

**AN ANALYSIS OF LANGUAGE STYLE PERFORMED  
BY THE MAIN CHARACTER IN “THE PAPER CHASE”  
MOVIE**



A Thesis

**Submitted as a Partial Fulfillment of the Requirement for  
Bachelor Degree**

**By:**

**Radithya Ramadhan**

**NPM. 1711040123**

**Study Program : Pendidikan Bahasa Inggris**

**Advisor : Rohmatillah, M. Pd**

**Co-Advisor : Nurul Puspita, M.Pd**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC STATE UNIVERSITY OF RADEN INTAN  
LAMPUNG  
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## ABSTRACT

Language style is a branch of sociolinguistic study that discusses the language used in society based on the situation that happens at that moment. The objective of this research is to find out the types of language styles and the most dominant type of language styles performed by the main character in “The Paper Chase” movie based on Joos’s theory, which there are frozen style, formal style, consultative style, casual style, and intimate style.

This research is qualitative research, in which the data in this research is in the form of words and descriptions. The source of the data is taken from the movie and the transcript of the movie. The data were analyzed using the evaluation checklist table and the data frequency table. According to the analysis, the researcher found two hundred forty-two language styles performed by the main character, of which there are four of five types of language styles. There are thirty-five formal styles, twenty-six consultative styles, one hundred seventy-nine casual styles, and two intimate styles. The researcher also found that the casual style is the most dominant type of language style with one hundred seventy-nine utterances with a percentage of one hundred seventy-four percent.

The researcher recommends that understanding sociolinguistics is crucial as language style is a subfield of it. The study can be a way to learn about language style. It is also recommended to analyze language styles used by other characters or to analyze other aspects in “The Paper Chase” movie for future research.

**Keywords:** Analysis, Descriptive Qualitative, Language Styles, Movie

## DECLARATION

Hereby, I state this thesis entitled "An Analysis of Language Style Performed by The Main Character in "The Paper Chase" Movie" is completely my work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

The Researcher, August 25<sup>th</sup> 2023



Radithya Ramadhan  
NPM.1711040123



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jln. Lelak, H. Endro Suratmín Sukarame Bandar Lampung (0721) 703260

**APPROVAL LETTER**

This is to testify that the following thesis :

Title : An Analysis of Language Style Performed by The Main Character in "The Paper Chase",

Movie:

Student's name : Radithya Ramadhan

Student's number : 1711040123

Study Program : English Education

Faculty : Tarbiyah and Teacher Training


**APPROVED**

was tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, Raden


Intan State Islamic University,

Bandar Lampung


Advisor

  
**Rehmattillah, M.Pd**  
NIP. 198105082007102001

Co-advisor

  
**Nurul Puspita, M.Pd**  
NIP. 198907172015032004

The Chairperson of  
English Education Study Program

  
**Dr. M. Muhasin, M.Hum**  
NIP. 197708182008011012



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmih, Sukarame, Bandar Lampung, Telp. (0721)703289

**ADMISSION**

A thesis entitled: "AN ANALYSIS OF LANGUAGE STYLE PERFORMED BY THE MAIN CHARACTER IN "THE PAPER CHASE" MOVIE", by: RADITHYA RAMADHAN, NPM: 1711040123, Study Program: English Education, was tested and defended in the examination session held on Thursday, July 13<sup>rd</sup> 2023.

**Board of examiner:**

The Chairperson : Dr. Moh. Muhassin, M.Hum

The Secretary : Dr. Nur Syamsiah, M.Pd

The Primary Examiner : Istiqomah Nur Rahmawati, M.Pd

The First Co-Examiner : Rohmatillah, M.Pd

The Second Co-Examiner : Nurul Puspita, M.Pd

The Dean of  
Tarbiyah and Teacher Training Faculty



Prof. Dr. Hj. Nur Diana, M.Pd  
Telp. 106 489281988032002

## MOTTO

١٨ - عَتِيدٌ رَقِيبٌ لَدَيْهِ إِلَّا قَوْلٌ مِّن يُلْفِظُ مَا

Not a single word is uttered by one, but there is a watcher near him,  
ready [to record]

(Q.S Qaf: 18)<sup>1</sup>

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<sup>1</sup> Maarif-Ul-Quran. "Al-Qur'an Dan Terjemahannya," n.d.,  
<https://quran.com/50:18/tafsirs/en-tafsir-maarif-ul-quran>.

## **DEDICATION**

I dedicate this thesis to the followings:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr. Slamet Riyadi and Mrs. Armi Retno Gargari have always provided me with unconditional love and never-ending support, not only for the completion of my study but also for the success of my life. I am thankful for having both of you by my side, and this thesis is absolutely yours.
3. My beloved sisters, Flora Bintang Az-Zahra and Naifah Sekar Larasati, who have been very supportive, caring, and generous during many difficult stages of my study at the University.
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5. My co-advisor, Mrs. Nurul Puspita, M.Pd who always guides and supports me during the completion of my thesis.
6. My validator, Mrs. Deri Sis Nanda, SS, MA, Ph.D. who has guided and supported me during the completion of my thesis.
7. All beloved lecturers, classmates, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who have invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.



## **CURRICULUM VITAE**

The author of this thesis is Radithya Ramadhan, usually called by his friend, Radith. He was born on 20<sup>th</sup> December 1999 in the city of Bandar Lampung. Ramadhan is the first son of Slamet Riyadi and Armi Retno Gargari. He has two sisters, They are Flora Bintang Az-Zahra and Naifah Sekar Larasati. He went to kindergarten at TK Sari Teladan, before attending his elementary school in SDN 1 Beringin Raya, Kemiling, Bandar Lampung (graduated in 2011). His junior high school was SMPN 26 Bandar Lampung (graduated in 2014). His senior high school was completed in SMA Persada, Bandar Lampung (graduated in 2017). In 2017, he went to Raden Intan State Islamic University of Lampung in Sukarame, for pursuing his bachelor's degree in the Department of English Education. During his study at the university. Currently, Radithya Ramadhan is working as an English teacher in SMP Alam Al Karim Bandar Lampung, a work in which he has found his life fulfillment.

Author

Radithya Ramadhan  
NPM. 1711040123

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Secondly, my study at Raden Intan State Islamic University of Lampung is not an individual journey. I have received invaluable help and support from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways. They are:

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Finally, nothing is perfect in this world, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I welcome any form of critical feedback for the betterment of this thesis.

Bandar Lampung, 13<sup>th</sup> March 2023  
Author

Radithya Ramadhan  
NPM.171104012

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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

Generally, Analysis is a process to examine an object and describe its elements or components in detail based on the data. According to LeCompte and Schensul in Kawulich, analysis is a process that a researcher uses to reduce the story and its interpretation.<sup>2</sup> Patton in Kawulich also said that during the analysis process, three main actions take place: organizing the data, reducing it through summarization and categorization, and identifying and establishing connections between patterns and themes within the data.<sup>3</sup> Therefore, the “analysis” in this proposal is to collect, organize, summarize, and identify the data that have been collected from “The Paper Chase” movie. The researcher analyzed the dialogue performed by the main character in this movie to find out and explain the language styles.

Language style generally is how people choose their way to speak to the person they are talking to based on the situation. Moreover, Misskova in Febriani stated that language style refers to a way of speech or a particular form of expression and utterances that is consciously and intentionally crafted through the deliberate selection, systematic arrangement, and utilization of linguistic and non-linguistic elements, taking into account factors such as the topic, situation, function, author's intention, and content of the utterance.<sup>4</sup> So, the researcher analyzed the utterances performed by the main character in this movie to find out how the language style is used by him in many situations. Character is a participant in fiction, and can be a human, animal, or any other creature that has an identity-specific trait. Based on Purwadarminta in Lapandja, a character is a human's inner

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<sup>2</sup> Barbara B. Kawulich, *Data Analysis Techniques in Qualitative Research*, (Georgia: West Georgia, 2004), 97

<sup>3</sup> Ibid

<sup>4</sup> Alicia Febriani, Fakhri Ras, and Novitri, *An Analysis of Language Style in “To All The Boys I’ve Loved Before” Movie*, JOM FKIP, Vol. 6, Edisi 2 (Riau: Universitas Riau, 2019), 4-5

nature that affects all thoughts and behavior that distinguish one human from another.<sup>5</sup> The main character is a character that has an important role in the story. In this research, the researcher focused on analyzing the language styles performed by the main character from this movie only.

Movie is a moving picture that can be seen and watched through the screen. Sharon and Weldon in Cahyani explain that a movie or motion picture is a visual medium that involves projecting a series of photographs, diagrams, or pictures onto a screen using a projector, resulting in the perception of natural movement on the screen.<sup>6</sup> Joel Spring in Cahyani also stated that movies are one of the mass media that are able to affect people's minds, especially in childhood and youth in this time.<sup>7</sup> As a media that can affect many people, movies can provide information, so people can learn many things from them. There are also many researchers using movies as a research objects to make people understand many things that can be learned from the movie. In this research, the researcher analyzed the movie to find out the language styles, so people can understand more about it.

The Paper Chase is an American comedy-drama movie that was released on 16<sup>th</sup> October 1973, directed by James Bridge and starring Timothy Bottoms, Lindsay Wagner, and John Houseman. This movie is the research object in this research to find language styles performed by the main character here.

The definition of some words above is the reason why the researcher titled this research "AN ANALYSIS OF LANGUAGE STYLE PERFORMED BY THE MAIN CHARACTER IN "THE PAPER CHASE" MOVIE".

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<sup>5</sup> Fadlun K.D Lapandja, Srianti, and Muhsin, *A Study of Main Character and Plot in Ahmad Faudi's "Negeri 5 Menara"*, e-Journal of English Language Teaching Society (ELTS), Vol. 4, (2016), p. 3

<sup>6</sup> Indah Cahyani, *An Analysis of Moral Message in "The Philosopher" Movie* (East Java: State Islamic Institute Of Tulungagung, 2016), 13

<sup>7</sup> Ibid

## B. Background of the Problem

Sociolinguistics is a study that discusses how language is used in society. Sociolinguistics explores the phenomenon that happens in people's daily life related to the use of language. According to Trudgill in Maharani, sociolinguistics is related to cultural phenomena, influencing individuals' speech and communication patterns, as they are shaped by the social context in which they are situated.<sup>8</sup> Based on the explanation above, it is clear that sociolinguistics is a study that focuses on the use of language in social life. By learning sociolinguistics, people be able to understand more about how to use the language based on the situation that happens around society.

Sociolinguistics has many branches that can be discussed, but one of them is language style, a way how people choose their speech style based on their situation. We can see the use of language style when in a situation such as when someone talks with his/her boss in the office is different from when he/she talks with his/her friends. Based on that example, we can know that the way how people talk with their friends, parents, or boss at their work is different. People think based on the situation that happened to them and chooses the utterances that they say before performing it. Therefore, by learning sociolinguistics, we can also understand how people use language styles in their daily life.

Even though we know that language style can make people choose the right utterances to communicate with their interlocutors, some people still can not decide the right utterance properly. Sometimes, people still talk to their teacher, lecturer, or boss like they are talking with their friends, which in this case can make a misunderstanding between them. The phenomenon that happened to the researcher itself is when the researcher was teaching his students a course, some of the students talked inappropriately to the researcher, while the learning section is still in progress. This phenomenon

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<sup>8</sup> Dinda Dwi Maharani, *A Sociolinguistic Analysis of Language Style in 'Wild Child' Movie*, (Mataram: Muhammadiyah University of Mataram, 2019), 7

happens because many people know how to speak using the English language, but does not know how to use the right style based on their situation. That's why people need to know more about language style.

The use of language style can be seen in many situations in society. Yet, we can not easily meet and see every person's situation directly, so that's why the use of movies as a media is very helpful to make us able to see many kinds of language styles that are used in many situations. Nowadays, movies are a part of our life, because people can learn many things by watching them, and it is also entertaining. According to Sharon and Weldon in Cahyani, movies or motion picture is a visual medium that involves projecting a series of photographs, diagrams, or pictures onto a screen using a projector, resulting in the perception of natural movement on the screen.<sup>9</sup> Movies have many functions in our life, such as for entertaining ourselves, and one of the big media that can give information and affect people around the world. Based on Joel Spring in Cahyani, movies are one of the media that are able to affect people's minds at this time, and they are able to affect the masses in childhood and youth.<sup>10</sup> As a big media that can affect, entertain and deliver many things, watching movies is one of many ways that can be used to learn language style. Therefore, by watching a movie, people can see and learn about how the other people in the movie talk in different ways based on the situation around them.

There are many kinds of movies nowadays, but one of the movies that make the researcher interested to analyze is "The Paper Chase", an American comedy-drama that was released in 1973. The movie depicts the story of James Hart, a first-year law student at Harvard Law School, as he navigates his experiences with Professor Charles Kingsfield, a brilliant and demanding contract law instructor, and his relationship with Kingsfield's daughter. The researcher choose this movie because many kinds of situations happen around the main character, which makes the main character use many kinds of

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<sup>9</sup> Cahyani, *An Analysis of Moral Message in "The Philosopher"...*, 13

<sup>10</sup> Ibid

language styles in this movie and it makes this movie become a good medium that can be used to learn language styles. Moreover, this movie was made in 1973, and the language used in this movie is more grammatical than the language used nowadays. Based on Hasan, Matthiessen, and Webster, the grammatical gap left by the older tradition had begun to be filled with the following number of descriptions of the grammatical system.<sup>11</sup> However, because this movie is certificated as a Parents Guide (PG) and there are some scenes that include bad words, alcohol and smoking, and romantic scene that includes nudity, the researcher aims this study to educate the use of language style to college students.

Based on the reason the things explained above, we can see that movies can be a good media to give information about language styles. By watching a movie, the researcher thinks that people can see many examples and learn how language styles are used. “The Paper Chase ” is used in this research because many kinds of language styles are used in this movie. The movie showed many situations such as when the main character talks with his friends, his lecturer, and also the person he loves. Therefore, the researcher choose “The Paper Chase” movie to be analyzed, to find many kinds of language styles performed by the main character in that movie. The researcher hopes by analyzing the movie help many people to learn language style through movies.

### **C. Research Focus and Sub-Focus**

According on the background above, the researcher decided to focus on analyzing the language style that is only performed by the main character in “The Paper Chase” movie. The main character in this movie is a boy who faces some difficulties in his first year at Harvard Law School named James T. Hart, played by Timothy Bottoms. Therefore, the researcher only analyzes the language styles in “The Paper Chase” movie performed by him, James T. Hart. The

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<sup>11</sup> Ruqaiya Hasan, Christian Matthiessen, and Jonathan Webster, *Continuing Discourse on Language A Functional Perspective Volume 2*, (London: Equinox, 2005), 512.

researcher analyzes the language style performed by James T. Hart, the main character in “The Paper Chase” movie using Joos’s theory.

#### **D. Formulation of the Problem**

According to the background and the research focus above, the researcher formulates the problems of this research as follows:

1. What types of language styles are based on Joos’s theory performed by the main character in “The Paper Chase” movie?
2. What is the most dominant type of language style based on Joos’s theory that is performed by the main character in “The Paper Chase” movie?

#### **E. Objective of the Research**

According to the formulation of the problem that has been explained, the purpose of this research is:

1. To find the types of language style based on Joos’s theory that performed by the main character in “The Paper Chase” movie
2. To find the most dominant type of language style based on Joos’s theory that performed by the main character in “The Paper Chase” movie

#### **F. Significances of the research**

The significances of this research are:

1. Theoretically  
The result of this research is to provide support for theories regarding the utilization of language style in movies.
2. Practically
  - To the teacher educators/lecturers  
This research is expected to help and give information about the use of language style in a movie, especially in “The Paper Chase” movie. Therefore, this research can be a reference used by English teachers to teach language styles to students by using movies.

- To the college students  
College students can learn about language styles through movies. Therefore, the students can be interested and learn about it.
- To the future researchers  
This research can give information and can be used as a reference to the other researchers who research the language styles that are used in a movie.

### **G. Previous Relevant Studies**

Some previous research has been done about the analysis of the language style that exists in a movie. The first research has been done by Alicia Febriani, Fakhri Ras, and Novitri (2019), with the title *An Analysis of Language Style In "To All The Boys I've Loved Before" Movie*. The purpose of this research is to find the types of language styles and the dominant type that is used in the movie by analyzing it. The research findings reveal that the conversation in the movie consists of thirty instances showcasing various language styles, categorized into intimate style (eleven cases), consultative style (nine cases), casual style (seven cases), formal style (three cases), and no instances of frozen style. Consequently, the dominant style observed in the movie was found to be the intimate style.

The second research has been done by Rahardian Rasyidin (2016), with the title *An Analysis of Language Style in "Fury" Movie*. This research aims to find out the language style used by all characters and to find the dominant type of language style that exists in the movie. The result shows that the researcher found four types from five types of language style, there is no frozen style found, twenty-nine cases on formal style, ninety-seven cases on consultative style, one hundred two cases on casual style, and thirteen cases on intimate style. Therefore, the casual style is the most used language style that exists in the movie.

The third research has been done by Dinda Dwi Maharani (2019), with the title *A Sociolinguistic Analysis of Language Style in "Wild Child" Movie*. The purpose of this research is to analyze the

language style used by all characters in the “Wild Child” movie. The research findings indicate that out of the five types of language styles examined in the “Wild Child” movie, four types were identified. The casual style emerged as the dominant type, while the frozen style was not present. Specifically, the formal style was found in sixty-five instances, the consultative style in sixty-one cases, the casual style in ninety-seven cases, and the intimate style in twenty-one cases.

Based on the previous research above, those mentioned researches and this research share the similarity of analyzing the language style present in a movie by employing Joos's theory, which classifies language style into five styles: frozen style, formal style, consultative style, casual style, and intimate style. The difference between the previous research and this research is that this research only focuses to analyze the language style performed by the main character in “The Paper Chase” movie.

## **H. Research Method**

### **1. Research Design**

The researcher used the descriptive-qualitative method. Based on Hancock et. al. in Maharani, qualitative research is research concerned with developing an explanation of social phenomena.<sup>12</sup> Moreover, Wahyuni in Febriani stated that Qualitative research is characterized by an inductive approach, aiming to obtain a profound understanding of an individual's or group's experience.<sup>13</sup> Descriptive qualitative is used in this research because the data obtained are in the form of words. The researcher not only used words as data in this research but also numeric data. Numeric data is used in this qualitative research to count the total of data found, the total of each type of language style, and to find the most dominant one. The use of numeric data in this research also does not make this research become quantitative research or mixed-method. According to Maxwell, the inclusion of numerical data and counts in qualitative

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<sup>12</sup> R

<sup>13</sup> Febriani, Ras, and Novitri, *An Analysis of Language Style in “To All The Boys I’ve Loved Before” Movie...*, 6



research does not automatically classify the study as mixed-method research, in which numbers in the form of simple counts hold significance as a legitimate and important data type within qualitative research.<sup>14</sup> Maxwell also continues his statement in which he explains that numbers are used to generalize the context or group of individuals under study, allowing for the establishment of themes or findings that can be characteristics of the entire setting or group.<sup>15</sup> Therefore, the researcher used the numbers in his research to count the total of data found and words to describe the data that have been found.

The descriptive-qualitative method is conducted in this research to analyze the language styles in “The Paper Chase” movie. The data for this research is gathered by downloading the movie and the script from the internet. The researcher watch the movie and read the script to find the language styles that exist by analyzing the utterances performed by the main character.

The process that the researcher went through to find the existing language styles are as follows: first, the researcher downloads “The Paper Chase” movie and the transcript from the internet. Second, the researcher watches “The Paper Chase” movie. Third, the researcher read the script of “The Paper Chase” movie. Then, The researcher repeatedly watches the movie and carefully reads the script to analyze the dialogues and find the language style performed by the main character in "The Paper Chase". Next, the researcher collects the data and analyzes it. Finally, the researcher classify the language styles that have been found into some types of language styles based on Joos’s theory.

## **2. Research Subject**

The subject of this research is The Paper Chase movie. The data of the research are documents such as transcript dialogue and video/film.

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<sup>14</sup> Joseph A. Maxwell, *Using Numbers in Qualitative Research*, Qualitative Inquiry, Vol. 16, No. 6, (USA: SAGE, 2010), 478.

<sup>15</sup> Ibid.

### **3. Research Instrument**

The primary instrument used in this research is the researcher himself, while the supporting instrument is the script of "The Paper Chase" movie. The researcher read the script carefully and study it repeatedly to find the language styles from the utterances performed by the main character in "The Paper Chase" movie. Finally, the researcher analyzed and identified the language styles and classified them into some types by using Joos's theory to find all the types of language styles performed by the main character and to find the most dominant type of language style that exists in this movie.

The researcher also used two tables as instruments to classify the language styles into some types and to find the dominant style. The researcher uses the "evaluation checklist table" to classify the language styles performed by the main character in "The Paper" Chase movie into five types based on Joos's theory by putting the utterances in the table to be classified. The researcher also put the reason in the "evaluation checklist" table, so the explanation of why the utterance is categorized into one style can be understood easily. Not only the "evaluation checklist table", but researcher also used the "table of frequency" to count the total of the language styles and to find the most dominant type of language styles performed by the main character in "The Paper Chase" movie. To understand more about how to use both of those tables can be seen in CHAPTER III.

Therefore, the role of the researcher in this study is to plan the research, collect the data, analyze the data using the tables that have been mentioned, and draw a conclusion.

### **4. Data Collecting Technique**

In collecting data, the following steps are used were:

- a. Downloading the script from the internet.
- b. Watching the movie and re-correcting the script that has been downloaded.
- c. Collect all the utterances performed by the main character.
- d. Identifying the utterances and classifying them into some types of language styles based on Joos's theory

In collecting the utterances performed by the main character, the researcher took a line performed by the main character to be one data. When the main character starts to talk until he finishes be measured into one data or utterance. The researcher used that procedure of data collecting technique following how Rahardian Rasyidin collects the data in his research with the title *An Analysis of Language Style in "Fury" Movie*.

### 5. Data Analysis

Data analysis is used in this research to process the data that have been found in the result. Miles, Huberman, and Saldana explain that there are three important activities in data analysis, there are data condensation, data display, and conclusion drawing and verification.<sup>16</sup> More explanation of those activities can be seen below.

#### a. Data Condensation

Data condensation is a process to select the data that needed to be analyzed. Based on Miles and Huberman, data condensation is a process of selecting, focusing, simplifying, abstracting, and transforming data obtained from written field notes or transcriptions in order to make the data stonger.<sup>17</sup> Therefore, the researcher reduced all the data he gets from "The Paper Chase" movie by focusing only on analyzing the utterances performed by the main character in "The Paper Chase" movie.

#### b. Data Display

Data display is an activity of displaying the data that has been analyzed. According to Miles and Huberman, display is an organized, compressed assembly of information that allows conclusion drawing and action.<sup>18</sup> In this research, the researcher displayed the result of the analysis in Chapter IV.

#### c. Conclusion Drawing and Verification

Conclusion drawing is an activity to make a conclusion from the data that has been analyzed. Miles and Huberman explain

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<sup>16</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis Edition 3*, (California: SAGE Publications, 2014), 31.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

that Conclusions are also verified as the analyst proceeds while verification can be a quick doubt in the analyst's mind while writing, leading to a brief check of the field notes, which can involve thorough discussions with colleagues to develop “intersubjective consensus” or with extensive efforts to replicate a finding in another data set.<sup>19</sup> After the conclusion has been made, the result also needs to be verified to be known if the result of the analysis is valid or not.

In this research, the data is the language styles performed by the main character in “The Paper Chase” movie, James T. Hart.

The technique of analyzing data is presented as follows:

- a. Identify  
First, the researcher identifies the language styles by using Joos’s theory to find out the types of language styles.
- b. Classify  
Then, the researcher classifies the data by putting a mark on the type of the data using the “evaluation checklist” table to make the researcher easy to analyze the types of language styles performed by the main character. The table can be seen below.

**Table 1.1**  
**Evaluation Checklist Table**

No	Minutes	Utterance	Language Styles					Reason	Line and Page In Appendix
			Frz	Frm	Clf	Csl	Int		
1									
2									
3									
...									

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<sup>19</sup> Miles, Huberman, and Saldana, *Qualitative Data Analysis Edition 3...*, 32.

<b>Tot al</b>									
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**Note:**

- Frz : Frozen style  
 Frm : Formal style  
 Clt : Consultative style  
 Csl : Casual style  
 Int : Intimate style

## c. Discussing

After that, the researcher showed and explained in more detail the result of the data classification.

## d. Counting

The researcher put the number of the type of language style that has been analyzed into the table below. The researcher put the number that has been found by the researcher into the “frequency” column. The table can be seen below.

**Table 1.2**  
**Data Frequency Table**

No.	Language Style Type	Frequency
1	Frozen Style	
2	Formal Style	
3	Consultative Style	
4	Casual Style	
5	Intimate Style	
TOTAL DATA		

How the researcher analyzed the utterances and categorizes them into some types of language styles based on Joos’s theory can be seen in more detail in CHAPTER III.

e. Concluding

Finally, the researcher concluded the research based on the findings.

**6. Trustworthiness of the Data**

To be able to analyze the language styles produced by the main character from “The Paper Chase” movie, the researcher must check the data to make sure that the data contain trustworthiness. Therefore, the researcher used triangulation to check the trustworthiness of the data. According to Cohen, Manion, and Morrison in Noble and Heale, triangulation is a method employed to enhance the research findings’ credibility and validity.<sup>20</sup> Therefore, the researcher used triangulation to make sure that the data is valid and trustworthy to be analyzed.

Triangulation can be classified into some types. Based on Denzin in UNAIDS, triangulation can be divided into four types, there are:<sup>21</sup>

a. Data Triangulation

Data triangulation is an approach that involves utilizing multiple data sources, such as different points in time, space, and individuals, within a study. This method aims to enhance the verification of findings and compensate for any potential weaknesses in the data by leveraging the strengths of other data sources, thereby augmenting the validity and reliability of the results.

b. Method Triangulation

Method triangulation is a triangulation that used multiple methods to decrease the lacks and biases from any single method in learning a situation or phenomenon.

c. Investigator Triangulation

Investigator triangulation is a triangulation that used multiple investigators or researchers to

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<sup>20</sup> Helen Noble and Roberta Heale, *Triangulation in Research with Examples*, Evid Based Nurs, Vol. 22, No. 3, (Belfast: BMJ, 2019), 67.

<sup>21</sup> UNAIDS, *An Introduction to Triangulation*, (Geneva: UNAIDS, 2010), 14-16.

enhance credibility by confirming the findings across other investigators.

d. Theory Triangulation

Theory triangulation is a triangulation that uses multiple theories to examine a situation or phenomenon.

According to the given explanation, the researcher used investigator triangulation as a means to verify the credibility of the data. The researcher used investigator triangulation because the researcher only used Joos's theory as a grand theory to find out the language styles performed by the main character in "The Paper Chase" movie. Therefore, the data in this research was checked by the lecturer who expert in this study to find out whether the data is valid or not.

## **I. Systematics of the Research**

The systematics of this proposal is arranged as follows:

1. CHAPTER I Introduction

This chapter discusses various aspects, including the confirmation of the title, background information on the problem, research focus and sub-focus, problem formulation, research objectives, the significance of the research, previous relevant studies, research methodology, and the systematic approach employed in conducting the research.

2. CHAPTER II Theoretical Frame

This chapter contains a bunch of theories such as the definition of language, sociolinguistic, language style, types of language styles, movies, and "The Paper Chase" movie, a movie that was analyzed by the researcher to find out the language styles performed by the main character from that movie.

3. CHAPTER III Description of Research Object

This chapter covers a general description of the object and the presentation of the research facts and data of this research.

4. CHAPTER IV Findings and Discussion

This chapter contains the result of the language styles performed by the main character from “The Paper Chase” movie that has been classified into five types based on Joos’s theory.

5. CHAPTER V Conclusion and Suggestion

This chapter discusses the conclusion and suggestions derived from this research.



## CHAPTER II THEORETICAL FRAME

### A. Language

Language is an important thing in our life because it is used by people to communicate. People talk to each other in their daily life using language. That was why language is called a tool that is used by people to communicate. The definition of language also can be seen in Sapir's theory in Ginting, which explains that language is a purely human and non-instinctive method of expressing ideas, emotions, and desires through a system of intentionally created symbols.<sup>22</sup> Based on Kridalaksana in Sa'adiyah, Language is a societal system comprised of arbitrary sound symbols utilized for cooperation, interaction, and self-identification purposes.<sup>23</sup> Based on the statements from the expert above, we can assume that language is a system that is used by humans to communicate their ideas and emotions to cooperate in society, making interactions and identifying themselves using sound symbols. According to another expert, Hornby in Jamil, Language refers to the system of communication encompassing speech and writing, employed by individuals within a specific country. It serves as a means of expressing ideas and emotions through movement, symbols, and sound.<sup>24</sup> Hartman in Febriani also supports that statement by explaining that language is the most fundamental means of communication.<sup>25</sup> From the explanations above, we know that the symbols that are used to communicate in the language are not only in the form of sound but also in the form of writing. Language also has an

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<sup>22</sup> Sinta Putri Amelia Ginting, Rahmadsyah Rangkuti, and Muhammad Yusuf, *Function of The Language Style Used in Women Commercial Product Advertisements: A Stylistic Analysis of Language*, Journal of Literature, Linguistics and Cultural Studies, Vol. 9, No. 2, (Medan: Rainbow, 2020). 187.

<sup>23</sup> Evha Nazalatus Sa'adiyah, Atikatul Himmah Wahyudi, and Moh. Fery Wahyudi, *An Analysis of Language Varieties in Karang Taruna Prenduan Sumenep*, International Journal of Education, Language, and Literature, Vol. 1, No. 2, (Madura: ELite Journal, 2018), 10.

<sup>24</sup> Resa Ferara Jamil, and Nasrum, *Language Style Used in J.K. Rowling's Harry Potter and The Cursed Child*, Elite Journal, Vol. 5, No. 2, (Makassar: State Islamic University of Alauddin Makassar, 2018), 190.

<sup>25</sup> Febriani, Ras, and Novitri, *An Analysis of Language Style in "To All The Boys I've Loved Before" Movie...*, 3.

important role in a communication system. Without language, people can not communicate easily. Therefore, many people learn languages in order to make them able to communicate with other people.

## **B. Sociolinguistic**

Sociolinguistics is a branch of language study that generally discusses how language is used in society. Booij in Hassanah said that Sociolinguistics is a field within linguistics that explores the social factors and aspects that play a role in the use of language and which play a role in the association.<sup>26</sup> Based on Wijana in Rahmawati, sociolinguistics is a subfield of linguistics that focuses on examining the connection between language and the society in which it is used.<sup>27</sup> Based on the explanation from the experts above, we know that sociolinguistics discusses the social factors and the relationship between society and language to see how language is used by people to communicate in society. Another expert, Eastman in Mu'in, explains that sociolinguistics is the study that is concerned with the interaction of language and setting.<sup>28</sup> Wardhaugh in Mu'in also explains that sociolinguistics is a field of study that specifically investigates the interplay between language and society, aiming to enhance our understanding of language structure and how languages operate in communication.<sup>29</sup> From the explanation above, we can see that sociolinguistics is a study that people's interactions in society to understand the relationship between language and society, the structure of the language, and the function of language in a communication process. Trudgill in Saputra stated that sociolinguistics is a subset of linguistics that examines language as a social and cultural

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<sup>26</sup> Lana Hasanah, etc, *Sociolinguistic Influence in the Use of English as a Second Language (ESL) Classroom: Seeing from OGO's Perspective*, Journal of English Language Studies, Vol. 1, No. 1, (Pekanbaru: ELSYA, 2019), 29.

<sup>27</sup> Iin Rahmawati, *Language and Culture in Multicultural Society of English Language Course: A Case Study of Sociolinguistics*, NOBEL: Journal of Literature and English Teaching, Vol. 11, No. 1, (Bangkalan: STKIP PGRI Bangkalan, 2020), 56.

<sup>28</sup> Fatchul Mu'in, *Sociolinguistics: A Language Study in Sociocultural Perspective*, (Banjarmasin: Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lambung Mangkurat, 2019), 5.

<sup>29</sup> Ibid.

phenomenon.<sup>30</sup> He also said in Maharani that sociolinguistics is connected to cultural phenomena, influencing the way individuals speak or communicate, as language usage is shaped by the social context in which it occurs.<sup>31</sup> Based on Trudgill's statements, we can assume that sociolinguistics is a part of the linguistic study which discusses how language can affect the way people speak based on the cultural phenomena in society and the social contexts. Moreover, Holmes in Febriani said that sociolinguistics is a field of study that explores the structure of language and its societal functions, according to the social factors that influence the communication process.<sup>32</sup> Chaika in Febriani also said that sociolinguistics is the study of how people use language to interact in society, which is a discipline that links sociology and linguistics.<sup>33</sup> Based on those theories, sociolinguistics is a study that discusses how language plays its role related to phenomena that happen in society, to make people able to choose the way they speak based on the social context. Therefore, the importance of studying sociolinguistics is because sociolinguistics explains how language works and is used in social life so that by studying sociolinguistics we can understand and use language correctly in society.

### C. Language Style

Language style is one of the branches of sociolinguistics, which is a way of speech formed by our mind. Language style is used to talk to other people based on the topic, situation, and to whom they are talking to. Based on Missikova in Febriani, language style refers to the manner of speaking or expressing utterances, characterized by deliberate and purposeful choices in language selection, systematic patterns, and the use of linguistic and extra-linguistic elements,

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<sup>30</sup> Jimmy Saputra, Muhammad Rahmadeny, and Ichsan Jazzawi, *The Importance of Sociolinguistics in Foreign Language Education: A Review of Selected Paper*, International Journal and Vocational Studies, Vol. 1, No. 4, (Riau: University of Lancang Kuning, 2019), 300.

<sup>31</sup> Maharani, *A Sociolinguistic Analysis of Language Style in 'Wild Child' Movie....*,7.

<sup>32</sup> Febriani, Ras, and Novitri, *An Analysis of Language Style in "To All The Boys I've Loved Before" Movie....*,4

<sup>33</sup> Ibid.

according to the topic, situation, function, intention of the speaker, and the content of the communication.<sup>34</sup> According to another expert, Keraf in Rahayu and Parmawati, language style involves the process of conveying thoughts and ideas through language, which often reflects the unique character and personality of the writer or speaker.<sup>35</sup> Based on the provided statements, it can be understood that language style discusses how individuals generate speech or expressions by employing conscious decision-making, systematic patterns, and the use of linguistic and non-linguistic elements. This is done to convey their personal characteristics and demonstrate respect for the topic, situation, function, intention of the speaker or writer, and the content of the communication. Through what has been explained, people can speak using different ways or styles because looking at some factors that have been explained above. Moore also explains that styles in speaking encompass the ways in which individuals, acting as agents in social and sociolinguistic contexts, navigate their roles and objectives within a system that allows for differentiation and various potentialities.<sup>36</sup> Based on the explanation, people choose their way to speak by looking at their position in this society based on the distinctions and possibilities to deliver their goals in the communication process.

People have many ways to talk with each other. The way how people talk with their friends, parents, or boss at their work is different, which it is happening because of their situation. Generally, language style can be divided into formal and informal. It depends on the people interlocutor and the situation. Wardhaugh in Febriani stated that The selection of formality level in language is influenced by several factors, including the nature of the event or occasion, social

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<sup>34</sup> Febriani, Ras, and Novitri, *An Analysis of Language Style in "To All The Boys I've Loved Before" Movie...*, 4-5

<sup>35</sup> Nisi Nispi Rahayu and Aseptiana Parmawati, *The Analysis of Language Style and The Illocutionary Act Found in The Teen Lit Novel "The Perfect Husband" Written By Indah Riyana*, Professional Journal Of English Education, Vol. 3, No. 3, (Cimahi: IKIP Siliwangi, 2020), 408.

<sup>36</sup> Emma Moore, *Sociolinguistic Style: A Multidimensional Resource for Shared Identity Creation*, The Canadian Journal of Linguistics, (Toronto: University of Toronto Press, 2004), 380.

distinctions such as age and other differences among participants, the specific task at hand such as writing or speaking, emotional engagement of individuals involved, and other relevant considerations.<sup>37</sup> Based on that statement, there are some factors make people decide to use language styles, to make communication run well.

#### **D. Factors that Influence the Choice of Language Style**

To choose the right type of language style based on the situation, some factors need to be considered. According to Holmes in Putri, four factors can affect people in choosing the types of language style, namely setting, participant, topic, and function.<sup>38</sup>

##### 1. Setting

Setting is a place and situation around people. Based on Dijk in Putri, setting influences the language style of the people.<sup>39</sup> People must be aware of the situation that happens around them. If a formal situation happens, people usually choose and take care of their words. Then, when an informal situation happens, people usually can speak a little more freely without paying attention to their words.

##### 2. Participant

Participants are the person or people involved in a conversation. Wardaugh in Putri states that it is differentiated by the social class of the participants.<sup>40</sup> Moreover, Merrison and Griffiths in Putri explain that participants focus on the characteristic such as gender, age, profession, class, level of education, nation/region of origin, ethnicity, religion, disability, and personality of the people taking part in the

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<sup>37</sup> Febriani, Ras, and Novitri, *An Analysis of Language Style in "To All The Boys I've Loved Before" Movie...*, 5

<sup>38</sup> Riani Juni Putri, Dohra Fitrisia, and Arifin Syamaun, *An Analysis of Language Styles Uttered by Main Character in "Teman Tapi Menikah" Movie*, Research in English and Education (READ), Vol. 6, No. 1, (Banda Aceh: Universitas Syiah Kuala, 2021), 31.

<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

conversation<sup>41</sup> So, people must be aware of their interlocutor to choose the right language style.

### 3. Topic

Topic is very important in a conversation. According to Richards in Putri, influencing topics in language style is very important.<sup>42</sup> People must be aware of their language style. They must know how to use the right words according to the topic they are discussing, whether the topic is serious or not. Therefore, the conversation can run well.

### 4. Function

Function is an important thing that can influence language style. Based on Holmes in Putri, function refers to “why they are speaking” or the aim of the interaction.<sup>43</sup> Therefore, the function is the reason or the purpose of a person in making a conversation, such as saying “I’m sorry” to apologize, saying “Do you need any help?” to offer some help, or just saying “Hi” or “Good morning” to greet someone.

## E. Types of Language Style

Language styles can be divided into some types. According to Joos, language style can be classified into five styles of language, there are frozen style, formal style, consultative style, casual style, and intimate style.<sup>44</sup>

### 1. Frozen Style

Frozen style represents the highest level of formality in language style, which is used in very formal situations such as in a palace, mosque, church, speech of state ceremony, and many more. This style is usually used in formal ceremonies or other respectful situations. Frozen style requires high skills, which this style uses a very complex grammatical structure

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<sup>41</sup> Ibid.

<sup>42</sup> Putri, Fitriasia, and Syamaun, , *An Analysis of Language Styles Uttered by Main Character in “Teman Tapi Menikah” Movie...*, 31

<sup>43</sup> Ibid.

<sup>44</sup> Martin Joos, *The Five Clocks*, (New York: Harcourt, Brace & World, Inc., 1967),

and vocabulary almost only known by the expert. This style is usually used by specialists or experts based on their particular fields. The difference between this style and other styles is that the frozen style is only used by the expert in a very formal situation, in which other people can not freely use this style if they are not an expert in a certain field. Moreover, Joos explains that frozen style is a style for print and declamation, which is defined by the absence of authoritative intonation in the text, as the hearer is not permitted to cross-questions to the speaker.<sup>45</sup> Based on that explanation, the communication that happens in frozen style only goes one way without any response or reply from the listening party. Based on Holmes in Putri, this style is characterized by the use of:

- a. Sentence structures that are maintained and unchanged, remain consistent and unaltered.
- b. Sentences that are long and constructed with care
- c. Intonation that is exaggerated, in which there is no response between the speaker and the hearer.<sup>46</sup>

Example:

Stated in the Introduction Fundamental constitution 1945. *“sesungguhnya kemerdekaan itu adalah hak segala bangsa. Dan oleh sebab itu maka penjajahan di atas dunia harus dihapuskan karena tidak sesuai dengan prike-manusiaan dan prikeadilan”* (actually an independence is the right for every nation, and because of that the colonization in the earth has to be abolished because it does not conform with the humanity and justice).<sup>47</sup>

## 2. Formal Style

Formal style is usually used in a formal or important situation, such as in the classrooms, speeches, meetings or conferences, sermons, and many more. Based on Joos, formal style is generally used in a formal situation, whenever the participants of the communication are in a large group and there is the

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<sup>45</sup> Ibid, 39

<sup>46</sup> Putri, Fitrissia, and Syamaun, , *An Analysis of Language Styles Uttered by Main Character in “Teman Tapi Menikah” Movie...*, 31

<sup>47</sup> Rahardian Rasyidin, *An Analysis of Language Style in “Fury” Movie*, (Surabaya: University of Sunan Ampel Surabaya, 2016), 12

least amount of shared background knowledge, which the communication is one-way with little or with the absence of feedback from the audience.<sup>48</sup> Moreover, Richards in Putri states that formal or deliberative style refers to a type of language style employed in situations where speakers exercise great care in their pronunciation, word selection, and sentence structure.<sup>49</sup> This style is usually used when the speaker talks to a large audience such as in speeches, meetings, and other formal situations. This style uses complex sentences and combines lots of utterances. The vocabulary used in this style is very wide. However, the difference between this style with the previously frozen style is that there is little chance for the hearer to ask or respond to what the speaker said, which this chance does not exist in the frozen style. Moreover, formal style not only can be used for many hearers but also for a single hearer. According to Rosids in Febriani, a formal style can be employed when speaking to an individual listener, such as when communicating with strangers.<sup>50</sup> The words that are usually used to speak to strangers such as “Mr.” or “Sir”, “May”, “Might”, and many more. We also can use someone’s last name when we call or talk to them.

Based on what has been explained above, we know that formal style has some characteristics. There are:

- a. Used in a formal situation.
- b. Usually used by a single speaker to many audiences, with no or small chances of response from the audience.
- c. Uses complex sentences, in which the speaker is aware of pronunciation, choice of words, and sentence structure.

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<sup>48</sup> Joos, *The Five Clocks...*, 34

<sup>49</sup> Putri, Fitrissia, and Syamaun, , *An Analysis of Language Styles Uttered by Main Character in “Teman Tapi Menikah” Movie...*, 31

<sup>50</sup> Febriani, Ras, and Novitri, *An Analysis of Language Style in “To All The Boys I’ve Loved Before” Movie...*, 5



- d. Can also be used for single interlocutors such as a stranger, using the words such as “Mr.” or “Sir”, “Ms”, or “Mrs”, or calling someone using their last name. It also used words such as “May” and “Might” to ask something.

Example:

1. I would like to introduce myself to all of you.<sup>51</sup>
2. Mrs. Elis, would you like to have a sit first before you deliver your speech?<sup>52</sup>

Example from “The Paper Chase” movie:

1. (00:02:19)  
Kingsfield: “*Mr. Hart... will you recite the facts of Hawkins vs. McGee? I do have your name right? You are Mr. Hart?*”  
Hart: “*Yes, my name is Hart.*”

From the example above, we can see the characteristic of how formal style is used. First, the participant there are Kingsfield as the lecturer and Hart as a college student. Second, that scene happens when a class is still in progress, and Kingsfield talks to not only Hart but also the other students. Moreover, we can also see how Kingsfield still gives Hart a chance to talk as Kingsfield called Hart by saying “Mr” because the formal situation happens at that moment. Based on what has been explained, all the characteristics of the formal style that has been explained can be seen in this example.

3. Consultative Style
4. Consultative style is similar to the formal style, but it has a lower degree. This style is usually used in a semi-formal situation, such as in a small group, with chance acquaintances, people who have more information or higher level than us, and strangers. Based on Joos, consultative style is typically observed as the standard when interacting with strangers who speak the same language but may have different knowledge

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<sup>51</sup> Maharani, *A Sociolinguistic Analysis of Language Style in ‘Wild Child’ Movie...*, 15

<sup>52</sup> Ibid

and information.<sup>53</sup> Moreover, Chaer in Febriani explains that the consultative style is considered the most operational style compared to other styles.<sup>54</sup> The difference between consultative style and other language styles such as formal style and casual style is that consultative style can be used to talk to many kinds of hearers while keep taking care of politeness. Although a person is not involved in a formal situation, this style can be used to talk formally to people in many kinds of situations. That is why this style can be called a semi-formal language style. Usually, the listeners give a simple signal to respond to the speaker, such as “I see”, “well”, “I think so”, “Hmmm”, “Yes”, “No” and many more.

Based on what has been explained above, we know that consultative style has some characteristics. There are:

- a. Used in a semi-formal situation
- b. Used by people who have different levels or information (such as teacher and student, doctor and patient, etc.) or strangers.
- c. Used simple responses such as “I see”, “well”, “I think so”, “Hmmm”, “Yes”, “No” and many more.

Example:

1. Wardaddy: *“I need you to rescue my guys. Take the gun out”*  
Rafedy: *“All right that clears this road into town, you push forward”*<sup>55</sup>
2. Would you mind going upstairs right away, please?<sup>56</sup>

Example from “The Paper” Chase movie:

1. (00:56:19)  
Hart: *“Excuse me. I need the second series... of the Pacific Reporter... number 75. It's not in the stacks... and I was wondering if there was someplace else I could look.”*  
Librarian: *“No, if it's not in the stacks, it's not in. We don't have it.”*

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<sup>53</sup> Joos, *The Five Clocks...*, 23

<sup>54</sup> Febriani, Ras, and Novitri, *An Analysis of Language Style in “To All The Boys I’ve Loved Before” Movie...*, 5.

<sup>55</sup> Rasyidin, *An Analysis of Language Style in “Fury” Movie...*, 14

<sup>56</sup> Ibid.

From the example above, we can see the characteristic of how the consultative style is used. First, the participants there are Hart as a college student, and a woman who works as a librarian. Second, the settings are in the library. We can see how Hart ask politely to the librarian although the situation that happen is not in the formal situation. Moreover, we can see the use of simple signals that usually exist in consultative styles, in which the librarian is the one who says “no” as a signal to respond to Hart's question. Based on what has been explained, all the characteristics of the consultative style that has been explained can be seen in this example.

#### 5. Casual Style

Casual style is commonly employed in everyday situations, such as informal conversations with friends, family members, or in non-academic settings, reflecting a relaxed and informal tone. Joos explains that casual style is used among friends, acquaintances, and insiders without taking care of the background information and relying on listeners' participation.<sup>57</sup> The language used in this style is usually very spontaneous and the sentence does not aware of the grammar. Because this style is used spontaneously, the pronunciation is rapid and sometimes slurred. The use of ellipsis and slang is also used quite often in this style. People also call their interlocutors using their first name or even nickname, rather than calling them by their last name. The difference between this style than the previous consultative style is that the casual style does not care about the background of the person we are talking to. This style used in spontaneously without taking care of the words or situation around us. That is why is commonly used among friends outside formal situation.

Based on what has been explained above, we know that casual style has some characteristics. There are:

- a. Used in non-formal situations
- b. Used to talk with friends, co-workers, family, etc.

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<sup>57</sup> Joos , *The Five Clocks...*, 23

- c. Used spontaneously without being aware of the grammar
- d. The pronunciation is rapid and sometimes slurred
- e. Sometimes uses slang
- f. Calling their interlocutors using their first name or nickname.

Example:

1. Hello guys, are you okay?<sup>58</sup>
2. You got no right to be fucking sore with me. Quit fucking riding me.<sup>59</sup>
3. His number came up, that's all. We've been lucky till now.<sup>60</sup>

Example from "The Paper" Chase movie:

1. (00:25:52)  
 Ford: *"Damn good."*  
 Hart: *"That's a good answer. Not a complete analysis, not a hard question... but the point is I did it. I did it in Kingsfield's class. This is a goddamn dance!"*

From the example above, we can see the characteristic of how the casual style is used. First, the participant there are Ford and Hart as a friend. Second, the situation happens outside the class, which is an informal situation. Moreover, we can see the use of words such as "damn" and "goddamn dance" in that scene. According to the explanation, all the characteristics of the casual style that has been explained can be seen in this example.

## 6. Intimate Style

Intimate style is often employed in close relationships, such as between couples, family members, or close friends, reflecting a personal tone. Based on Joos, Intimate style is intimate expressions that convey a deep sense of personal closeness, emphasizing a level of communication that excludes information beyond the speaker's personal sphere.<sup>61</sup> Intimate style contains private language. This style is characterized by the exclusion of public information and reflects a highly

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<sup>58</sup> Maharani, *A Sociolinguistic Analysis of Language Style in 'Wild Child' Movie...*, 16

<sup>59</sup> Rasyidin, *An Analysis of Language Style in "Fury" Movie...*, 15

<sup>60</sup> Ibid, 16

<sup>61</sup> Joos, *The Five Clocks...*, 29-30

intimate and close relationship between the speakers. Usually, the intimate group is associated with intimate endearing labels such as darling, honey, dear, and even familiar names like mom, dad, or other endearing nicknames, which are used within the context of close relationships. The pronunciation of this style is rapid and slurred, in which ellipsis and deletions are also often used in this style. Moreover, this style can use non-verbal communication and private code characterized that hard to understand. According to that explanation, we can see the differences between this style and the previous casual style. Since this style is only used by people who have very close relationships such as couples, Joos explains that the intimate style uses utterance to address some feelings inside the speaker's skin.<sup>62</sup> That is why this style can deliver explicit meanings to each other that can only be known by the people who are in that close relationship or only by the insider.

Based on what has been explained above, we know that intimate style has some characteristics. There are:

- a. Used by couples, family members, or close friends
- b. Using intimate labels (Darling, dear, honey, etc.)
- c. Shows a very close relationship and avoids public information
- d. Using ellipsis, deletion, and a rapid and slurred pronunciation
- e. Non-verbal communication and the use of private codes are sometimes employed in this style.

Example:

1. Cornelius: Hey darling, how are you?"

Lisa: "Oh baby, kiss me!"<sup>63</sup>

2. Really sexy my girl.<sup>64</sup>

Example from "The Paper Chase" movie:

1. (00:35:10)

Susan: *"I'm going to ask you a question. You came back here because I'm Kingsfield's daughter."*

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<sup>62</sup> Joos, *The Five Clocks...*, 29-30

<sup>63</sup> Maharani, *A Sociolinguistic Analysis of Language Style in 'Wild Child' Movie...*, 17.

<sup>64</sup> Ibid.

Hart: *"That's not a question. That's an answer."*

*\*Hart unties his tie and kiss Susan.*

From the example above, we can see the characteristic of how the intimate style is used. First, the participants there are Hart and Susan as a lover. Second, that scene happens in Susan's bedroom while both of them are on the same bed. Although there is no intimate label such as honey or darling, we can see a non-verbal communication that Hart do by untying his tie before kissing Susan. According to the explanation, all the characteristics of the intimate style that has been explained can be seen in this example.

Based on the explanation above, learning language styles and their types is very important because by learning them people can decide the right utterances based on the participants, setting or situation, topic, and function that happen around the people that do their conversation.

## **F. Movie**

Generally, movie is a moving picture that we can see through a projection screen such as a television or monitor. Sharon and Weldon in Cahyani stated that movies or motion pictures comprises a sequence of photographs, diagrams, or pictures that are projected onto a screen using a projector, which creates the illusion of natural movement, giving the appearance of motion on the screen.<sup>65</sup> A movie usually can be called a film, which has a story where the story is told by how the movie is projected through the screen. Cambridge Dictionary in Cahyani also stated that a film is a series of moving pictures, usually shown in a cinema or on television and often telling a story.<sup>66</sup> The story that exists in the movie is played by the actor or actress using the written text that can be called a script. Kooperman in Maharani said that script is focusing on story, plot, theme, formatting, character, dialogue, momentum, and the document itself.<sup>67</sup> Because

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<sup>65</sup> Cahyani, *An Analysis of Moral Message in "The Philosopher"...*, 13

<sup>66</sup> Cahyani, *An Analysis of Moral Message in "The Philosopher"...*, 13.

<sup>67</sup> Maharani, *A Sociolinguistic Analysis of Language Style in 'Wild Child' Movie...*, 19.

the story that exists in the movie is conveyed through media such as television and cinema, the communication process can occur universally. The story in the movie can be seen through projector devices such as television and cinema by people around the world, which people can understand what happened in the movie, how the characters in the movie interact with each other, the message that the author wants to convey, and many more. Because of that reason, by watching movies, people not only entertain themselves but also learn many things because of communication that happens through watching movies. Moreover, movies have merged with the lives of people and become one of the mass media that can affect people's minds nowadays. Joel Spring in Cahyani stated that movies can affect the masses in childhood and youth.<sup>68</sup> So, we can assume that movie is a good medium to learn many new things nowadays. It is because the communication that happens through watching a movie can affect and make people able to know many things from it, which can be used to learn many new things, such as language styles.

### **G. The Paper Chase**

The Paper Chase is a comedy-drama movie directed by James Bridges and released on 16<sup>th</sup> October 1973 in the United States. The movie is based on John Jay Osborn Jr.'s 1971 novel the title is also "The Paper Chase". The Paper Chase movie tell about James T. Hart, a first-year law student at Harvard Law School, who struggles with the challenges of balancing and managing his coursework while navigating a complicated relationship with his professor's daughter. This movie stars Timothy Bottoms as James T. Hart, Lindsay Wagner as Susan Fields, John Houseman as Charles W. Kingsfield Jr., Graham Beckel as Franklin Ford III, James Naughton as Kevin Brooks, Edward Herrmann as Thomas Craig Anderson, Craig Richard Nelson as Willis 'Liberty' Bell, Bob Lydiard as O'Connor, Lenny Baker as William Moss, Tutor, David Clennon as Toombs, Regina Baff as Asheley Brooks, and Blair Brown as Miss Farranti. This movie was

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<sup>68</sup> Cahyani, *An Analysis of Moral Messaqoo in "The Philosopher"* ..., 13

distributed by Twentieth Century Fox and has a PG (Parents Guide) certificate. The runtime of this movie is 1 hour 53 minutes.

The story in this movie tells about a hard-working student named James T. Hart (Timothy Bottoms) that faces some difficulties in his first year at Harvard Law School. Due to the immense pressure to excel, some of the students form study groups and dedicate extensive hours to studying in order to cope with the academic demands. The greatest challenge that Hart faced in this Law School is contract law and his professor, Charles W. Kingsfield Jr (John Houseman). Kingsfield challenges his students with challenging questions that demand precise and creative responses, using the Socratic method as a teaching approach.. He often humiliates the students who can not respond to his questions. As the school year progresses, Hart faces many more challenges. At that time, he also befriends Susan Fields (Lindsay Wagner) and was unaware that she had a connection that ability to affect their relationship. Finally, Hart adapts to everything that comes his way and embraces new priorities in his life.

Based on the previous explanation, we know that “The Paper Chase” shows many kinds of situations that happen around Hart. As a first-year student in Law School, Hart interacts with Mr. Kingsfield, Susan Fields, and many other students. We can see how Hart talks with each of them in many different ways, which shows the use of language styles. The PG certificate also shows that there are some situations that we can easily see in people’s daily life. Because there are a lot of situations that occur, this movie is a good example to learn the types of language styles and how to use them according to the person you are talking to and the situation that occurs.





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## APPENDICES

## A. Types of language styles performed by the main Character in The Paper Chase movie

No	Minutes	Utterance	Language Styles					Reason	Line and Page In Appendix
			Frz	Frm	Clt	Csl	Int		
1	00:02:30	<i>"Yes, my name is Hart."</i>		✓				Hart responds to what his lecturer politely when the lecture process is running in class.	2 (p. 164)
2	00:02:35	<i>"Yes, my name is Hart."</i>		✓				Hart responds to questions given by his lecturer politely when the lecture process is running in class.	4 (p. 164)

3	00:02: 55	<i>"Yes, I'm on my feet."</i>		✓				Hart responds to what his lecturer said politely when the lecture process is running in class.	7 (p. 164)
4	00:03: 11	<i>"I haven't read the case."</i>		✓				Hart responds to questions given by his lecturer politely when the lecture process is running in class.	9 (p. 164)
5	00:03: 22	<i>"No."</i>		✓				Hart responds to questions given by his lecturer politely when the	11 (p. 164)

								lecture process is running in class.	
6	00:03:30	<i>"Yes, sir."</i>		✓				Hart responds to what his lecturer said politely when the lecture process is running in class.	13 (p. 164)
7	00:04:36	<i>"There was a promise to fix the hand... back to the way it was before it was burned."</i>		✓				Hart answers the questions given by his lecturer politely when the lecture process is running in class.	15 (p. 165)
8	00:04:45	<i>"The hand was much worse than before he went to the doctor."</i>		✓				Hart answers the questions given by his lecturer politely when the lecture process is running in class.	17 (p. 165)
9	00:04:	<i>"The</i>		✓				Hart	19 (p.



	57	<i>doctor should... The doctor should pay for what he did... and he should pay for the difference... between what the boy had... a burned hand... and what the doctor gave him, a... a burned and hairy hand?"</i>						answers the questions given by his lecturer politely when the lecture process is running in class, even though he is very confused about the question.	165)
10	00:06:15	<i>"That's true. That was me."</i>				✓		The situation that happens in this scene is Hart is talking with his senior in the dorm casually.	25 (p. 165)
11	00:06:34	<i>"Where's the pool?"</i>				✓		The situation that	27 (p. 165)

								happens in this scene is Hart is talking with his senior in the dorm casually.	
12	00:06:40	<i>"No. Just relaxes me."</i>				✓		The situation that happens in this scene is Hart is talking with his senior in the dorm casually.	29 (p. 166)
13	00:06:57	<i>"Maybe I better start studying then."</i>				✓		The situation that happens in this scene is Hart is talking with his senior in the dorm casually.	31 (p. 166)
14	00:07:12	<i>"Okay. Thanks a lot."</i>				✓		The situation that happens in this scene is Hart is talking with his senior in the dorm casually.	33 (p. 166)
15	00:07:59	<i>"Hi. My name's"</i>			✓			Hart answers	36 (p. 166)

		<i>Hart.</i> "					and introduces himself to a student who comes to his room in the dorm. Because the student had just met Hart, you could say Hart was communicating with strangers.	
16	00:08:03	<i>"What's a study group?"</i>			✓		Hart is asking about the study group to Ford. The situation happens in the dorm, in Hart's room.	38 (p. 166)
17	00:08:18	<i>"Yeah. I'm interested."</i>			✓		Hart is responding to Ford's invitation to join his study group. Moreover, Hart said "Yeah" as a simple sign that	40 (p. 166)

								is usually used in consultative style. This situation also happens in the dorm, in Hart's room.	
18	00:08:22	<i>"No, I'm finished. Five hours is plenty".</i>				✓		Hart said he is done and able to join Ford for some drink. This situation also happens in the dorm, in Hart's room.	42 (p. 166)
19	00:08:53	<i>"Minnesota."</i>			✓			Hart answers Ford's question with a simple answer by directly saying "Minnesota".	45 (p. 166)
20	00:08:57	<i>"Yeah. Where'd you go to school?"</i>				✓		Hart answers and asks Ford casually. The situation that	47 (p. 166)

								happens in this scene is when Ford and Hart drink together in Ford's room.	
21	00:09:10	<i>"You'll make the Law Review."</i>				✓		Hart talks casually with Ford. The situation that happens in this scene is when Ford and Hart drink together in Ford's room.	49 (p. 167)
22	00:09:23	<i>"When I was a freshman at college, I had 3 roommates. One was a genius, and one was crazy... and one was inconsequential. Kept to himself. It was the genius"</i>				✓		Hart tells his experience to Ford. His way of talking also quiet fast like a normal people who tells a story to his friend. The situation that happens in this scene is when Ford and Hart drink together in	51 (p. 167)

		<p> <i>who told me about Kingsfield. First guy to tell me all about Kingsfield. He read an article about him in Life or Time. Something about a book he wrote. It was called Contracts in Our Daily Lives. Yeah. To make a long story short... genius took the law school admission's test... but didn't score</i> </p>					<p>Ford's room.</p>	
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		<i>high enough to get into Harvard . Genius. ”</i>							
23	00:11:52	<i>“Yeah. Yeah. James Hart.”</i>			✓			Hart responds and introduce himself to a student in the same study group.	54 (p. 168)
24	00:12:39	<i>“Yeah.”</i>			✓			Hart answers Ford’s question using a simple signal, “yeah”. Moreover, the situation that happens on that scene is when hart discussing in Ford’s study group.	62 (p. 168)
25	00:13:40	<i>“Contra cts.”</i>			✓			Hart answers Ford’s question directly. Moreover,	78 (p. 169)

								the situation that happens on that scene is when hart discussing in Ford's study group.	
26	00:13:43	"Yeah."			✓			Hart answers Ford's question using a simple signal, "yeah". Moreover, the situation that happens on that scene is when hart discussing in Ford's study group.	80 (p. 169)
27	00:13:53	"Hey. I'm going up to Mass Avenue to get something to eat. You want to go?"				✓		Hart is inviting his friend, Ford, to get something to eat. This situation happens in Ford's room.	83 (p. 169)
28	00:14:	What is				✓		Hart is	85 (p.



	00	<i>this, some sort of endurance contest?</i>						asking his friend, Ford, why he still studies. This situation happens in Ford's room.	169)
29	00:14:13	<i>"Well, you want me to bring you back a pizza?"</i>				✓		Hart is asking his friend, Ford, if he wants something to eat. This situation happens in Ford's room.	87 (p. 169)
30	00:14:18	<i>"Yeah. All right."</i>				✓		Hart is responding to Ford's rejection. This situation happens in Ford's room.	89 (p. 169)
31	00:14:29	<i>"Yeah. Good-bye"</i>				✓		Hart is saying goodbye to the pizza seller in a pizza store.	90 (p. 169)
32	00:14:40	<i>"I'll walk you home."</i>		✓				Hart is responding to a stranger	93 (p. 170)

								who needs his help.	
33	00:14:44	<p><i>"I knew law school was hard... but I didn't think it was going to be as hard as it really is. You're up against some incredible minds here. I think this guy's gonna be a supreme court justice... this guy's gonna run Wall Street... this guy might be president of the United States. What it</i></p>				✓		Hart is talking to the girl he helps about how hard is law school casually.	95 (p. 170)

		<i>is, though, is this incredible sense of power."</i>							
34	00:15:01	<i>"Do you know what I mean?"</i>				✓		Hart is talking to the girl he helps about how hard is law school casually.	97 (p. 170)
35	00:15:03	<i>"Have you ever walked through the law school campus?"</i>				✓		Hart is talking to the girl he helps about how hard is law school casually.	99 (p. 170)
36	00:15:15	<i>"Then you know what I mean. When I walk down those streets... I get the feeling that behind those doors... minds are being formed to run</i>				✓		Hart is talking to the girl he helps about how hard is law school casually.	101 (p. 170)

		<i>the world.</i> "							
37	00:15:15	<i>"Please re's been mine. Good night."</i>				✓		Hart is saying good bye to the girl he helps.	103 (p. 170)
38	00:15:57	<i>"Ford? Ford? Hey, Ford, wake up."</i>				✓		Hart is waking Ford in the morning. This happens in Ford's room.	104 (p. 170)
39	00:16:09	<i>"Sshhhh ..."</i>				✓		Hart ask Ford to stay quiet. This happens in Ford's room.	106 (p. 170)
40	00:16:46	<i>"Langdell."</i>				✓		Ford answering Ford's question when they sneak into Langdell's building	108 (p. 170)
41	00:16:49	<i>"In the heart of the beast. Ah, this goddam n lbuildin g gets to me. Comfort</i>				✓		Hart is talking to his friend, Ford. This situation happens in Langdell's building.	110 (p. 170)

		<i>s me... restores my soul. Yea, though I walk through the valley... of the shadow of ignorance... I shall fear no evil... for the law is with me."</i>							
42	00:17:13	<i>"Wait a minute. Whoaa"</i>				✓		Hart surprised because he see a shadow. This situation happens in Langdell's building.	112 (p. 171)
43	00:17:17	<i>"There's somebody else in here."</i>				✓		Hart is telling his friend, Ford, that they are not alone in that building. This situation happens in Langdell's building.	113 (p. 171)

44	00:17: 40	<i>"Hey... that's Kingsfie ld. Come on."</i>				✓		Hart is telling and asking Ford to come and follow Kingsfield . This situation happens in Langdell's building.	114 (p. 171)
45	00:18: 57	<i>"We're gonna have to get up so early to keep up with him."</i>				✓		Hart is talking to his friend, Ford. This situation happens in Langdell's building.	115 (p. 171)
46	00:21: 13	<i>"Hello. "</i>				✓		Hart greet Susan, the girl he helps before, in front of her house.	125 (p. 172)
47	00:21: 14	<i>"I was walking by and I saw your light."</i>				✓		Hart talks to Susan in front of her house.	127 (p. 172)
48	00:21: 22	<i>"It's very interesti ng to me how quickly.. . the classes have</i>				✓		Hart talks to Susan about his class. This situation happens in Susan's bedroom.	129 (p. 172)

		<i>divided up into three factions.</i>							
49	00:21:30	<i>“One faction being the students who sit in the back. Given up sitting in their assigned seats... preparing the cases. What is it, only October ? They've already given up trying. Cowards. The second group are the ones who won't raise their hands... or volunteer an</i>				✓		Hart talks to Susan about his class. This situation happens in Susan's bedroom.	130 (p. 172)

	<p><i>answer, but will try when called upon. That's where I am, right now... living in a state of constant fear. And then there's the third echelon. The upper echelon. The voluntee rs. They raise their hands in class. They thrust themselv es into the fray. I don't think they're smarter than anyone else... but they have</i></p>							
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	<p><i>courage. And they'll achieve the final recognit ion. The teachers will get to know their names... and they'll get better... better grades. Past couple weeks, I've been preparin g for the upper echelon. .. and this weekend if I get all my work done... I'm going to enter it Monday morning . In Kingsfie ld's contract</i></p>							
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		<i>law class."</i>							
50	00:24: 47	<i>"It's obvious that notice is not important here. The offer requires no notice or personal communication. What is important is consideration. Question... Did Mrs. Carlill give anything to the company? The company argues that Mrs. Carlill, in using the ball... did absolutely nothing</i>		✓				Hart answers the question that given by his lecturer, Mr. Kingsfield, politely. This situation happen in the classroom, when the lecture process is running in class.	138 (p. 173)

	<p><i>for them. All they were interested in was the sale itself. The answer to that is obvious. Of course, they benefit from the sale itself... but beyond this... consideration does not necessarily in all cases... have to pass to the other party. Mrs. Carlill suffered the inconvenience... of having to use the ball. She</i></p>							
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		<p><i>gave something up... even if it didn't pass to the other party. So, you can only have a binding contract ... when each party gives something to the other... or suffers an inconvenience by or from the other party."</i></p>							
51	00:25:53	<p><i>"That's a good answer. Not a complete analysis, not a hard question ... but the point is I did it. I did</i></p>				✓		<p>Hart said "god damn", which is an impolite phrase and it happened outside the class.</p>	140 (p. 174)

		<i>it in Kingsfield's class. This is a goddam n dance!"</i>							
52	00:27:02	"Oh, no."				✓		Hart is shocked after realizing he wakes up late. This situation happens in Susan's bedroom.	147 (p. 174)
53	00:27:05	"I thought you set the alarm at 12:00. I gotta study. Oh, crap, I got Kingsfield at 9:00."				✓		Hart complains to Susan about the alarm. He also says "crap", which is an impolite word. This situation happens in Susan's bedroom.	149 (p. 174)
54	00:27:37	"Uuuuhh ..."		✓				Hart is confused because he can not answer Kingsfield's question. This	151 (p. 175)

								situation happen in the classroom, when the lecture process is running in class.	
55	00:27:55	<i>"No. Where you been?"</i>				✓		Hart is talking to Susan, asking where's she come from. This situation happens after the class, in the park.	155 (p. 175)
56	00:28:06	<i>"I've been thinking."</i>				✓		Hart is talking to Susan. This situation happens after the class, in the park.	157 (p. 175)
57	00:28:10	<i>"The trouble with entering the upper echelon. .. is you have to work harder to stay in it."</i>				✓		Hart is talking to Susan. This situation happens after the class, in the park.	159 (p. 175)

58	00:28: 19	<p><i>"I haven't been working hard enough.. since I've been seeing so much of you. I'm not getting enough sleep. I shouldn't have drunk so much wine. Seems so much energy gets wasted. Kingsfield caught me Friday unprepared. Not following the discussion. I swore he'd never catch me unprepared"</i></p>				✓		<p>Hart is talking to Susan. This situation happens after the class, in the park.</p>	161 (p. 175)
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		<i>again.</i> ”							
59	00:28: 50	“ <i>Well... you don't give me very much sustenan ce, Susan.</i> ”				✓		Hart is talking to Susan. This situation happens after the class, in the park.	163 (p. 175)
60	99:28: 57	“ <i>Susten ance. Aliment um victus. Way of life. Liveliho od. Nourish ment. Support. ”</i>				✓		Hart is talking to Susan. This situation happens after the class, in the park.	165 (p. 175)
61	00:29: 25	<i>Susan? Susan? Susan?! Susan! You bitch! Susan! Susan!</i>				✓		Hart is shouting, calling Susan who suddenly gone. He also said “bitch”, which is an impolite word. This situation happens in the park.	166 (p. 175)
62	00:30: 14	“ <i>I've been sleeping</i>				✓		Hart answers Ford's	168 (p. 175)



		<i>in the park. You ought to try it sometime. It's wildly therapeutic."</i>						question with an irritated tone. This situation happens in the Dorm.	
63	00:30:21	<i>"Yeah, I'm sorry. It won't happen again. Anderson's right. You cannot balance. .. girls and law school at the same time."</i>				✓		Hart is talking to Ford with an irritated tone. This situation happens in the Dorm.	170 (p. 175)
64	00:30:33	<i>"What?"</i>				✓		Hart shocked after knowing there's Kingsfield party in two weeks. This situation happens in the Dorm.	172 (p. 176)
65	00:30:39	<i>"Fantastic."</i>				✓		Hart is talking to Ford	174 (p.

								about Kingsfield party. This situation happens in the Dorm.	176)
66	00:30:43	<i>"I don't have a decent tie to wear."</i>				✓		Hart shocked after knowing there's Kingsfield party in two weeks. This situation happens in the Dorm.	176 (p. 176)
67	00:30:47	<i>"Yeah. Good night."</i>				✓		Hart says farewell to Ford. This situation happens in the Dorm.	178 (p. 176)
68	00:31:22	<i>"Charles W. Kingsfield, Jr... Pleasure... cocktail s... Friday, November 24. R.S.V.P."</i>				✓		Hart reads the Kingsfield's invitation alone in his room.	180 (p. 176)
69	00:32:18	<i>"Hey, how are you?"</i>		✓				Hart greets Anderson at	181 (p. 176)

								Kingsfield's party.	
70	00:32:40	"Hello."		✓				Hart greets Asheley, Kevin's wife, at Kingsfield's party. This is also the first time they meet.	183 (p. 176)
71	00:32:51	"This place is fantastic . It's just like I thought it would be."					✓	Hart talks about how good Kingsfield's party to his friends, Ford and Kevin, at Kingsfield's party.	191 (p. 177)
72	00:33:09	"It's too crowded . I thought I'd wait."					✓	Hart talks about why he still did not meet Kingsfield to his friends, Ford and Kevin, at Kingsfield's party.	195 (p. 177)
73	00:33:58	"Excuse me, Ed."		✓				Hart is asking for permission to his friend because he need to move out	199 (p. 177)

								from the party.	
74	00:34:04	<i>“Why didn't you tell me you were Kingsfield's daughter?”</i>				✓		Hart asks Susan with an irritated tone because he shocked to know that Susan is Kingsfield's daughter. The situation that happens in this scene is at Kingsfield's party.	201 (p. 177)
75	00:34:09	<i>“Wait a minute. You left me in the park. Why didn't you call me?”</i>				✓		Hart asks Susan with an irritated tone. The situation that happens in this scene is at Kingsfield's party.	203 (p. 177)
76	00:34:15	<i>“You lied to me, Susan. You told me your last name was</i>				✓		Hart speaks to Susan with an irritated tone because he is angry.	205 (p. 177)

		<i>Fields.</i> "						The situation that happens in this scene is at Kingsfield 's party.	
77	00:34:22	<i>"Oh, man."</i>				✓		Hart speaks to Susan with an irritated tone because he is angry. The situation that happens in this scene is at Kingsfield 's party.	207 (p. 177)
78	00:34:32	<i>"So why come back?"</i>				✓		Hart speaks to Susan with an irritated tone because he is angry. The situation that happens in this scene is at Kingsfield 's party.	209 (p. 178)
79	00:34:38	<i>"Sorry."</i>				✓		Hart speaks to	211 (p.

								Susan with an irritated tone because he is angry. He even said sorry in a high voice. The situation that happens in this scene is at Kingsfield 's party.	178)
80	00:34:41	<i>“Couldn't prove it by me.”</i>				✓		Hart speaks to Susan with an irritated tone because he is angry. The situation that happens in this scene is at Kingsfield 's party.	213 (p. 178)
81	00:34:48	<i>“No. You look too different dressed like that. I've got to think. Please,</i>				✓		Hart speaks to Susan with an irritated tone because he is angry and	215 (p. 178)

		<i>excuse me.</i> "						shocked. The situation that happens in this scene is at Kingsfield 's party.	
82	00:35:26	<i>"I can see the resemblance."</i>				✓		Hart talks to and teases Susan in her room. This situation happens after the Kingsfield 's party.	219 (p. 178)
83	00:35:36	<i>"It all makes so much sense. The way you looked at me when I talked about him... telling you things that happened in class. Didn't you ever want to burst out</i>				✓		Hart talks and teases Susan in her room. This situation happens after Kingsfield 's party.	221 (p. 178)

		<i>laughing?"</i>							
84	00:35:51	<i>"What do you mean?"</i>				✓		Hart asks Susan about her past in her room. This situation happens after Kingsfield's party.	223 (p. 178)
85	00:36:07	<i>"Where is Philip? Is that his name?"</i>				✓		Hart asks Susan about Philip in her room. This situation happens after Kingsfield's party.	225 (p. 178)
86	00:36:10	<i>"Where is he now?"</i>				✓		Hart asks Susan about Philip in her room. This situation happens after Kingsfield's party.	227 (p. 179)
87	00:36:21	<i>"You haven't answered my question. Where is Philip now?"</i>				✓		Hart asks Susan about Philip in her room. This situation happens	229 (p. 179)



								after Kingsfield's party.	
88	00:36:30	"Why?"				✓		Hart asks Susan about Philip in her room. This situation happens after Kingsfield's party.	231 (p. 179)
89	00:36:51	"I wouldn't say that."				✓		Hart speaks to Susan in her room. This situation happens after Kingsfield's party.	234 (p. 179)
90	00:36:58	"It certainly has."					✓	Hart speaks to Susan with an exciting intonation in her room and jumps on the bed to get close to her. This situation happens after Kingsfield's party.	236 (p. 179)
91	00:37:	"That's					✓	Hart	238

	10	<i>not a question . That's an answer. "</i>						speaks to Susan with an exciting. In this situation, the non-verbal communication appears, which is Hart brings his face closer to Susan while untying his tie before both of them kissing. This situation happens in Susan's room after Kingsfield's party.	(p. 179)
92	00:39:48	<i>"You just shouldn't have raised your hand in class."</i>				✓		Hart talks to his friend, Kevin, about what happened before in the class. This situation happens in the swimming	255 (p. 180)

								pool.	
93	00:40: 04	<i>"I didn't hear anybody laughin g at you."</i>				✓		Hart talks to his friend, Kevin, about what happened before in the class. This situation happens in the swimming pool.	257 (p. 180)
94	00:40: 08	<i>"Hey, relax. We'll have a swim. Feel better."</i>				✓		Hart talks to his friend, Kevin, and asks him to swim to relax their mind. This situation happens in the swimming pool.	259 (p. 181)
95	00:41: 38	<i>"Justice Douglas ... Franklin Roosevelt... Ernest Heming way... Franklin Delano Roosevelt... Adlai</i>				✓		Hart talks alone in Kingsfield 's private room, looking at Kingsfield 's study collection s.	261 (p. 181)

		<i>Stevenson. Helen Keller. Oh... ”</i>							
96	00:42:45	<i>“No, turn it off. I feel like an intruder .”</i>				✓		Hart asks Susan to turn off the Kingsfield recording. This situation happens in Kingsfield ’s private room.	264 (p. 181)
97	00:43:08	<i>“It’s funny. This is his special room. Do you think he would mind me drinking ... in his special room?”</i>				✓		Hart talks to Susan casually in Kingsfield ’s private room, while drinking a wine.	267 (p. 181)
98	00:43:46	<i>“Have you ever told him about me? About you and me?”</i>				✓		Hart talks to Susan casually in Kingsfield ’s private room.	269 (p. 181)
99	00:43:58	<i>“Well... when I’m in his class... I</i>				✓		Hart talks to Susan casually in Kingsfield ’s private	271 (p. 182)

		<p><i>feel like he knows me. As though when he calls upon me... he's got it all planned out. Like he... Like he's watching my progress. You know? Like he cares about how I do."</i></p>						room.	
100	00:44:31	<p><i>"My clothes are upstairs."</i></p>				✓		Hart talks to Susan is a panic, trying to run away from Kingsfield's private room because Kingsfield just got home.	273 (p. 182)
101	00:45:27	<p><i>"So what did he say?"</i></p>				✓		Hart asks Susan about what Kingsfield said to	275 (p. 182)

								her. This situation happens in Susan's car after they run away from Kingsfield .	
102	00:46:11	<i>"The body was placed in a coffin-"</i>				✓		Hart try to answers Kingsfield question, but before he finish the answer, Kingsfield asks someone else.	286 (p. 182)
103	00:46:32	<i>"Then why did he look at me that way in class? He question ed the student on my left... on my right, in front of me... behind me, and then glaring at me... asked</i>				✓		Hart is angry at Susan because he feels like he was being ignored by Kingsfield in the class. This situation happens in the park after the class.	290 (p. 183)

		<i>somebody else the question .”</i>							
104	00:46:50	<i>“I don't believe that. He knows who I am. Susan!”</i>				✓		Hart is angry at Susan because he feels like he was being ignored by Kingsfield in the class. This situation happens in the park after the class.	292 (p. 183)
105	00:46:55	<i>“We can't go on like this.”</i>				✓		Hart is angry at Susan because he feels like he was being ignored by Kingsfield in the class. This situation happens in the park after the class.	294 (p. 183)
106	00:46:57	<i>“Look, I've gotta get organized. What is it? The</i>				✓		Hart is angry at Susan because he feels like he was being	296 (p. 183)

		<i>middle of February... and I've got 4 months till exams. I never know when or if I'm gonna see you."</i>						ignored by Kingsfield in the class. This situation happens in the park after class.	
107	00:47:05	<i>"When's your divorce final?"</i>				✓		Hart is asking Susan with an angry voice. This situation happens in the park after class.	298 (p. 183)
108	00:47:13	<i>"Well, if not the honorable thing... why not the dishonorable?"</i>				✓		Hart is asking Susan with an angry voice. This situation happens in the park after class.	300 (p. 183)
109	00:47:19	<i>"I don't know what you want. I don't</i>				✓		Hart is angry with Susan. He speaks to Susan in a loud	302 (p. 183)



		<i>know what to do with you.”</i>						voice. This situation happens in the park after class.	
110	00:47:48	<i>“What do you want? Do you want me to be irrational? All right. I shall be irrational.”</i>				✓		Hart is angry with Susan. He speaks to Susan in a loud voice. This situation happens in the park after class.	304 (p. 184)
111	00:48:03	<i>“I’m gonna walk on the water! Is that irrational enough for you? No? Okay. I shall walk on my hands on the water.”</i>				✓		Hart is angry with Susan. He speaks to Susan in a loud voice. This situation happens in the park, which Hart is trying to walk on the frozen lake by using his hands.	305 (p. 184)
112	00:48:26	<i>“Give me the coat. The coat. Keep off the ice!”</i>				✓		Hart asks Susan to give him his coat because the frozen water start	309 (p. 184)

								cracking.	
113	00:48: 54	<i>“Oh, crap. It’s only 3 feet deep.”</i>				✓		Hart feels annoyed after realizing that the cracked frozen lake has only three feet deep. He also says “crap”, which it is an impolite word to say.	312 (p. 184)
114	00:49: 05	<i>“Waaah ! Aaah!! Aah!!”</i>				✓		Hart is shouting because he is freezing.	314 (p. 184)
115	00:50: 05	<i>“I Xeroxed an article I found in the library.. . called Blessing s of Conside ration. Kingsfie ld wrote it Well worth the time.”</i>				✓		Hart tells his friends in the study group about his work. He also shares his work with his friends.	317 (p. 185)
116	00:50:	<i>“I’m</i>				✓		Hart talks	323

	32	<i>sorry. I didn't mean to touch your outline.</i>						to one of his friends in the study group, Bell, about their outline.	(p. 185)
117	00:51:10	<i>"Okay, this article has a very interesting relationship... to the statute of frauds... which I thought we should get into today."</i>				✓		Hart tells his friends in the study group about the article he xeroxed.	330 (p. 185)
118	00:51:19	<i>"Okay, the statute of frauds was passed in 1677. It was called An Act for the Prevention of Frauds or Perjury"</i>		✓				Hart read the article that he xeroxed to his friends loudly. In this scene, Hart is speaking to many hearers.	332 (p. 186)

		s.”							
119	00:51: 37	“ <i>The statute of frauds is, in some form or another the law in almost every state in the union.</i> ”		✓				Hart read the article that he xeroxed to his friends loudly. In this scene, Hart is speaking to many hearers.	336 (p. 186)
120	00:51: 50	“ <i>Shut up. Just shut up. Okay.</i> ”				✓		Hard is angry because his friends arguing each other when he read the article. He even says “shut up”. Which it is an inappropriate way to tell someone to be quiet.	338 (p. 186)
121	00:51: 57	“ <i>Certain kinds of contract s... have got to be put into writing. Marriag</i>		✓				Hart read the article that he xeroxed to his friends loudly. In this scene, Hart is speaking	339 (p. 186)

		<i>e contract s, buying and selling of land... any contract that is not to take place within a year."</i>						to many hearers.	
122	00:52:08	<i>"With holdings in the United States. Yeah."</i>			✓			Hart answers a question from one of his friends in the study group. In this scene, he use "yeah" as a simple signal, to answer his friend question.	341 (p. 186)
123	00:52:32	<i>"Well... it's just a practice exam. You know, practice. Doesn't really count."</i>				✓		Hart talks to his friend, Kevin, in a library. In this scene, Hart is calming down and comfort Kevin	343 (p. 186)

								from his stress and afraidness.	
124	00:52:58	<i>“Sure. Just come by the dorm. Pick me up.”</i>				✓		Hart is accepting Kevins invitation to accompany him to meet a tutor. This situation happens in the library.	344 (p. 186)
125	00:53:33	<i>“It's ten after 10:00.”</i>				✓		Hart is answering a girl's question. Because he never meets her, she is a total stranger. This situation happens in Moss place.	352 (p. 187)
126	00:53:39	<i>“Yeah?”</i>				✓		Hart is answering a girl's question. Because he never meets her, she is a total stranger. This situation happens in	354 (p. 187)

								Moss's place.	
127	00:54:07	<i>"Want me to leave?"</i>				✓		Hart is asking Kevin and Moss if they want him to leave. This situation happens in Moss's place.	361 (p. 187)
128	00:56:32	<i>"Excuse me. I need the second series... of the Pacific Reporter... number 75. It's not in the stacks... and I was wondering if there was someplace else I could look."</i>			✓			Hart is asking a librarian about a book he needs. This situation happens in the library.	374 (p. 188)
129	00:56:45	<i>"I see. By the way, what is this room up</i>			✓			Hart is asking a librarian about a room in the	376 (p. 188)

		<i>here?"</i>						library. This situation happens in the library.	
130	00:56:51	<i>"What is the red set?"</i>			✓			Hart is asking a librarian about something that called red set. This situation happens in the library.	378 (p. 188)
131	00:57:03	<i>"Do you mean that Professor Kingsfield's original notes... on contracts when he was a student here... are in that room?"</i>			✓			Hart is asking a librarian to make sure that Kingfield's notes are saved in that room. This situation happens in the library.	380 (p. 189)
132	00:57:13	<i>"Wow... May I... May I see those notes, please?"</i>			✓			Hart is asking for permission from the librarian if he can read Kingsfield	382 (p. 189)



								's notes. This situation happens in the library.	
133	00:57:31	<i>"Okay. Thank you very much."</i>			✓			Hart says thanks to the librarian for answering his questions. This situation happens in the library.	384 (p. 189)
134	00:58:01	<i>"Thank you, Toombs."</i>				✓		Hart says thanks to Toombs. This situation happens in the cafeteria.	386 (p. 189)
135	00:58:19	<i>"I found something. There's a room above the stacks... where they keep all of the actual notes... the professors took</i>				✓		Hart tells Ford about the room he found in the library. This situation happens in the cafeteria.	387 (p. 189)

		<p><i>when they were law students here. They're just sitting there waiting. It's called the red set room. You have to have special permission to get in there. I want to see the notes. I want to see Kingsfield's notes on contracts.</i></p>							
136	00:59:38	<p><i>"Jesus. Do you realize what this is? This is it. This... This is the</i></p>				✓		<p>Hart talks about how unbelievable the red set room the found. This situation happens in the red set</p>	389 (p. 189)

		<i>unbroke n chain. This is the ageless passing of wisdom. ”</i>						room.	
137	01:00: 12	<i>“Hey. “</i>				✓		Hart calls Ford because he find something . This situation happens in the red set room.	390 (p. 189)
138	01:00: 16	<i>“Listen to this... Kingsfield, Charles W. Notes on contract law in a course on contract s... given by Professor Willington... at the Harvard Law School, 1927. Here.”</i>				✓		Hart tells Ford that he found Kingsfield 's notes. This situation happens in the red set room.	392 (p. 189)

139	01:00: 45	<i>"They're just notes... and they look just like mine. "Questions, does everybody have a contract to obey everybody else's rights? What is a contract? What do you owe to others?" Look at this. He even doodles."</i>				✓		Hart talks to Ford and reads the Kingsfield's notes. This situation happens in the red set room.	394 (p. 190)
140	01:01: 06	<i>"Wait, wait. "Can we make a contract with God... that is binding to man?" Look. Here's the</i>				✓		Hart talks to Ford and reads the Kingsfield's notes. This situation happens in the red set room.	396 (p. 190)

		<p><i>original notes he wrote... on the article about statute of frauds. "After all, I am almost the living extension of the old judges. Where would they be without me? I carry in my mind the cases they wrote. Where the hell would they be... If it wasn't for me? Who would hang their pictures. .. If there were no</i></p>							
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		<i>law students ? It's hard being the living extension... of tradition ."</i>							
141	01:02:29	<i>"Yeah?"</i>				✓		Hart is answering someone is calling him. This situation happens in the dorm.	398 (p. 190)
142	01:02:40	<i>"Hello."</i>				✓		Hart greets Susan in the telephone. This situation happens in the dorm.	400 (p. 190)
143	01:03:02	<i>"Where are you going?"</i>				✓		Hart asks Susan where is she going. This situation happens in the field.	403 (p. 190)
144	01:03:04	<i>"No, I want to talk."</i>				✓		Hart is getting annoyed and start to get angry because	405 (p. 190)

								he want to talk with Susan. This situation happens in the field.	
145	01:03:07	<i>"I want to talk!"</i>				✓		Hart speaks in a loud voice to Susan. This situation happens in the field.	407 (p. 190)
146	01:03:08	<i>"Susan, please. I want to talk."</i>				✓		Hart speaks in a loud voice to Susan. This situation happens in the field.	409 (p. 191)
147	01:03:11	<i>"Please. I want to talk."</i>				✓		Hart speaks in a loud voice to Susan. This situation happens in the field.	411 (p. 191)
148	01:03:15	<i>"I want to talk, Susan!"</i>				✓		Hart speaks in a loud voice to Susan. This situation happens in the field.	413 (p. 191)

149	01:03: 19	<i>“Susan! I want to talk with you. Goddam n it. Susan. Susan. Susan... .”</i>				✓		Hart speaks in a loud voice to Susan. He also says “Goddamn” which is an inappropriate word. This situation happens in the field.	415 (p. 191)
150	01:03: 37	<i>“I am trying to do something. I am trying to make sense. I want us to be together .”</i>				✓		Hart speaks to Susan in a tired tone. This situation happens in the field.	417 (p. 191)
151	01:03: 46	<i>“What’s wrong with that?”</i>				✓		Hart speaks to Susan in a tired tone. This situation happens in the field.	419 (p. 191)
152	01:03: 54	<i>“I can’t live like this. I need to be organized. Susan, I need a</i>				✓		Hart speaks in a loud voice to Susan, starting to get angry. This situation	421 (p. 191)



		<i>way of living that I can rationalize. This way I spend half my time worrying. I can't work and I can't sleep."</i>						happens in the field.	
153	01:04:09	<i>"Eat shit."</i>				✓		Hart speaks in an irritated tone to Susan. He also says "shit" which is an inappropriate word. This situation happens in the field.	423 (p. 191)
154	01:04:16	<i>"You can't buy me."</i>				✓		Hart speaks in an irritated tone to Susan. This situation happens in the field.	425 (p. 191)
155	01:04:23	<i>"I don't kiss"</i>				✓		Hart speaks in	427 (p.

		<p><i>your father's ass. I'm not afraid of him anymore . I can really understand what he is saying. I've read everything he's written. My mind is really in his. I know what he is saying before he says it. I am three questions ahead. I am having a true Socratic experience."</i></p>						<p>an irritated tone to Susan. This situation happens in the field.</p>	191)
156	01:05:07	<p><i>"Next weekend ?"</i></p>				✓		<p>Hart is making sure about the promise that he and Susan will have</p>	429 (p. 191)

								a date on weekend. This situation happens in the field.	
157	01:05:13	<i>“Okay. All right, next weekend . The Cape.”</i>				✓		Hart accepts Susan’s date invitation and makes a promise to her. This situation happens in the field.	431 (p. 192)
158	01:06:30	<i>“Mr. Kingsfield.”</i>		✓				Hart is calling Mr. Kingsfield to talk with him. This situation happens in the class after the lecture process is finished	436 (p. 192)
159	01:06:39	<i>“Mr. Bell was right. There are at least 17 ways... of getting around the dead man</i>		✓				Hart talks to Mr. Kingsfield about his friend’s answer. This situation happens in the class after the lecture	438 (p. 192)

		<i>statutes. You wrote an article showing that in 1936.</i>						process is finished	
160	01:07:01	<i>"No."</i>			✓			Hart answers Kingsfield's question using "no" as a simple signal. This situation happens in the class after the lecture process is finished	440 (p. 192)
161	01:07:05	<i>"Hart."</i>			✓			Hart answers Kingsfield's question directly. This situation happens in the class after the lecture process is finished	442 (p. 192)
162	01:07:33	<i>"Sure."</i>			✓			Hart answers Kingsfield's question	444 (p. 193)

								using “sure” as a simple signal. This situation happens in the class after the lecture process is finished	
163	01:08: 16	“Hi.”				✓		Hart greet Susan on the telephone. This situation happens in the dorm.	447 (p. 193)
164	01:08: 18	<i>“Your father asked me... to do some research for him. And he needs it bright and early Monday morning ... so I can’t go to the Cape this weekend .”</i>				✓		Hart tells Susan about his situation and cancels his promise to Susan. This situation happens in the dorm.	449 (p. 193)
165	01:08: 28	“Oh, good,				✓		Hart expresses	451 (p.

		good.”						his gladness because Susan looks like can understand his situation. This situation happens in the dorm.	193)
166	01:08:31	“Hello? Susan?”				✓		Hart calls Susan because she suddenly closes the telephone call. This situation happens in the dorm.	452 (p. 193)
167	01:10:33	<i>“I couldn't finish the paper. I need more time. I've done all the basic work. As you can see, I just need to condense it. It won't be</i>		✓				Hart explains his failure in doing Kingsfield's task and asks Kingsfield to give him more time. This situation happens in Kingsfield's office.	455 (p. 194)

		<i>hard.”</i>							
168	01:10: 56	<i>“My contribution....”</i>		✓				Hart is sad and shocked because Kingsfield says that Hart’s contribution is nothing if he fails. This situation happens in the Kingsfield’s office.	457 (p. 194)
169	01:11: 08	<i>“Thank you.”</i>		✓				Hart says thanks in a low voice to Mr. Kingsfield . This situation happens in the Kingsfield’s office.	459 (p. 194)
170	01:11: 11	<i>“I’m sorry. Thank you.”</i>		✓				Hart apologizes and says thanks in a low voice to Mr. Kingsfield . This situation happens in the Kingsfield’s office.	461 (p. 194)

171	01:11: 18	<i>"Yes, sir. Thank you, sir."</i>		✓				Hart says thanks in a low voice to Mr. Kingsfield . He also used "yes" as a simple signal, to answer his lecture. This situation happens in the Kingsfield 's office.	463 (p. 194)
172	01:11: 31	<i>"We could go to the Cape next weekend ."</i>				✓		Hart tells Susan that he can go with her to the cape because he fails. This situation happens in the store.	464 (p. 194)
173	01:11: 35	<i>"Excuse me."</i>		✓				Hart says "excuse me" because he accidentally hit someone's trolley. This situation happens in the store.	466 (p. 194)



174	01:11:39	<p><i>“I, uh, wish you wouldn't treat me like this. I haven't had a decent meal in four days. I... I haven't had any sleep. Susan. Look, he tested me. I failed. I worked so hard on that goddam n paper. Well, he may flunk me!”</i></p>				✓		<p>Hart is stressed out because Susan is mad at him. He explains everything in a tired tone. He also says “goddamn ” which is an inappropriate word before finally shout at her. This situation happens in the store.</p>	468 (p. 194)
175	01:12:36	<p><i>“You don't even care.”</i></p>				✓		<p>Hart is stressed out because Susan is mad at him. He explains everything in a tired tone. This situation happens in the store.</p>	470 (p. 194)
176	01:12:	<p><i>“Susan.</i></p>				✓		Hart	472

	47	<i>Susan, you... You really don't mean that.</i>						realizes that Susan is very mad at him and he tries to apologize to her. This situation happens outside the store.	(p. 195)
177	01:12:58	<i>"Susan."</i>				✓		Hart realizes that Susan is very mad at him but nothing he can do. This situation happens outside the store.	474 (p. 195)
178	01:14:05	<i>"Calm down, Kevin."</i>				✓		Hart calming down Kevin. This situation happens when Ford's study group is studying together.	484 (p. 195)
179	01:14:23	<i>"We all made a contract with each</i>				✓		Hart explains to Kevin how the study	490 (p. 195)

		<i>other.</i> "						group is run. This situation happens when Ford's study group is studying together.	
180	01:15:52	<i>"Don't flatter yourself."</i>				✓		Hart talks to Susan outside her house when he sees Susan with another guy.	493 (p. 196)
181	01:16:12	<i>"Who's that?"</i>				✓		Hart asks Susan with an irritated tone about the guy. This situation happens outside Susan's house.	496 (p. 196)
182	01:16:58	<i>"It's gonna cost you a fortune to Xerox that, Bell."</i>				✓		Hart talks to his friend, Bell, about the article that will be xeroxed by Bell. This situation happens in Ford's	498 (p. 196)

								study group.	
183	01:20:26	<i>"Hello. Is... Is Kevin in?"</i>				✓		Hart asks Asheley, Kevin's wife, about Kevin. This situation happens in Kevin's house	531 (p. 198)
184	01:20:37	<i>"Yes, please. Just black."</i>				✓		Hart accepts Asheley's offer for a coffee. This situation happens in Kevin's house	534 (p. 198)
185	01:21:00	<i>"Hey. Quite a place."</i>				✓		Hart compliments his friend house, Kevin. This situation happens in Kevin's house.	537 (p. 198)
186	01:21:09	<i>"Sure."</i>				✓		Hart accepts Kevin's offer for a drink. This situation happens in Kevin's	539 (p. 198)

								house.	
187	01:21: 14	<i>"I brought some notes."</i>				✓		Hart brought some notes to help his friend, Kevin, in making his outline. This situation happens in Kevin's house.	541 (p. 198)
188	01:21: 31	<i>"Well, that's great. Congratulations."</i>				✓		Hart gives congratulation to Kevin and Asheley because Asheley is pregnant. This situation happens in Kevin's house.	545 (p. 198)
189	01:21: 36	<i>"Yeah. That's fine, thanks."</i>				✓		Hart give thanks to Kevin for the drink. This situation happens in Kevin's house.	547 (p. 199)
190	01:22: 06	<i>"I brought these notes... and I</i>				✓		Hart try to explain that he wants to help	549 (p. 199)

		<i>thought. .. maybe I could help you with the outline... or anything that, uh... ”</i>						Kevin because Kevin has a problem with his outline. This situation happens in Kevin’s house.	
191	01:23: 09	<i>“They’re just grades, Kevin.”</i>				✓		Hart is trying to help Kevin to calm down and not worrying his grades. This situation happens in Kevin’s house.	551 (p. 199)
192	01:24: 18	<i>“I’ll leave these notes here.”</i>				✓		Hart leaves his notes for Kevin to help Kevin in making the outline. This situation happens in Kevin’s house when Kevin starts crying and Hart is	555 (p. 199)

								going to leave the house.	
193	01:24:33	"Yeah."				✓		Hart is talking to Asheley about how hard Kevin is trying to get good grades. This situation happens outside Kevin's house.	557 (p. 200)
194	01:24:44	"Oh, I'm not very bright. It comes hard for me, too."				✓		Hart explains to Asheley that law school is also hard for him. This situation happens outside Kevin's house.	559 (p. 200)
195	01:24:48	"No."				✓		Hart answers Asheley questions. This situation happens outside Kevin's house.	561 (p. 200)
196	01:24:50	"No."				✓		Hart answers	563 (p.

								Asheley questions. This situation happens outside Kevin's house.	200)
197	01:25:09	"Sure."				✓		Hart accepts Asheley's invitation to come for Kevin's birthday. This situation happens outside Kevin's house.	565 (p. 200)
198	01:25:13	"What time?"				✓		Hart asks Asheley's about Kevin's birthday. This situation happens outside Kevin's house.	567 (p. 200)
199	01:25:17	"All right. (write a note) Okay."				✓		Hart accepts Asheley's invitation to come for Kevin's birthday. This situation happens	569 (p. 200)



								outside Kevin's house.	
200	01:25:25	"Sure."				✓		Hart responds Asheley's thanks for coming to her house. This situation happens outside Kevin's house.	571 (p. 200)
201	01:25:28	"Sure. Good night."				✓		Hart says farewell to Asheley and leaves Kevin's house.	573 (p. 200)
202	01:30:35	"The correct rule... and the one in which this case was decided is: "In an ambiguous set of facts... the party who creates the ambiguity... and tries to use it to		✓				Hart answers the questions given by his lecturer, Mr. Kingsfield, politely when the lecture process is running in class.	582 (p. 201)

		<i>his own advantage... shall have the ambiguity resolved against him."</i>							
203	01:31:07	<i>"Oh, God! Kevin's party! Ford! Oh, sh*t. Ford!"</i>				✓		Hart shocked after realizing that he forgot about Kevin's party. Hart also says "shit" because he is panic, which it is an inappropriate word. This situation happens in the bathroom.	585 (p. 201)
204	01:31:24	<i>"Hey, 8:00 tonight was Kevin's birthday. Want to go?"</i>				✓		Hart is inviting Ford to come with him to Kevin's birthday. This situation happens in the dorm.	586 (p. 201)

205	01:31: 28	<i>"Look, I'm inviting you. Asheley asked me to invite the whole study group, but I forgot."</i>				✓		Hart is inviting Ford to come with him to Kevin's birthday. This situation happens in the dorm.	588 (p. 202)
206	01:31: 35	<i>"Oh, sh*t!"</i>				✓		Hart shocked after realizing the time. Hart also says "shit", which it is an inappropriate word. This situation happens in the dorm.	590 (p. 202)
207	01:31: 47	<i>"Hey, Anderson."</i>				✓		Hart is calling and knocking Anderson's door to ask him to come to Kevin's birthday. This situation happens in the dorm.	592 (p. 202)

208	01:32: 13	<i>"I'm sorry, Asheley, but, uh, I forgot about the party."</i>				✓		Hart apologizes to Asheley because he is late. This situation happens in Kevin's house.	593 (p. 202)
209	01:32: 24	<i>"Where is he?"</i>				✓		Hart is asking about where is Kevin because he is worried. This situation happens in Kevin's house.	595 (p. 202)
210	01:32: 28	<i>"Kevin! "</i>				✓		Hart calling Kevin. This situation happens in Kevin's house.	597 (p. 202)
211	01:33: 00	<i>"I'm sorry, Kevin."</i>				✓		Hart apologizes to Kevin because he is late. But Kevin is already mad. This situation happens in Kevin's house.	599 (p. 202)

212	01:34: 26	<p><i>"I don't know. I sit in his class... for days, I sit there. I read his books in the library.. . I abstract the cases he's chosen. I know everything about him... His favorite Ties, how many suits he has. You can say he doesn't care... but he's there anyway. .. poundin g his mind into mine. He screws</i></p>				✓		<p>Hart expresses her stress to Susan, talk about everything he thinks about Kingsfield . This situation happens outside a house near the beach.</p>	608 (p. 203)
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		<i>around with my life.”</i>							
213	01:35:06	<i>“I sit in the damn dining hall. What do I hear? I hear people telling Kingsfield stories... about how Kingsfield flattened a particular student.. . in a particular way. It's like they're telling Norse sagas... like we're studying theology instead of law.”</i>				✓		Hart expresses her stress to Susan, talk about everything he thinks about Kingsfield . This situation happens outside a house near the beach.	610 (p. 203)
214	01:36:08	<i>“Thank you, I prefer to pass.”</i>		✓				Hart rejects Kingsfield 's request to answer	613 (p. 204)

								the question. This situation happens when the lecture process is running in class.	
215	01:36:14	<i>"Well, I have nothing relevant to say concerning the case. However, when I have something relevant to say... I shall raise my hand."</i>		✓				Hart explains why he rejects Kingsfield's request to answer the question. This situation happens when the lecture process is running in class.	615 (p. 204)
216	01:37:17	<i>"You... are a son of a b*tch, Kingsfield!"</i>				✓		Hart is very angry in this scene. He can not hold up his anger anymore. He shouts to Kingsfield, his lecturer, calling him "a son of a	618 (p. 204)

								bitch”, a very bad word to mock someone. This situation also happens when the lecture process is running in class. Therefore, Hart ignores the situation that happens around him because he is very angry with his lecturer.	
217	01:38:30	<i>“Kevin won’t be needing any copies. He left school. (bring out Kevin’s outline) Kevin’s outline. He’d only done</i>				✓		Hart explains about Kevin who leaves the school to Anderson and Ford, his friends in the study group. This situation happens	621 (p. 204)



		<i>three pages. I received it yesterday in the mail. Maybe you can get some extra insight from it.</i>						when three of them share a copy of their articles each other.	
218	01:39:08	<i>“Three left out of six. Thank God Friday’s the last day of class.”</i>				✓		Hart talks to his friends about the members of the study group and his gladness for the last day of the class. This situation happens when Hart leaves the study group’s room.	623 (p. 204)
219	01:40:06	<i>“Yeah. Facts aren’t important. Just remember fundamental breach.”</i>			✓			Hart answers a student’s question quickly. Hart says “yeah” as a simple signal to respond in this	626 (p. 205)

							conversati on. This situation happens in the dorm hall where every student panic and try to study.	
220	01:40: 11	<i>"Yeah? "</i>			✓		Hart responds to a student who asks him. Hart says "yeah" as a simple signal to respond in this conversati on. This situation happens in the dorm hall where every student panic and try to study.	628 (p. 205)
221	01:40: 13	<i>"Yeah, yeah, sure. Okay."</i>			✓		Hart responds to a student who asks him. Hart says "yeah" as a simple signal to	630 (p. 205)

								respond in this conversation. This situation happens in the dorm hall where every student panic and tries to study.	
222	01:40:23	<i>“Hey, I’m getting out. No way to study in here anymore . Can’t you feel it? Panic has descended. I’m going somewhere else. You wanna come? We can study someplace together .”</i>				✓		Hart asks Ford to come with him to find a new place to study because all students in the dorm are panicking and that is not a good situation to study for them.	631 (p. 205)
223	01:41:18	<i>“Three days.”</i>			✓			Hart answers the receptionist	640 (p. 206)

								st's question about how long they will stay in the hotel. This situation happens in the hotel's lobby.	
224	01:41:36	<i>"Get this damn thing out of here."</i>				✓		Hart asks the Hotel's butler to put the TV out of the room because it can bother them. Hart also calls the TV a "damn thing" which is "damn" is an inappropriate word.	642 (p. 206)
225	01:41:44	<i>"Let's start with civil procedure... work our way to contracts. That way, it'll be fresh in our</i>				✓		Hart explains to Ford how they will start studying. This situation happens in their hotel room when they unpack their	643 (p. 206)

		<i>minds Monday morning ... when we start the test.</i>						learning materials.	
226	01:42:06	<i>"No, thanks."</i>		✓				Hart rejects the maid's offer. This situation happens when the maid knocks on the door of their room.	645 (p. 206)
227	01:42:13	<i>"Number 4, murder."</i>			✓			Hart asks Ford a question because they are studying for the test. This situation happens in their hotel room.	647 (p. 206)
228	01:42:45	<i>"Exceptions." What... What exceptions? Uh, you... Your hand... is a deadly weapon. Karate.</i>			✓			Hart asks Ford some questions because they are studying for the test. This situation happens in their hotel room.	649 (p. 207)

		”							
229	01:43:02	“No, thank you.”		✓				Hart rejects the call from the Hotel’s manager. This situation happens when the manager knocks on the door of their room.	651 (p. 207)
230	01:43:05	“No, thank you!”				✓		Hart rejects the call from the Hotel’s manager by shouting. This situation happens when the manager knocks on the door of their room.	653 (p. 207)
231	01:43:27	“Okay, look, look, look. I know that piece of paper that we signed down				✓		Hart threatens back at the hotel manager who threatens him and Ford. He even went so far as	656 (p. 207)

		<p><i>there... entitles you to kick us out... but if you do that... I'm gonna call the newspapers... and I'm gonna tell them... that we're a dope ring working out of this hotel. I'm gonna tell them that, and you're not gonna get any more business . Now shut up and get out!"</i></p>						<p>to shout "shut up" which is a rude way of telling someone to shut up and leave. This situation happens in their hotel room.</p>	
232	01:44:02	<p><i>"Methods of attacking legal</i></p>				✓		<p>Hart memorizes the material</p>	660 (p. 207)

		<i>problem s. Technic al reasonin g... thinking in terms of business man's..."</i>						they learn for the test. This situation happens in their hotel room.	
233	01:44:22	<i>"Hey, there's no water."</i>				✓		Hart is shocked because the water in their room got shut down. This situation happens in their hotel room.	662 (p. 208)
234	01:44:31	<i>"Give me the phone."</i>				✓		Hart asks Ford to give the telephone so he can threaten the hotel manager. This situation happens in their hotel room.	664 (p. 208)
235	01:44:34	<i>"Hello? I wanna speak to the manager."</i>				✓		Hart asks the receptionist because he wants to talk to the	665 (p. 208)



								manager. In here, Here, Hart also says “wanna” instead of “want to” because he does not care anymore about the situation. He just wants their room service back.	
236	01:45: 30	<i>“Let’s go.”</i>				✓		Hart asks Ford to come into the classroom. This situation happens when the test is about to begin.	674 (p. 208)
237	01:46: 05	<i>“Okay. Bring on the test.”</i>				✓		Hart talks alone, excited about the test. This situation happens when the test is about to begin.	675 (p. 208)
238	01:46: 46	<i>“Profes sor Kingsfie</i>		✓				Hart greet his lecturer	677 (p.

		<i>ld?"</i>						whom he meets in the elevator.	208)
239	01:46:51	<i>"I just wanted to tell you I truly enjoyed your class."</i>		✓				Hart expresses his satisfaction and gladness of studying in the Kingsfield class. This situation happens in the elevator	679 (p. 208)
240	01:46:56	<i>"What I mean is... you mean something to me... and your class has meant something to me."</i>		✓				Hart expresses his satisfaction and gladness of studying in the Kingsfield class. This situation happens in the elevator	681 (p. 209)
241	01:47:11	<i>'Hart.'</i>		✓				Hart answers Kingsfield's question. He introduces his name, realizing that	683 (p. 209)

								Kingsfield does not even remember him. This situation happens in the elevator.	
242	01:48:22	"Ah."				✓		Hart responds to Susan who gives him his mail about his grade. This situation happens on the beach.	686 (p. 209)
<b>Total</b>		<b>242</b>	<b>0</b>	<b>35</b>	<b>26</b>	<b>179</b>	<b>2</b>		

**B. The Paper Chase Script**

(00:02:19)

1. Kingsfield: "Mr. Hart... will you recite the facts of Hawkins vs. McGee? I do have your name right? You are Mr. Hart?"
2. Hart: "Yes, my name is Hart."
3. Kingsfield: "You're not speaking loud enough, Mr. Hart. Will you speak up?"
4. Hart: "Yes, my name is Hart."
5. Kingsfield: "Mr. Hart, you're still not speaking loud enough. Will you stand?"

\*Hart is standing

6. Kingsfield: "Now that you're on your feet, Mr. Hart... Maybe the class will be able to understand you. You are on your feet?"
7. Hart: "Yes, I'm on my feet."

8. Kingsfield: "Loudly, Mr. Hart. Fill this room with your intelligence. Now, will you give us the facts of the case?"
9. Hart: "I haven't read the case."
10. Kingsfield: "Class assignments for the first day are posted on the bulletin boards in Langdell and Austin Halls. You must have known that."
11. Hart: "No."
12. Kingsfield: "You assumed this first class would be a lecture, an introduction to the course."
13. Hart: "Yes, sir"
14. Kingsfield: "Never assume anything in my classroom. Mr. Hart, I will myself give you the facts of the case. Hawkins vs. McGee is a case in contract law... the subject of our study. The boy burned his hand by touching an electric wire. A doctor who was anxious to experiment in skin grafting... asked to operate on the hand... guaranteeing that he would restore it 100%. He took a piece of skin from the boy's chest... and grafted it onto the unfortunate boy's hand. The operation failed to produce a healthy hand. Instead, it produced a hairy hand. A hand not only burned... but covered with dense, matted hair. Mr. Hart... what damages do you think the doctor should pay? What did the doctor promise?"
15. Hart: "There was a promise to fix the hand... back to the way it was before it was burned."
16. Kingsfield: "And the result of the operation?"
17. Hart: "The hand was much worse than before he went to the doctor."
18. Kingsfield: "How should the court measure the damages? What should the doctor pay the boy?"
19. Hart: "The doctor should... The doctor should pay for what he did... and he should pay for the difference... between what the boy had... a burned hand... and what the doctor gave him, a... a burned and hairy hand?"
20. Kingsfield: "Mr. Pruit."

(00:05:33)

21. Man: "AAAAAAAAAAAAAAAAHHHHHHHHH!"

22. College student: "That's just the screamer, men. Screams every Friday and Sunday night at exactly 12:00. It's all right."
  23. People: (laugh)
  24. College student: "Nobody's ever seen him. Not that I know of. It's my third year now, and he's been screaming since I came. Right at the stroke of 12:00. Story is it was Kingsfield. Kingsfield drove him mad. He's driven a lot of lawyers mad over the 40 years... since he's been teaching here. I just heard he ripped up a one-L this morning... so bad that the guy lost his breakfast."
  25. Hart: "That's true. That was me."
  26. College student: "Hardly a propitious start. Well, let's see, I guess I covered...everything I'm supposed to tell you about the dorm. There's no cooking. No hot plates. There's intramural football and basketball...if you have the time."
  27. Hart: "Where's the pool?"
  28. College student: "It's across the square behind Holyoke Center. You a swimmer?"
  29. Hart: "No. Just relaxes me."
  30. College student: "There's one more thing. All that stuff about grades is true. You gotta work like hell. No kidding. Nobody jokes about grades. Try getting a job without them. It's stacked against you if you don't have the grades. Don't think you're made 'cause you go to Harvard."
  31. Hart: "Maybe I better start studying then."
  32. College student: "That's it. Study. If there's any law around the dorm, that's it. That's the main rule. Remember, I'm here to answer your questions, so just ask. And I'm the only third-year student you can trust... so talk to me."
  33. Hart: "Okay. Thanks a lot."
  34. College student: "Right. So long."
- (00:07:50)
35. Ford: "Hi. My name's Ford. I'm across the hall. I knocked, but you didn't hear me."
  36. Hart: "Hi. My name's Hart."
  37. Ford: "I came to ask you to join my study group."

38. Hart: "What's a study group?"
39. Ford: "It's a device. A tool. Groups of first-year students... get together a couple times a week. Review the class work, the casebooks. They make outlines and then share them. It helps at exam time. You interested?"
40. Hart: "Yeah. I'm interested."
41. Ford: "You plan to study all night?"
42. Hart: "No, I'm finished. Five hours is plenty".
43. Ford: "You want to get drunk?"

(00:08:38)

44. Ford: "Of course you have to have the grades. I mean, hell, you can't wear "Harvard" on a sign around your neck. You gotta have the grades and you have to look good. Where you from, Hart?"
45. Hart: "Minnesota."
46. Ford: "You went to the university there?"
47. Hart: "Yeah. Where'd you go to school?"
48. Ford: "Harvard. In the grand tradition of the Fords. I'm something like fifth generation Harvard. Harvard Law School. And depending on if I get the grades... and then make the Law Review... I'm on my way to Wall Street."
49. Hart: "You'll make the Law Review."
50. Ford: "Well, why not? After all, I am a genius. I've got an IQ of 190."
51. Hart: (giggles) "When I was a freshman at college, I had 3 roommates. One was a genius, and one was crazy... and one was inconsequential. Kept to himself. It was the genius who told me about Kingsfield. First guy to tell me all about Kingsfield. He read an article about him in Life or Time. Something about a book he wrote. It was called Contracts in Our Daily Lives. Yeah. To make a long story short... genius took the law school admission's test... but didn't score high enough to get into Harvard. Genius."

(00:10:11)

52. Kingsfield: "The study of law... is something new and unfamiliar to most of you. Unlike any schooling you've ever been through

before. We use the Socratic Method here. I call on you, ask you a question... and you answer it. Why don't I just give you a lecture? Because through my questions, you learn to teach yourselves. Through this method of questioning, answering... questioning, answering... we seek to develop in you the ability to analyze... that vast complex of facts that constitute... the relationships of members within a given society. Questioning and answering. At times you may feel that you have found the correct answer. I assure you that this is a total delusion on your part. You will never find the correct, absolute, and final answer. In my classroom, there is always another question... another question to follow your answer. Yes, you're on a treadmill. My little questions spin the tumblers of your mind. You're on an operating table. My little questions are the fingers probing your brain. We do brain surgery here. You teach yourselves the law... but I train your mind. You come in here with a skull full of mush... and you leave thinking like a lawyer.

(00:11:52)

53. Kevin: "Ford's study group?"

54. Hart: "Yeah. Yeah. James Hart."

55. Kevin: "Hi. Kevin Brooks.

(get into the room)

56. Ford: "This is Hart, Kevin, and O'Connor. This is Anderson and Bell. We were just talking about the most sensible thing... to do at the beginning is divide up the courses. Each person be responsible for his particular course. Each person do an outline. Then at the end of the year... we have them Xeroxed and exchange them. Now, I propose that nobody buys any outlines... because they won't reflect the work we've done together.

57. Bell: "I'm gonna take property."

58. Anderson: "There's no guarantee we'll all be here in the spring. Some of us might have nervous breakdowns. I think we should do research on nervous breakdowns."

59. Bell: "I want property."

60. O'Connor: "I've already started property."

61. Ford: "Hart, don't you think this is the most logical thing... to divide up the courses?"
62. Hart: "Yeah."
63. Ford: "Alright. Let's divide the courses up."
64. Bell: "We've divided them. I'm taking property."
65. O'Connor: "I think we should talk about who gets which course. Maybe we should draw lots. Like I said, I've already started property."
66. Bell: "Forget it, shorty."
67. Ford: "Listen—"
68. Anderson: "Bell, try to think of this in terms of maximum utility. Try to attain the highest average possible. Treat all your courses as of equal importance."
69. Bell: "They're not equal. My father is in property. I know that stuff."
70. O'Connor: "That's different. Go ahead and take property. If you like and you know it, you'll do a better job. I can outline something else."
71. Ford: "Anderson, which course would you like?"
72. Anderson: "Doesn't matter to me. I've made my study schedule out to the end of the year... dividing my time equally among all the courses. I'll outline anything."
73. Ford: "Kevin?"
74. Kevin: "I don't know which course I'll be best at."
75. Anderson: "I don't think you should outline your best course. Perhaps your overall average would improve with your worst."
76. Kevin: "I don't know which course will be my worst. I don't care as long as it's not contracts. I hate that son of a b\*tch Kingsfield."
77. Ford: "Hart, which one do you want?"
78. Hart: "Contracts."
79. Ford: "You sure?"
80. Hart: "Yeah."
81. Ford: "Okay, I'll take criminal law. You guys who haven't decided... can divide up the other courses any way you like."
82. O'Connor: "Civil procedure."



(00:13:55)

83. Hart: "Hey. I'm going up to Mass Avenue to get something to eat. You want to go?"
84. Ford: "No, thanks."
85. Hart: "What is this, some sort of endurance contest?"
86. Ford: "No. This is a really fascinating case... about this guy who went around killing everybody... walking in his sleep."
87. Hart: "Well, you want me to bring you back a pizza?"
88. Ford: "Oh, no. No, thanks."
89. Hart: "Yeah. All right."

(00:14:28)

90. Hart: "Yeah. Good-bye."
91. Shopkeeper: "Yeah."

\*Suddenly. A girl approaching Hart

92. Susan: "Hello. Do you mind? There's someone following me. Just to the corner's all right."
93. Hart: "I'll walk you home."
94. Susan: "All right."

(00:14:43)

95. Hart: "I knew law school was hard... but I didn't think it was going to be as hard as it really is. You're up against some incredible minds here. I think this guy's gonna be a supreme court justice... this guy's gonna run Wall Street... this guy might be president of the United States. What it is, though, is this incredible sense of power."
96. Susan: "This is where I live."
97. Hart: "Do you know what I mean?"
98. Susan: "Yes."
99. Hart: "Have you ever walked through the law school campus?"
100. Susan: "Yes."

101. Hart: "Then you know what I mean. When I walk down those streets... I get the feeling that behind those doors... minds are being formed to run the world."

102. Susan: "Good night. Thank you."

103. Hart: "Pleasure's been mine. Good night."

(00:15:57)

104. Hart: "Ford? Ford? Hey, Ford, wake up."

105. Ford: "Hah? What the hell are you doing?"

106. Hart: "Sshhhh..."

(00:16:42)

107. Ford: "Where the hell are we?"

108. Hart: "Langdell."

109. Ford: "I know that, but where?"

110. Hart: "In the heart of the beast. Ah, this goddamn building gets to me. Comforts me... restores my soul. Yea, though I walk through the valley... of the shadow of ignorance... I shall fear no evil... for the law is with me."

111. Ford: "Okay, get the book you want and let's get out of here."

112. Hart: "Wait a minute. Whoaa"

\*A shadow appears.

113. Hart: "There's somebody else in here."

\*The shadow was Kingsfield and finally he left the room

114. Hart: "Hey... that's Kingsfield. Come on."

\*Both of them following Kingsfield

115. Hart: "We're gonna have to get up so early to keep up with him."

\*Kingsfield start to feel suspicious, so Hart and Ford ran away

(00:19:12)

116. Kingsfield: "What are the elements that can lead to a party... being excused from performing his part of a contract... and yet not paying damages?"

\*Some students raise their hand

117. Kingsfield: "Mr. O'Connor?"

118. O'Connor: "Both parties predicate their contract... on an assumption about a state of facts... and the assumption is untrue."

119. Kingsfield: "Elaborate?"

\*Some students raise their hand

120. Kingsfield: "Mr. Anderson?"

121. Anderson: "Both parties must share the assumption. The assumption must be material, i.e., that the true state of facts is that it is impossible... to complete the contract in any reasonable manner. Both parties must be dealing with each other in a fair manner... and neither party may obtain an unfair advantage... because the contract is dissolved."

122. Kingsfield: "Example?"

123. Anderson: "Um... Well, suppose I were to agree... to rent an apartment from you... an old apartment which you hadn't visited in a while... and the time came for me to move in... and we discovered the apartment house had burned down. That actually happened to me."

\*Students giggle

124. Kingsfield: "Personal comment is not necessary."

(00:20:57)

\*Hart knock the window and Susan open the door

125. Hart: "Hello."

126. Susan: "Hello."

127. Hart: "I was walking by and I saw your light."

128. Susan: "How nice. Come in."

\*Hart get in and Susan close the door

(00:21:21)

129. Hart: "It's very interesting to me how quickly... the classes have divided up into three factions."

\*Susan turns on the light

130. Hart: "One faction being the students who sit in the back. Given up sitting in their assigned seats... preparing the cases. What is it, only October? They've already given up trying. Cowards. The second group are the ones who won't raise their hands... or volunteer an answer, but will try when called upon. That's where I am, right now... living in a state of constant fear. And then there's the third echelon. The upper echelon. The volunteers. They raise their hands in class. They thrust themselves into the fray. I don't think they're smarter than anyone else... but they have courage. And they'll achieve the final recognition. The teachers will get to know their names... and they'll get better... better grades. Past couple weeks, I've been preparing for the upper echelon... and this weekend if I get all my work done... I'm going to enter it Monday morning. In Kingsfield's contract law class."

(00:23:35)

131. Kingsfield: "The facts of Carbolic Smoke Ball."

\*Hart and some students raise their hand

132. Kingsfield: "Miss Farranti?"
133. Farranti: "This is a case where the defendants... entered an advertisement in the Pall Mall Gazette... November 1891... stating that a 100 reward would be paid... by The Carbolic Smoke Ball Company... to any person who contracted influenza or a cold... or any disease caused by taking cold... after using the ball according to the directions. Now, on the strength of this

advertisement... a Mrs. Carlill bought a smoke ball... used it according to the directions... until she developed influenza.”

134. Kingsfield: “What were the reasons for the court's finding... in favor of Mrs. Carlill?”

\*Hart slowly raise his hand

135. Farranti: “She had fulfilled the conditions of the offer. The bargain was complete.”

136. Kingsfield: “Was there a bargain? Was there communication between the parties? Was she not obligated to notify the company... that she had accepted their offer?”

\*Hart raise his hand again

137. Kingsfield: “Mr. Hart.”

138. Hart: “It's obvious that notice is not important here. The offer requires no notice or personal communication. What is important is consideration. Question... Did Mrs. Carlill give anything to the company? The company argues that Mrs. Carlill, in using the ball... did absolutely nothing for them. All they were interested in was the sale itself. The answer to that is obvious. Of course, they benefit from the sale itself... but beyond this... consideration does not necessarily in all cases... have to pass to the other party. Mrs. Carlill suffered the inconvenience... of having to use the ball. She gave something up... even if it didn't pass to the other party. Therefore, you can only have a binding contract... when each party gives something to the other... or suffers an inconvenience by or from the other party.”

(00:25:52)

139. Ford: “Damn good.”

140. Hart: “That’s a good answer. Not a complete analysis, not a hard question... but the point is I did it. I did it in Kingsfield's class. This is a goddamn dance!”

(00:26:23)

141. Anderson: "I'm telling you, the worst thing a law student can do... is get involved with a girl. Affairs by their very nature are time-consuming."
142. Ford: "On the contrary, it's the best thing you can do. Nothing makes you hornier than studying."
143. Anderson: "My father warned me about that."
144. Ford: "Your father's full of sh\*t."
145. Anderson: "He said the celibate mind is sharper... retains more information. The third year you can get laid all you want to."
146. Ford: "The only sensible thing to do in a mess like this... is find a woman that doesn't make demands and hang on. Hang on like hell. Grab onto her b\*obs and don't let go."

(00:27:00)

\*Alarm ringing

147. Hart: "Oh, no."
148. Susan: "What?"
149. Hart: "I thought you set the alarm at 12:00. I gotta study. Oh, crap, I got Kingsfield at 9:00."

(00:27:17)

150. Kingsfield: "The auctioneer is the agent of the vendor... and the assent of both parties is necessary... to make the contract binding. An auction, is not unaptly called then... Iocus poenitentiae, which means? .... Mr. Hart? Mr. Hart?"
151. Hart: "Uuuhh..."
152. Kingsfield: "Mr. Bell?"
153. Bell: "Locus poenitentiae means place of repentance... or for changing one's mind."

(00:27:50)

154. Susan: "You asleep?"
155. Hart: "No. Where you been?"
156. Susan: "Walking on the point. I was watching the rowers."
157. Hart: "I've been thinking."

158. Susan: "About what?"
159. Hart: "The trouble with entering the upper echelon... is you have to work harder to stay in it."
160. Susan: "And you haven't been working hard enough?"
161. Hart: "I haven't been working hard enough... since I've been seeing so much of you. I'm not getting enough sleep. I shouldn't have drunk so much wine. Seems so much energy gets wasted. Kingsfield caught me Friday unprepared. Not following the discussion. I swore he'd never catch me unprepared again."
162. Susan: "And it's all my fault? Is that what you're saying?"
163. Hart: "Well... you don't give me very much sustenance, Susan."
164. Susan: "Much what?"
165. Hart: "Sustenance. Alimentum victus. Way of life. Livelihood. Nourishment. Support."

\*Susan finally left Hart alone and later Hart is trying to find her

166. Hart: "Susan? Susan? Susan?! Susan! You b\*tch! Susan! Susan!

(00:30:09)

167. Ford: "Hi."
168. Hart: "I'll meet you out front."
169. Ford: "Where have you been?"
170. Hart: "I've been sleeping in the park. You ought to try it sometime. It's wildly therapeutic."
171. Ford: "Hey! You missed the meeting of the study group."
172. Hart: "Yeah, I'm sorry. It won't happen again. Anderson's right. You cannot balance... girls and law school at the same time."
173. Ford: "Kingsfield's having a party in 2 weeks. Day after Thanksgiving."
174. Hart: "What?"
175. Ford: "He gives one every year according to Toombs. We all got invitations. I put yours on the typewriter."
176. Hart: "Fantastic."
177. Ford: Yeah. Well, I get enough of the old bastard in class."
178. Hart: "I don't have a decent tie to wear."
179. Ford: "Good night, Hart."

180. Hart: "Yeah. Good night."

(00:31:21)

\*Hart open up the invitation letter

181. Hart: "Charles W. Kingsfield, Jr... Pleasure... cocktails... Friday, November 24. R.S.V.P."

(00:31:35)

\*Hart attending Kingsfield party

182. A man: "Greetings."

183. Hart: "Hey, how are you?"

184. A man: "Good."

185. Kevin: "Hi. How are you?"

\*Kevin calling someone

186. Kevin: "Asheley, sweetheart...I want you to meet my friend."

\*Asheley come

187. Kevin: "Hart, I want you to meet my wife Asheley. This is Hart. We're in the same study group."

188. Asheley: "Oh, hi. How do you do?"

189. Hart: "Hello."

190. Ford: "Jesus. If this is supposed to give us... closer contact with the faculty... someone made a terrible mistake."

191. Hart: "This place is fantastic. It's just like I thought it would be."

192. Kevin: "It gives me the creeps."

193. Ford: "Don't be nervous. Everyone's running around getting bombed... or trying to kiss Kingsfield's ass. Excuse me, Asheley. I mean just make like you can vanish or materialize... anytime you like."

194. Kevin: "Have you said hello to Kingsfield yet?"

195. Hart: "It's too crowded. I thought I'd wait."

196. Ford: "Oh, no, that's his daughter. Can you believe Kingsfield has a daughter? She just got back in town. She's been in Europe. He's



in the study, running this party... just like he runs his class... fear. He's in with his pictures of the Law Review of 1929... a big leather chair, and all his casebooks. He needs a setting."

\*Hart slowly leave the three of them and try to find Kingsfield's daughter. Suddenly, she realize that she is Susan.

197. Kingsfield: (Talk with someone else) "Wouldn't dream of it. Besides, I don't think you'll earn a goddamn penny. Oh, let's not argue. Hello, how are you?"
198. Anderson: "Hart, have you gotten into Warner vs. Davis yet?"
199. Hart: "Excuse me, Ed."
200. Susan: "You going home? You haven't paid homage to my father. Why don't I take you to meet him?"
201. Hart: "Why didn't you tell me you were Kingsfield's daughter?"
202. Susan: "I'm not his daughter very much. Why didn't you call me?"
203. Hart: "Wait a minute. You left me in the park. Why didn't you call me?"
204. Susan: "I knew I'd see you here today."
205. Hart: "You lied to me, Susan. You told me your last name was Fields."
206. Susan: "My last name is Fields. I'm married."
207. Hart: "Oh, man."
208. Susan: "We are... We're separated. He's still in Europe, and we're getting a divorce."
209. Hart: "So why come back?"
210. Susan: "Because my mother is in a mental institution. That's why I came back."
211. Hart: "Sorry."
212. Susan: "She's crazy as hell, but I'm not."
213. Hart: "Couldn't prove it by me."
214. Susan: "I have spent my required hour. Would you like to take a walk?"
215. Hart: "No. You look too different dressed like that. I've got to think. Please, excuse me."
216. Susan: "I'll be home at 9:00."

\*Hart left the party

(00:35:10)

\*Hart comes into Susan's room

217. Susan: "Did you have a nice walk?"

\*Hart just staring at Susan

218. Susan: "What?"

219. Hart: "I can see the resemblance."

220. Susan: "I was just looking at some photographs of my father... and I don't see the resemblance at all. I look much more like my mother."

221. Hart: "It all makes so much sense. The way you looked at me when I talked about him... telling you things that happened in class. Didn't you ever want to burst out laughing?"

222. Susan: "No. It's very serious. I've been here before."

223. Hart: "What do you mean?"

224. Susan: "My husband Philip was a law student too. It's some curse of my father's that follows me around. And that's why I didn't invite you in the first night. But when you came back, there wasn't much I could do."

225. Hart: "Where is Philip? Is that his name?"

226. Susan: "Yes."

227. Hart: "Where is he now?"

228. Susan: "We were married for 2 years... and I saw where my life was going... and I didn't and I don't want that kind of life."

229. Hart: "You haven't answered my question. Where is Philip now?"

230. Susan: "Wandering around Europe with a knapsack. He dropped out of law school."

231. Hart: "Why?"

232. Susan: "I refuse to answer on the grounds... that it may incriminate me."

\*Susan lied on her bed and Hart just staring and smiling at her

233. Susan: "I don't like the way you're looking at me. It was much nicer before not having any background."

234. Hart: "I wouldn't say that."

235. Susan: "Our relationship has changed."

236. Hart: "It certainly has."

\*Hart jumps onto the bed

237. Susan: "I'm going to ask you a question. You came back here because I'm Kingsfield's daughter."

238. Hart: "That's not a question. That's an answer."

\*Hart untie his tie and kiss Susan

(00:37:18)

239. Kingsfield: "Now... suppose I write you a contract. It says... "I agree for \$100 to paint your apartment with white paint." Is there any difference between this... and a contract which says... "You agree to paint my apartment with white paint... provided I pay you \$100.""

\*Some students raise their hand

240. Kingsfield: "Mr. Brooks."

\*Kevin is searching on the book

241. Kingsfield: "You won't find it in the casebook, Mr. Brooks. It's just a hypothetical. I am waiting, Mr. Brooks."

242. Kevin: "I'm not sure I understood it all. Could you tell me it again?"

243. Kingsfield: "In one case, there are two mutual promises. In the other, there is a condition on a promise. Mr. Brooks, do you know the difference between... a condition on a promise and a promise?"

\*Silence

244. Kingsfield: "Mr. Brooks, did you read this material?"

245. Kevin: "Yes, I did read the material. I memorized the facts. I have a photographic memory."
246. Kingsfield: "A what?"
247. Kevin: "A photographic memory."
248. Kingsfield: "Would you repeat that?"
249. Kevin: "A photographic memory."
250. Kingsfield: "A photographic memory... is of absolutely no use to you, Mr. Brooks... without the ability to analyze... that vast mass of facts between your ears. Did you hear me, Brooks?"
251. Kingsfield: "Yes, sir."
252. Ford: "Could you give me the hypothetical again? I didn't understand it."
253. Kingsfield: "Mr. Ford... do you know the difference between... a condition on a promise and a promise?"
254. Ford: "It's a very difficult concept. A very difficult point in the law."

(00:39:48)

255. Hart: "You just shouldn't have raised your hand in class."
256. Kevin: "I thought he was going to ask me the facts. I couldn't hold the hypothetical in my mind. It's like my mind was outside his... watching myself unable to bring it together. People laughed, didn't they?"
257. Hart: "I didn't hear anybody laughing at you."
258. Kevin: "I heard people laughing."
259. Hart: "Hey, relax. We'll have a swim. Feel better."
260. Kevin: "Mmhmm."

\*Both of them swimming

(00:40:30)

\*Hart wakes up in Susan's bedroom, going downstairs, and getting into Kingsfield's room

261. Hart: (looking at Kingsfield's studies) "Justice Douglas... Franklin Roosevelt... Ernest Hemingway... Franklin Delano Roosevelt. Adlai Stevenson. Helen Keller. Oh..."

262. Susan: "Interested in his study? I played in this study when I was a little girl. I used to run the dictaphone."

\*Susan plays a recorded sound from recorder

263. Kingsfield: "Adequacy. As long as one gets... what he has bargained for... and it is of some value..."

264. Hart: "No, turn it off. I feel like an intruder."

\*Susan turns off the recorder

265. Susan: "Not in his bed, but in his study."

\*Susan sit on Kingsfield's chair and Hart pouring his drink into another glass while smiling

266. Susan: "What?"

267. Hart: "It's funny. This is his special room. Do you think he would mind me drinking... in his special room?"

268. Susan: "I don't know. You can call him in New York and ask. I think you're behaving... just the way he'd want you to behave. Picking up his little silver mementos... Looking at his Law Review picture. I think he'd like it... just to have you fondle his things."

\*Kingsfield's car arrives at home

269. Hart: "Have you ever told him about me? About you and me?"

270. Susan: "No."

271. Hart: "Well... when I'm in his class... I feel like he knows me. As though when he calls upon me... he's got it all planned out. Like he... Like he's watching my progress. You know? Like he cares about how I do."

\*Kingsfield is entering the house

272. Susan: "Oh, my God. He's back. Listen, get out through the kitchen. Just go out the kitchen."

273. Hart: "My clothes are upstairs."

274. Susan: "I'll get 'em. You just go. I'll take care of this. Just go on."

\*Hart get out from the house. Kingsfield and Susan starring at each other. Hart enter Susan's car and Susan finally follows him.

275. Hart: "So what did he say?"

276. Susan: "Well, he just said he hoped it wasn't a law student."

\*Susan drives the car away from her house

(00:45:40)

277. Kingsfield: "Now, will you state the facts... of the case of Vigers vs. Cook? Mr. Pruitt.?"

278. Pruitt: "Cook's son died. Vigers was the undertaker... Or was Cook the undertaker?"

279. Kingsfield: "Mr. Sanders."

280. Sanders: "You just want the facts?"

281. Kingsfield: "Mr. Fisher."

282. Fisher: "This undertaker agreed... to provide the usual funeral services.

283. Kingsfield: "Mr. Knight."

284. Knight: "Vigers gave Cook an estimate... that the whole thing would cost about 49."

285. Kingsfield: "Thank you, thank you. Now, the rest of the facts, Mr..."

\*Hart cut in

286. Hart: "The body was placed in a coffin--"

287. Kingsfield: "Ford."

288. Ford: "The body was placed in a lead coffin. The coffin was soldered without a vent hole. The coffin then burst... owing to decomposition of the body... and it was impossible to hold the services... in the church."

\*While Ford answering the question, Kingsfield just starring at Hart

(00:46:27)

289. Susan: "I never said anything. I just went upstairs, I got your things... I put on my coat, and I came right down."

290. Hart: "Then why did he look at me that way in class? He questioned the student on my left... on my right, in front of me... behind me, and then glaring at me... asked somebody else the question."
291. Susan: "I don't know, but believe me... you're just a name on a piece of paper... a picture on a seating chart, and that's all. You're only one out of thousands... over the past 40 years."
292. Hart: "I don't believe that. He knows who I am. Susan!"
293. Susan: "What?"
294. Hart: "We can't go on like this."
295. Susan: "Like what?"
296. Hart: "Look, I've gotta get organized. What is it? The middle of February... and I've got 4 months till exams. I never know when or if I'm gonna see you."
297. Susan: "What kind of organization did you have in mind?"
298. Hart: "When's your divorce final?"
299. Susan: "Oh, no more contracts, Mr. Hart. Thank you, no. Are you really serious?"
300. Hart: "Well, if not the honorable thing... why not the dishonorable?"
301. Susan: "I'd prefer to live alone."
302. Hart: "I don't know what you want. I don't know what to do with you."
303. Susan: "Well, I don't want to live in the married students' dorm... and have neat friends down the hall and walk babies with them. I've been organized like that before. You law students, you're all the same. You can't let things alone. You have to organize. The endless defining of irrational human behavior... into tight little patterns. People are not rational. People are irrational."
304. Hart: "What do you want? Do you want me to be irrational? All right. I shall be irrational."

\*Hart takes off his jacket even the weather is snowy

305. Hart: "I'm gonna walk on the water! Is that irrational enough for you? No? Okay. I shall walk on my hands on the water."
306. Susan: "Now that's more like it."

\*Hart walks using his hands and the frozen water starts to cracking

307. Susan: "Oh, my God!"

\*Hart falls

308. Susan and Hart: "Aahh!"

309. Hart: "Give me the coat. The coat. Keep off the ice!"

310. Susan: "Here."

\*Hart pulls the coat that given by Susan. Then, Susan falls into water too

311. Susan: "Oh, God! Ohh!"

312. Hart: "Oh, crap. It's only 3 feet deep."

313. Susan: "God."

\*Booth of them get out from the water, laughing and screaming

314. Hart: "Waaah! Aaah!! Aah!!"

(00:49:24)

315. Susan: "Get out, Hart. I gotta go back and get warm. I know there's a lot of things to say... but it really isn't worth saying... so please just get out."

\*Hart get out from the car

316. Susan: "Think about me... and think about yourself. Don't call me. I know you're gonna want to... but just don't, okay?"

(00:50:05)

317. Hart: "I Xeroxed an article I found in the library... called Blessings of Consideration. Kingsfield wrote it Well worth the time."

318. Kevin: "What are we gonna do... about practice exams?"

319. Anderson: "Nothing."

320. Ford: "Practice exams don't count. They don't mean a thing. Look, Kevin, just keep aiming towards the end of the year. You'll just have to relearn it all then anyway."



321. Kevin: "I thought it would give us a chance... to see how we stand. Whether one of us needs special help."
322. Bell: "You need special help... and you, too, O'Connor. You both need a shrink."
323. Hart: "I'm sorry. I didn't mean to touch your outline."
324. Anderson: "I agree with Ford. I've given this problem considerable thought... and in terms of maximum grade point... the most sensible thing is not to study. See how much you retain... as a result of normal study procedure. And then you'll be able to measure accurately... how much extra work you'll need... when it comes to take the real test in the spring."
325. Kevin: "I thought we might all study together for the practice exam. It would give us a chance to see how well... we'll work together at the end of the year."
326. Ford: "But we don't have time to get up for this test. We just take it. It doesn't count."
327. Kevin: "But what I really would like to do... is just talk about how to take the exam."
328. O'Connor: "That's not so bad an idea. I'd like a session on examsmanship."
329. Bell: "Maybe you need somebody to hold your hand."
330. Hart: "Okay, this article has a very interesting relationship... to the statute of frauds... which I thought we should get into today."
331. Kevin: "I'm not ready yet."
332. Hart: "Okay, the statute of frauds was passed in 1677. It was called An Act for the Prevention... of Frauds or Perjuries."
333. Kevin: "I said I'm not ready yet."
334. Ford: "We can't wait for you."
335. Kevin: "Who the hell do you think you are? King bow tie sh\*t? You don't run things around here. You don't run me."
336. Hart: (inhales) "The statute of frauds is, in some form or another... the law in almost every state in the union."
337. Ford: "You're giving everyone a pain in the ass. If you don't like things, leave. We can get along very well without your outline. I don't know how well you're gonna do without ours."

338. Hart: "Shut up. Just shut up. Okay. Certain kinds of contracts... have got to be put into writing. Marriage contracts, buying and selling of land... any contract that is not to take place within a year."
339. Anderson: "Does this cover international law?"
340. Harat: "With holdings in the United States. Yeah."

(00:52:28)

341. Kevin: "I failed, Hart. I flunked every damn exam. I don't know what happened. I can't tell Asheley. Her father's got a summer job waiting for me... if I get the grades."
342. Hart: "Well... it's just a practice exam. You know, practice. Doesn't really count."
343. Kevin: "Yeah. They gave me the name of this tutor... so I called him up. He told me to come over on Saturday. I don't suppose you'd have time... to come over with me, would you?"
344. Hart: "Sure. Just come by the dorm. Pick me up."
345. Kevin: "Thanks. Oh, hey, Hart. Don't tell anybody. Don't tell Ford."

(00:53:18)

\*Kevin knocks the door

346. A man: "Yeah?"
347. Kevin: "I'm looking for a William Moss."
348. A man: "You've come to the right place, all right. Moss, you've got company!"
349. A woman: "He's in the kitchen."
350. A man: "Moss!"
351. A woman: "What time is it?"
352. Hart: "It's ten after 10:00."
353. A woman: "I didn't see you at the mixer last night."
354. Hart: "Yeah?"

\*Both of them go to the kitchen to meet Moss while the man answering a phone call

355. A man: "Sorry about that. Couple of guys at the door. Yeah, back to that interview I was telling you about. Yeah, it's a New York firm. See, New York people... hate to hire people from New York. I'm from New York. They want people from the South."
356. \*Both of them continue to go to the kitchen
357. Moss: "Yeah, they don't have to teach 'em manners. Which one of you is Brooks?"
358. Kevin: "I am."
359. Moss: "What are you doing here?"
360. Kevin: "I asked him to come. He's in my study group."
361. Hart: "Want me to leave?"
362. Moss: "No, no. You can stay as far as I'm concerned. So, you (Brooks) flunked every one of your practice exams, huh?"
363. Kevin: "Everyone? Uh, yeah, everyone. That's quite an achievement."
364. Moss: "Oh, my God, man. Don't look like that. You'll be saved. Every guy in this house... almost flunked out the first year. It's not too hard to see why. They had breads on the brain. It's the worst thing that can happen... to a first-year law student. I don't suppose that's your problem."
365. Kevin: "No, no, I'm married."
366. Moss: "Well, the vote's split on that. But I've saved all kinds. I moved in here and saved all these dum-dums. They'll all graduate. All from Harvard, all good jobs. I give them a little lecture before each exam. They go out and take it on their own. They remember things for about a day or two. They're not stupid. Did you bring any samples of your work?"
367. Kevin: "Yeah, I brought some notes."
368. Moss: "Notes don't mean a thing. Why don't you go get dressed? Take this down. All set? Imagine an old woman comes to dinner with you. While you're mixing her drink, she slips on an ice cube... slides across the room... smashing into your new breakfast table... demolishing it, and killing herself. Got that?"
369. Kevin: (write a note) "Yeah. Kills herself, right?"
370. Moss: "After you've cleaned her up off the floor... you discover a statute which says that homeowners... must keep their land free of

dangerous ice... especially, but not exclusively, ice on their sidewalks. And you find out that the old lady suffered from dropsy... a falling sickness. So you're sued on two accounts. The one relying on the statute... and the other, ordinary negligence. Can they recover from you... for having caused the old lady's death? Can you recover the price of the breakfast table... from the old bag's estate? Write out an answer. Take half an hour to do it. No help from your friend. Come back a month before exams, and we'll go over it together. Don't worry. There's no possibility of error in my analysis."

371. Kevin: "Thanks."

(00:56:19)

372. Librarian: "Good morning, Mr. Bell."

373. Bell: "Good morning."

374. Hart: "Excuse me. I need the second series... of the Pacific Reporter... number 75. It's not in the stacks... and I was wondering if there was someplace else I could look."

375. Librarian: "No, if it's not in the stacks, it's not in. We don't have it."

376. Hart: "I see. By the way, what is this room up here?"

377. Librarian: "Oh, that's where we keep the red set."

378. Hart: "What is the red set?"

379. Librarian: "The memoranda, the notebooks. The first drafts of all the professors' writings."

380. Hart: "Do you mean that Professor Kingsfield's original notes... on contracts when he was a student here... are in that room?"

381. Librarian: "Yes."

382. Hart: "Wow... May I... May I see those notes, please?"

383. Librarian: "I'm afraid we couldn't allow you to do that... unless you have special authorization... or unless you have Kingsfield's permission."

384. Hart: "Okay. Thank you very much."

(00:57:57)

385. Cashier: "Thank you very much."

386. Hart: "Thank you, Toombs."

\*Hart walks away from the cashier and sit on his seat in the canteen

387. Hart: "I found something. There's a room above the stacks... where they keep all of the actual notes... the professors took when they were law students here. They're just sitting there waiting. It's called the red set room. You have to have special permission to get in there. I want to see the notes. I want to see Kingsfield's notes on contracts."

388. Ford: "Oh, no, oh, no. I know what you're thinking. Uh uh."

(00:59:38)

\*In the red set room in midnight

389. Hart: "Jesus. Do you realize what this is? This is it. This... This is the unbroken chain. This is the ageless passing of wisdom."

\*Both of them searching Kingsfield's notes

390. Hart: "Hey. "

391. Ford: "What is it?"

392. Hart: "Listen to this... Kingsfield, Charles W. Notes on contract law in a course on contracts... given by Professor Willingston... at the Harvard Law School, 1927. Here."

\*They pick it up

393. Ford: "What the hell is it?"

394. Hart: "They're just notes... and they look just like mine. "Questions, does everybody have a contract to obey everybody else's rights? What is a contract? What do you owe to others?" Look at this. He even doodles."

395. Ford: "Come on, let's get out of here."

396. Hart: "Wait, wait. "Can we make a contract with God... that is binding to man?" Look. Here's the original notes he wrote... on the article about statute of frauds. "After all, I am almost the living extension of the old judges. Where would they be without me? I carry in my mind the cases they wrote. Where the hell

would they be... If it wasn't for me? Who would hang their pictures... If there were no law students? It's hard being the living extension... of tradition.””

(01:02:28)

397. College student: “Hart.”  
 398. Hart: “Yeah?”  
 399. College students: “Telephone.”

\*Hart pick up the telephone

400. Hart: “Hello.”  
 401. Susan: “Hi. Well, it's not very original... but it is effective. Want to play?”

(01:02:47)

402. Susan: “My father never misses a Harvard-Yale game... and he always sits right over there. And I once sat on his left... with the president of the United States... on his right... and two Supreme Court justices at his feet. I was only 12 years old.”  
 403. Hart: “Where are you going?”  
 404. Susan: “Don't you want to explore?”  
 405. Hart: “No, I want to talk.”  
 406. Susan: “Well, I want to explore.”  
 407. Hart: “I want to talk!”  
 408. Susan: “Oh, come on, Hart.”  
 409. Hart: “Susan, please. I want to talk.”  
 410. Susan: “Explore with me.”  
 411. Hart: “Please. I want to talk.”  
 412. Susan: “No, please.”  
 413. Hart: “I want to talk, Susan!”  
 414. Susan: “Come explore.”  
 415. Hart: “Susan! I want to talk with you. Goddamn it. Susan. Susan. Susan. Susan...”  
 416. Susan: “Why the hell can't you just do things? Why do you have to talk about everything?”

417. Hart: "I am trying to do something. I am trying to make sense. I want us to be together."
418. Susan: "Why?"
419. Hart: "What's wrong with that?"
420. Susan: "I was right. You were born for the married students' dorm. You were born for the dating bar."
421. Hart: "I can't live like this. I need to be organized. Susan, I need a way of living that I can rationalize. This way I spend half my time worrying. I can't work and I can't sleep."
422. Susan: "I didn't come here because you bought me flowers. I can always buy flowers. Hart, I could buy you. Maybe I already have."
423. Hart: "Eat sh\*t."
424. Susan: "I like you. I really do."
425. Hart: "You can't buy me."
426. Susan: "Show me something in Langdell I can't buy. Show me one person who doesn't kiss my father's ass."
427. Hart: "I don't kiss your father's ass. I'm not afraid of him anymore. I can really understand what he is saying. I've read everything he's written. My mind is really in his. I know what he is saying before he says it. I am three questions ahead. I am having a true Socratic experience."
428. Susan: "Three questions ahead, Hart? You're only three answers ahead. (she kiss him) And I think we'd better go... to the Cape this weekend. And you don't talk about my father or the law school... and I'll try and be a lot nicer... and I'll give you lots of sustenance."
429. Hart: "Next weekend?"
430. Susan: "Yes."
431. Hart: "Okay. All right, next weekend. The Cape."

(01:05:19)

432. Bell: "I think these dead man statutes are unfair. They don't give the plaintiff... a chance to testify. Why shouldn't a person be allowed to testify... against a dead person? Take Proctor vs. Proctor, for example. That girl worked for her aunt for 10 years..."

because her aunt had promised to leave her the house. I say she should get the house... because she worked for it. It's just a crummy technicality... that says she can't testify. That's not justice."

433. Kingsfield: "Your name is Bell?"
434. Bell: "Bell, yes, sir, as in Liberty Bell."
435. Kingsfield: "Did it ever occur to you, Liberty Bell, was it? Did it ever occur to you that the courts did not write the dead man statutes... the legislature did... and that the courts are bound to follow the legislature? I think I shall have to dispense with the privilege... of ringing you further, Mr. Bell."

\*Class done, everyone start leaving the class except Hart that wants to talk with Kingsfield

436. Hart: "Mr. Kingsfield."
437. Kingsfield: "Yes."
438. Hart: "Mr. Bell was right. There are at least 17 ways... of getting around the dead man statutes. You wrote an article showing that in 1936."
439. Kingsfield: "If I wrote an article in November 1936... showing that there were 17 ways... to get around the dead man statutes... I hardly need to be told now that Mr. Bell is correct. Anything else?"
440. Hart: "No."
441. Kingsfield: "Your name?"
442. Hart: "Hart."
443. Kingsfield: "Mr. Hart, I can understand your wanting to ride... to the rescue of the unfortunate Bell... but aren't you a little late? You had your chance in class. Nobody inhibits you from expressing yourself... (he starts leaving the classroom but stopped) Mr. Hart. I need a student to do some research... for the supplement to my treatise. Interested?"
444. Hart: "Sure."
445. Kingsfield: "Come around to my office this afternoon. My secretary will give you the basic material. You can get started. It



doesn't have to be long. You can do it over the weekend. Around 10 pages. I'll expect it bright and early Monday."

\*Both of them leaving the class

(01:08:09)

\*Phone ringing

446. Susan: "Hello."

447. Hart: "Hi."

448. Susan: "Hi."

449. Hart: "Your father asked me... to do some research for him. And he needs it bright and early Monday morning... so I can't go to the Cape this weekend."

450. Susan: (Inhales) "I understand."

451. Hart: "Oh, good, good."

\*Susan suddenly closed the call

452. Hart: "Hello? Susan?"

\*Hart realized and put the phone back

(01:10:16)

\*Hart knock the door

453. Kingsfield: "Come in."

\*Hart comes in

454. Kingsfield: "What do you want?"

455. Hart: "I couldn't finish the paper. I need more time. I've done all the basic work. As you can see, I just need to condense it. It won't be hard."

456. Kingsfield: "When your paper wasn't in bright and early Monday morning, as promised... I had someone else do it... a third-year student. So, you see, your contribution to the supplement of my treatise... is no longer necessary."

457. Hart: "My contribution...."

458. Kingsfield: "Condensed or uncondensed isn't necessary."  
459. Hart: "Thank you."  
460. Kingsfield: "What?"  
461. Hart: "I'm sorry. Thank you."  
462. Kingsfield: "You ought to get some sleep."  
463. Hart: "Yes, sir. Thank you, sir."

(01:11:31)

464. Hart: "We could go to the Cape next weekend."  
465. Susan: "We aren't going anywhere."  
466. Hart: "Excuse me."  
467. Susan: "Christ."  
468. Hart: "I, uh, wish you wouldn't treat me like this. I haven't had a decent meal in four days. I... I haven't had any sleep. Susan. Look, he tested me. I failed. I worked so hard on that goddamn paper. Well, he may flunk me!"  
469. Susan: "They finally got you, didn't they, Hart? They sucked all that Midwestern charm... right out of you. Look it, he's got you scared to death. Oh, you're gonna pass... because you're the kind the law school wants. You'll get your little diploma... your piece of paper that's no different than this... and you can stick it in your silver box... with all the other paper in your life. Your birth certificate, your driver's license... your marriage license, your stock certificates... and your will. (go to the cashier) Excuse me."  
470. Hart: "You don't even care."  
471. Susan: "I wish you would flunk. There might be some hope for you."

(01:12:47)

472. Hart: "Susan. Susan, you... You really don't mean that."  
473. Susan: "I certainly do, Hart. Leave me alone. I don't want to see you anymore!"  
474. Hart: "Susan."

(01:13:19)

475. Bell: "O'Connor, why don't the federal courts... use the same civil procedures as the state courts?"
476. O'Connor: "Well, they used to, but the Supreme Court... overruled that former ruling."
477. Bell: "And what is the famous case in which that ruling was changed? Come on. You have 10 seconds. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10."
478. O'Connor: "Piss off, Bell!"
479. Bell: "You lose."

\*O'Connor left the study group when Kevin just arrives

480. Kevin: "What happened to O'Connor?"
481. Anderson: "I'm afraid O'Connor decided to cut back... and cut out the study group."
482. Bell: "Needless to say, his loss is our gain."
483. Kevin: "What are we gonna do about his outline? I'm way behind in civil procedures. It's already the middle of March."
484. Hart: "Calm down, Kevin."
485. Bell: "I don't give a sh\*t about his outline. He's just a little pimp. I wasn't gonna share my outline with him anyway."
486. Kevin: "You what?"
487. Bell: "You got wax in your ears?"
488. Kevin: "Listen, we've got to stick together. That's the whole point of this group."
489. Anderson: "The whole point of this group is to learn the law."
490. Hart: "We all made a contract with each other."
491. Ford: "We can all do some of O'Connor's work. We'll divide up his course. Let's not get softhearted O'Connor's out, and that's it. We don't get his outline at the end of the year... and he doesn't get ours."

(01:15:48)

\*Susan came home with Philip and saw Hart in the dark

492. Susan: "Do you do this often?"
493. Hart: "Don't flatter yourself."

494. Philip: "Do you need some help?"

495. Susan: "No, it's all right. Here (give her bag to Philip)

\*Philip come into the house

496. Hart: "Who's that?"

497. Susan: "That is Philip. Philip is back. Europe, it seems, wasn't the answer, either. We've just been with my father. We filed for divorce before Philip left... and of course, father is handling it. The most expensive... legal advice in the country."

\*Hart leave

(01:16:59)

498. Hart: "It's gonna cost you a fortune to Xerox that, Bell."

499. Bell: "Maybe I'm not going to Xerox it."

500. Kevin: "What does that mean... maybe you're not going to Xerox it?"

501. Bell: "This is a great outline. Fantastic. If yours doesn't stack up, you won't get a chance to look at it."

502. Ford: "Bell's going to have his outline Xeroxed just like the rest of us."

503. Bell: "Maybe Bell is, and maybe Bell isn't."

504. Anderson: "The outline is a tool, Bell. A tool, not an end in itself."

505. Bell: "I'm going to publish that outline."

506. Ford: "The casebook's already been published, Bell."

507. Bell: "My outline is better than the casebook. Anyway, it's gonna be longer."

\*Everyone laughs at Bell

508. Bell: "I think you're all a bunch of pimps."

509. Anderson: "You're on a suicide course, Bell."

510. Bell: "I don't have to sit here and be insulted. One more word out of you, Anderson... and I'll lock your head in your attach case. How is your outline coming?"

511. Anderson: "Well, I have not yet reached the stage... where my outline is reducible to a single word. Yet, at 50 pages, if I may pat myself on the back... it's clean and concise."
512. Bell: "How about you, Kevin?"
513. Kevin: "It's coming."
514. Ford: "Can you tell us how far?"
515. Kevin: "It'll be ready in four weeks... uh, before exams."
516. Bell: "I don't think Kevin has an outline. I think the pimp is holding out on us."
517. Ford: "If you ever say "pimp" in front of me again..."
518. Bell: "Pimp."
519. Ford: "Jesus!"
520. Bell: "You want to know about my outline? It's 800 pages long, and it's fantastic... but you'll never see it, Ford. Hart is the only one I'm gonna let see it. He's the only one of you who isn't a pimp! I was gonna let you see it, Ford, but I changed my mind. And as far as the robot pimp goes... I was never gonna let that pimp see it anyway!"
521. Ford: "Get out! You get out of my study group!"
522. Bell: "It's a pleasure, you pimp."

\*Bell left the study group

523. Anderson: "Quite amusing. I wonder if our dropout rate is paralleled in other groups."
524. Kevin: "Look, what's gonna happen? We don't have outlines anymore in property... or in civil procedure. In another month, by the end of the year... when exams come... we might not have any at all. I need the outlines. I need them. I need help."
525. Ford: "Look, Kevin, nothing's going to happen. Take a rest, will you? Go somewhere and rest your mind. We'll meet again next week and figure something out."
526. Kevin: "Now, listen, I can't wait that long, you see? I've got a plan. It's fine for you... because you talk in class, but I can't wait that long!"
527. Ford: "Kevin, we're all in the same boat!"

528. Anderson: "Well, gentlemen, I'll see you next week. Kevin, come with me. We'll get somethin' to eat."

\*Anderson left the room

529. Ford: "Screw O'Connor, Bell, and Kevin."

\*Ford left the room

(01:20:25)

\*Hart came to Kevin's house

530. Asheley: "Well, hello, Hart."

531. Hart: "Hello. Is... Is Kevin in?"

532. Asheley: "Come on in."

\*Hart get into the house

533. Asheley: "I'll tell him you're here. Would you like some coffee?"

534. Hart: "Yes, please. Just black."

535. Asheley: (nod) "Oh.."

536. Kevin: "Hey, Hart. What are you doing here?"

537. Hart: "Hey. Quite a place."

538. Kevin: "Oh, yes. Asheley's folks wouldn't permit their daughter... to live in anything that wasn't quite a place. How about a drink?"

539. Hart: "Sure."

540. Kevin: "You know, I was, uh, just working on my outline."

541. Hart: "I brought some notes."

542. Kevin: "Good."

543. Asheley: (bring the coffee) "Well, here we are (gives the coffee to Hart). Did you tell Hart the good news?"

544. Kevin: "Oh, uh, no. I was just about to. Asheley's pregnant."

545. Hart: "Well, that's great. Congratulations."

546. Kevin: "Yeah. Calls for a little celebration."

547. Hart: "Yeah. That's fine, thanks."

548. Asheley: "Well... I'll just leave you two to talk your law school talk."

\*Asheley leaves them

549. Hart: "I brought these notes... and I thought... maybe I could help you with the outline... or anything that, uh..."
550. Kevin: "No one can help. Not even Moss. You, uh, you should have been there. You should have seen the mess I made out of Moss's hypothesis. Yeah, I got a photographic memory. I'm a walking, talking encyclopedia. I got facts at my fingertips, facts on the tip of my tongue... but I just don't have the kind of mind that can, uh... Don't have the kind of mind that can make the grade. You're lucky, Hart. You and Ford and Liberty Bell and the robot pimp... You're all gonna pass. You'll all make the Law Review. You... You talk in class. You're Kingsfield's favorite. You'll get the grades."
551. Hart: "They're just grades, Kevin."
552. Kevin: "You know better than that. It's a number. It's a letter... but it determines salaries and futures. With my grades, it's gonna be pretty rough... just keeping us in pablum. How about another drink? You know, uh, I can mix a Mai Tai... a Margarita, an Alexander, a Grasshopper. Hmm. Anything you want. I glanced at a bartender's book once... and memorized them all. Instantly. It's the only bar I'm ever gonna pass."

\*Slowly Kevin's smile fades away

553. Kevin: "Please, I don't want you to see this. Don't... Asheley!"

\*Asehely came

554. Kevin: (holding tears) "Hart's got to go. Thank him for coming. I'm getting quickly indisposed."
555. Hart: "I'll leave these notes here."

\*Asheley and Hart go out from the house

556. Asheley: "He's just so tired. He works so hard."
557. Hart: "Yeah."
558. Asheley: "Every night till 3:00 or 4:00. The competition is killing him. He always talks so much about you... how nice and bright you are."
559. Hart: "Oh, I'm not very bright. It comes hard for me, too."

560. Asheley: "Are you married?"
561. Hart: "No."
562. Asheley: "Got a girl?"
563. Hart: "No."
564. Asheley: "Listen, Tuesday is Kevin's birthday... and I wanna make him a party. A surprise birthday party. Well, the thing of it is... I don't know any of his friends... and he hates all of mine. So, uh, I thought you might invite the study group. It would mean a lot to him."
565. Hart: "Sure."
566. Asheley: "You don't have to bring any presents."
567. Hart: "What time?"
568. Asheley: "Oh, uh, 8:00 o'clock."
569. Hart: "All right. (write a note) Okay."
570. Asheley: "Well, thanks for droppin' by."
571. Hart: "Sure."
572. Asheley: "Good night."
573. Hart: "Sure. Good night."
574. Asheley: "Good night."

(01:29:05)

575. Anderson: "Brooks vs. Scoville illustrates the distinctions... between the general demerit and the special demerit. That is, a general statement... that a complaint is insufficient... and a demerit which argues that the specific allegations... of a plaintiff are without foundation. I think the concept is rather clear."
576. Kingsfield: "We always seem to hear from the same people. Would anyone who has not contributed lately... care to speak?"

\*Silence

577. Kingsfield: "Very well, I shall have to ferret you out. Mr. Brooks, we haven't heard from you in a long time. Give us the facts of Tinn vs. Hoffman."
578. Kevin: "Some 13 letters and telegrams... passing between a company wishing to sell pig iron... and a company wishing to buy it. Every time it looked as if they had made a deal... the company



wishing to buy always hedged back down. Finally, the frustrated seller gave up... and sold the pig iron elsewhere. Now the company that wishes to buy is suing... saying that the seller had promised him the iron. “

579. Kingsfield: “Mr. Brooks, what is the holding of this case? How did the court reach its decision?”
580. Kevin: “Ah.. (confused and finally open the book) in a letter of November 28th... we find this phrase, "Making you an offer." The court seemed to stress this phrase.... Oh, l... I guess that's not the crucial passage.”
581. Kingsfield: “Mr. Hart.”
582. Hart: “The correct rule... and the one in which this case was decided is: "In an ambiguous set of facts... the party who creates the ambiguity... and tries to use it to his own advantage... shall have the ambiguity resolved against him.””
583. Kingsfield: “Now, if both parties are equally blameless... what rules then? Who should bear the burden of the financial loss? Miss Farranti.”
584. Farranti: “Where the parties are both blameless... the court should place the burden of loss... on the party who can most easily bear it. Normally, the party in the best financial position.”

(01:31:08)

\*Hart is taking a bath and suddenly realizes about Kevin’s party

585. Hart: “Oh, God! Kevin's party! Ford! Oh, sh\*t. Ford!”

\*Hart comes to Ford’s room

586. Hart: “Hey, 8: 00 tonight was Kevin's birthday. Want to go?”
587. Ford: “No. I wasn't invited.”
588. Hart: “Look, I'm inviting you. Asheley asked me to invite the whole study group, but I forgot.”
589. Ford: “Look, it's 9:15. The party's over.”
590. Hart: “Oh, sh\*t!” (Hart reach out the telephone but it still used)

591. College student: (talking on telephone) "So I've got possibilities with a couple of New York firms... and, uh... but I want to spend the summer..."

592. Hart: (go to Anderson room) "Hey, Anderson." (the door is locked)

(01:31:53)

\*Hart quickly run to Kevin's place, but it's too late

593. Hart: "I'm sorry, Asheley, but, uh, I forgot about the party."

594. Asheley: "There isn't any party. Kevin tried to kill himself. I'm having a baby, and he tried to kill himself."

595. Hart: "Where is he?"

596. Asheley: "He's upstairs."

597. Hart: "Kevin!"

\*Hart quickly go upstairs into Kevin's room. Kevin only sits in silence

598. Asheley: "Please... take it out of the house. (giving a bottle of beer to Hart) Please. Take it and leave."

599. Hart: "I'm sorry, Kevin."

600. Kevin: "Get out."

\*Hart takes the bottle and sadly leaves both of them

(01:33:32)

601. O'Connor: "It is clear that under such circumstances... the defendant's promise to pay Neilson's debt... was without consideration."

602. Kingsfield: "Mr. Hart, what do you think of Mr. O'Connor's argument? Mr. Hart?"

\*Kingsfield realize that Hart doesn't attend his class

603. Kingsfield: "Mr. Bell, what do you think of Mr. O'Connor's argument? Mr. Bell?"

604. Bell: "I'm sorry. What?"

605. Kingsfield: "Do you find Mr. O'Connor's argument convincing?"

606. Bell: "I don't find anything Mr. O'Connor says convincing."

\*Everyone laugh

(01:34:01)

607. Susan: "You know, it always amazes me... when law students have a hard time. I mean, people like Kevin. When you grow up with my father, you get immune... or insensitive to certain kinds of things. We used to own that house over there, too... but we sold it when my grandfather died. When he was still alive, we used to shoot skeet from up here."

608. Hart: "I don't know. I sit in his class... for days, I sit there. I read his books in the library... I abstract the cases he's chosen. I know everything about him... His favorite ties, how many suits he has. You can say he doesn't care... but he's there anyway... pounding his mind into mine. He screws around with my life."

609. Susan: "There's no way you're ever gonna have... a normal relationship with him. He won't permit it. It's not part of the structure. You must accept it and just try and do things on your own."

610. Hart: "I sit in the damn dining hall. What do I hear? I hear people telling Kingsfield stories... about how Kingsfield... flattened a particular student... in a particular way. It's like they're telling Norse sagas... like we're studying theology instead of law."

611. Susan: "So what the hell are you gonna do? You've gotta stand up. You've gotta grow. I can't explain it, but you've just gotta stop being so soft... so easily manipulated. It's very dangerous for one's intelligence. I'm tired of hearing about my father... and I'm tired of talking about him. What about you? Aren't you tired of sitting in that class taking sh\*t?"

(01:35:48)

612. Kingsfield: "Constitutional contracts... marriage contracts... historical contracts... French contracts... African tribal contracts... religious contracts... Now, Mr. Hart, can you relate our next case... to the summary we've been building?"

613. Hart: "Thank you, I prefer to pass."

614. Kingsfield: "What did you say?"

615. Hart: "Well, I have nothing relevant to say concerning the case. However, when I have something relevant to say... I shall raise my hand."

616. Kingsfield: "Mr. Hart, would you step down here?"

\*Hart go down, in front of the class

617. Kingsfield: "Mr. Hart, here's a dime. Call your mother. Tell her there's serious doubt... about you're becoming a lawyer."

\*Hart starting to leave

618. Hart: "You... are a son of a b\*tch, Kingsfield!"

\*Hart continue to leave

619. Kingsfield: "Mr. Hart! That is the most intelligent thing you've said today. You may take your seat."

\*Hart takes his seat back

(01:38:21)

620. Anderson: "I made extra copies of my outlines for Kevin. He can't possibly do well enough to hurt any of us."

621. Hart: "Kevin won't be needing any copies. He left school. (bring out Kevin's outline) Kevin's outline. He'd only done three pages. I received it yesterday in the mail. Maybe you can get some extra insight from it."

622. Anderson: "Well, I never did anything. It was Bell who hated him. I never said anything against him."

623. Hart: (nod and inhales) "Three left out of six. Thank God Friday's the last day of class."

(01:39:22)

624. Kingsfield: "I suggest that you particularly address yourselves... to the original text of the statute of frauds... and the uniform

commercial code. Thank you. Good luck with your exam. You'll need it.”

\*Hart claps, followed by many other students

(01:40:00)

\*In the Dormitory

625. College student A: “Oh, say, listen, Hart, can you explain that Swiss Atlantic case to me?”

626. Hart: “Yeah. Facts aren't important. Just remember fundamental breach.”

627. College student B: “Hart?”

628. Hart: “Yeah?”

629. College student B: “Can I drop by later on and pick up some notes?”

630. Hart: “Yeah, yeah, sure. Okay.”

\*Hart knocking the Ford's room

631. Hart: “Hey, I'm getting out. No way to study in here anymore. Can't you feel it? Panic has descended. I'm going somewhere else. You wanna come? We can study someplace together.”

632. Ford: “Bet your ass I do.”

\*Both of them go downstairs

633. Bell: “Where the hell are you going?”

634. Ford: “We're leaving. Where is none of your business.”

635. Bell: “You can't pass without my outline.”

636. Ford: “Okay, then we won't pass.”

637. Bell: “Wait. I'll go get it!”

\*Bell quickly goes to his room and shows his outline through window

638. Bell: “Ford! Hart! Look, I'll show it to you! This is it! Please don't go! Look at it! (suddenly lost his grip) Oh, my God! Oh, my God! Aaaaah!!!! (his outline flew everywhere)”

(01:41:16)

639. Receptionist: "How long you gentlemen planning to stay?"

640. Hart: "Three days."

641. Receptionist: "Front."

\*The go into their room

642. Hart: "Get this damn thing (TV) out of here."

\*Butler put the TV out of their room

643. Hart: "Let's start with civil procedure... work our way to contracts. That way, it'll be fresh in our minds Monday morning... when we start the test."

(01:42:00)

644. Maid: (knock the door) "Maid."

645. Hart: "No, thanks."

646. Other Maid: "They don't want their beds changed. Checked in two days ago, and no one's even seen 'em. Something funny's going on."

647. Hart: "Number 4, murder."

648. Ford: "A, definition. Murder is the unlawful, unjustified... "and inexcusable killing of a human being... by another human being with malice aforethought. Malice aforethought... has a special and particular meaning... apart from any other definition of malice. It is a term used to cover... five specific types of intention. All right, let's suppose... I'm beating you with my fists unlawfully. You've angered me... I knock you down on the floor... and you get impaled on a spike... sticking up out of the floor. Uh, under the felony murder rule... I'm not guilty... because a battery isn't an ordinary felony."

649. Hart: "Exceptions." What... What exceptions? Uh, you... Your hand... is a deadly weapon. Karate."

\*Hotel Manager suddenly knocks their room

650. Manager: (knocking) "Mr. Hart, Mr. Ford. I'd like a word with you, please."

651. Hart: "No, thank you."

652. Manager: (knock harder)

653. Hart: "No, thank you!"

\*The manager uses the duplicate key

654. Manager: "Oh, my God. What have you been doing in this room? I just had this room decorated. I'm calling the police."

655. Ford: "If you kick us out of here... I swear to God I'll sue your goddamn hotel for a million dollars! I'll burn the place to the ground!"

656. Hart: "Okay, look, look, look. I know that piece of paper that we signed down there... entitles you to kick us out... but if you do that... I'm gonna call the newspapers... and I'm gonna tell them... that we're a dope ring working out of this hotel. I'm gonna tell them that, and you're not gonna get any more business. Now shut up and get out!"

\*The manager get out madly and go to the receptionist

657. Manager: "Get me room service, please."

658. Receptionist: "Yes, sir."

659. Manager: "Hello. Room service, this is the manager. I want you to cut off room 112 from all room service."

\*Meanwhile

660. Hart: "Methods of attacking legal problems. Technical reasoning... thinking in terms of businessman's..."

661. Ford: (pick up telephone) "Yeah, give me room service."

\*Hart finds out that the water doesn't work.

662. Hart: "Hey, there's no water."

663. Ford: "What? What?! What do you mean, there's no more room service?"

664. Hart: "Give me the phone."

\*Ford gives the telephone

665. Hart: "Hello? I wanna speak to the manager."
666. Manager: (talk to receptionist B) "Plug me into his line, will you, please?"
667. Receptionist A: (answering Hart's call) "No, I'm sorry. The manager isn't here."
668. Receptionist B: (talk to other call) "Windsor Arms. One moment, please."
669. Receptionist A: "No, I'm sorry. I don't know when he'll be back."
670. Receptionist B: "Hello?"
671. Receptionist A: "Yes, I'll give him a message."
672. Receptionist B: "Thank you."
673. Receptionist A: (writing Hart's message) "The shipment of dope just came through... and we're holding his special brand."

\*Later, the room service back to work again

(01:45:30)

674. Hart: "Let's go."

\*All of students entering the classroom

675. Hart: "Okay. Bring on the test."

(01:46:30)

\*Kingsfield reach the elevator quickly

676. Kingsfield: "Gotcha."
677. Hart: "Professor Kingsfield?"
678. Kingsfield: "Yes?"
679. Hart: "I just wanted to tell you I truly enjoyed your class."
680. Kingsfield: "That's fine, fine."
681. Hart: "What I mean is... you really mean something to me... and your class has really meant something to me."
682. Kingsfield: "What is your name?"
683. Hart: "Hart."
684. Kingsfield: "Thank you, Mr. Hart. Thank you very much."

\*Kingsfield leaves the elevator



(01:48:11)

685. Susan: "Hey! Here's your mail."

686. Hart: "Ah."

687. Susan: "I got a letter from my father. It's something very interesting. My divorce is final. A piece of paper, and I'm free. Aren't you gonna open your grades?"

\*Hart decide to make an airplane paper from his letter and throw it away

-END-



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