A STUDY OF MR. KEATING’S SPEECH ACT IN DEAD POET’S SOCIETY MOVIE

A SARJANA PENDIDIKAN RESEARCH PAPER

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I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

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ABSTRACT


Dead Poet’s Society is a movie about a poetry teacher named Mr. Keating who helps his students to break out their shells and pursue their dreams. Mr. Keating teaches in an old and discipline school which all of the teachers and students have to obey the existing rules. Speech act is an action that is performed by the speaker while saying something. The object of this study are Mr. Keating’s utterances toward his students while teaching in the classroom. The purpose of this study is to find out the types of speech act according to Searle’s theory in the movie script of Dead Poet’s Society movie.

The problems of this study are: (1) “What types of speech act are used by Mr. Keating while teaching in classroom?” and (2) “What type of speech act that is mostly used by Mr. Keating as a teacher?”

This study analyzed the types of speech act using qualitative research method. The method was involved in analyzing the types of speech act according to Searle’s theory. Observation method is used to analyze the movie script of Dead Poet’s Society.

There are five types of speech act according Searle’s theory, but only four types that were found in this movie script. There are directives, assertives, expressives, and commisives. Those four types of speech act were found in the discourse between Mr. Keating and his students in the classroom.

For the future researchers, the future reserachers can use another movie to analyze the types of speech act. The writer also suggests teachers to use the movie as the example of how to use an appropriate speech act in classroom.

Keyword: pragmatic, speech act, Dead Poet’s Society
ABSTRAK


Dead Poet’s Society adalah sebuah film yang menceritakan seorang guru bernama Mr. Keating yang membantu para siswanya untuk keluar dari zona nyaman dan mengejar mimpi mereka. Mr. Keating mengajar di sebuah sekolah tua dengan kedisiplinan yang tinggi yang mana semua guru dan muridnya harus mematuhi aturan yang ada. Obyek penelitian ini adalah tindak tutur Mr. Keating kepada siswanya saat mengajar di kelas. Tujuan dari penelitian ini adalah untuk mengetahui tipe-tipe tindak tutur menurut teori Searle yang ditemukan dalam naskah film Dead Poet’s Society.

Masalah yang akan diteliti dalam makalah ini adalah (1) Tipe-tipe tindak tutur apa yang digunakan oleh Mr. Keating ketika mengajar di kelas? (2) Tindak tutur yang manakah yang paling sering digunakan oleh Mr. Keating sebagai guru?

Penelitian ini menggunakan metode kualitatif. Adapun dasar dari penelitian ini menggunakan teori yang diutarakan oleh Searle mengenai macam-macam tindak tutur. Dalam menganalisis naskah ini, penulis menggunakan metode observasi.

Ada lima macam tindak tutur menurut Searle, akan tetapi hanya ada empat macam yang dapat ditemukan dalam naskah film ini. Empat macam tindak tutur tersebut adalah directives, assertives, commisives, dan expressives. Empat tipe tersebut ditemukan dalam dialog antara Mr. Keating dan siswanya di kelas.

Untuk peneliti selanjutnya, para penulis dapat menggunakan film lain untuk menganalisis tindak tutur. Penulis juga menyarankan pada para guru untuk menggunakan film ini sebagai contoh untuk menggunakan pertuturan yang tepat ketika mengajar di kelas.

Kata kunci: pragmatic, speech act, Dead Poet’s Society
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Vinsensius Wicaksana Hendriya Putra
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CHAPTER I

INTRODUCTION

This chapter discusses the background of study. There are two subchapters in this chapter: Research background and Research Method. First, the research background contains the background of study, the reason why the writer conducts this study, and also problem formulation. Then, in the research method, the writer presents the methodology that was used to organize and analyze the data.

A. Research Background

Communication is vital whether it is in verbal or non-verbal, or in other word, spoken or written. While living in society, we need to communicate with others as our human being. It becomes a bridge of human relationship. Meanwhile in teaching and learning process, communication assumes the most significant role in the classroom. The teachers are expected to transfer the knowledge through both spoken and written communication toward students. It means that students rely on any utterances that come out from the teacher. Reilly (1990:1) defines communication simply as “the transmitting of ideas and information”. To communicate effectively is difficult, especially when the audience is diverse and distant. For example, communication will be difficult if it happens between two
people with different language in which they do not know the meaning of each utterance they hear. Communication skill does not only rely on how you structure the correct semantic to utter. It also requires skill to deliver the meaning of an utterance toward listener.

Communication is essential in human life. In every fields such as education, work, and also daily activities, the communication is used. In education, communication plays a crucial role because teacher needs to transfer the knowledge through communication that happen between teacher and students. Moreover, the learning process cannot be done if there is no transmitting knowledge.

Communication can be done in many ways, such as by facial language (expression) and body language. There are also two models of communication according to Reilly (1990:2), the first one is basic communication and the second one is reactive communication. Basic communication happens when the sender (communicator) sends a message to the receiver (audience) and then he will get feedback from the audience. Otherwise, in the reactive communication, the receiver has to be able to comprehend the message, to receive it relatively free of distraction, to find both the message and sender credible to perceive some benefit in complying and to act upon it.

Speech act is the smallest unit of language communication. It is a branch study of pragmatics. Pragmatics mean the study of meaning in relation to speech situation (Leech, 1983:6). Meanwhile, Austin (1962:95) said that speech act is the action that is performed by the speaker while saying something. So, the relation
between pragmatics and speech act is where an utterance can carry meaning in which it is delivered by the speaker. Based on Searle’s theory of speech act, there are three levels of speech act namely Locutionary act, Illocutionary Act, and Perlocutionary Act. This research is going to observe the illocutionary act which means the performative speech act performed by the main character of the movie.

In the daily life, speech act can be found in our discourses with other people because every utterance in conversation may carry some meanings which can be categorized as speech act. The conversation in movie exemplifies a good speech act to be observed because it represents a complex case of speech act in the discourse among characters inside it. In this case, movie script is a crucial thing in movie because it contains script of spoken dialogue for the characters in the film. The movie script becomes the object of this study because it provides a full dialogue of the main character to be researched.

Dead Poet’s Society is a film directed by Peter Weir and released in June 1989. It won several nominations from Oscar which mean this film is highly recommended to watch. Basically, the writer was interested to this movie because it shows about a teacher’s life in a very strict school and he can change the students’ way to study and achieve what they dreamed through his teaching method that totally break the rules. The main character is the English teacher, Mr. John Keating, which is played by Robin William. Mr. Keating is introduced to all student in preparatory school which is known for its ancient tradition and high standards as a poetry teacher. All students in this school will always obey the rules. They study in
the school with a high pressure from their parents and also the school. Then, Mr. Keating comes to help the students to break from border and pursue their own dream.

This movie is about an English teacher who inspires the students to look at poetry in different perspective of acknowledge and feeling. At first, the students do not really attract to the poetry subject. However, Mr. Keating with his teaching method and how he delivers the material can change their stereotype about poetry from uninterested to be highly attracted and even mastering it. He can motivate the student to love the subject, so that they can easily create their own poet which comes from their heart. The writer considered this movie to be the main topic of this research because it shows how a teacher can change the students’ mindset about a subject in which considered as a boring subject to be an interactive subject that can be easily understood by the student.

Thus, the writer wanted to do a research about the speech act of the main character in the movie that is Mr. Keating in order to see what kind of speech act that used by the main character to teach the student. Therefore, the writer formulated two research problems to be discussed in this research paper. In the first research problem, the writer wanted to identify what types of speech act are used by Mr. Keating while teaching in the classroom? The writer focused on the types of speech act that are used by Mr. Keating according to Searle’s theory of speech act. Second, the writer tried to figure out what type of speech act that is mostly used
by Mr. Keating as a teacher? The writer wanted to know about which type of speech act that is mostly used by Mr. Keating while teaching in a classroom.

Theoretically, the result of this study should provide understanding to the readers in comprehending speech act theory and knowing how to use an appropriate speech act in teaching process. This research has some benefits for student of English Language Study Program, English teacher, and also future researcher which has the same discussion. The first benefit is for the student of English Language Education Study Program which will be a teacher after graduated from college. The outcome of this research can help them to find out the example of an appropriate and good speech act which should be used in a classroom. Besides, the student also can enrich their knowledge of linguistic aspect. The second benefit is for the English teacher. Toward an English teacher, the result of this research hopefully can be an example of how to convey an appropriate speech act toward the student. In order to create the situation of the class becomes an active learning process, the English teacher can adopt the speech act that is founded in this study. The last benefit is for the future researchers which has the same topic. Hopefully, they can use this research as reference related to their research about speech act in other specific concerns.

B. Methodology

This study is considered as qualitative research method since the primary data will be presented in texts. Tesch (1990:55) defines qualitative data as any information the writer gathers that is not expressed in numbers. So, the typical
characteristic of qualitative research method is the use of descriptive data instead of number. There are five characteristics of qualitative research by Bogdad (1982:27). First, qualitative research has the natural setting as the direct source of data and the writer is the key instrument. Second, qualitative research is descriptive. Third, qualitative researchers are concerned with process rather than simply with outcomes or products. Forth, qualitative researchers tend to analyze their data inductively. Last, “meaning” is of essential concern to the qualitative approach. Drawing, painting, photograph, films, and videotapes are qualitative data if used for research purposes. The strength of qualitative research method is its ability to provide complex textual descriptions of how people experience a given research issue. The data will be presented in texts in which contains the speech act of Mr. Keating and also the meaning of the utterances.

In order to get the data for the thesis, the writer used observation as the technique of data gathering. The reason why the writer used observation method was because the data source of this research is taken from the movie script which was used to observe the classification of speech act that conveyed by Mr. Keating toward his students. Here, the limit of the data was the discourse that happen between the teacher and the students in the classroom. Therefore, the other discourses that happen outside the limitation were not considered as the data source.

Furthermore, there were three steps to conduct this research paper. They are collecting data, organizing data, and analyzing data. The process of collecting data was done in a few steps. First, the data were gathered from the movie script of Dead
Poet’s Society which was downloaded from http://readwatchwrite.com/wp-content/uploads/2015/08/Dead-Poets-Society.pdf. Then, the writer read the movie script and also watched the movie to know about the plot of the movie. Finally, the writer collected all utterances which are spoken by Mr. Keating at classroom.

Next, the step of data organizing, the writer classified the data of the utterances into speech act classification according to Searle’s speech act theory. Then, the last step was analyzing the data which has been organized to see the classification of each utterance from Mr. Keating that were found in the movie script. There are 59 utterances produced by Mr. Keating that can be categorized in speech act theory while teaching in classroom. The writer randomly picked those utterances to be the examples in categorizing the type of speech act. Then, the writer placed each utterance according to the speech act categories. After that, the writer made a table containing percentage of each types of speech act occurrence to show what type of speech act that mostly used by Mr. Keating.
CHAPTER II

DISCUSSION

In this chapter, there are two sections: review of related literature and discussion. The related literature which is used to analyze the data will be discussed in the first subchapter. Then, in the discussion part, the researcher shows data presentation and also data analysis.

A. Review of Related Literature

In this subchapter, the review of related literature consists of explanation from any studies that related with the topic of this research paper. Pragmatics, speech act, and Illocutionary force become three main studies that will be used to analyze the data. This study focuses on speech act that is performed by Mr. Keating in the classroom. Since speech act is a branch study of pragmatics, so the writer explains it briefly.

1. Pragmatics

Language has an important role in human life, it helps people to communicate each other. The component of language which is studied in science is called linguistic. One of the branch of linguistic study is Pragmatics. Leech (1983) in his book defines pragmatic as the study of meaning in relation to speech situation (p. 6). Pragmatics, therefore, is concerned with the way speaker using language in context.
which cannot be predicted by purely linguistic knowledge, particularly semantic, which deal with internal structure of language (Griffith, 2006: 153). So, as long as people know the way using language in context which has meaning on it, they have performed pragmatics.

Fowler (1968) defined pragmatics as “the conventional relationship between linguistic construction, the users of language, and the uses of language”. There are three aspects included in that definition. First, the linguistic construction which is containing syntax. Then, the user of language or the speaker which has a role in performing the language. Next, the uses of language or the aim of performing language.

Yule (1996: 4), in his explanation about syntax, semantics, and pragmatics, he defines pragmatics as the study of relationship between linguistic form with the user of language. The user of language is the human being which makes it becomes the characteristic of pragmatics. In pragmatics, we study not only about language but also study about the meaning of sentences in each utterance. It is such an interpretation of what people mean in their utterance in right context and how it can impact the listener. That is why we need to explore the listener implication that speaker utterance (Yule, 1996:3).

Levinson (1983:7) defines pragmatics as the study of language from a functional perspective, that is, it attempts to explain facets of linguistic structure by reference to non-linguistic pressures and causes.
2. Theory of Speech Act

This section elaborates the definitions of speech act. Then, there is a brief explanation about three categories of linguistic act, those are Locutionary act, Illocutionary act, and Perlocutionary act. After that, the writer discusses five types of speech act which are included in illocutionary force by Seale’s theory.

a. Definition of Speech Act

Speech act is firstly defined by Austin (1962:95), he introduces the basic term and the area of study for speech act that is performative. So, he defines speech act as the actions that performed in by the speaker while saying something. Other researchers who concern in this study also give definition about speech act. Parker (1986:114) said that speech act is an utterance of speech act constitute a sort of fact. Therefore, it can usually recognize the type of action performed by speaker with the utterance. Another researcher, Yule (1996:47) defined speech act as action performed via utterance. It is commonly given more specific labels such as apology, compliment, complain, invitation, promise, and request.

b. Speech Act Categories

There are three categories in linguistic act namely locutionary acts, illocutionary acts, prelocutionary acts according to Austin (Saddock 1974:8). The first category is locutionary acts. Austin (1962) said that locutionary acts are act of speaking. Those acts are involved in construction of speech, such as uttering certain sound or convey a message or signal in a communication. Leech (1983:176) stated that locutionary acts are roughly equivalent to uttering certain sentence with certain
meaning and reference. Meanwhile, Sadoct (1974:8) said that locutionary acts are acts that are performed in order to communicate.

The next category is prelocutionary acts. It is the effect of utterance that happen to the listener. According to Austin (as cited in Levinson, 1984:236), prelocutionary act is the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances. The typical example of prelocutionary acts are angry, persuaded, impressed, depressed, annoyed, etc. Sadoct (1974:9) briefly defines perlocutionary acts as the by-product of acts of communication. The perlocutionary effect of an utterance may be intentional or unintentional.

The last category is illocutionary acts. Illocutionary acts are the action which is performed by uttering something. Austin (1962:99) affirms that an illocutionary act will occur when in saying something and then an act is performed. So, it can be seen when one conveys message by uttering to someone which can make someone do some acts, such as requesting, commanding, apologizing, suggesting, etc. Sadoct (1974:9) defines illocutionary acts as speech acts that we accomplish by communicating our intent to accomplish them. Illocutionary acts also called performative act which mean

c. Types of Illocutionary Acts

This research discusses about the five categories of speech act with is involved in illocutionary acts. Searle (as cited in Levinson, 1984:240) states five categories of speech act based on the function of them as shown in these following:
1) Declarations

Declaration or performative changes the state of the world in an immediate way which effect immediate changes in the institutional state of affairs. Therefore, there are no true and false but there is only felicitous and infelicitous. By the concept of speech acts and the felicity conditions for performing them, Austin showed that to utter a performative sentence is to be evaluated in terms of, what we might call, conventionality, actuality, and intentionality of uttering the sentence (Oishi, 2006: 2).

Declaration is only performed by the person who has power to change some affairs in an institution state. These following sentences below are the example of performative speech act:

a) In church, the priest uses performative speech act while he is baptizing, funerals, marrying, even doing exorcism. For example: I baptize you in the name of the Father, and of the Son, and of the Holy Spirit. (Oishi, 2006:8)

b) In sport, the referee often uses performative speech act while cautioning the player, ball outs, calling player. For example: You’re out!

c) In office, the manager can use declaration when firing from employment.

2) Assertives

Representative or assertive is kind of speech act that state what the speaker believes to be case or not (Yule, 1996). Representative speech act means the statements that may be judged true or false because they aim to describe a state of affairs in the world which commit the speaker to the truth of the expressed
proposition (Levinson, 1984:240). This kind of speech act includes statement of fact, asserting, concluding, hypnotizing, claiming, suggesting, etc.

For example, *the black cat is stupid*. The purpose of the utterance is the speaker wants to state his belief that the black cat is stupid to the others. That utterance can be recognized as representative speech act because it conveys a statement of fact.

3) Commisives

Commissive is a speech act which has purpose to commit the speaker to some future course of action (Levinson 1984:240). Cutting (2003:7) states that commisive includes the words which commit the speaker to do future action, such as promising, threatening, volunteering, vowing, and offering. For example: *I promise to be at home at nine o’clock*

4) Expressives

Expressive speech act is used when the speaker would like to express their attitude about a state of affairs, such as apologizing, refusing, congratulation, regretting, welcoming, congratulating. This speech act will express a psychological state from the speaker (Levinson 1984:240). These are the examples of it:

a) *Welcome to Yogyakarta, hope you can enjoy the city tour.*

The speaker wants to welcome a guest who has just came to Jogja to have holiday

b) *I apologize for my mistake.*

Expressives speech act also can be used as an apology.
5) Directives

Directive speech act happens when the speaker requests the listener to carry out some action which are attempts by the speaker to get the addressee to do something (Levinson 1984:240). This category covers the acts in which the words are aimed to the hearer to do something, such as “commanding”, “forbidding”, “inviting”, “requesting”, “suggesting”, and so on (Yule, 1996:43)

These following are kinds of directive speech act:

a) Command

Command is asking the hearer to do what the speaker want him/her to do. Command tends to be demanding, it means that it must be fulfilled. For example: give me more sugar! (Yule; 1996:45)

b) Invitation

Invitation is used to ask someone to be presented in an occasion or event (Yule; 1996:45). For example: I know you love party, so I invite you to come in my birthday party.

c) Request

It means that the speaker wants something from the hearer. It is different with the command, request is less demanding, so it does not have to be done immediately. For example: Could you lend me the book, please?

d) Prohibition

It is used to prevent somebody to do something.

For example: Do not touch that!
e) Suggesting

It is aimed to propose an act that the hearer should do.

For example: *You may not leave the house because it rains outside.*

**B. Finding and Discussion**

This section presents what the writer found in the analysis of speech act performed by Mr. Keating. The writer analyzed the movie script of Dead Poet’s Society film which contains speech acts used by Mr. Keating as the main character of the movie. Based on Searle’s theory of speech act, there are five illocutionary acts that will be discussed in this chapter. Those are representative, commissive, directive, declarative, and expressive.

The writer found 59 speech acts that employed by Mr. Keating while teaching in the class. In calculating the illocutionary acts, there were 31 directives, 10 expressives, 17 assertives, and 1 commisives. The writer did not use all the dialogues to discuss. The writer took three utterances in each types of speech act to be the example to explain.

**1. Type of Speech Act**

There are four types of speech act that the writer found in the movie while Mr. Keating teaches his students in classroom. These are some of the illocutionary acts that are found in the movie scripts of Dead Poet’s Society movie which employed by Mr. Keating.

In this discussion, the writer presents the utterances and also the classification of it according to each type of speech act. The writer did not discuss
all the utterances that were found in the movie script because the limitation of this study is the discourse that happened in classroom. Then, the writer took three utterances of each type of speech act which becomes the example to be discussed.

a. Directives

The first type of speech act is directives. Mr. Keating frequently uses directives speech act to give a command or to request something to the listener. In directives speech act that are found in this movie, there are three illocutionary forces: Asking, commanding, and suggestion.

1) Asking

The first type of directives speech act which is conveyed by Mr. Keating is asking. There are four discourses that is found to be considered as asking form of speech act. The writer took three discourses to be the example.

a) “O Captain, My Captain” Who knows where that comes from?

In the discourse, Mr. Keating opens the class with a question to see whether someone knows about the poem entitled “O Captain, My Captain”. A question in introduction of the material can depict the student to find out what they will be learned in class.

b) “Gather ye rosebuds while ye may”. The Latin term for that sentiment is Carpe Diem. Now who knows what that means?

Mr. Keating asks any student who knows about the meaning Carpe Diem that he has told. He throws a question to stimulate the students to find the answer about the meaning of Carpe Diem in English.
c) Why do I stand up here? Anybody?

Mr. Keating asks twice to his student. The utterance contains two questions, there are “Why do I stand up here?” and “Anybody?”. The first question means to reveal the answer why Mr. Keating stands on the table. Then, he adds the second question to ask the students to join the class discussion about why he stands up there.

2) Suggesting

The second type of directive speech act is suggesting. Suggesting means that the speaker wants the hearer to do what the speaker belief is right. The writer only finds one example of suggesting that happens in the discourse among Mr. Keating and his students in the classroom.

a) No, you can do better than that. Free up your mind. Use your imagination. Say the first thing that pops into your head, even if it's total gibberish. Go on, go on.

In the example above, Mr. Keating offers several suggestions to the student who has difficulty in creating a poem in front of the classroom. There are three suggestions in an utterance: “Free up your mind”, “Use your imagination”, and “Say the first thing that pops into your head, even if it’s total gibberish”. Mr. Keating gives some suggestions to the student because he cannot continue the poem that he creates.
3) **Commanding**

The last type of directives speech act is commanding. Commanding is also included in directives speech act because it makes the hearer have to do what the speaker utters. The writer found 26 utterances in this type, but only three of them that would be discussed as the example. These are three utterances as the example of commanding.

a) *Gentlemen, open your text to page twenty-one of the introduction. Mr. Perry, will you read the opening paragraph of the preface, entitled “understanding Poetry”?*

Mr. Keating uses directives to give command to the students to do something that he wants. In the example, Mr. Keating command the student named Mr. Perry to read the book. It shows that directives are suitable speech act to be used in classroom to control the learning activity.

b) *Gentlemen, tell you what, don’t just tear out that page, tear out the entire introduction. I want it gone, history. Leave nothing of it. Rip it out. Rip! Be gone J. Evans Pritchard, Ph.D. Rip, Shred, tear, Rip it out.*

Several commands appear in that discourse. The discourse contains seven sentences which all of them are command. It can be identified by seeing the verb in the beginning of the sentence. In the discourse, Mr. Keating wants the student to rip out the whole page of introduction. He repeats the order to emphasize what he wants the students to do.
c) 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.

In the discourse, Mr. Keating wants Todd, one of his students, to give an example of barbaric yawp to the other students. He also asks Todd to stand up by stating that he can’t yawp sitting down.

b. Expressives

The next type of speech act which is used by Mr. Keating while teaching in his classroom is expressives. Expressive type is used to convey the speaker’s feeling. According to Searle (1996:53), expressives are those kinds of speech act that state what speaker feels. There are 10 utterances indicated expressives speech act. The writer took three of them with two different illocutionary forces. They are deploiring and complimenting.

a) *Meek. Another unusual name.*

Mr. Keating deplores one of the student named Meek. The synonym word of Meek is soft-hearted. Mr. Keating assumes that his name represents his soft-hearted character. However, in the movie, the character of Meek does not be depicted clearly because he is not the main character. This utterance contains deploiring speech act because of the assumption that Meek is a soft-hearted person.

b) *Congratulations, Mr. Hopkins. Yours is the first poem to ever have a negative score on the Pritchard scale.*

Mr. Keating compliments Hopskin in a sarcastic way. The utterance of “Yours is the first poem to ever have a negative score on the Pritchard scale”
contains a negative meaning which criticizes Hopskin’s poem. Substantively, Mr. Keating suggests not to believe in Pritchard’s theory of poem. In the beginning of his class, Mr. Keating asks the students to rip out the entire pages of the Introduction of poem by Pritchard because he wants the students to create a poem without any burden of rules. In the utterance, Mr. Keating admires the Hopskin’s poem because he creates a poem which comes out from his mind. Hence, he said that the poem has the negative score of Pritchard scale but it has a high score in creating an original poem.

c) Excrement. That’s what I think of Mr. J. Evan Pritchard. We’re not laying pipe, we’re talking about poetry

Mr. Keating states explicitly that Mr. J. Evan Pritchard’s theory of poem is excrement which means something that is useless. Here, Mr. Keating strictly prohibits his students to rely on Mr. Pritchard’s theory in creating a poem. The word excrement clearly shows that Mr. Keating does not like Mr. Pritchard. He expresses his dislike to Mr. Pritchard by saying that the theory is not relevant to create an original poem. This utterance is considered as deploring.

c. Assertives

The next type of speech act that is found in Mr. Keating utterances is assertive. Assertive speech act is a kind of speech act that state what speaker believes to be case or not. The statement can be right or wrong and the hearer can disprove it if he does not agree with it. There are 17 utterances indicated as
assertives speech act. The writer took three of them in three different illocutionary acts.

a) No, ding!

Mr. Keating shouts “No, ding!” to Charlie, one of his students, because his answer is false. The word “No” means that Mr. Keating wants to state that Mr. Charlie’s answer does not like what he expects. Actually, in the discourse, Mr. Keating and his students are playing guessing game in which the students should guess the meaning of a poem. Hence, Mr. Keating adds the word “ding” as a sign that they are in a game. This utterance is included in assertives speech act because it contains a speaker’s claim that the answer is wrong.

b) 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. Medicine, law, business, engineering, these are all 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.

Mr. Keating gives a brief speech about why they have to read and write poem. This utterance is included in assertive speech act because it contains how Mr. Keating delivers his belief about the difference between poetry and human
races. In the movie, Mr. Keating does not depend on Mr. Pritchard’s theory of poetry, then he tries to empower his students to create poems by their own original idea which comes from their mind.

c) Now, devotees may argue that one sport or game is inherently better than another. For me, sport is actually a chance for us to have other human beings push us to excel.

In the discourse, Mr. Keating disproves a belief from devotees that one sport is better than the others. Then, he states his own belief by saying “for me”. The utterance in the example can be considered as assertives speech act because it contains a claim of his belief about sport which is identified by the utterance “for me”. The illocutionary act of this utterance is claiming.

d. Commissives

The last type of speech act which is employed by Mr. Keating is commissive. The writer only finds one utterance that indicates commissive speech act. Levinson said that commissive is a speech act which is aimed to the speaker to do future action (1984:240).

a) Today we’re going to be talking about William Shakespeare.

Mr. Keating said that they were going to talk about William Shakespeare. It means that he intends to explain and have a discussion about a poet named William Shakespeare for the students. This utterance is considered commissives speech act because Mr. Keating, as the speaker, intends to do something in the future. In this situation, he wants to give an explanation about William Shakespeare.
2. Mostly Used Speech Act

In this second subchapter, the writer shows what types of speech act which are mostly used by Mr. Keating. As mentioned before, there are four types of speech act according to Searle’s theory has found. They are directives, expressives, assertives, and commissives. The writer could not find declarative speech act that was used by Mr. Keating while teaches his students because he did not have a power to change an affair of an institution state.

The writer created a table to show the frequencies of each type of speech act appearance. The table contains each type of speech act along with the number of utterances. Then, the writer makes a percentage chart to see how many percent the most used speech act appears.

Table 2.1. The Number of Speech Act Appearance

<table>
<thead>
<tr>
<th>Type of Speech Act</th>
<th>Total Dialogues</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directives</td>
<td>31</td>
<td>58%</td>
</tr>
<tr>
<td>Assertives</td>
<td>17</td>
<td>29%</td>
</tr>
<tr>
<td>Expressives</td>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>Commissive</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the table 2.1, the data show that directives speech act is the mostly used type of speech act by Mr. Keating in learning and teaching process. There are 31 utterances that are conveyed by Mr. Keating in the classroom indicates directives speech act. It shows that Mr. Keating uses teacher-centered teaching technique toward his students.
CHAPTER III

CONCLUSION AND RECOMMENDATION

This chapter consists of two sections. There are conclusion and recommendation. In the first section, the conclusion presents the result of data analysis in the previous chapter. The second section presents some recommendations from the writer of this research.

A. Conclusion

This research is a study about Mr. Keating’s speech act in Dead Poet’s Society movie. However, the limit of this study is the utterances that are found only in classroom while Mr. Keating teaches the students. Hence, the other utterances that happen in outside the classroom are not being to discuss. This research found 59 utterances in total to be classified in type of speech act according to Searle’s theory. Those utterances were used to answer the two questions of this study, they are: Types of Mr. Keating’s speech act in Dead Poet’s Society movie and type of speech act that is mostly used by Mr. Keating as a teacher.

Based on the data analysis, there were four types of speech that could be classified to answer the first question. It consists of directives, assertives, expressives, and commissives. Actually, there were five types of speech act conveyed by Searle. However, in data gathering, there was no declarative speech act because Mr. Keating did not have any power to change an institutional affair.
The illocutionary force from each types of speech act was used to classify the utterances. Directive is a speech act which the speaker requests the hearer to do something that the speaker intends. The illocutionary forces that were found in this study for directives are commanding, asking, and suggesting. Then, assertive is a speech act that the speaker expresses his belief of an affair. The illocutionary forces to indicate this type are asserting, stating, and claiming. Next, expressive is used when the speaker wants to express his feeling about something. From the data, the illocutionary forces for this type are deploring and complimenting. Last, commissive is used when the speaker intends to do something, it is used to express a willingness of the speaker. In this research, there was only one utterance indicated commissive speech act and the illocutionary force is promising.

In classifying the types of speech act, the writer should know the purpose or the function of the utterance through the illocutionary force of each utterance. The illocutionary force could be seen from the word order, question mark, intonation, and stress.

In the data analysis, the writer found that Mr. Keating mostly uses directive speech act to teach his students in classroom. There were 31 utterances from 59 utterances in total. It indicated that the teaching style of Mr. Keating is directive teaching method or teacher-centered learning.
B. Recommendation

Based on the result of this research, the writer would like to give some recommendations to English Language Education Study Program student, the English teacher, and the future researcher. These are the recommendation for them:

1. English Language Education Study Program Student

This study contains knowledge about speech act. The student who is interested to get deeper knowledge about linguistic especially speech act can use this research as their source and material to study. Besides, the writer hopes that the student can learn to classify the type of speech act according to Searle.

2. English Teacher

The writer hopes that the English teacher can understand how to use an appropriate speech act to teach the student in classroom. Moreover, this study can be the source to explain the student about speech act and linguistic in general.

3. Future Researcher

For the future researchers who have the same interest to study about speech act, they may use this research as their reference of study. The writer expects that the future researchers can go deeper in analyzing about speech act and choose the other movie which is related with education.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1

Table of Type of Speech Act Classification

1. Directives

Table 1.1. Example of Asking from Directive Speech Act

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterance</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Who knows where that comes from?</td>
<td>Asking</td>
</tr>
<tr>
<td>b)</td>
<td>Now who knows what that means?</td>
<td>Asking</td>
</tr>
<tr>
<td>c)</td>
<td>Why do I stand up here? Anybody?</td>
<td>Asking</td>
</tr>
<tr>
<td>e)</td>
<td>You don't have to perform. Just make it for yourself, Mr. Dalton? You be joining us?</td>
<td>Asking</td>
</tr>
</tbody>
</table>

Table 1.2. Example of Suggesting from Directive Speech Act

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterance</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Free up your mind. Use your imagination. Say the first thing that pops into your head, even if it's total gibberish. Go on, go on.</td>
<td>Suggesting</td>
</tr>
</tbody>
</table>

Table 1.3. Example of Commanding from Directive Speech Act

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterance</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Gentlemen, open your text to page twenty one of the introduction. Mr. Perry, will you read the opening paragraph of the preface, entitled “understanding Poetry”?</td>
<td>Commanding</td>
</tr>
<tr>
<td>b)</td>
<td>Gentlemen, tell you what, don’t just tear out that page, tear out the entire introduction. I want it gone, history. Leave nothing of it. Rip it out. Rip! Begone J. Evans Pritchard, Ph.D. Rip, Shred, tear. Rip it out.</td>
<td>commanding</td>
</tr>
<tr>
<td>c)</td>
<td>Now, Todd, I would like you to give us a demonstration of a barbaric &quot;yawp.&quot; Come on. You can't yawp sitting down. Let's go. Come on.</td>
<td>Commanding</td>
</tr>
<tr>
<td>d)</td>
<td>Go on, rip out the entire page. You heard me, rip it out. Rip it out!</td>
<td>commanding</td>
</tr>
<tr>
<td>e)</td>
<td>Now I would like you to step forward over here and peruse some of the faces from the past</td>
<td>Commanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>f)</strong></td>
<td>You don't believe me? Come see for yourself. Come on. Come on!</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>g)</strong></td>
<td>Don't just walk off the edge like lemmings. Look around you.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>h)</strong></td>
<td>Now, in addition to your essays, I would like you to compose a poem of your own, an original work</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>i)</strong></td>
<td>I want you all to come over here and take a slip of paper and line up single file</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>j)</strong></td>
<td>Mr. Meeks, time to inherit the earth. Mr. Pitts, rise above your name.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>k)</strong></td>
<td>I want you to hand these out to the boys, one apiece.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>l)</strong></td>
<td>Say it again like you're undaunted</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>m)</strong></td>
<td>Now go on.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>n)</strong></td>
<td>Yes! Next.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>o)</strong></td>
<td>Next. Louder!</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>p)</strong></td>
<td>Come on, Meeks! Listen to the music</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>q)</strong></td>
<td>Oh! Boo! Come on, Charlie, let it fill your soul!</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>r)</strong></td>
<td>Mr. Anderson, I see you sitting there in agony. Come on, Todd, step up. Let's put you out of your misery</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>s)</strong></td>
<td>Now I want you to rip out that page</td>
<td>commanding</td>
</tr>
<tr>
<td><strong>t)</strong></td>
<td>You gotta get in &quot;yawping&quot; stance.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>u)</strong></td>
<td>Come on. Louder.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>v)</strong></td>
<td>What does he remind you of? Don't think. Answer. Go on.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>w)</strong></td>
<td>What does he remind you of? Don't think. Answer. Go on.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>x)</strong></td>
<td>Now, give him action. Make him do something.</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>y)</strong></td>
<td>Forget them, forget them. Stay with the blanket. Tell me about that blanket</td>
<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>z)</strong></td>
<td>Now, I want you to find your own walk right now. Your own way of striding, pacing. Any direction. Anything you want. Whether it's proud, whether it's silly, anything. Gentlemen, the courtyard is yours.</td>
<td><strong>Commanding</strong></td>
</tr>
</tbody>
</table>
2. Expressive

Table 1.4. Example of Expressives Speech Act

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterance</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Meek. Another unusual name</td>
<td>Deploring</td>
</tr>
<tr>
<td>b)</td>
<td>Congratulations, Mr. Hopkins. Yours is the first poem to ever have a negative score on the Pritchard scale.</td>
<td>Complimenting</td>
</tr>
<tr>
<td>d)</td>
<td>Excrement. That's what I think of Mr. J. Evans Pritchard. We're not laying pipe, we're talking about poetry</td>
<td>Deploring</td>
</tr>
<tr>
<td>c)</td>
<td>That's a rather unfortunate name</td>
<td>Deploring</td>
</tr>
<tr>
<td>e)</td>
<td>Very good, Mr ---</td>
<td>Complimenting</td>
</tr>
<tr>
<td>f)</td>
<td>There! There you go, Mr. Priske. Thank you! Yes! Dare to strike out and find new ground</td>
<td>Complimenting</td>
</tr>
<tr>
<td>g)</td>
<td>There it is. You see, you have a barbarian in you, after all.</td>
<td>Complimenting</td>
</tr>
<tr>
<td>h)</td>
<td>Good God, boy, there's a poet in you, after all.</td>
<td>Complimenting</td>
</tr>
<tr>
<td>i)</td>
<td>That's it. Wonderful. Wonderful.</td>
<td>Complimenting</td>
</tr>
<tr>
<td>j)</td>
<td>Thank you, Mr. Dalton. You just illustrated the point. Swim against the stream.</td>
<td>Complimenting</td>
</tr>
</tbody>
</table>

3. Assertive

Table 1.5. Example of Assertive Speech Act

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterance</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>No, ding!</td>
<td>Asserting</td>
</tr>
<tr>
<td>b)</td>
<td>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. Medicine, law, business, engineering, these are all noble pursuits, and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for. To quote from Whitman: &quot;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.</td>
<td>State</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Now, devotees may argue that one sport or game is inherently better than another. For me, sport is actually a chance for us to have other human beings push us to excel.</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>No!</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>I don’t hear enough rips!</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Come on, Mr. Overstreet, you twerp</td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>You see, the world looks very different from up here.</td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>No, that's a mouse</td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Exactly! Morose</td>
<td></td>
</tr>
<tr>
<td>j)</td>
<td>It's a good effort. It touched on one of the major themes, love. A major theme not only in poetry, but life.</td>
<td></td>
</tr>
<tr>
<td>k)</td>
<td>It’s not the bible, you're not going to go to hell for this. Go on, make a clan tear, I want nothing left of it.</td>
<td></td>
</tr>
<tr>
<td>l)</td>
<td>Thank you Mr. Dalton. Armies of academics going forward, measuring poetry. No, we will not have that here. No more of Mr. J. Evans Pritchard. Now in my class you will learn to think for yourselves again. You will learn to savor words and language. No matter what anybody tells you, words and ideas can change the world. I see that look in Mr. Pitt's eye, like nineteenth century literature has nothing to do with going to business school or medical school. Right? Maybe. Mr. Hopkins, you may agree with him, thinking &quot;Yes, we should simply study our Mr. Pritchard and learn our rhyme and meter and go quietly about the business of achieving other ambitions.&quot;</td>
<td></td>
</tr>
<tr>
<td>m)</td>
<td>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! Now, when you read, don't just consider what the author thinks. Consider what you think.</td>
<td></td>
</tr>
<tr>
<td>n)</td>
<td>Mr. Anderson? Don't think that I don't know that this assignment scares the hell out of you, you mole.</td>
<td></td>
</tr>
<tr>
<td>o)</td>
<td>We're not laughing at you, we're laughing near you. I don't mind that your poem had a simple theme. Sometimes the most beautiful poetry can be about simple things, like a cat, or a flower or rain.</td>
<td></td>
</tr>
</tbody>
</table>
You see, poetry can come from anything with the stuff of revelation in it. Just don't let your poems be ordinary.

Mr. Overstreet, driven by deeper force. Yes. We know that. All right. Now, I didn't bring them up here to ridicule them. I brought them up here to illustrate the point of conformity: the difficulty in maintaining your own beliefs in the face of others. Now, those of you -- I see the look in your eyes like, "I would've walked differently." Well, ask yourselves why you were clapping. Now, we all have a great need for acceptance. But you must trust that your beliefs are unique, your own, even though others may think them odd or unpopular, even though the herd may go, "That's baaaaaad." Robert Frost said, "Two roads diverged in a wood and I, I took the one less traveled by, and that has made all the difference.

You know what to do, Pitts.

4. Commissive

Table 1.6. Example of Commissives Speech Act

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterance</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Today we're going to be talking about William Shakespeare.</td>
<td>Promising</td>
</tr>
</tbody>
</table>