AN ANALYSIS OF ILOCUTIONARY ACT IN

BEYOND THE BLACKBOARD MOVIE

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ENGLISH LANGUAGE AND LITERATURE

ADAB AND HUMANITIES FACULTY

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JAKARTA

2017
AN ANALYSIS OF ILLOCUTIONARY ACT IN

BEYOND THE BLACKBOARD MOVIE

A Thesis
Submitted to Faculty of Literature and Humanities
In Partial Fulfillment of the Requirements for
The Degree of Bachelor of Literature

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JAKARTA
2017
ABSTRACT


This research discusses the using of illocutionary act in *Beyond The Blackboard Movie*. The main purposes of this research is to find out the kinds of illocutionary acts in the dialogue of the *Beyond the Blackboard* movie based on Searle’s theory and analyzes the how illocutionary act used in the dialogue of the *Beyond the Blackboard* movie conveyed, whether it is directly or indirectly. This research uses qualitative analysis method in analyzing the data by describing and doing the illocutionary act analysis based on John R. Searle’s theory in some utterances from the *Beyond the Blackboard* movie script. The movie script is gotten from the internet world wide web. For the efficient research, this research used bibliography technique of data collecting, and used random sampling in selected data utterances resulting to twenty selected illocutionary act. This research concludes that there are all types of illocutionary act uttered from *Beyond the Blackboard* movie script. The illocutionary act uttered consists of assertives, directives, commissives, expressives, and declarations. The illocutionary act utterance conveyed both directly and indirectly, but the speaker mostly used direct speech act in conveying the illocutionary act.

Key Words: Illocutionary Act, Direct and Indirect Speech Act, Movie Script
APPROVAL SHEET

AN ANALYSIS OF ILLOCUTIONARY ACT IN BEYOND THE BLACKBOARD MOVIE

A Thesis
Submitted to Letters and Humanities Faculty
in Partial Fulfillment of the Requirements for
the Degree of Strata One

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2017
LEGALIZATION

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The thesis entitled above has been defended before the Letters and Humanities Faculty's Examination Committee on January 26th 2017. The thesis has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, January 26th 2017

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgment has been made in the text.

Jakarta, December 2016

Yunita Rachman
ACKNOWLEDGEMENT

In the name of Allah, The most Beneficent and The most Merciful

Praise and gratitude only to Allah SWT, The Lord of the Universe, due to His mercies, guidance and strength, so this thesis finished in this good time. Peace and Salutation to the messenger of Allah, Prophet Muhammad SAW, his family, his relatives and his followers. May peace and blessings of Allah be upon all of us.

This thesis is submitted as a partial accomplishment of the requirements for Strata one Degree to English Letters Department, Letters and Humanities Faculty, State Islamic University Syarif Hidayatullah Jakarta. This thesis could not be completed without a great help from many people, especially Drs., Romdani, M.Pd, as the writer’s thesis advisor who has given guidance, patience, time, support, and contribution in processing this thesis.

The writer will never forget to always thank her big family, her father, her mother, her sisters, her aunts, her uncles, her cousins, nephews and nieces who never stop praying and giving their love, encouragement, motivation, jokes, spiritual support and financial during the time of study and the process of making this thesis.

The writer also would like to express the deepest gratitude to those who helped her finishing this thesis, namely:

1. Prof. Dr. Sukron Kamil, M.A the Dean of Letters and Humanities Faculty
2. Drs. H. Asep Saefuddin, M.Pd, the Head of English Letters Department and Mrs. Elve Oktafiyan, M.Hum, the Secretary of English Letters Department.

3. All of the lectures in English Letters Department who have taught her a lot of things and educated her during her study.

4. All staff of Letters and Humanities Faculty, especially all staff of English Letters Department, the Library staff of Islamic University of Jakarta, and the library of Pakuan university.

5. All of the writer’s friends at UIN Jakarta, especially C Class members, Linguistics Class members, KKN Kompas members, The Predators and The GWB who give her rich experiences, from happiness and to the sadness. Thank you for love, supports, advices, and being good friends until now.

6. All of the writer’s Al-Ittihad Cianjur Friends, especially Chu, Pasific and Ma’had Altie UINJKT family who give her rich experiences, from happiness and to the sadness. Thank you for love, supports, advices, and being good friends until now.

7. The writer’s last sincere thanks, all people who hearten her during writing the thesis that cannot be mentioned one by one. Thanks for your kindness.

May Allah SWT blesses, defends, and leads them always.

Jakarta, December 2016

The writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

As a blessed creature with communication ability, human being can communicate with other human being by many ways. They can communicate by smiling, waving even only just winking (Aitchison 11). Communication is methods of sending information between informant and information receiver. In giving and receiving information, communication considers as a cooperation activity. This cooperation activity includes two participants or more and every participant owns their opportunity to participate (Wardaugh 1). In sending communication, informant wishes for the information receiver being able to understand well the conveyed information. The main method of sending information that member of a particular society use is language (Wardaugh 1).

Linguistics as a knowledge of language, define language as a dynamic thing (Aitchison 11). Languages evolve in line with the development of the socio cultural, which brings the differences of communication style in every generation. The development of communication style of language was influenced by the fact that socio cultural and human thought that develop at each generation. As T.S. Eliot stated “You’ve had your time, I’ll have mine” (Coulmas 52).

As the cause of language development, linguists duty are analyze what someone utters and not decide what someone has to utter. Victoria Fromklin (Fromklin 9) declared that when the language used by someone understandable, it
means that the speaker who delivers the language has the capability of producing language. Matching the opinion of one of linguist, Noam Chomsky, human ability in producing language is the part of creativity aspect in producing language. The differences of vocabulary using or producing actively is always occurs because of the differences of every human creativity aspect in producing language (Fromklin 9).

Despite the fact of differences in producing language or delivering information, each person definitely have a purpose for what they are spoken. Such as a purpose of stating speaker’s belief, making an order, promising something, expressing something, or changing someone status. George Yule stated “In attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they perform actions via those utterances” (Yule 47). Yule statement concludes that when speaker utter an utterance, they show some action on the utterance.

An action that showed by uttering an utterances called speech act. A speech act theory is an important theory which embedded in conversational competence. Conversational competence is a theory that underlies someone ability to involve in achievement and recognition of conversational goal and the ability in producing and understanding utterance appropriate to the context (Geis xi).

In 1969, the American Philosopher, John R. Searle, published his own theory under the title “Speech Act – An Essay in the Philosophy of Language”. His theory is the systematization and development of Austin’s theory of Speech Act. Searle involves the speech act with some action which speaker intends to achieve.
The general classification system lists five types of general actions performed by speech act, known by illocutionary act. For instance, the illocutionary act of directives, speaker not only utters the utterances but also wants the hearer to do something based on the speaker’s goal of utterance.

There are some directive utterances in Beyond the Blackboard movie, but not all directive utterances performed in the same structural forms (declarative, interrogative and imperative). This matter caused of the same basic function (statement, question and command or request) can used different structures (Yule 55). However the relationship between those structure and function differs the way speech act uttered, such example the using of declarative structure in commanding such “In 33 minutes, it's bathtub and PJs” indicated as indirect request or indirect speech act. While, the using of imperative structure in commanding such “young man, put that cigarette out!” indicated as direct request or direct speech act. (Yule 55).

This research analyzed the illocutionary act found in the Beyond the Blackboard movie and the way illocutionary act conveyed to the hearer. This movie was chosen as the object of the research for the unusual situation happen between the inspiring teacher and the students. The selected utterances in the movie will be analyzed by using Searle’s theory of illocutionary act.

B. Focus of Research

Since the theory of speech act is large, this research limits the analysis on the illocutionary act uttered in the dialogue of Beyond the Blackboard movie which released in April 24, 2011 and directed by Jeff Bleckner. This research uses
the dialogue as the prior object analysis and supported by the movie as the secondary object analysis. The selected 20 utterances are using random sampling which selected randomly.

C. Research Questions

This research examines the conversation of Beyond the Blackboard movie which was directed by Jeff Bleckner as the object of research. This research uses to answer some research questions below.

1. What types of illocutionary acts are used in the dialogue of the Beyond the Blackboard movie based on Searle’s theory?
2. How the illocutionary acts used in the dialogue of the Beyond the Blackboard movie conveyed?

D. Objective of the Research

As for research purposes that based on theresearch question above are:

1. To find out the kinds of illocutionary acts in the dialogue of the Beyond the Blackboard movie based on Searle’s theory.
2. To analyze how illocutionary act used in the dialogue of the Beyond the Blackboard movie conveyed.

E. Significance of the Research

This research expects the reader to understand one of linguistics branch named pragmatics. The pragmatics that focused on the speech act, particularly on illocutionary act. This research expects the reader to understand the illocutionary act that contain in the utterances. As well as expects the reader to understand how the illocutionary act used in the dialogue of the Beyond the Blackboard movie
conveyed to hearer. In addition, this research expects to help other researchers to know more about illocutionary act.

F. Research Methodology

1. The Method of Research

Due to research data that will be used in this research is a dialogue of Beyond the Blackboard movie and supported by the movie, this research uses qualitative method as the research method. This method does not use any statistical procedures and this method commonly used in humanities sciences to describe a situation and to interpret a phenomenon in the context of life or its complexity (Subroto 4-6).

2. The Techniques of Data Collecting and Analysis

The research data are collected by biblioghrapy technique (teknik pustaka) which is collected from Beyond the Blackboard dialogue. This technique analysis uses the written resource to find out the data. (Subroto 42). As the research that uses qualitative method, the technique analysis of the data that appropriate is non-statistical analysis(Wasito 88-89). By reading and observing the collected data, this research analyzed the data using illocutionary approach of John. R. Searle.

3. The Instrument of Research

Instrument of this research is an illocutionary act in the dialogue of Beyond the Blackboard movie which is used to looking for the data. The selected data in the movie are the data which have illocutionary act, these data are need to analyze one by one.
4. The Unit of Analysis

The unit analysis in this research is twenty random selected utterances of the *Beyond the Blackboard* movie script which directed by Jeff Bleckner that motivated by Stacey Bess’ book titled “Nobody Don’t Love Nobody.”
A. Previous Research

There are a few listed of some previous researches by several researchers that discussed about speech act, especially illocutionary act. The first research is *Illocutionary Act On Alex’s Dialogue In Movie Madagascar 3: Europe’s Most Wanted* that was analyzed by Fransisca and Sortha Silitonga from Medan State University. Fransisca and Sortha’s research analyzed the illocutionary act found in Alex’s dialogue in movie *Madagascar 3: Europe’s Most Wanted*. Fransisca and Sortha’s research focused on finding types of illocutionary act, the most dominant type, and the reason why the most dominant type occurs. They use Searle’s theory of speech act in Yule’s book to analyze the Alex’s dialogue in movie *Madagascar 3: Europe’s Most Wanted*. There are 345 occurrences of illocutionary act found in Alex’s dialogue in movie *Madagascar 3: Europe’s Most Wanted*. They put the five illocutionary types into representative, directive, commissive, expressive, and declarative. Besides classified it into five, Fransisca and Sortha’s research also explains the explanation thoroughly by classified the five illocutionary types into their indications. Fransisca and Sortha explained the illocutionary act and gave the example that they found from the movie while gave the indication to every utterances found.

After analyzing the data and determining the types of speech acts in movie *Madagascar 3: Europe’s Most Wanted*, Fransisca and Sortha presented to table
percentage. Fransisca and Sortha’s research divided the percentage of every illocutionary act into explanation with the most indicated types found. The most illocutionary act uttered by Alex in movie *Madagascar 3: Europe’s Most Wanted* is representative.

The same point of this previous research and this research is analyzing the movie and analyzed the random selected illocutionary act found in movie. The difference of Fransisca and Sortha’s research and this research is this research analyzed the way illocutionary act used in the movie conveyed to the hearer.

The second related research is *Types Of Illocutionary Act Used In Slogan of Home Appliance Advertisement* that was analyzed by Riska Yuliani and Havid Ardi from Padang State University. Riska and Havid’s research analyzed the illocutionary act found in home appliance advertisement from TV advertisement, magazine and billboard. Riska and Havid chose those sources, for the different ways of delivering and conveying the message. They use Searle’s theory of speech act to analyze the advertisement. They put the five illocutionary types into expressive, declaration, representative, directive and commissive. Besides classified it into five, Riska and Havid’s research also explains the explanation thoroughly by classified the five illocutionary types into their indications. However, Riska and Havid’s research did not gives the example in every illocutionary act types. Actually, to make the research more understandable for the reader, the researchers should give the example. Riska and Havid’s research explains the relation between advertisement and illocutionary act. They cited three explanation about relation between advertisement and illocutionary act.
The discussion part of Riska and Havid’s research did not distinguish into expressive, declaration, representative, directive and commissive. This part of research combines the five illocutionary acts into one part. The analyzed data found in their research are 105 data. While Riska and Havid’s research analyzed 15 data and divided into two English data and thirteen Indonesian data. Riska and Havid’s research shows the finding data into table percentages of advertisement. The conclusion and suggestion part of Riska and Havid’s research shows the most use illocutionary act in advertisement is representatives. They suggests the reader to learn illocutionary act that crucial in daily activity.

There are some differences of Riska and Havid’s research and this research. The first difference is Riska and Havid’s research analyzed the advertisement while this research analyzes the dialogue of the movie and supported by the movie. The second is some of their research analyzed the Indonesian data, conversely this research analyzed only English data. The third is Riska and Havid’s data only analyzed the illocutionary act found in advertisement, whereas this research analyzed the random selected illocutionary act found in movie and the way illocutionary act used in the movie conveyed to the hearer.

The third related research is Direct And Indirect Illocutionary Acts Found In “The Alchemist” Novel By Paulo Coelho that was analyzed by Aminanty Puspita Anggraini from Faculty of Letters Udayana University. Aminanty’s research analyzes a direct and indirect illocutionary act of one of literature sources of novel titled “The Alchemist”. Aminanty’s research used library research as the method of collecting data. At the same point, Aminanty’s research and this
research used the same sources to collect the data which is the literature sources. The difference is that Aminanty used novel as the data source while this research uses a dialogue as the main data and the movie as the supporting data. This research does not use library research as Aminanty’s research for the technique of data collecting, while research used the bibliography research that known as tekni pustaka. Not only focused on the direct and indirect illocutionary act proposed by Searle, Aminanty’s research also focused on the context of data situation that proposed by Hymes. Different from this research which uses random sampling in selecting the data, Aminanty’s research does not explain how the data found, Aminanty only put one datum of assertive, one datum of directive, one datum commissives, one datum of expressives and one datum of declaration in the research.

The forth related research was analyzed by Adi Imam Taufik an Islamic State University Syarif Hidayatullah Jakarta student titled The Illocutionary Acts In Fast & Furious 7 Movie. As same as this research, Adi’s research also analyzes a direct and indirect illocutionary act of literature sources of movie. Different from this research which is used bibliography technique in data collecting, Adi’s research does not explain the technique used in data collecting, this research used twenty five data of illocutionary act which selected randomly, while in Adi’s research he explained that there are data found nineteen data of illocutionary acts, included five data of representatives, four data of directives, four data of expressives, five data of commissives and one datum of declaration.
B. Theoretical Framework

1. Speech Act

John Langshaw Austin (1911-1960), is an Oxford philosopher of ordinary language who originally presented a theory named speech act. In the lectures he gave at Oxford in 1952-1954, he presented the speech act theory under the title “Words and deeds”. After he gave lectures at Oxford, he also delivered at Harvard University in 1955 in the William James Lectures. In 1962, after his death the edited notes of his lectures published under the title “How to do Things with Words”. In 1969, the American philosopher John R. Searle, published his own theory under the title “Speech act – An Essay in the Philosophy of Language”, his theory is the systematization and development of Austin’s theory. (Norrick and Bublitz 373).

Austin noticed that successful literal utterances of sentence like “I request you to help me”, “You are invited to come” and “I open this session” are performative, in the explanation those utterances constitute the performance by the speaker of the illocutionary act. He named those kinds of sentence is performative sentence and their main verb is performative verbs (Kubo and Vanderveken 3).

Furthermore, Austin (1962) introduced kind of utterances named performatives and constatives. He distinguished the performatives into an action, such giving an order, and constatives into a saying, such making a statement or giving description. However Searle argued on Austin’s statement, Searle said that the constantives utterances such stating and describing are just as much action as
promising and ordering. (Kubo and Vanderveken 86). In the end, after created the performatives and constantives, Austin argues that all utterances are used to perform speech acts (Norrick and Bublitz 377). In addition, speech acts classified as explicit performative utterances (Norrick and Bublitz 40).

In using a performative utterance, Ronald Wardaugh (Wardaugh 285) stated by his statement that a speaker is not only saying something via their utterances but also doing something and this is happen only if certain real-world conditions are met. Speech act is verbal actions. Uttering a speech act means that I do something with my words. In expressing a grammatical structures and words which contain an action that performed via utterances named speech act (Yule 47). Speech act originally was attached to the label of ‘performative utterances’ which the utterance of speech act is performing an action. (Austin 6)

The truth value of the speech act utterances does not have much role to play (Norrick and Bublitz 375). For instance, the utterance of

(1) “I promise I will make it on time”

would not responded by the utterance of

(2) ‘That is true’

but rather responded by “ok”, or “I do not believe you”.

In the matter of linguistics form, performatives utterances have a special class of utterance in particular linguistic form. Such a sign on the wall of the room that says:

(3) “No smoking”
(4) “Smoking is not allowed”

Both the sign and utterance are unequivocally performatives with no explicit first person present indicative performative form (Norrick and Bublitz 377).

In addition, performatives can correspond to the fact. For instance the following utterances

(5) I ate the whole cake

And to make it more explicit, the utterance be

(6) I admit that I ate the whole cake

are constitute an admission of responsibility, but both of the utterances present a statement that is either true or false (Norrick and Bublitz 379).

Other than a statement, a performative utterances also able being uttered through a question or an order. Although both of these following utterances still have the same propositional content, the difference is only the action of performing an utterance. For instance:

(7) “Is the light off?”

(8) “Turn on the light!”

After all, the theory of speech act intended as performed action. Austin (1962) distinguished three main kinds of speech acts in the use of language called locutionary, illocutionary and perlocutionary act. He stated that uttering words with a certain sense and reference means that speakers performs a locutionary act. When the speakers uttered the utterances they also perform an illocutionary act with a certain force such as assertions, promises, orders, declarations and
apologies. When the effect of utterances such convince, please, amuse effected on them, means that the speakers perform perlocutionary act (Kubo and Vanderveken 3). Here are the detail of three main kinds of speech acts:

a) Locutionary Act

Geoffrey N. Leech (Leech 199) named locutionary act as the act of saying something. Locutionary act is the basic act of utterancing or producing a meaningful linguistics expression (Yule 3). To characterize the common situation of locutionary act is where the speaker utterancing something in the sense of trying to convey something (Remez and Pisoni 150).

The locutionary act might fail to produce if someone have difficulty in utters the sounds, words, and meaningful utterances (Yule 48). The locutionary act consists of a phonetic act (produce sounds), a phatic act (produce words) and a retoric act (produce meaningful utterance) (Norrick and Bublitz 380).

b) Illocutionary Act

A well-formed utterance that produce with some purposes or some kind of function in speaker’s mind named illocutionary act. This second dimension of language or illocutionary act performed via the communicative force of an utterance in natural or formal language that known as illocutionary force of speech acts (Yule 48). The speaker who tend to perform the illocutionary act also may have sorts of intentions to achieve an illocutionary point. (Kubo and Vanderveken 26)

Daniel’s statement showed that Searle’s declaration is acceptable because Searle’s (Searle 20) declared that each illocutionary act has an illocutionary point.
The example of the point of a promise is to undertake an obligation, the point of an order is to try to get someone to do something. In the example of utterances the security said to the passanger

(9) “show me your id card please!”

the security performs the illocutionary act of requesting the passanger to show his id card. The function of the action to show the id card pointed as the illocutionary force of utterance.

c) Perlocutionary Act

According to Levinson (Levinson 236) in his book *Pragmatics*, perlocutionary act is about the bringing of effects on the audience by means of uttering the sentence. Clearly, the perlocutionary act performed by the speaker with the intention of producing a further effect to the circumstances of utterance.

The utterances in situation when the security requests the passanger to show his id card considered as an illocutionary act, while the effect on the passanger whether the passanger gives the id card or rejects to show his id card considered as perlocutionary effect, hence the passanger, a hearer, gives an effect of action to locutionary act uttered by the security.

2. Classification of speech act

There are two linguist that interposed the classification of speech act. As J.L. Austin view (Wardaugh 286), the category divided into five categories as

1. Verdictives: an utterance that typified by the giving of a verdict, estimate, grade, or appraisal. For instance: ’*We find the accused guilty’*
2. **Exercitives**: an utterance that used to show someone authority, rights, or influences as pointing, ordering, or advising. For instance: “I pronounce you husband and wife”

3. **Commissives**: an utterance that typified by promising or undertaking, and comitting one to do something by, for example announcing an intention or espousing a cause. For instance: “I hereby bequeath”

4. **Behabitives**: an utterance that used in such matters as apologizing, congratulating, blessing, cursing, or challenging. For instance: “I'm really sorry”

5. **Expositives**: a term used to refer to how one makes utterances fit into an argument or exposition. For instance: “I argue”, “I reply” or “I assume”.

Different from Austin’s view, based on Searle’s view there are five illocutionary points that speakers can achieve in an utterance, such as representative(or assertive), directive, commissive, expressive, and declaration illocutionary act. (Kubo and Vanderveken 5)

1) **Representatives**

*Representatives* is one of illocutionary act points that states what the speaker believes to be case or not. *Representatives* is an expression or a statement of fact, conclusion, and also descriptions on something in the world based on speaker’s belief. In short, to utter the speech act classification of representative or assertive, speaker makes utterances fit the world or speaker’s belief (Yule 53).
Representative represents how things are in the world (Kubo and Vanderveken 5). Jacob Marley (Marley 120) explained that representative carries the value of ‘true’ or ‘false’ in order to match the world. These are examples of representative point:

(10) a. It’s cold outside.
    b. Marry didn’t drink the medicine.
    c. The earth is flat.

2) Directive

In saying the directive illocutionary act point, the speaker makes an attempt in order the hearer does something (Kubo and Vanderveken 5). Mostly, the speakers direct the hearer towards their goal (Maley 120). Likewise, directive reveals what speaker wants to the hearer whether it is an order, request, or suggestion. These kinds of directive illocutionary act uttered in both positive and negative statements (Yule 54). Jacob Marley (Marley 120) also described that in using directive, the speaker tries to make the world or condition change accordance to speaker’s utterances. These are the example of directives:

(11) a. Don’t sing in the bathroom.
    b. Could you pass me the salt, please?
    c. Gimme a glass of ice tea.

3) Commissive

The speaker achieve the commisive illocutionary act point when they commit themselves to do something (Kubo and Vanderveken 5). Kinds of commisive express speaker intention such as promises, threats, refusal, and
pledges (Yule 54). In Yule’s (Yule 54) point of view, in uttering commissive illocutionary act, speakers undertake to make the situation or the world fit the speaker’s words.

Just like directives, commissives make a change on something or world by means of creating obligation. However, Jacob Marley (Marley 121) explained the obligation that uttered by commissives speaker is created in speaker, not in hearer as in directive case. For instance of commissive utterances are:

(12) a. I’ll finish in five minutes.
   b. We will not cook that.
   c. She’s going to bring me her textbook.

4) Expressive

The expressive illocutionary act point achieved by the speaker when they express their attitudes about an object or fact of the world (Kubo and Vanderveken 4). The speaker express their psychological feeling. The utterances of feeling that express speaker’s happiness, pain, likes, dislikes, joy or sorrow. The expressives utterances can be caused by something which speaker or hearer did that related to speaker’s experience (Yule 53). The example of expressives utterances are:

(13) a. Congratulations!
   b. Oh, yes, good job!
   c. I’m sorry!

Jacob Marley (Marley 122) clarifies that there is problem in expressive point about the truth of the utterances, for example the expressive
utterance utters when speaker congratulates hearer because hearer has passed his job interview. However, in the different situation where the speaker congratulates hearer while the speaker’s situation is being ironical, this different situation called (misleadingly) a ‘property’ of the speech act by Searle.

5) Declaration

Declarations are kinds of illocutionary point that can change the world via their utterances (Yule 53). The speakers who are able to change someone’s status should have a special institutional role, in a specific context, in order to perform declaration appropriately (Yule 53).

In certain conditions of declaration point, someone utters ‘I name this ship “Liberty Bell”’, actually the speaker is not only saying but also naming a ship. Other certain conditions is when someone utters “I do”, that utterance gives change to someone status. The utterance of “I do” usually uttered to change someone to be a husband or a wife. In short, speech act changes in some conditions that exist in the world. Changing worlds via speaker’s utterances in declaratory point means the change of someone’s previous status or condition. As revealed by Searle’s words that “declarations” bring about some alternations in the status or condition of the refereed to object or objects solely by virtue of the fact that the declaration has been successfully performed.” (Searle 37)

The instances of declaration utterances are:

(14) a. Priest: I now pronounce you husband and wife

   b. Referee: You’re out!

   c. Jury Foreman: We find the defendant guilty.
3. Direct and Indirect

There are three structural forms in English (declarative, interrogative, imperative) and three general communicative functions (statement, question, command/request). The direct relationship between a structure and a function named direct speech act, while the indirect relationship between between a structure and a function named indirect speech act (Yule 54-55). A declarative used to make a statement is a direct speech act for instance the statement of “It’s cold outside”, but a declarative used to make a command or request is an indirect speech act for instance the command or request of “I hereby tell you about the weather” or “I hereby request of you that you close the door” (Yule 55).

Different structures can be used to accomplish the same basic function. Such the basic function of command or request, the imperative structure such “give me the cake!” represents as direct speech act. While the interogative structure such “do you have to eat the whole cake?” is not being used only as a question, hence it is an indirect speech act. The other indirect request is used in declarative structure such “you are holding my cake” (Yule 55).

When someone says “could you move over a bit?”, the speaker does not expect the hearer to answer with “yes” or “yes, perhaps I could”. The speaker would consider the answer highly inappropriate. On the contrary, if the hearer did move, without answering, the speaker would perfectly happy with the reaction (answer). What the speaker told the hearer was simply asking the hearer to move over, but the speaker did so indirectly, that consider as indirect speech act (Maley 111-112).
4. Felicity Conditions

In the same way, Searle’s statement on performative utterances is that the special feature of performative statement is the speaker can perform other speech act indirectly by making the statement.

In speech act, there is a controlling power of the speech act named “felicity condition”. As revealed by Norrick (Norick and Bublitz 2011) that speech acts are neither true nor false, but rather felicitious or infelicitous. In brief, felicity condition is the conditions that underlie a successful, logical, and felicitous production of speech acts. (Norrick and Bublitz62)

Considered as an act of communication, an utterance succeeds if the audience understands the intention, not just the words. (Bach and Harnish 3) According to George Yule (Yule 50) felicity condition is the condition where the performance of speech act to be recognized as intended. There are some frameworks of felicity conditions as revealed in these following sentences:

a) **General Conditions**, for example, that the participants of the conversation can understand the language being used and they are not play-acting or being nonsensical.

b) **Content Conditions**, for both those who promise and those who warn, a typical case such, the content of the utterance must be about a future event. A further content conditions for someone who promise requires the future event will be a future act of the speaker.

c) **Preparatory Conditions**, for instance, for those who promise to do something, they think that the event will not happen by itself but will
have a beneficial effect. Conversely, for those who utter a warning, they think that the event will occur but will not have a beneficial effect.

d) **Sincerity Conditions.** This conditions related to the preparatory conditions. In this *sincerity conditions* case of those who promise, they genuinely intends to carry out the future action, while for those who utter a warning, they believe that the future action will not have a beneficial effect.

e) **Essential Conditions.** Such an example of a promise, the speakers intend to create an obligation to carry out the action as promised. The utterance changes the state from non-obligation to obligation. This essential condition combines with a specification of what must be in the utterance content, the context, and the speaker’s intentions.
CHAPTER III
RESEARCH FINDINGS

A. Data Description

This chapter presents the results of analysis. This chapter classified the collected data into following data according to Searle’s categories of illocutionary act. The object analysis in this chapter is twenty random selected utterances from Beyond the Blackboard movie script which collected by using bibliography technique. Beyond the Blackboard movie is an inspiring movie based on the memoir by Stacey Based titled Nobody Don’t Love Nobody. The script are taken from the website of www.subscene.com. The following table will show the selected data that will be analyzed in this research.

<table>
<thead>
<tr>
<th>No.</th>
<th>Timeline</th>
<th>Indicating</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>00:05:11,383 → 00:05:16,304</td>
<td>Describing</td>
<td>Stacey: <em>Because I'm well prepared, and when we're well prepared and we work hard, then we can be confident.</em></td>
</tr>
<tr>
<td>2.</td>
<td>00:19:58,599 → 00:20:01,268</td>
<td>Asserting</td>
<td>Stacey: <em>It's disruptive to the rest of the class when you're late.</em></td>
</tr>
<tr>
<td>3.</td>
<td>00:44:10,396 → 00:44:11,929</td>
<td>Concluding</td>
<td>Stacey: <em>You're right. Yelling is not good.</em></td>
</tr>
<tr>
<td>4.</td>
<td>00:58:52,831 → 00:58:55,666</td>
<td>Reporting</td>
<td><em>The streets are no place for your daughter.</em></td>
</tr>
</tbody>
</table>
### Table 2: Illocutionary Act of Directive

<table>
<thead>
<tr>
<th>No.</th>
<th>Timeline</th>
<th>Indicating</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>00:04:09,455 → 00:04:44,923</td>
<td>Commanding</td>
<td>Stacey: <em>In 33 minutes, it’s bathtub and PJs.</em></td>
</tr>
<tr>
<td>2.</td>
<td>00:13:21,673 → 00:13:27,411</td>
<td>Commanding</td>
<td>Stacey: <em>young man, put that cigarette out! I’m talking to you, put that out right now!</em></td>
</tr>
<tr>
<td>3.</td>
<td>00:43:11,003 → 00:43:12,704</td>
<td>Requesting</td>
<td>Stacey: <em>um, Danny will you pass out the fruit cups? Maria, can you please pass the spoons?</em></td>
</tr>
</tbody>
</table>
| 4.  | 01:16:55,219 → 01:17:06,095 | Insisting, Insisting, Ordering | Stacey: *Can you just give him another chance? He’s been living out of his truck.*  
Stacey Bess: *Listen, if you give him a room, then he won’t take Maria away.*  
Johnny: *Tell him he has room.* |

### Table 3: Illocutionary Act of Commissive

<table>
<thead>
<tr>
<th>No.</th>
<th>Timeline</th>
<th>Indicating</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>00:29:27,735 → 00:29:32,005</td>
<td>Promising</td>
<td>Stacey: <em>Listen, I promise. You have my word. I won’t tell anybody</em></td>
</tr>
<tr>
<td>2.</td>
<td>01:05:12,577 → 01:05:15,145</td>
<td>Intending</td>
<td>Stacey: <em>I’m going to start assigning homework to the kids.</em></td>
</tr>
<tr>
<td>3.</td>
<td>01:09:15,520 → 01:09:19,189</td>
<td>Dealing</td>
<td>Stacey: <em>If you put in the time to learn, I’ll put in the time to teach.</em></td>
</tr>
<tr>
<td>4.</td>
<td>01:24:14,184 → 01:24:16,351</td>
<td>Intending</td>
<td>Stacey: <em>and I’m going to come visit as much as I can. Okay?</em></td>
</tr>
<tr>
<td>No.</td>
<td>Timeline</td>
<td>Indicating</td>
<td>Data</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>1.</td>
<td>00:05:56,428 → 00:06:00,648</td>
<td>Thanking</td>
<td>Stacey: It's so teacher-y. Thank you!</td>
</tr>
<tr>
<td>2.</td>
<td>00:27:44,832 → 00:27:53,907</td>
<td>Apologizing</td>
<td>Stacey: Well, I wanted to apologize to you, too. I'm sorry for losing my temper.</td>
</tr>
<tr>
<td>3.</td>
<td>00:47:36,735 → 00:47:39,370</td>
<td>Praising</td>
<td>Stacey: Look how pretty you are.</td>
</tr>
<tr>
<td>4.</td>
<td>00:48:05,464 → 00:48:10,434</td>
<td>Praising</td>
<td>Stacey: Wow. Alex, this is exquisite.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Timeline</th>
<th>Indicating</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>00:03:11,096 → 00:03:14,766</td>
<td>Appointing</td>
<td>Dr. Ross: You'll report to the substitute, Ms. Trumble, at 9:00 tomorrow</td>
</tr>
<tr>
<td>2.</td>
<td>00:08:02,087 → 00:08:03,420</td>
<td>Appointing</td>
<td>Danny’s Mom: I got the teacher.</td>
</tr>
<tr>
<td>3.</td>
<td>00:09:27,773 → 00:09:29,106</td>
<td>Declaring</td>
<td>Johnny: You're high, you're out.</td>
</tr>
<tr>
<td>4.</td>
<td>00:30:27,962 → 00:30:29,345</td>
<td>Appointing</td>
<td>Stacey: Yoube the leader.</td>
</tr>
</tbody>
</table>
This research used qualitative method in analyzing the data by describing and doing the illocutionary act analysis in some utterances. After each of utterances analyzed by using John R. Searle’s theory of illocutionary act, each data will describe how the illocutionary act conveyed to the hearer. Whether it conveyed directly or indirectly, the data will determine the way of the utterances conveyed. The twenty data selected randomly through the process of picking some utterance from the written utterances on the paper in accordance with the amounts of research determination sample.

B. Data Analysis

1. Representatives

Datum 1

The Participants: Stacey Bess and her daughter (Nichole Bess)

Setting: At night in Nichole’s bedroom

Context: Stacey prepared for Nichole’s bed while saying good night to her daughter. Unexpectedly her daughter worries about her mom job as new teacher.

Nichole Bess: Mom, are you nervous about tomorrow?

Stacey Bess: No, I’m not nervous. You know why? Because I’m well prepared, and when we're well prepared and we work hard, then we can be confident.

From the dialogue above proved that Nichole feels afraid of something that might happen to her mom, for her mom got new job as teacher. Stacey describes the reason why she is not nervous about teaching as her new job.
Nichole’s worry brings Stacey to say the fact that she believes. She believes that if someone well prepared and work hard on something, they can be confident.

Stacey’s utterance obviously contains assertive illocutionary act, for she says the fact based on speaker’s belief. The speaker states the fact of something in the world based on her belief. This assertive utterance brings the truth value of belief which brings the utterance matches the situation in the world.

In this datum, the utterance is conveyed to the hearer in the direct way of conveying the speaker’s belief. The representative utterance above is simply categorised as a declarative and functioning as a statement. To conclude, the utterance of “Because I’m well prepared, and when we’re well prepared and we work hard, then we can be confident” marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement.

Datum 2

The Participants: Stacey Bess and her students (Danny, Grace and Becca)

Setting: In early morning at The Shelter’s classroom

Context: The class has been starting but three of her students are coming late.

Stacey Bess: Danny, Grace, Becca can you please try to be on time?

*It’s disruptive to the rest of the class when you’re late.*

From the dialogue above, Stacey asks her students to come on time. Not only asks to come on time, Stacey also tells unequivocally the reason why she asks their students to come on time. She believes that “if someone comes late to
the class while the class has began makes the rest of the students’ focus disruptive to someone who came late” is certainly true.

Stacey’s utterance contains both directive and assertive illocutionary acts. The directive illocutionary act in this dialogue is Stacey asks her students to come on time. However the focus on this utterance is the assertive illocutionary act of Stacey. She says the fact based on speaker’s belief. As revealed by Stacey’s utterances, she believes that it is disruptive to the rest of the class when someone comes late. The truth value of speaker belief makes this utterance fits the situation in the world.

The representatives utterance above is explaining the reason of why the speaker asks them to come on time through a sentence. This representatives utterance is generally categorised as a declarative and functioning as a statement. The utterance of “It’s disruptive to the rest of the class when you’re late” marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement. On the whole of this description of the utterance above, this utterance above is conveyed to the hearer in the direct way of conveying the speaker’s belief.

Datum 3

The Participants: Stacey Bess and her student (Sam)

Setting: In early morning at The Shelter’s classroom

Context: Stacey starts the class by discussing about anything that is important for the student.

Sam: I don’t think it’s good to yell.
Stacey Bess: You’re right. *Yelling is not good.*

The conversation between Stacey and her student, Sam, above shows that Stacey concludes the thought of her student. While, the student expresses his belief, Stacey agrees and concludes the belief into a strong statement. Her student and Stacey has similar thought and belief. Both of the participants believe that yelling is not good. When Stacey says “you’re right” means that “it’s not good to yell” is common truth of belief. This common truth belief is a perfect match for the condition or situation in the world.

The common truth of belief concluded by Stacey above defines that Stacey uses the assertive illocutionary act in expressing her belief. The assertive utterance commits the speaker represents the world as their believes as it. This utterance uttered in the situation when the student have to give their view about something important. This assertive utterance is indicating as concluding or simply as giving her justification of someone point of view.

In this datum, the utterance is conveyed to the hearer in the direct way of conveying the speaker’s belief. The conclusion utterance above is simply categorised as a declarative and is functioning as a statement. To conclude, the utterance of “*Yelling is not good*” marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement.

**Datum 4**

The Participants: Stacey Bess and the student’s father (Mr. Elizar)

Setting: In the morning in the car at The Shelter
Context: Stacey was talking to Dr. Warren, then her students (Danna and Grace) inform her about Mr. Elizar (Maria’s father) who got kicked from the Shelter and she asks Mr. Elizar for Maria stays with her.

Stacey: Where are you and Maria going to go? *The streets are no place for your daughter.*

Mr. Elizar: Are you trying to tell me what to do, now?

Stacey: No. I-I'm trying to help you in any way that I can.

Stacey, as a new teacher in The Shelter, looks worry about the future living place of Mr. Elizar, especially his daughter, Maria, as her student. Stacey also willing to help Mr. Elizar to alleviate her worry. She reports to Mr. Elizar, as hearer, that “*The streets are no place for her daughter*”. Her report proved that she believes the truth of streets are not a safe place for a girl or a woman to live.

As Stacey reports her belief of “*The streets are no place for her daughter*” to Mr. Elizar, Stacey’s utterance obviously contains assertive illocutionary act. She says the fact based on what speaker’s believe to be case in the world. The representatives utterance above is reporting speaker’s belief of the fact in the world. This representatives utterance is generally categorised as a declarative and functioning as a statement. The utterance of “*The streets are no place for her daughter*” marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement. On the whole of this description of the utterance above, this utterance above is conveyed to the hearer in the direct way of conveying the speaker’s belief.

2. Directives
Datum 1

The Participants: Stacey Bess and her children (Nichole Bess and Brandon Bass)

Setting: In the afternoon at The Stacey’s house

Context: After doing their (Nichole Bess and Brandon Bass) homework, they report it to her mom and permit to play together.

Stacey Bess: Did you understand everything in your homework?

Nichole Bess and Brandon Bass: (nodding)

Nichole Bess: Can Brandon and I play now? Please?

Stacey Bess: In 33 minutes, it's bathtub and PJs.

After finishing their (Nichole Bess and Brandon Bass) homework, they come to Stacey’s work room for reporting their homework in rush. To make sure their children understand the homework, she asked their children regarding their understanding in the homework. While Nichole Bess and Brandon Bass have no question about their homework, they permitted her to play together. Stacey gave them permission with some reason that after they play for 33 minutes, it is bathtub and PJs. time.

Stacey’s utterance of “In 33 minutes, it's bathtub and PJs.” contains directive illocutionary act. The directive illocutionary act indicated as commanding. The directive utterance said by Stacey makes an request to the hearer to do something that will achieve to her goal. The goal that contains in this directive utterance is that Stacey wants them to take a bath and put their pajama after playing for 33 minutes.
The directive utterance above describes speaker command the hearer to do something based on speaker’s goal. This directive utterance is generally categorised as a declarative and functioning as a command. The utterance of “In 33 minutes, it’s bathtub and PJs.” marked as indirect speech act for its indirect relationship between the structural form of declarative and general communicative function of command. As on Yule (Yule 55) a declarative used to make a command or request is an indirect speech act. On the whole of this description of the utterance above, this utterance above is conveyed to the hearer in the indirect way of conveying the speaker’s goal or commanding.

Datum 2

The Participants: Stacey Bess and her student (Danny)

Setting: In early morning at The Shelter

Context: The class is ready to begin. Stacey asks their students who are chattering outside the classroom to come to the classroom. Around the chattering students she found a young man, his student, was smoking.

Stacey Bess: Young man, put that cigarette out! No, yes! I’m talking to you! Put that out right now!

Danny: (Throw the cigarette)

As soon as Stacey saw that unordinary course around the students, she commands his student to put his cigarette out before he gets in the classroom. The young man did not sure that Stacey order him, then he realizes it after Stacey and the student’s eyes meet.
Stacey’s utterance that contains directive illocutionary act is the command utterance of “put that cigarette out!” or “Put that out right now!”. Stacey makes a command to the hearer to do something that will achieve her goal. The directive in this dialogue is Stacey commands her students to put his cigarette out right away. In general, the speaker goal of this utterance is the hearer will put his cigarette out.

In this datum, the utterance conveyed to the hearer in the direct way of conveying the speaker’s command. The command utterance above is simply categorised as a imperative structural form and functioning as a command communicative function. To conclude, the imperative structure as the utterance of “put that cigarette out!” or “Put that out right now!” marked as direct speech act for the direct relationship between the structural form of imperative and general communicative function of command.

**Datum 3**

The Participants: Stacey Bess and her students

Setting: In the morning at The Shelter’s classroom

Context: The classroom was decorated by Stacey and the new day begins. While entering the new classroom, the student amazed by the change of their classroom. Before begin the class, Stacey intends to give their student a breakfast.

Stacey Bess: I have fruit cups and milk, so if anybody’s hungry, raise your hand!

Students: (Raising their hand)
Stacey Bess: Okayum, Danny, will you pass out the fruit cups? Maria, can you please pass the spoons? Thank you.

Stacey already knows that their student must not have their breakfast. So, to prevent their student from stomachache such the last day, Stacey intends to give their student a breakfast. In order the breakfast go fast but smooth, Stacey requests her student, Danny and Marry, to help her by saying “Danny, will you pass out the fruit cups? Maria, can you please pass the spoons?”

Stacey makes an order to the hearer to do something that will achieves her goal. There are three utterances that consists directive illocutionary act, so there will be three goals in this interaction. The first goal in utterance of “if anybody's hungry raise your hand!” is the hunger hearer will raise their hand. The second goal in utterance of “Danny, will you pass out the fruit cups?” is that Danny will pass the fruit cups to his classmate. The third goal in utterance of “Maria, can you please pass the spoons?” is that Maria will pass the spoons to her classmate. The three directive utterances achieved thier own goal. It can be shown by the students are raising their hand, Danny passing the fruit cups to his classmate and Maria pass the spoons to her classmate.

The directive utterances above are indicated as asking or requesting. However, there is difference in these three utterances. The difference shows in the way speaker convey the directive utterance. The first directive utterance of “if anybody's hungry raise your hand!” is simply categorised as an imperative and functioning as a command. So, this utterance marked as direct speech act for the direct relationship between the structural form of imperative and general
communicative function of command. The second directive utterance of “Danny, will you pass out the fruit cups?” is simply categorised as an interrogative and functioning as a command. So, this utterance marked as indirect speech act for the indirect relationship between the structural form of interrogative and general communicative function of command. It indicated as indirect speech act for this interrogative structure is not being used as a question. The third directive utterance of “Maria, can you please pass the spoons?” is simply categorised as an interrogative and functioning as a command. So, as same as the second utterance in this interaction, this utterance also marked as indirect speech act for the indirect relationship between the structural form of interrogative and general communicative function of command. This interrogative structure also not being used as a question but as a command. Then, the third directive utterance in this interaction is conveyed indirectly. To sum up, the first utterance is conveyed directly, while the second and the third utterance is conveyed indirectly.

Datum 4

The Participants: Stacey Bess and The Shelter’s worker (Johnny)

Setting: At noon in Johnny’s office

Context: Maria’s father (Mr. Elizar) comes back to The Shelter after being kicked out by Johnny to meet his daughter. Stacey comes to Johnny’s office to request him in giving Mr. Elizar another chance to live in The Shelter.

Stacey Bess: Can you just give him another chance? He’s been living out of his truck.

Johnny: I made the rules very clear, and Carlos broke them.
Stacey Bess: *Listen!* If you give him a room, then he won't take Maria away.

Johnny: She can... She can stay in camp

Stacey Bess: She's been thriving here.

Johnny: *Tell him he has a room.*

The main intention Stacey comes to Johnny’s office according to conversation above that she comes to Johnny’s office to request him to give Mr. Elizar chance to live in The Shelter. At first, Johnny refuses to give him another chance by “breaking rules” reason. However, Stacey got what she wants after insisting him to *listen to her reason of her wants.*

In this conversation there are three utterances that contains directive illocutionary acts. The first directive of “*Can you just give him another chance?*** point indicated as insisting because the speaker try hard for the hearer does something according to her goal. The first goal of her utterance is the speaker requests the hearer to give someone another chance. The second directive of “*Listen*** point indicated as insisting because the speaker demands forcefully the hearer to do something according to her goal. The second goal of the utterances above is the speaker insists the hearer to listen thoroughly to her utterance. The third directive of “*Tell him he has a room*** point indicated as ordering because the speaker order the hearer to do something according to his goal. The goal of this utterance is the speaker order the hearer to tell someone that someone has a room.
The directive utterances above is indicated as ordering and asking or requesting. There is difference in these three utterances. The difference shows in the way speaker convey the directive utterance. The first directive utterance of “Can you just give him another chance?” is simply categorised as an interrogative and functioning as a request. So, this utterance marked as indirect speech act for the indirect relationship between the structural form of interrogative and general communicative function of request. It indicated as indirect speech act for this interrogative structure is not being used as a question. The second directive utterance of “Listen” that uttered by Stacey is simply categorised as an imperative and functioning as a command. So, this utterance marked as direct speech act for the direct relationship between the structural form of imperative and general communicative function of command. The third directive utterance of “Tell him he has a room” is simply categorised as an imperative and functioning as a command. So, as same as the second utterance in this interaction, this utterance also marked as direct speech act for the direct relationship between the structural form of imperative and general communicative function of command. Then, the third directive utterance in this interaction is conveyed directly. To sum up, the first utterance is conveyed indirectly, while the second and the third utterance is conveyed directly.

3. Commisives

Datum 1

The Participants: Stacey Bess and her student (Danny)

Setting: In the morning at The Shelter’s hall
Context: Stacey surprised by the missing TV right after she prepared to show her students to watch some movie on the TV. Danny, who knows the thief is, asked Stacey to forget the incident and not to tell anybody about the real thief.

Stacey Bess: Listen, I promise. You have my word. I won't tell anybody. Just tell me who took it.

Danny: Jack and Terry.

Because of the shocking situation in the morning, Stacey mood turn to be bad mood because nobody tells her who the thief is. Knowing that Danny knows the thief is, Stacey shows her want to know who took the TV. She promises Danny to stay calm before he tells who the thief is and keep the incident secret. By changing promises, Danny tells her who the thief is.

According to the Stacey’s utterance of “Listen, I promise. You have my word. I won't tell anybody. Just tell me who took it.” this utterance contains two kinds of illocutionary acts. The first illocutionary act is directive act that indicated as insisting because the speaker demands forcefully the hearer to listen to her utterance and gives her know who the thief is.

However the focus on this part of analysis is commissive illocutionary act point that contained in the utterance. There are two contained commissives illocutionary acts in the utterance. The first point indicated as promising because the speaker said the word promise itself clearly. The second point of commissive illocutionary act is also indicated as promising, for the speaker is promising on something that makes the speaker commits herself to do something by creating an obligation of not telling anybody.
This utterance contains felicity condition that performed in the utterance of “I won’t tell anybody”. The content condition in this utterance is when the speaker uttered about future event that will be the speaker’s future act. The future action of this utterance is to keep the truth of the thief into secret. These commissive utterances above are indicating as promising. These commissive utterances are generally categorised as a declarative and functioning as a statement. The utterances of “I promise” and “I won’t tell anybody” marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement. On the whole of this description of the utterance above is the utterance conveyed to the hearer in the direct way.

Datum 2

The Participants: Stacey Bess and students’ parents

Setting: In the morning at The Shelter

Context: Stacey holds a Parent-Teacher Association meeting in talking about how the students should do after have a class. She orders the parents to ask their children what they learned that day and shares stories with them. Stacey also asks the parents to keep quiet while their children are in the classroom. Besides asking the parents, she also lets them know that she wants to assign homework to the kids.

Stacey Bess: So, as of tomorrow, I'm going to start assigning homework to the kids.

In this situation, Stacey leads the meeting, announces the parents regarding her intention about her future action and asks the parents help to make her
intention be beneficial. Her intention to make the quality of The Shelter’s student equal with other students in regular school is that she wants to start assigning homework for the students by saying “So, as of tomorrow, I’m going to start assigning homework to the kids.”

As Stacey said “I’m going to...”, she intentionally uttered the commissive illocutionary act indicated as intending. It because of the speaker intend to carry out her future action as promised. The contained commissives illocutionary acts point in this utterance is when the speaker genuinely intends to start assigning homework for the students.

The utterance of “So, as of tomorrow, I’m going to start assigning homework to the kids” contains the preparatory condition. The speaker promise to do something in the future that will not happen by the speaker itself but also needs parents participation to make the beneficial future action. The hearers in this situation respond Stacey by giving her a full concentration until she finished her announcement.

In this datum, the utterance is conveyed to the hearer in the direct way of conveying the speaker’s intention. The intention utterance above is simply categorised as a declarative and is functioning as a statement. To conclude, the utterance of “I’m going to start assigning homework to the kids” marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement.

Datum 3

The Participants: Stacey Bess and the student’s parent (Candy)
Setting: In the afternoon at The Shelter’s classroom

Context: Stacey saw Candy asked her daughter’s help to fill some questions paper. Then, Stacey asks Candy to learn how to read with Stacey.

Stacey: Candy, do you have trouble reading? *If you put in the time to learn, I'll put in the time to teach.* I know I'm just a beginner but I have spent years studying reading strategies.

Candy: You think you saw something. You think you know anything about me?

After seeing the situation when Candy asks her daughter to help her reading and filling the questions paper, Stacey knows and sure that Candy has trouble in reading. So, she suggests Candy to learn reading with her. Not only suggesting to learn, Stacey also promising her by dealing that if Candy puts in time to learn then Stacey will putting time to teach. By dealing with Candy, the utterance of Stacey above certainly contained the commissive illocutionary act. The contained commissive illocutionary act point in this utterance indicated as dealing. The dealing of the promise maker is genuinely intends to give the hearer time to learn with her. Stacey genuinely intends to help Candy in improving her reading skill. The genuine intention to carry out future action as promise means the sincerity condition of felicity condition.

This commissive utterance above is indicating as dealing. This commissive utterance is generally categorised as a declarative and functioning as a statement. The utterance of “*If you put in the time to learn, I'll put in the time to teach*” marked as direct speech act for the direct relationship between the
structural form of declarative and general communicative function of statement. On the whole of this description of the utterance above, this utterance above is conveyed to the hearer in the direct way of conveying the speaker’s intention.

Datum 4

The Participant: Stacey Bess and The Shelter’s students

Setting: in The Shelter’s classroom at afternoon

Context: Stacey was pregnant and has to leave the school consider the time that comes closer to give birth.

Stacey: At the end of this month, I’m going to leave to have this baby.

But I love you all so much, and I'm going to come visit as much as I can. Okay?

Boy: Who's gonna teach us?

Stacey announces the students about her needs to leave for giving birth to her baby at the end of the month. She expresses her love to her students and promises them to visit as much as she can. According to the Stacey’s utterance above, Stacey utterances contain two kinds of illocutionary act. The first illocutionary act is expressive, because the speaker expresses her love through saying “I love you all so much” genuinely. However the focus on this part of analysis is commissive illocutionary act point that contained in the utterance of “I’m going to come visit.” The point indicated as intending because the speaker is promising on something. The promise that makes the speaker commits herself to do something by creating an obligation of coming to visit as much as the speaker can.
This utterance contains the sincerity condition. This utterance not only contains about future event of the speaker but also the genuine intention of the speaker to come visit as much as the speaker can in the future. The hearers of this utterance are paying attention to the shocking news, and one of them responds her utterance by asking considering the future fate of them.

The commissive utterance above is genuinely contains speaker’s intention of the future action. This commissive utterance is generally categorised as a declarative and functioning as a statement. The utterance of “I’m going to come visit.” marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement. On the whole of this description of the utterance above is this utterance conveyed to the hearer in the direct way of conveying the speaker’s genuine intention.

4. Expressives

Datum 1

The Participants: Stacey Bess and Stacey’s husband (Greg Bess)

Setting: At night in Stacey’s kitchen

Context: Stacey confirmed to be a teacher in The Shelter’s school. In celebrating her new day, her husband gives her a gift to keep her paper in.

Greg Bess: It's to keep your papers in.

Stacey Bess: It's so teacher-y. Thank you!

Greg Bess: Mm-hmm.

The thankful feeling of Stacey toward the gift expresses by uttering a praise toward the gift and thanking her husband. When she compliment the gift,
she expresses that the gift from her husband is really helpful for supporting her job as teacher to keep her papers in. As Stacey uttered her feeling of thankful by saying “It’s so teacher-y. Thank you!” to her husband, this utterance obviously contains expressives illocutionary act. In Stacey’s utterance, the speaker expresses her attitudes of praising and thanking toward an object of the world.

In this datum, the expressives utterance is conveyed to the hearer in the direct way of conveying the speaker’s thankfull feeling. The speaker’s expression of praising toward an object of the world above is simply categorised as a declarative and is functioning as a statement. To conclude, the utterance of “It’s so teacher-y. Thank you!” marked as direct speech act conveyed to the hearer for the direct relationship between the structural form of declarative and general communicative function of statement.

Datum 2

The Participants: Stacey Bess and The Shelter’s students (Sam, Dana)

Setting: At morning in The Shelter’s classroom

Context: Stacey created the test for the students to determine their grade level. In the beginning of the test Stacey saw her student, Sam, lays his head down one the table.

Stacey Bess: What's up, Sam?

Sam: My stomach hurts.

Dana: Didn't eat.

Stacey Bess: Sorry, sweetie, I can't understand you. Okay, I'm sorry.

Dana: Sam's hungry.
In expressing her feeling of regret and guilty Stacey says “Sorry, sweetie, I can’t understand you. Okay, I’m sorry” to show that she really feel regret and guilty. She expresses how regret she is to Sam for asking him to do the test but the case is actually his stomach is sick. Stacey also shows the feeling of sorry for not noticing him in hurt before the test begins. As Stacey uttered her feeling of regret and guilty to her student by saying “Sorry, sweetie, I can’t understand you. Okay, I’m sorry”, is obviously contains expressive illocutionary act. According to the utterance above, the speaker expresses her attitudes toward a fact of the world.

The expressives utterance above is showing speaker’s attitudes toward an object of the world, in this utterance the object is the hearer. This expressives utterance is generally categorised as a declarative and functioning as a statement. The utterance of “Sorry, sweetie, I can’t understand you. Okay, I’m sorry” marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement. On the whole of this description of the utterance above, this utterance above is conveyed to the hearer in the direct way of conveying the speaker’s expression towards an object of the world.

Datum 3

The Participants: Stacey Bess and The Shelter’s student (Danny)

Setting: At morning in The Shelter’s classroom

Context: Stacey has yelled at Danny in because of what he did previous day. In the next morning, Danny told by his mother to talk to her and apologize to her.
Danny: I'm sorry I acted up yesterday.

Stacey Bess: Well, I wanted to apologize to you, too. I'm sorry for losing my temper.

Danny: So, we're good?

According to the conversation above, both of participants did something bad to each other. While Stacey felt guilty and regret for yelling at him, Danny felt guilty and regreted for acting up. To express their feeling of regret and guilty, they have a small talk by apologizing each other. The conversation above contains two expressives illocutionary act. The first expressive illocutionary act uttered by Danny “I'm sorry I acted up yesterday” and the second uttered by Stacey “Well, I wanted to apologize to you, too. I'm sorry for losing my temper.” So, both of the expressives illocutionary act utterances contains their feeling of regret and guilty to each other.

In this datum, the expressives utterances are conveyed to the hearer in the direct way of conveying the speakers’ regret and guilty feeling. Both of the speakers’ expression of regret and guilty toward an object of the world above is simply categorised as a declarative and is functioning as a statement. These utterances of “I'm sorry I acted up yesterday” and “Well, I wanted to apologize to you, too. I'm sorry for losing my temper.” marked as direct speech act conveyed to the hearer for the direct relationship between the structural form of declarative and general communicative function of statement. To conclude, although both of the participants in the conversation express their attitude toward an object of the world, both expressives illocutionary act conveyed directly.
**Datum 4**

The Participants: Stacey Bess and The Sheltr’s student (Dana)

Setting: At morning in The Shelter’s classroom

Context: The Shelter’s school has already begins with the students’ story. At that time, Dana told the story and her hair covered up her face. To make Dana more comfortable, Stacey gives her a headband to make her hair tidier.

Stacey Bess: This is yours to keep. Let’s look. Look *how pretty you are*.

Dana: (smiles widely)

After giving a headband as a gift to her student, Stacey shows her feeling of admiration over the girl with her new headband. She expresses that the girl prettier with her headband rather than with her dangle hair that covered up her pretty face.

The utterance of “*Let’s look. Look how pretty you are*” contains two illocutionary acts. The first illocutionary act uttered by Stacey is directive illocutionary act of “*Let’s look*”. The speaker asks the listener to take a look together with her. The second illocutionary act of “*how pretty you are*” uttered by Stacey is the main analysis of the utterances. This illocutionary act is expressive illocutionary act. The speaker expresses her feeling of admiration over a girl. In Stacey’s utterance, the speaker expresses her attitudes toward a fact of the object of the world.

The expressive utterance above is showing speaker’s attitudes toward an object of the world, the expression of admiration. This expressives utterance of
“how pretty you are” is generally categorised as a declarative and functioning as a statement. This expressive utterance marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement. On the whole of this description of the utterance above, this utterance above is conveyed to the hearer in the direct way of conveying the speaker’s admiration towards an object of the world.

5. Declaration

Datum 1

The Participants: Stacey Bess and Dr. Ross (The Personnel Director)

Setting: At morning in Dr. Ross’ office

Context: Stacey came to Dr. Ross’ office for having a job as a teacher. Dr. Ross offered her to teach every grade, one through six grades. At that time, Dr. Ross needs a new teacher to substitute a former teacher in The Shelter.

Dr. Ross: For personal reasons, our teacher needed some time off. You'll report to substitute, Ms. Trumble, at 9:00 tomorrow.

Congratulations, Ms. Bess.

Based on the utterance above, Dr. Ross got no substitute teacher when Ms. Trumble needed some rest from teaching as uttered in “For personal reasons, our teacher needed some time off.” Fortunately, Stacey came and asked Dr. Ross to be a teacher. As a result, Stacey appointed by Dr. Ross to substitute Ms. Trumble became a teacher.

Dr. Ross’ utterance of “You'll report to substitute, Ms. Trumble” contains declaration illocutionary act. In which the speaker can changes some condition
that was existed. From Dr. Ross’ utterance above, he able to change Stacey’s previous status. He brings the alternation in Stacey status from not a teacher to be a teacher. This utterance appropriately performed, for the hearer status’ is changed to be a teacher. The declaration is perform appropriately because the speaker had a special institutional role in hiring a teacher as personnel director.

In this part of data, the declaration utterance is conveyed to the hearer in the direct way of conveying the speaker’s declaration in changing someone status. The indicated of declaration utterance is appointing which also categorised as a declarative and functioning as a statement to change Ms. Trumble position. This utterance of “You’ll report to substitute, Ms. Trumble” marked as direct speech act conveyed to the hearer for the direct relationship between the structural form of declarative and general communicative function of statement. In brief the declaration utterance used by the speaker conveyed to the hearer directly.

Datum 2

The Participants: Stacey Bess and Danny’s Mom

Setting: At morning in The Shelter field

Context: Stacey came to The Shelter for the first time. She got no place to park her car. Someone told her where to park and asked her whether she is a teacher or not. Stacey answered her and she informed other that she found the teacher.

Danny’s mom: I got the teacher.

From the utterance above, Danny’s mom inform the other that she got the teacher who is waited to substitute Ms. Trumble.
Danny’s mom utterance contains no declaration illocutionary act. The utterance above looked like a declaration illocutionary act indicated as appointing. However the utterance above is not appropriately performed for declaration illocutionary act. In case of the utterance such “I got the defendant guilty” uttered by a Jury Foreman in the court room could change someone status from a non defendant to be a defendant. On the contrary, the utterance that uttered by Danny’s mom could not change Stacey’s status. She could not change her status because she has no special institutional role in The Shelter and not uttered in specific context.

Although the declaration utterance above is not felicitiously performed, the speaker intends to declare that the speaker found the teacher. This utterance of “I got the teacher.” is generally categorized as a declarative and functioning as a statement. This utterance marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of statement. To sum up, this description of the utterance above is conveyed to the hearer in the direct way of conveying the speaker’s declaration towards something.

Datum 3

The Participants: Johnny and two netizen of The Shelter

Setting: At morning in The Shelter’s hall

Context: Stacey, who just came for the first time to The Shelter, entered a big and crowded hall and saw Johnny just kicked out netizens who just break The Shelter rules.
Johnny: There’s no tolerance for drug use. No drugs, no booze, no exceptions. You’re high, you’re out

Johnny declared clearly the netizens who break The Shelter’s rules to go out from The Shelter by saying “you’re out.” When Johnny says “you’re high,” he differs to the time the rule breakers break the rule that they break rule often. The utterance shows that Johnny give no more tolerance for the rule breaker and he can kicked their out right away.

Johnny’s utterance of “you’re out.” contains declaration illocutionary act point. In which the speaker can change some condition that exist. From Johnny’s utterance above, he able to change someone previous status. He brings the alternation in someone status from The Shelter’s netizen to be not The Shelter’s netizen. This utterance appropriately performed, for the hearer status’ is changed to be not The Shelter’s netizen. The speaker is able to change someone status because he had special institutional role in The Shelter. The Shelter is known for no mayor and no counselor but The Shelter has Johnny. Johnny is the reliable person in The Shelter to take a lead The Shelter although he is not a leader. His job in The Shelter is finding rooms for new comers or those who have no room, so he able to kick out those who breaks the rule he made. The specification of context in the utterance is the speaker have to kicked out the high rules breaker.

In this part of data, the declaration utterance is conveyed to the hearer in the direct way of conveying the speaker’s declaration in changing someone status. The indicated of declaration utterance is declaring which also categorised as a declarative and functioning as a statement to leave The Shelter. This utterance of
“you’re out” marked as direct speech act conveyed to the hearer for the direct relationship between the structural form of declarative and general communicative function of statement. In brief the declaration utterance used by the speaker conveyed to the hearer directly.

**Datum 4**

The Participants: Stacey and The Shelter student (Danny)

Setting: In the morning in The Shelter classroom

Context: The class ready to begin but Stacey should meet and have a talk with The Shelter’s nurse. Before she went to the nurse, she appoints her student to be a good example and be the leader for his classmates.

**Stacey: Yoube the leader.**

Stacey’s utterance above verified that The Shelter class has no leader like other regular class. To make The Shelter class same as other regular class, she appoints her student to lead the class and be a good example for the rest. Stacey’s utterance contains declaration illocutionary act. In which the speaker can changes some condition that exist. Stacey’s utterance above able to change someone previous status. She brings the appropriately performed alternation in someone status from class member to be class leader. The speaker is able to change someone status because he had special institutional role in The Shelter classroom, as she is a guardian of the class. The utterance changes the state from someone’s non-obligation to obligation.

The declaration utterance above is showing role as a teacher that can change student status. This declaration utterance of “Yoube the leader” is
generally categorised as a declarative and functioning as a statement. This declaration utterance marked as direct speech act for the direct relationship between the structural form of declarative and general communicative function of stating someone to become a leader of class. On the whole of this description of the utterance above, this utterance above is conveyed to the hearer in the direct way of conveying the speaker’s declaration illocutionary act.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusion from the analysis of illocutionary act in Beyond The Blackboard movie. The main purposes of this research are finding out the kinds of illocutionary acts in the dialogue of the Beyond the Blackboard movie based on Searle’s theory and analyzing how illocutionary act used in the dialogue of the Beyond the Blackboard movie conveyed, whether it is conveyed directly or indirectly.

Based on the findings, after randomly selected twenty data of illocutionary act from the movie dialogue, this research found that there are all kinds of illocutionary act occur in the Beyond the Blackboard movie script based on the speech act theory proposed by John R. Searle. The first is assertive illocutionary act which indicated as describing, asserting, concluding and reporting, the second is directive illocutionary act which indicated as commanding, requesting, insisting and ordering, the third is commissive illocutionary act which indicated as promising, intending and dealing, the forth is expressive illocutionary act which indicated as thanking, apologizing and praising, and the fifth is declaration which indicated as declaring and appointing.

From the five illocutionary act occured in the movie dialogue, the most uttered illocutionary acts is directive illocutionary act. Directive illocutionary act uttered when the speaker wants to get the hearer to do something. Those
utterances occur commonly between the main speaker and her students which showed that the directive represents the power of the speaker in asking, ordering or requesting. The directive that mostly occurs can be as simple as the main character asked her student to pass something to other students.

The illocutionary act used in the dialogue of the Beyond the Blackboard movie conveyed both directly and indirectly to the hearer. The most conveyed illocutionary acts used by the speaker to the hearer is direct speech act. The direct speech act is when a structure forms in English (declarative, interrogative, imperative) have direct relationship with the general communicative function (statement, question, command/request). The direct speech act that mostly occurs can be as simple as the utterance of “put that cigarette out!” which categorised as imperative structural form and functioning as a command communicative function.

B. Suggestion

For those who are interested in pragmatics especially in illocutionary act study, movie is not the only one study analysis that can analyzes by illocutionary act, especially pragmatics. Pragmatics and illocutionary act can analyze other study analysis such newspaper, interview, radio or debate. However, for those who try to analyze the illocutionary act, especially in movie, they also need to give attention to the context of situation of the movie. The context of situation is significant in analyzing illocutionary act, because the situation determines how the illocutionary act performed. Sometimes the illocutionary act utterances look exactly performed, but sometimes the context of situation dashes the performed illocutionary act.
BIBLIOGRAPHY


APPENDICES

Synopsis of Beyond The Blackboard Movie

This movie originally published based on the memoir by Stacey Bass title Nobody Don’t Love Nobody. This movie tells about Stacey’s (Emily Van Camp) eternal love teaching, her first time teaching and her efforts on making homeless students being able to learn such other regular student.

The movie begins when she meets the personnel director (Timothy Busfield) in her area. She accepted his job offer to teach student in every grades one through six in no name school. The next day when she arrived at the place where Dr. Ross gives her the address, she suprised by the condition of the place. She tought that she comes in wrong way, but Johnny (Julio Oscar Mechoso) made her sure that she is in the right place and gave her a direction to the classroom.

Seeing no desks nor books shocked her with the condition of the classroom that time. The classroom more like a shelter than a school. Slowly but sure, she tried to twine the student and their parent. Although in the first try she struggling hard, and tried to prioritized the student. Finally, the student and the parent open their heart up and support her to develop the school.

She finally finds Dr. Warren (Treat Williams) who is willingly wants to help her and support her. The next day, Dr. Warren gives desks and books to The Shelter school and sincerely appoints himself to be Stacey’s principal and custodian.

Thanks to Stacey effort and Dr. Warren support, The Shelter school slowly develop. Due to giving birth a baby, Stacey needs to leave the develop Shelter.
For all the love she gave to the student, she got back twice love she gave from the student that proved by the attention they give to Stacey and Stacey’s family.
Beyond the Blackboard
Lessons on Love from the School With No Name by Stacey Bess

NOW A HALLMARK HALL OF FAME MOVIE

Her students were exceptional
Her journey was unforgettable

Originally published as
Nobody Don’t Love Nobody
Utterances

1. Assertives

a. Describing

113
00:05:06,478 --> 00:05:09,213
Mom, are you nervous about tomorrow?

114
00:05:09,214 --> 00:05:11,382
No, I'm not nervous. You know why?

115
00:05:11,383 --> 00:05:13,084
Because I'm well prepared, and when we're well prepared

116
00:05:13,085 --> 00:05:14,953
and we work hard,

117
00:05:14,954 --> 00:05:16,304
then we can be confident.

b. Asserting

405
00:19:56,130 --> 00:19:58,598
Danny, Grace, Becca can you please try to be on time?

406
00:19:58,599 --> 00:20:01,268
It's disruptive to the rest of the class when you're late.

407
00:20:01,269 --> 00:20:03,937
And please take off your hat, Danny. Thank you.

c. Concluding

893
00:44:06,458 --> 00:44:08,026
Sam?

894
00:44:08,027 --> 00:44:10,395
I don't think it's good to yell.

895
00:44:10,396 --> 00:44:11,929
You're right. Yelling is not good.

896
00:44:11,930 --> 00:44:13,765
I'm very sorry for yelling.

d. Reporting

1152
00:58:45,273 --> 00:58:46,824
I'm Stacey, Maria's teacher.

1153
00:58:46,825 --> 00:58:49,193
Yeah, I know who you are.

1154
00:58:49,194 --> 00:58:51,529
Where are you and Maria going to go?

1155
00:58:52,831 --> 00:58:55,666
The streets are no place for your daughter.

1156
00:58:55,667 --> 00:58:57,835
Are you trying to tell me what to do, now?

1157
00:58:57,836 --> 00:59:01,405
No. I'm trying to help you in any way that I can.

2. Directives

a. Commanding

90
00:04:03,315 --> 00:04:05,066
Finished.
Did you understand everything in your homework?

Can Brandon and I play now? Please?

In 33 minutes,

It's bathtub and PJs.

Okay! Come on, come on!

(chuckles)

Young man, put that cigarette out! No, yes!

I'm talking to you! Put that out right now!

Thank you. Okay, come on. Let's go.

Let's go. Ladies and gentlemen, in the classroom.

I have fruit cups and milk,

so if anybody's hungry, raise your hand.

Okay, um, Danny,

will you pass out the fruit cups?

Maria, can you please pass the spoons?

d. Insisting, Insisting, Ordering

Can you just give him another chance?

He's been living out of his truck.

I made the rules very clear, and Carlos broke them.

if you give him a room, then he won't take Maria away.

She can... She can stay in camp.

She's been thriving here.
Tell him he has a room.

Thank you.

3. Commissives

a. Promising

Okay, I'm calm. I'm calm.

Listen, I promise. You have my word.

I won't tell anybody. Just tell me who took it.

b. Intending

And I want your kids to have every advantage that we can give them. So, as of tomorrow,

b. Intending

And I want your kids to have every advantage that we can give them. So, as of tomorrow,

I'm going to start assigning homework to the kids.

This is what I need from you.

15 minutes, that's all. 15 minutes a day

whether it's after school or when you're having supper

ask your kids what they learned that day.

c. Dealing

Candy, do you have trouble reading?

If you put in the time to learn, I'll put in the time to teach.

I know I'm just a beginner,

but I have spent years studying reading strategies.
1390
01:09:29,100 --> 01:09:32,269
You think you know anything about me?

1391
01:09:34,439 --> 01:09:38,008
It helps your children if you know how to read, Candy.

1392
01:09:47,318 --> 01:09:49,853
You'd do that?

1393
01:09:52,156 --> 01:09:54,691
We could do that.

1394
01:10:04,135 --> 01:10:06,536
Fine.

d. Intending

1644
01:24:03,206 --> 01:24:05,841
At the end of this month,

1645
01:24:05,842 --> 01:24:09,611
I'm going to have to leave to have this baby.

1646
01:24:11,848 --> 01:24:14,183
But I love you all so much,

1647
01:24:14,184 --> 01:24:16,351
and I'm going to come visit as much as I can.

1648
01:24:16,352 --> 01:24:17,419
Okay?

1649
01:24:17,420 --> 01:24:19,154
Who's gonna teach us?

1650
01:24:19,155 --> 01:24:20,756
Well, our good friend Dr. Warren is already looking for the perfect replacement.

4. Expressives

a. Thanking

125
00:05:51,590 --> 00:05:52,890
What is this?

126
00:05:55,060 --> 00:05:56,427
It's to keep your papers in.

127
00:05:56,428 --> 00:05:58,796
It's so teacher-y. Thank you!

128
00:05:58,797 --> 00:06:00,648
Mm-hmm.

b. Apologizing

574
00:27:42,847 --> 00:27:44,831
My mom says I have to talk to you.

575
00:27:44,832 --> 00:27:46,366
I'm sorry I acted up yesterday.

576
00:27:46,367 --> 00:27:50,003
Well, I wanted to apologize to you, too.

577
00:27:50,004 --> 00:27:52,005
I'm sorry for losing my temper.

578
00:27:52,006 --> 00:27:53,907
So, we're good?
d. Praising

00:27:53,908 --> 00:27:55,975
We're good.

944
00:47:28,844 --> 00:47:31,145
There we go.

945
00:47:31,146 --> 00:47:34,899
This is yours to keep.

946
00:47:34,900 --> 00:47:36,734
Let's look.

947
00:47:36,735 --> 00:47:39,370
(gasps) Look how pretty you are.

948
00:47:40,489 --> 00:47:42,406
(chuckles)

d. Praising

950
00:47:59,508 --> 00:48:01,492
Miss Stacey?

951
00:48:01,493 --> 00:48:02,693
Yep?

952
00:48:02,694 --> 00:48:03,878
I made this for you.

953
00:48:05,464 --> 00:48:06,764
Wow. Alex,

954
00:48:06,765 --> 00:48:08,199
this is exquisite.

955
00:48:08,200 --> 00:48:10,434
Thanks.

5. Declaration

a. Appointing

76
00:03:08,661 --> 00:03:11,095
For personal reasons, our teacher needed some time off.

77
00:03:11,096 --> 00:03:14,766
You'll report to the substitute, Ms. Trumble, at 9:00 tomorrow.

78
00:03:14,767 --> 00:03:17,652
Congratulations, Ms. Bess.

79
00:03:17,653 --> 00:03:19,637
That's it?

80
00:03:19,638 --> 00:03:20,939
That's it.

81
00:03:20,940 --> 00:03:22,473
Thank you.

b. Appointing

144
00:07:57,916 --> 00:07:59,350
You the new teacher?

145
00:07:59,351 --> 00:08:00,651
Yes.

146
00:08:00,652 --> 00:08:02,086
You're in the right place.

147
00:08:02,087 --> 00:08:03,420
I got the teacher.

c. Declaring

185
00:09:22,351 --> 00:09:24,335
but there's no tolerance for drug use.
No drugs, no booze, no exceptions.

You're high, you're out.

Am I understood?

We're clean. We're good.

d. Appointing

You're not going to tell?

I gave you my word.

Now, will you give me yours? That you'll go in there and you'll be a good example to the other kids?

Yeah.

You be the leader.