absorbed by the students. Therefore, the teacher should be able to make clear the material and keep the concentration of the students by choosing suitable techniques. The use of this technique in the movie is shown when Mr. Keating draws a corresponding graph on the board, as seen in data point PC-1. This data shows the narration. The narration told us about Neil reading the book. Meanwhile, Mr. Keating writes the graphic on the blackboard that Neil reads. Its purpose is to make the students familiar with the material.

Paragraph writing is a technique in which the teacher asks the students to write something to practice their ability to understand a certain material. The teacher can ask the students to write a paragraph, an essay, or a poem by using their own words. In a paragraph writing activity, the teacher can support the students before they write. An example of support is using a reading passage as a model or just asking the students to write freely based on their memory. Paragraph writing can be integrated with reading and speaking as well. The teacher can also combine writing activities with other skills. For example, the teacher asks the students to write first, then to read it out loud (reading) or to present what they write in front of the class (speaking). In this movie, it is obvious that the teacher employs paragraph writing. First, it is shown by the narration in data PW- 1. In this situation, Mr. Keating draws a graph on the board and the students dutifully copy it down on paper. The second is in dataset PW-2. Mr. Keating says, *"Now, in addition to your essays, I would like you to compose a poem of your own, an original work." You have to deliver it aloud in front of the class on Monday.* "This data shows Mr. Keating taking a bag off his desk and giving the homework to the students to write a poem based on their idea. In this lesson, we see Mr. Keating using a paragraph writing technique in teaching.

Role-playing is an activity in which the students play a role as another person to understand the material deeper. It is good for understanding because it also involves their feelings, and they study the material in more detail because they should play the role. This technique is very important because it gives the students an opportunity to practice communication. Susanto (2013: 9) says that role-playing aims to prepare students for the real world. The students have big dreams for the future. For example, they want to be a teacher. The students can act as a teacher who teaches in a classroom. In the movie, the teacher uses role-playing as one of the teaching techniques. It shows by data RP-1 when the students make a group discussion on Dead Poets Society. Neil pretends to be a teacher. Neil says, *"I hereby reconvene the Dead Poets Society." Welton chapter the meeting will be conducted by myself and the other new initiatives now present. Todd Anderson, because he prefers not to read, will keep minutes of the meeting. 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 deeply and suck out all the marrow of life.* "Then, Charlie replies, *"I'll be the second."* In this case, Neil is acting as a teacher to lead this meeting and the others are acting as students. They read a poem to the others. In this lesson, we see that the students apply

discipline, confidence, hard work, daring to take a risk, and politeness. Table 2 shows the data about each educational value found in the movie.

Table 2
Educational Values in Dead Poets Society

NO	VALUES	TIME LINE	CODE
1	Religiosity	(1) Canteen/ 00:26:50 - 00:27:00	RLG
		(2) Hall room Welton/ 00:51:52 - 00:52:20	
2	Respect	(1) Hall Room/ 00:13:35 - 00:14:02	RPT
		(2) Anbury's Home/ 00:19:03 - 00:19:12	
3	Responsibility	(1) Study Room/ 01:20:23 - 01:21:10	RSP
4	Obedience	(1) Neil's Room/ 00:08:22 - 00:08:33	OBD
5	Discipline	(1) Keating's Room/ 00:11:38 - 00:11:54	DSP
6	Confidence	(1) Keating's Classroom/ 00:41:55 - 00:42:17	CFD
		(2) Keating's Classroom/ 00:43:34 - 00:44:45	
7	Hard work	(1) Todd's Room/ 00:45:27 - 00:45:36	HRW
8	Dare to Take Risk	(1) Todd's Room/ 00:46:00 - 00:46:42	DTR
9	Polite	(1) Neil's Room/ 01:22:00 - 01:23:44	PLT

Value is the prime goal of education. In this movie, the researchers serve nine values, namely: Religion, Respect, Responsibility, Obedience, Discipline, Confidence, Hard Work, and Dare to Take Risk, and Politeness. **Religiosity** is the quality or state of being religious: religious feeling or devotion. As you see in RLG-1 & RLG-2, Mr. Keating guide the student to hand what they are about they receive over God which can be grasped through the following sentence "*...for what we are about to receive. May the Lord make us truly grateful?*" and sing a hymn, a song of praise that Christians sing to God. RLG-1 & RLG-2 specifically specify the activities of the teachers and students praying for lunch and praying for Neil's death, a student of Mr. Keating.

The second value proposed in this movie is **respect**, admiration felt or shown for someone or something that you believe has good ideas or qualities. It can be comprehended from the phrase "*thank you,*" said by Mr. Keating to Mr. Pitts after he read a poem. As we see in same point-RSP- 1, Mr. Keating also uses a polite way to ask his student to do something by using **WOULD OPEN** rather than **PLEASE OPEN**, as you see in the dialogue, "*Would you open your hymnal to page 542 and read the first stanza of the poem you find there?*" The same receptiveness is able to be seen from a sentence by Mrs. Danburry when she is a little bit hesitate to ask the person he might ask, whether he is Knox or not, by way of introducing herself first, then asking the question, "*... sorry. I'm Mrs. Danburry. You must be Knox.*"

Another politeness (**Polite**) which can be concluded as the third value we can find in this movie, can be understood from some sentences (see PLT) said by Mr. Keating's student, Neil, when he had his father, Mr. Perry, angry at him, which can be inferred from these sentences- *"Don't you talk back to me! It's enough that you've wasted your time with this. This is an absurd acting business. But, you deliberately deceived me! How, how did you expect to get away with this? Answer me. Who put you up to it? Was it this new man? This, uh, Mr. Keating?"* Listening to these sentences, Neil just said, *"No. nobody. I thought I'd surprise you. I've gotten all A's in every class. "Even though Neil was inspired by Mr. Keating, Neil kept saying these sentences in a polite way, and this showed his **responsibility** to what he had decided. Based on Permendiknas This fourth value is the attitude and behavior of someone to carry out their duties and obligations as they should do to themselves, society, the environment, the state, and Allah in this movie (watch: RPB).*

In addition to these four values, discipline, Obedience, Confidence, Dare to Take Risk, and Hard Work are other types of values. **Discipline** is an action that shows behavior that shows orderly behavior and complies with various provisions and regulations (Permendiknas, 2010: 9). Data DSP shows the noisy classroom atmosphere, yet when Mr. Keating walks up the length of the classroom, the students quickly quiet down. They are shown by their attitude to applying discipline. From the data above, we can see that the students are used to being disciplined in every activity. The students' obedience is also able to be seen here. The word "**obedience**", the sixth value of this movie, stands for a form of social influence where an individual acts in response to a direct order from another individual, who is usually an authority figure. It can be inferred from the dialogs of Mr. Perry with his son, Neil. Mr. Perry said, *"Well, that's my boy." Now listen! You need anything you let us know!"* and Neil answered, "Yes sir."

Mr. Keating has a great statement describing the further value of this movie proposed- confidence as you seen in CPD-2" *... just when you think you know something, you have to look at it in another way. Although it may seem silly or wrong, you must try! Now, when you read, don't just consider what the author thinks. Consider what you think. "This infers that everyone should not be what they read but rather be themselves with their own great interpretation, as you can also see in CPD-1. The final values proposed in the film are **hard work** and the willingness to **take risks**. As you watch in HRW, Todd is a shy and cowardly man in class, but he keeps preparing for his great homework. This specifies a hard work of Mr. Keating's student. Besides the hard-working character built by Mr. Keating, he also teaches you to be a high-risk-taker, as you see in DTR. This shows that Neil will be a part of his school performance, although his father forbids him because he knows so much that he would be a distinguished actor.*

CONCLUSION

Based on the findings and discussions, the researcher can conclude the answer from the problem statement. First, what teaching techniques are used in the Dead Poets Society

movie? Second, what moral values are found in the Dead Poets Society movie?

Becoming a teacher is admittedly very difficult and presents many challenges to face with students who have different personalities. Yet, Mr. Keating can manage the students in class through some teaching techniques easily. Mr. Keating uses a communicative and behavior approach to teach the students. So the students can participate more actively and creatively in class. Teaching techniques found in the Dead Poets Society movie are nine teaching techniques. They are Authentic Material, Reading Aloud, Question and Answer, Positive Suggestion, Peer Correction, Graphic Organizer, Paragraph Writing, Role Play, and Creative Adaptation.

In this study, the researchers not only discuss teaching techniques, but also educational or moral values. Moral values are one of the things that can be good characteristics in the personalities of students and teachers. The values found in the Dead Poets Society movie are 9 values. They are religion (religiosity), respect, responsibility, obedience, discipline, confidence, hard work, daring to take a risk, and politeness.

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