

**AN ANALYSIS OF DIRECTIVE SPEECH ACT IN MARK
THACKERAY'S DIALOGUE IN *TO SIR, WITH LOVE* MOVIE**

A THESIS

Intended to Fulfill One Requirements for the Awards of Sarjana Degree
In English Language Teaching and Education
Universitas Islam Riau



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UNIVERSITAS ISLAM RIAU
PEKANBARU
2021**

ACKNOWLEDGEMENTS

Alhamdulillah, I would like to say thanks to Allah Azza Wa Jalla for his blessing and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lectures, friends and all institutions involved in completing this thesis.

In this memorable moment, I would like to express my deepest gratitude to the amazing people.

1. The dean and all staff members of FACULTY OF TEACHER TRAINING AND EDUCATION who have given their assistance for the completion of this thesis.
2. Muhammad Ilyas. S.Pd., M.Ed as the Head of English Study Program who gave support and permission to write the thesis.
3. Dr. Rugaiyah, M.Pd as an advisor in my thesis, I would like to say thousand thanks to you. For the support, advises and convenience in the guidance period in my thesis. I will never forget the kindness you gave me.
4. All the lectures in English Study Program in Universitas Islam Riau who contributed their knowledges to me during the course.
5. My strong lovely father Erfian Indra Simbolon, my beautiful strong mother Edrya Dwi Putri, my annoying yet care brother Dio Putera Indra and my beautiful outside-inside sister Rizky Fairuz Balqis sister. Who

always support me in everything I do, materially-spiritually. I love you all so, so much.

6. Dwita Mulia Asrinian, Nadilla Aulya and Afridho Ali Akbar my best mates who always support me, guide me somehow and always by my side whenever I need them.
7. Nadila Mudea Najammudin and Dwi Putri Amanda who sincerely gave their advices about thesis and many things.
8. CREWSAKAN mates (Riananda Syaputra, Luthfi Oktomy Salim Nasution, Ridwan Soleh Siregar, Zakaria Ibnu Hajar, Dwita Mulia Asrinian and Nadilla Aulya) who always cheer me up whenever I feel down with our dumb jokes.
9. Reza Maulana a.k.a bittenfreude who accompanied me and listen to my story about things. Thought me so much about life and one of the reasons why I need to finish my thesis expeditiously so I could play with you.

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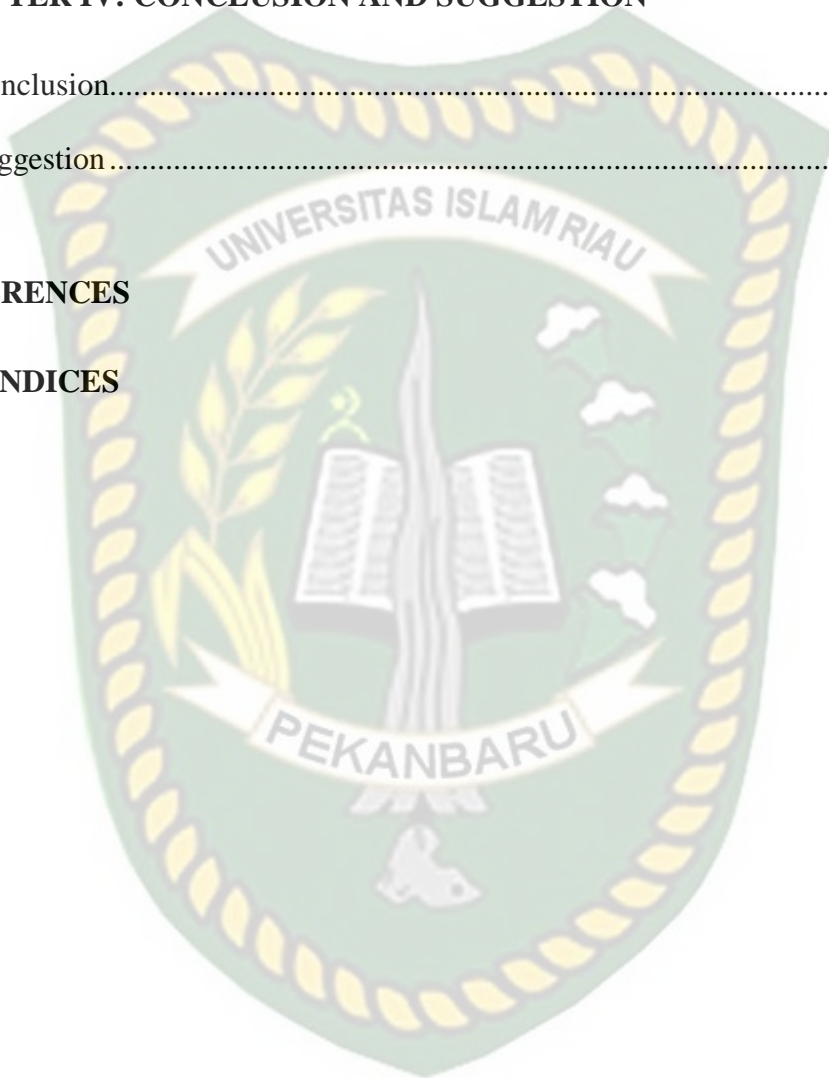
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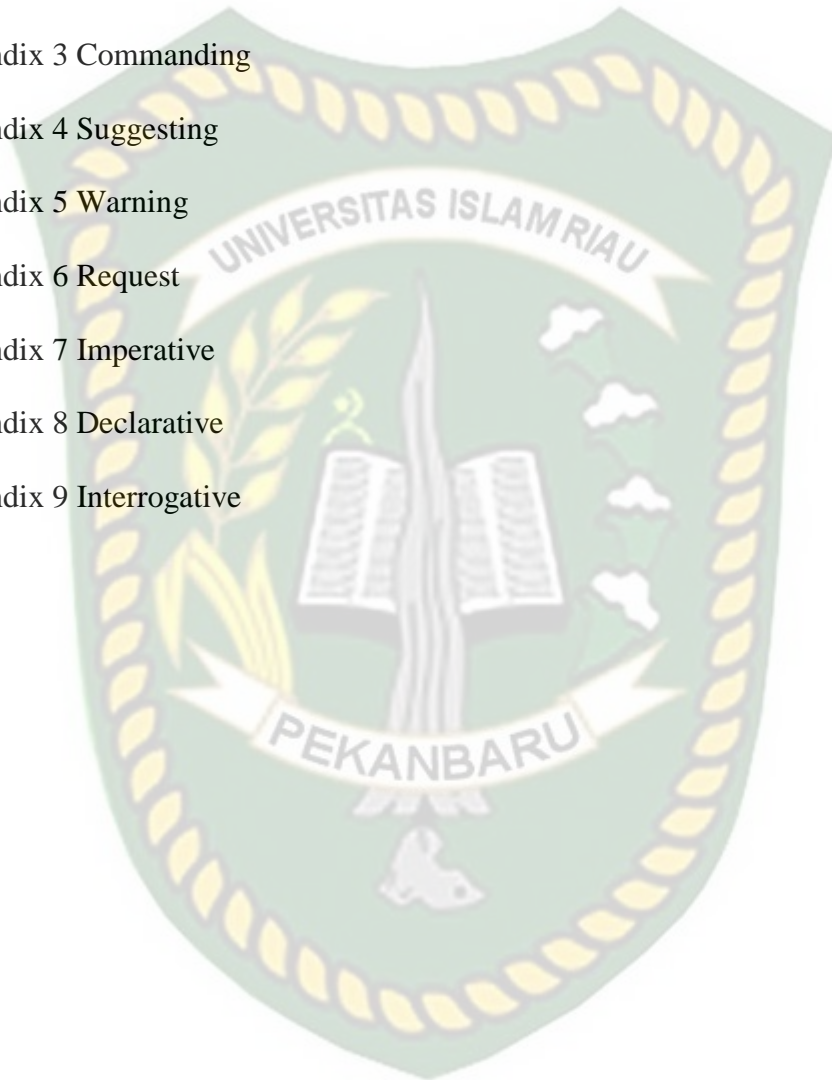
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ABSTRACT

Dea Puteri Indra, 2021. An Analysis of Directive Speech Act in Mark Thackeray's Dialogue in To Sir, With Love Movie.

Keywords: *Directive speech acts, Mark Thackeray's dialogue, To Sir, With Love movie*

This research is entitled "An Analysis of Directive Speech Act in Mark Thackeray's Dialogue in To Sir, With Love Movie". It was aimed at describing classifications and forms and the reason why Mark Thackeray uttered directive speech act based on Searle's theory by using descriptive method.

The methodology of this research is qualitative method. The source of the data in this research was To Sir, With Love movie script. The data were in Mark Thackeray's utterances in To Sir, With Love movie. The instrument of this research was documentation. The researcher read, classified and analyzed the utterances using Searle's theory. The findings show that there are four classifications of directive speech act found in this research; commanding, suggesting, warning and requesting. For the forms; imperative, interrogative and declarative.

Based on the data analysis of those four classifications of directive speech acts which found, first, command is the mostly used in Mark Thackeray's utterance. It appeared 51 times in Mark Thackeray's utterances. Second, suggestion; it was used 24 times by Thackeray. Third, warning; it appeared 25 times in Thackeray's utterance. Last, Request; it appeared 32 times in Thackeray's utterances. For the three forms of directive speech acts which found, first, imperative is mostly used in Thackeray's utterances. It appeared 71 times in Thackeray's utterances. Second, declarative; it was used 28 times in Thackeray's utterances. Last, interrogative; it was used 35 times in Thackeray's utterance.

ABSTRAK

Dea Puteri Indra, 2021. Analisis Tuturan Direktif Dalam Dialog Mark Thackeray Dalam Film To Sir, With Love.

Keywords: *Tuturan Direktif, Dialog Mark Thackeray, Film To Sir, With Love*

Penelitian ini berjudul “Analisis Tuturan Direktif Dalam Dialog Mark Thackeray Dalam Film To Sir, With Love”. Penelitian ini bertujuan untuk mendeskripsikan klasifikasi dan bentuk serta alasan Mark Thackeray mengucapkan tindak tutur direktif berdasarkan teori Searle dengan menggunakan metode deskriptif.

Metodologi penelitian ini adalah metode kualitatif. Sumber data dalam penelitian ini adalah naskah film To Sir With Love. Data tersebut terdapat dalam tuturan Mark Thackeray dalam film To Sir, With Love. Instrumen penelitian ini adalah dokumentasi. Peneliti membaca, mengklasifikasikan dan menganalisis ucapan menggunakan teori Searle. Temuan menunjukkan bahwa ada empat klasifikasi tindak tutur direktif yang ditemukan dalam penelitian ini; memerintah, menyarankan, memperingatkan dan meminta. Untuk bentuk tutur direktif; imperatif, interogatif, dan deklaratif.

Berdasarkan analisis data dari keempat klasifikasi tindak tutur direktif yang ditemukan, pertama, perintah adalah yang paling banyak digunakan dalam tuturan Mark Thackeray. Itu muncul 51 kali dalam ucapan Mark Thackeray. Kedua, saran; itu digunakan 24 kali oleh Thackeray. Ketiga, peringatan; itu muncul 25 kali dalam ucapan Thackeray. Permintaan terakhir; itu muncul 32 kali dalam ucapan Thackeray. Untuk ketiga bentuk tindak tutur direktif yang ditemukan, pertama, imperatif paling banyak digunakan dalam tuturan Thackeray. Itu muncul 71 kali dalam ucapan Thackeray. Kedua, deklaratif; itu digunakan 28 kali dalam ucapan Thackeray. Terakhir, interogatif; itu digunakan 35 kali dalam ucapan Thackeray.

CHAPTER I

INTRODUCTION

1.1 Background of The Research

Linguistic is the study of human language including the units, nature, structure, and modification of language. It deals with the study of specific languages, and the search for general properties common to all languages or big groups of languages. To communicate, people need a partner or more to understand and respond to what they communicate about. But, on some occasions, because of cultural differences, the speakers sometimes couldn't get their messages. Therefore, it makes some misconceptions between the hearers and speakers in a conversation. A way to avert this kind of misconception in conversation is by learning about pragmatics. Pragmatic is one of the branches of linguistic that studies the meaning of utterances based on the context.

Pragmatic is the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It more to inquire what people mean by their utterances than what the words or phrases in those utterances could mean by themselves. This type of study as a direct result involves the explanation of what people mean in a specific context and how the context impacts what is said.

Conversely, in human daily activity, humans never are separated from utterances because humans are social beings. An utterance that people speak at every speech is called a speech act. Speech act is the actions performed through

utterances. Speech acts have specific labels, such as apology, complaint, compliment, invitation, promise, or request. On any occasion, speech acts will be made up of three related acts namely, locutionary act which is the basis of the utterances or producing a meaningful linguistic expression, illocutionary act which is performed through the communicative force of an utterance, perlocutionary act is creating an utterance with a purpose without intending it to have an effect.

The researcher chooses a movie because it is closer to a conversation in daily life than interviews, talk shows, or speech. Movie is a series of moving images shown on a screen, generally contain the sound that makes up a story. Watching movies feels more enjoyable and does not need high concentration to know the plot of the movie because the plot and the dialogues of a movie can be seen and heard by the audiences. Sometimes, the plot in a movie can influence people's daily life. In the movie, people can find many values, such as education, morals, attitude, and others.

One of the important features that occurred in this movie is the dialog between the main character with the other characters. When the main character communicates or speaks with other characters that contain directive speech acts.

The researcher is interested in choosing the *To Sir, With Love* movie because, first, it is well-thought to be a classic representation of a teacher's struggle to engage a group of disengaged and defiant students. The movie focuses on longstanding issues and off tensions to schooling and teaching. Second, it deals with social and racial issues in a capital city school which is an added value of the

movie. Last, from this movie, the researcher found there were directive speech acts that happened and will find out what classification and form then find the reason why the main character utters it in the movie. The utterances can be found in *To Sir, With Love* movie dialogue. For example:

Pamela Dare : *Sir, would you dance with me tonight?*

Mark Thackeray : *Of course, but nothing too fast. I'm getting much too old for that sort of thing, Miss Dare.*

The sentence uttered by Pamela Dare above is called interrogative directive utterance. The interrogative utterance one is “Sir, would you dance with me tonight?” words that ended with a question mark. The sentence uttered by Pamela Dare to ask or request to Mark Thackeray. Since it is an interrogative utterance, it may have meant that Pamela Dare gave a request or ask to dance with Pamela Dare. The reason why Pamela Dare asked Mark Thackeray to dance because there will be a prom and she wants him as her partner in the “Ladies Choice” dance session. Also, why Pamela Dare choose Mark Thackeray as her partner? because she’s considered Mark Thackeray as her family, he cares and gave her many pieces of knowledge about life, and for the farewell dedication for Mark Thackeray because he got another job and will leave the job as a teacher the next day.

The researcher chooses the data from all the utterances that came out from the main characters, Mark Thackeray in *To Sir, With Love* movie which contained

directive speech act then analyzes which classification and form of each dialogue and explains the reason why the main character utters it.

This is why the researcher is interested to take this movie to be analyzed. The researcher wants to explore those utterances that contained directive speech acts and find out which classification and form of the utterances from the main characters, Mark Thackeray of *To Sir, With Love* movie. For this reason, the researcher has in mind in doing this research entitled **“AN ANALYSIS OF DIRECTIVE SPEECH ACT IN MARK THACKERAY’S DIALOGUE IN *TO SIR, WITH LOVE* MOVIE”**

1.2 Identification of the Research

Directive speech act has been recognized in this study. The directive speech act is not only happened in daily life conversation but also the movie. It was chosen because directive speech acts were done in speaking, and the classification and form of directive speech acts in the movie are engrossing to find.

To Sir, With Love movie is chosen in this research. This is a movie adaption from a novel written by E.R. Braithwaite describing the author’s experience as an African teacher working in a London school. *To Sir, With Love* itself holds an 89 percent rating on the movie review accumulated website called Rotten Tomatoes based on 28 reviews. The movie earned USD 42 million at the box office in the United States, yielding USD 19 million in rentals, on a USD 640

thousand budget, making it the sixth highest-grossing picture of 1967 in the United States.

1.3 Focus of the Research

The focus of this research is on classification, form, and the reason why the main character uttered it which are contained directive speech act in *To Sir, With Love* movie.

1.4 Research Questions

Based on the focus of the research above, the problems of this research can be formulated as the following questions:

1. What classification and form of directive speech acts are found in the main characters, Mark Thackeray's utterances in *To Sir, With Love* movie?
2. What is the reason the main character, Mark Thackeray uttered directive speech acts in *To Sir, With Love* movie?

1.5 Objectives of the Problem

Based on the formulations of the problem above, the purposes of this research are:

1. To know the classification and form of directive speech acts found in the main characters, Mark Thackeray's utterances in *To Sir, With Love* movie.

2. To find out the reason why the main characters, Mark Thackeray using directive speech acts in *To Sir, With Love* movie.

1.6 Significance of the Research

This study or research is useful for the following groupies:

1. The Researcher

This research is helpful for the researcher in the course of the study is correlated with linguistic, the discipline which the writer is learning. this study is expected to improve the writer's ability in comprehending speech acts, especially the directive speech acts in every conversation situation.

2. The Lecturer

The researcher hopes this research could help the lecturer to encourage the students especially students of the English Study Program at Faculty of Teacher Training and Education in Universitas Islam Riau to improve their ability in speech acts and make the students interested in pragmatics.

3. English Study Program

This study is useful for the English Study Program especially in Universitas Islam Riau since it can add the collection of the literature on the way of analyzing directive speech acts.

4. The Next Researcher

This study can be used as a reference for the student who wants to arrange a similar study.

1.7 Assumption

Based on the formulations of the study before, the researcher assumes several utterances contain directive speech acts along with the classification and form spoken by the main characters, Mark Thackeray in *To Sir, With Love* movie.

1.8 Definition of Key Terms

To make the title simply understood by the readers, the researcher gives the definition and explanation of the terms used, they are as follows:

1. Pragmatics

Pragmatics is a branch of linguistics study. It focused on the study of the meaning of utterances. Pragmatics differentiate two purposes or meaning in each utterance or communicative act of verbal communication. First, the informative purpose or the sentence

meaning. Last, the other the communicative purpose of speaker meaning. There are many approaches for studying pragmatics such as deixis, implicature, presupposition, speech acts a conversation structure.

2. Speech acts

Speech acts is an act when human say a word. In general words, it can usually recognize the type of action performed by a speaker with the utterance.

3. Directive speech act

Directive speech act is used when the speaker wants the hearer to do things for the partner or group. Directives are those kinds of speech acts that the speaker uses to get someone else to do something.

4. Movie

Movie is a text that contains a series of photographic images that lead to the illusion of movement and action in real life. A movie script is a means of communication for an artist or a scriptwriter to express their idea. It can be in the form of written language. In spoken language, utterance makes the movie very clear. In addition, the utterance of speech act also describes or tells the viewers what the actor does in the movie.

5. To Sir, With Love

To Sir, With Love is a 1967 British drama movie that deals with social and racial problems in London school. It stars Sidney Poitier and

features Christian Roberts, Judy Geeson, Suzy Kendall, and singer of the main movie soundtrack, making her film debut Lulu. Jack Clavell directed from his own screenplay, which was based on E. R. Braithwaite's autobiographical novel in 1959 with the same title *To Sir, With Love*. The movie's title song "To Sir, With Love", sung by Lulu, peaked at the top of the billboard hot 100 charts in the United States for five weeks in 1967 and ultimately was the best-grossing single in the United States of that year. *To Sir, With Love* movie ranked number 27 on Entertainment Weekly's be the best 50 High School Movies. A television sequel series, *To Sir, With Love II* in 1996, was released with Poitier reprising his starring role.

1.9 Grand Theories

In analyzing the directive speech act, the researcher used Searle's (1976) theory that stated directive speech act is a kind of speech act in which, by saying something, the speaker intends the listener to do something.

1.10 Research Methodology

1.10.1 The Method of the Research

The researcher used the descriptive qualitative method. Descriptive qualitative itself does not have to find a new theory but to find a new verification to give an idea of the theory. Based on what Miles and Huberman (1994: 1) said, qualitative data usually in the form of words rather than numbers and well-grounded, rich descriptions and explanations of processes in the identifiable local

context. Qualitative research is a designed study in analyzing its always explain and expound the data obtained from the sample, informants, and the object of research through the sentences and clauses of a language. Qualitative methods often found in linguistic work like semantic and pragmatic that contain description and analysis of the data and a relatively small amount of data. This research is organized by using descriptive methods, because the result of this research has described and identified the directive speech acts spoken to the main character of *To Sir, With Love* movie.

1.10.2 Source of Data

The source of the data is from the main character, Mark Thackeray in *To Sir, With Love* movie utterances related to directive speech acts. And the source of data was the movie script of *To Sir, With Love*. The duration of the movie is 1 hour and 45 minutes.

1.10.3 Instrument of the Research

The research instrument used the documentation technique. Based on what Glenn A. Bowen (2009) stated, documentation or document analysis is a methodical procedure for reviewing or evaluating documents both printed and electronic (computer-based and internet-transmitted) material. Just like another analytical method in qualitative research, document analysis requires that data be examined and explained to get the meaning, gain understanding, and develop factual knowledge. Relatively little standardized instrumentation is used at the outset. The researcher is essentially the main “measurement device” in the study.

1.10.4 Data Collection Technique

Data collection technique is a part of research methodology. The data collection technique is best understood as a framework or scaffold around which we organize our study, but it does not refer to the actual tools we use to carry out our research (questionnaires, recordings, etc.) as Lia Litoselli (2010: 57) stated. The data in this research study is collected from *To Sir, With Love* movie with documentation technique.

The technique of collecting data be described as follows:

1. The researcher watched and replay the movie entitled *To Sir, With Love* several times in order to understand the whole story by using a laptop.
2. After the researcher watch and replay the *To Sir, With Love* movie, the researcher read the script of the movie.
3. The researcher find out the parts of the dialogue that presented the use of directive speech acts (command, request, suggesting, and warning).
4. The researcher transcribed the dialogue that contains the form of directive speech acts (imperative, interrogative, declarative).
5. The researcher gave codes to each datum in the name of efficiency in analyzing the data. For example, **01/w/dec/M00:37**. **01** means that it is datum number one. **W** means the utterance that contains a warning. **Dec** means the utterance that contains declarative. **M00:37** is the timestamp that in the 00:37 minutes, the main character utters directive speech act in the movie.

1.10.5 Data Analysis Technique

Utterances are selected from the movie and then classified which type and form of the directive speech act that been uttered by the characters in *To Sir, With Love* movie. Miles and Huberman (1992: 10) states that there are three stages in analyzing qualitative research data as follows:

1. Data reduction

Data reduction speaks of to process of selecting, focusing, simplifying, abstracting, and transforming the data. In this stage, the researcher selected the character of *To Sir, With Love*'s utterance in the form and type of directive speech act.

2. Data display

3. Conclusion drawing and verification

The researcher analyzed *To Sir, With Love*'s character utterances. Then, determined and classified which types and forms of directive speech act have been uttered.

CHAPTER II

THEORETICAL FRAMEWORK

Some theories that are connected to the research or study have been appraised in this chapter. They are pragmatic, context, speech acts, classification of illocutionary act, classification of directive speech act, movie, *To Sir, With Love* movie synopsis, conceptual frame, and review of related study.

2.1 Pragmatic

The modern term of Pragmatic was coming from a philosopher named Charles Morris in 1938, who was concerned with the general shape of knowledge of signs or semiotic. In semiotic, Morris differentiated three branches of study they are syntax, semantics and pragmatics. Pragmatic as Morris (1938) defined, is a study of the relation of signs to interpreters. Since Morris introduced his successive term or definition of semiotic (more focused on the pragmatic part) many philosophers or experts in the language field got influenced by Morris term for example Leech (2016: 6) opined pragmatic is closely related to semantic and states that semantic treat the meaning as a connection that involving two aspects (dyadic) like “what’s the meaning of X?”, meanwhile pragmatic treat the meaning as a connection that involving three aspects (triadic) like “what do you mean by X?”. Pragmatics is all about questions of use. While semantics is all about questions of meaning. It deals with that factor of meaning which is dependent on the context. Semantics deals with the study of what signs represent while Pragmatics deals with the relation of signs to their users and interpreters.

In line with the theory above, based on Yule (2016: 362) there are several definitions of pragmatic, first, pragmatics is concerned with the study of meaning as communicated by a speaker and a hearer. The consequence, more to analyze what people speak about than the words or phrases in those utterances mean by them. Second, pragmatics is the study of contextual meaning. It requires deliberation of how speakers arrange what they going to say in accordance with who they are talking to under what circumstance. Third, pragmatic is the study of how more gets communicated than is said. How hearers can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. Last, pragmatic is the study of the expression of a relative distance. On the assumption of how close or distant the hearer is, speakers find out how much needs to be said.

Yule (1996: 4) also states the benefit of studying pragmatic is people can understand people's intentions, assumptions, purposes or goals, and kinds of actions by their utterances. And the drawback is that human abstract ideas are hard to analyze consistently and objectively. So as Meyer (2012: 48) mentions the benefit of studying pragmatic that pragmatics is a study that explores the role that context plays in the interpretation of what people say and understanding the entire social context from the sentence that is uttered.

In conclusion, pragmatics is one of the branches of linguistic, studying the meaning in utterances and their functions as communication by speaker and hearer and of course consider the process of producing the utterances. Or in other words, Pragmatics is the study of the meaning of utterances in relation to the

contexts which involves how a speaker produces an utterance to deliver his or her intention and how the hearer interprets it.

2.1.2 The Scopes of Pragmatic

1. Deixis

Based on what Yule (1996: 9) stated, the word deixis comes from a Greek word, to point something by language and classifies it into three categories as follows:

a. Person Deixis

Based on T.A Suhair Adil Abdulameer (2019) person deixis refers to grammatical categories of people embroiled in an utterance and expressed by a person. In sum, person deixis is used to point to people. Like, for the person is ('I'), second-person ('You'), and the third person could be ('he', 'she' or 'it'). In many languages, this deixis is correlated to social status. For example:

“I will go to that event”

From the example above, “I” points to the speaker that planning to go to the event.

b. Spatial Deixis

Based on T.A Suhair Adil Abdulameer (2019) refers to words and phrases used to point a location that is pertinent to the location of a participant in the speech event. In sum, spatial deixis is used to point to

location. The examples are the adverb ‘here’, ‘there’, ‘this’, and ‘that’.

For example:

“Ilham is here, guys!”

From the example above, the speaker utters “here” points to the location where Ilham is.

c. Temporal Deixis

Based on T.A Suhair Adil Abdulameer (2019) temporal deixis refers to a temporal reference (relating to time) that points to the moment of speaking. In sum, temporal deixis is used to point location in time. This involves time adverbs like ‘now’, ‘then’, ‘later’, ‘soon’, and others. For example:

“I need you right now”

From the example above, the words “right now” mean the speaker has a feeling that they need the hearer or speaker’s partner around them now not tomorrow or any day.

2. Conversational Cooperative Principle

Based on Baptiste Jacquet, Jean Baratgin and Frank Jamet (2019) state that the cooperative principle along with its maxims describe various expectations that allow conversation partners to infer the meaning of an utterance through the intention of its speaker. For further explanation, the cooperative principle is the assumption that participants in a conversation ought to be informative, truthful, relevant, and clear. It means that each participant is expected to give contributions

in the conversations as requisite. Liu Runqing (2014) covers four conversational cooperative principles as an analysis approach. They are as follows:

a. Maxim of Quantity

In maxim of quantity, speaker expected to deliver understate information. Based on Baptiste Jacquet, Jean Baratgin and Frank Jamet (2019) maxim quantity be composed of two sub-maxims. First, make your contribution more informative as required (for the current purposes of the exchange). Second, do not make a contribution more informative than is required. If the speaker utters exaggerated information, means the speaker violates the maxim of quantity. For example:

Turner: What happened to, Matty?

Alex: "He broke his leg because of that bike accident two days ago."

Alex informed Turner about Matty's condition that broke his leg because of a bike accident two days ago. Alex tells the truth without exaggerating the information to Turner. Also, Alex gives a concrete answer and no wordy.

b. Maxim of Quality

In maxim of quality, the speaker expected to deliver real and factual information. The factual information must be supported and based on clear evidence. Based on Matthew A. Benton (2016), the maxim of quality is composed of two sub-maxims. First, the speaker should not utter what the speaker believes to be false. Second, the speaker should not utter lack adequate evidence. If the

speaker utters untruthful information, means the speaker violates the maxim of quality. For example:

Kana: "What do you think about 'Evermore' album?"

Dino: "That album so amazing! 'Willow', 'Marjorie' and 'Ivy' songs are my favorites!"

Based on the example above, Dino says something that he believes to Kana because he already listened to *Evermore's* album before.

c. Maxim of Relevance

Based on Vijay Singh Thakur (2016), the maxim of relevance is concerned with make a relevant contribution in speaking to the aims of the ongoing conversation. Maxim of relevance leads hearers to use information in a certain way, in another word, to find its relevance to the rest of the utterance and to the context in which it is situated. If the speaker utters an irrelevant statement, means the speaker violates the maxim of relevance. For example:

Finn: "Where did you buy this delicious cake?"

Lala: "I bought this cake at Roman's Bakery"

Based on the example above, Lala responds to Finn's question with a relevant answer. Finn asking where Lala bought that cake and Lala answer or respond to the location or the store where Lala bought it.

d. Maxim of Manner

In maxim of manner, speaker expected creating a clear and brief statement. He or she also has to avoid absurdity and ambiguity of expression. Based on Ph. D. Intisar A. Abdul-Qadir, Taqwa Rashid Juma' (2018), It is made up of the super maxim "be perspicuous" and other four sub maxims. First, avoid obscurity of expression. Second, avoid ambiguity. Third, be brief. Last, be orderly. If the speaker utters unclear and full of ambiguity or absurdity, means the speaker violates the maxim of manner. For example:

There are two propositions:

Propositions 1: Daniel ran to the pier.

Propositions 2: Daniel jumped.

Harvey: "What did Daniel do when he heard that Vander's boat had arrived?"

Mifta: "Daniel jumped and ran to the pier"

From the example above, Mifta responds to Harvey's question straight, brief and in orderly. No ambiguity or obscurity expression is shown in Mifta's response. Logically, Proposition 1 and proposition 2 should be combined.

3. Implicature

Grice (1983: 31) states that implicature is what the speaker can interpret, suggest or mean as different from what the speaker says. So as Grice, Kyriakos Antoniou (2019) states that implicature is also methodically examined in cases

where what a speaker says with an utterance (sentence meaning) differs from what people intend to communicate (speaker meaning). For example:

Amy: "Do you like Discourse Analysis?"

Liz: "Well, let's just say I don't jump for excitement before class."

From the example above, Amy asked Liz about Liz's feelings toward the class, and Liz said she didn't celebrate before the class. It shows the indifferent feeling of Liz toward the Discourse Analysis subject.

4. Presupposition

Presupposition is the relationship between two propositions. As Emad Khalili (2017) states that presupposition is something the speaker thinks to be the case before making an utterance; it means that how people can draw the process of thinking in the analysis of some facets of invisible meaning. In another word, how the hearers can catch other information alongside their interpretation. states that a presupposition is something that the speaker thinks before making an utterance to the speaker's partner or hearer. For example:

Vivaldi: "You are late again, Fender!"

From the example above, the use of the utterance "again" is taken to presuppose another concept. Because Fender was late before.

5. Speech Acts

Action performed by an utterance called speech acts. On Searle's theory (1976:16) about speech act, speech act is the basic or primary, the minimal piece

of linguistic communication or as we can say as pragmatic. In addition, Tauchid and Rukmini (2016: 2) states that speech act theory tries to explain how speakers use language to resolve intended actions and how hearers conclude the intended meaning from what is said. For example:

Iver: "Come and see me at my party!"

Bon: "Oh, I'm sorry. I already have a promise with Lou."

From the example above, Iver utters directive speech acts which direct Bon to come to Iver's party.

2.2 Context

Context has many benefactions in spoken and written language. It purposes to support the speaker and hearer as well as researcher and reader convey and comprehend the meaning of the utterance. As Leech (1983: 13) explains that context is the hearer's interpretation from the meaning of the speaker's utterance that is shared as knowledge. So as Will Monroe, Robert X.D. Hawkins, Noah D. Goodman, and Christopher Potts (2017) explain that, in using language, humans are sensitive to context and hearer's expectations, both when choosing the utterances as the speaker and when defining utterances that the speaker said as the hearer. In conclusion, context is the situation or condition when the utterance is made. For example:

Gladys: "I have a child"

McGraw: "well, that's ok"

Gladys: "but, I have a cat"

McGraw: "Oh, no. I'm sorry."

From the example above, it would be hard to understand it, unless the context is, Gladys trying to rent an apartment from McGraw and McGraw doesn't allow pets in McGraw's apartment.

2.3 Speech Acts

Utterances that bring off action are usually called speech act. Austin (1994: 4) states that speech act is act refers to the action that is performed in making an utterance. Same like Austin (1994), Tauchid and Rukmini (2016:3) states that speech act starts with the assumption that human communication is not only a sentence or other expression but rather the performance of certain kinds of acts, like making a statement, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc. In conclusion from the theories above, a speech act is an act performed by a speaker in uttering a sentence.

People do not only deliver utterances by holding grammatical structures but perform actions through their utterances to express themselves. So, actions that are performed by utterances are usually called speech acts.

2.3.1 Classification of Speech Acts

There are three kinds of speech acts that Ahmad Tauchid and Dwi Rukmini (2016) state as follows:

1. Locutionary acts

Locutionary act is the basis of producing a meaningful utterance. It is performing an act of saying something. For example:

“The water is so hot. “

From the example, the speaker gives information to the hearer that the water is so hot. The speaker also has a motive to make the hearer understand what is the speaker feels and do what the speaker wants.

2. Illocutionary acts

The Illocutionary act is the real actions performed by the utterance. Based on Ardita Dylgjeri (2017) Illocutionary acts are the core or the essence of any theory of speech acts. Illocutionary acts are quite hard to identify because illocutionary acts do with who speaks to whom, when and where it was done. For example:

“Would you mind to open the window?”

The speaker intends to the hearer to open the window. It is recognizing that the utterance is intended as a request. The speaker intends the hearer to recognize the illocutionary of an instruct to open the window.

3. Perlocutionary acts

The perlocutionary act is performing an act by utterance. In another word, this act is also known as the perlocutionary effect. The speaker utters something and assumes that the hearer will recognize the effect of what is the meaning of the speaker’s utterance. For example:

A: “The water is overflow”

B: “can you turn off the water tap?”

The speaker utters something assumes that the hearer will recognize the effect of the speaker’s utterance to turn the water tap off.

2.4 Classification of Illocutionary Acts

Yule (1996: 53) states that there are 5 kinds of illocutionary acts as follows:

1. Declarative

Declarative is one of those kinds of speech acts that change the world by their utterance Ardita Dylgjeri (2017) states that declarative statements are used to say something. Such as announcing someone is guilty or goof and declaring a war. In order to perform a declaration in a correct way, the speaker needs to have a special institutional role in a specific context like appoint, nominate, sentence, pronounce and resign. For example, in a sentence:

“Finally! I name the product Del Monte ”

From the example, the inventor or the chef used the speech act to declare that the inventor named the product Del Monte. There was a chef that experimenting to make his sauce. The chef made it many times and ended up failed. When the chef tried for the last time. The chef did it, the reason why he said “finally!” in relief. The chef named the sauce Del Monte, declare it to himself and the world.

2. Representative

Representative is a kind of speech act that states what the speaker believes or be convinced. In other words, Ahmad Tauchid and Dwi Rukmini (2016) state that, representative speech is a speech act that carries out the speaker to the truth of the expressed statement. It has a truth-value, shows words – to - world fit, and expresses the speaker’s belief toward something to the hearer. for example,

conclude, represent, deduce, etc. The Speaker express or utter what is the speaker believes, makes the words fit the world. for example, in sentence:

“Jostein Gaarder is a full-time writer”

The speaker represents that Jostein Gaarder is a full-time writer. Not a full-time philosophy teacher or else because that is what the speaker believes because the speaker is the biggest fan of Jostein Gaarder’s works (novel). Previously, Jostein Gaarder was a high school teacher in Bergen, Norway and people assumed that Jostein Gaarder was a philosophy teacher and the speaker represent what the speaker believes. Jostein Gaarder is a fulltime writer not a teacher.

3. Expressive

Expressive is a kind of speech act states what the speaker feels. In further explanation, based on Bridget Maureen Borer (2018), expressive speech acts showed psychological expression to express the utterance like enjoyment, suffer, like, dislike, joy, sorrow, etc. In this circumstance, the speaker utters the words that fit with the situation (feeling). Acts of thanking, apologizing, congratulating are all examples of what the speaker feels. For example, in sentence:

“Umm... I’m sorry for everything, Cal.”

The speaker expressing an apology to the hearer. The speaker has a guilty feeling towards the hearer and asking for forgiveness from the hearer. In that utterance, the speaker seems like had a big mistake with the hearer. The “Umm...” in the utterance above expressing doubtful feeling does the hearer going to accept the apology from the speaker or not? Or the speaker realizes what

the speaker did to the hearer and regrets it and all the speaker do just uttering sorry to the hearer sadly.

4. Directive

Directive is a kind of speech act that speakers use to get someone or hearer(s) to do something. Based on Nataliia Krauvchenko (2017), the speaker expresses what the speaker wants like commanding, requesting, ordering, suggesting, and warning that can be positive or negative. For further explanation, based on Ahmad Tauchid and Dwi Rukmini (2016), the directive speech act is attempted by the speaker to get the hearer to do something. The point of which is to direct the hearer towards doing something; which has a world-to-word direction of fit; in which a wish is expressed; in which the proposition is a future act done by the hearer. The examples of how the speaker expressing what people want in a sentence just like:

“Don’t touch my property!”

The speaker warns the hearer to don’t touch any speaker’s property for a reason. The first possible reason why, the property that the speaker had is fragile, priceless, even mean so much to the speaker. So, the speaker does not want anybody to touch it or anything worse will happen. Second, maybe the speaker had some trust issues toward people and warn them do not touch the speaker’s property because the speaker afraid somebody will steal it.

5. Commissive

Commissive is a kind of speech act that speakers use to carry out the hearer to some future action. In further explanation, based on Ahmad Tauchid and Dwi Rukmini (2016), commissive take action on a change in the world by means of creating an obligation or necessity; in this case, the speaker creates the necessity. In other words, a commissive is an act, which commits the hearer or vice versa. When the speaker uses commissive speech acts, it means that the speaker and the hearer commit some future action. particularly, it expresses what the speaker intends. The examples are promises, offers, threats, and refusals. For example, in sentence:

“Promise me you will teach me next day”

The speaker made a commitment to the hearer that tomorrow the hearer should teach the speaker about something. And it depends the hearer did the hearer can accept it or not. Probably, the hearer is good at a specific subject that the speaker's do not. So, the speaker needs the hearer's help to teach the speaker about it till makes an appointment the next day the hearer should teach the speaker at the speaker's house.

2.5 Classification of Directive Speech Acts

As Yule states (1996: 53-54), there are four forms of directive speech acts. The classification will be described as follows:

1. Command

Based on Tira Nur Fitria (2019) command is used to give orders or use the authority toward the hearer. The common purpose of a command utterance is to

give an instruction. It tells the hearer to do something. Command utterances are used when the speaker(s) are telling the hearer(s) to do something or not to do something. A command is an effective thing to do (utter) only if the speaker has some degree of control over the actions of the hearer. In this circumstance, the speaker in a domain expresses a wish that the hearer should do what is the speaker wants the hearer to act. Commands have the same preconditions as questions. The speaker who commands has the duty to command. The hearer of the command has the charge to carry out the command. For example:

“Don’t waste your food”

From the example above, the speaker commanding or controls the action of the hearer to not waste the hearer’s food, and depends on the hearer, will the hearer carry out the speaker’s command or not. The reason why are the speaker knows that wasting food is not good behavior and the speaker does not want the hearer to do that. Because there are lots of people who need food out there and the hearer just wasting it like it is nothing. Or the speaker tries to train the hearers not to waste the food so the hearers will copy it in mind.

2. Request

Request is an expression of what the speaker wants the hearer to do or hold from doing something. For further explanation, Trias Septianingsih and Warsono (2017) state that, a request is a directive speech act in which the speaker wants the hearer to do an action, and the speaker believes that the hearer is able to do it. It means that the speaker produces an utterance about something and the

speaker wants the hearer to do an act. A request does not assume the speaker's control over the hearer for example:

“Do you mind if I lend your money?”

From the example above, the speaker utters something to the speaker's partner to do something. The speaker wants the hearer to lend the speaker money. Likelihood the hearer is the speaker's friend and the speaker needs the money for something emergency. The speaker believes that the hearer could lend the speaker money because the hearer has an adequate amount. And it depends on the hearer's response whether the hearer will lend the speaker the money. The reason why the speaker uses *“lend”* to the hearer because lend shows that something is temporarily given to another person expected to be returned.

3. Suggestions

Trias Septianingsih and Warsono (2017) state that, suggestion be included in the group of directives in which the speaker's aim is to get the hearer to commit to future action. In addition, Based on Tira Nur Fitria (2019), suggestion is the speaker's attitude and intentions when performing an utterance must be taken as a reason for the hearer's action. In other words, suggestion is the speaker's utterance to give an opinion about what the hearer should or not should not do. *Why don't we* and *let's go* are used to state a suggestion to do something together. In conclusion, it means that the speaker wants the hearer to do an action in the future. Suggestions are often discreet ways of giving a command, for example:

“Why don't you stop the music?”

From the example above, the speakers suggest or recommend the speaker's partner or hearer to stop the music instead of keeping the music on. Likelihood the speaker was studying for an exam in the future and the hearer just hit the music without permission or sign and suggesting the hearer to stop the music because the speaker cannot focus on studying for the exam.

4. Warning

Warning is the speaker's utterance to tell or inform the hearer about the danger. In a warning, there is a threatening and using positive imperative or even negative, e.g.

"Chop! Chop! 5 minutes left or you'll be disqualified"

From the example above, the speaker reminds or warns the speaker's partner or hearer to be in a hurry or the hearer will be late or be disqualified. Likelihood the hearer was late so many times. The speaker warns the hearer to hurry up to go to school. The speaker utters the positive imperative because, probably, the hearer would aware and learn from the past that the hearer should come to the class in time or the hearer will be disqualified.

2.6 Form of Directive Speech Acts

Yule (1996: 54) states that there are three ways of expressing the directive speech acts as follows:

1. Imperative

Imperative is one of the three major ways of expressing directive speech acts, together with interrogative and declarative. An imperative utterance is

showing command or request towards the others to do something based on the intention of the speaker. Based on Alexandra Kent (2014), speakers use imperatives to perform a comprehensive range of actions, including offering, directing, warning, initiating repair, and begging among others. The variety of actions that imperatives perform leads to a puzzle, one that analysts and participants alike must solve. To put more detail in imperative directive speech acts, Kridalaksana (1984: 50) states that, imperative sentence is a sentence containing commands or prohibitions, in writing it is usually noted by (.) or (!). It means that an imperative sentence is used to command, whether it is to command ourselves or someone else. If the imperative sentence is used orally, the intention usually uses (.) or (!) as its sign. For example:

“Please, wear the seatbelt, ma’am.”

From the example above, the speaker is a steward. The speaker commands the hearer who is the passenger to wear the seatbelt. The speaker has an intention and expects the hearer will do what the speaker command. The reason why the speaker commands the hearer to wear the seatbelt, because for safety matters and one of the rules from the airline to make the flight more convenient.

2. Interrogative

Interrogative sentence or utterance is used to ask a question. Daru Winarti, I Dewa Putu Wijana, Soepomo Poedjosoedarmo, and Heddy Shri Ahimsa-Putra (2015) state that interrogative sentences or utterances are reflected by the intonation of a question that ends with a rising tone, the use of question marks and question words, along with its purpose to ask about something. Interrogative types

of directive utterance are generally applied by softening the utterance it may either use modal (can, may, must, shall, will, etc) or no modal at all. Utters or write requests by using interrogative forms especially with modals can make the utterance or sentence polite. Interrogative is necessary to be applied in daily communication because it can soften the utterance so the hearer will be interested in the utterance and gives respect to the speaker. For example:

“Can you wear your seatbelt?”

From the example above, the speaker intends to direct the hearer. The speaker aware of safety while riding and driving rules. If the speaker didn't remind the hearer to wear the seatbelt, probably the hearer gets a ticket from the police. Instead of direct the hearer straight to the point, the speaker has an attitude to ask it because it's more polite. Likelihood the speaker speaks to the hearer who older than the speaker is.

3. Declarative

The last form of directive utterance is declarative, it is an utterance that is used to make a statement or declaration. Irta Fitriana (2013) states that a declarative is made in a complete order (subject, predicate, and object) and contains a statement. Declarative can be uttered formally or informally and either between chummy or distant participants. In the declarative form of directive utterance, there is a clear declaration of wish or desire expressed by the speaker. Declarative forms of the directive utterance involve embedded agents and hint. For Example:

“You wear a seatbelt”

From the example above, the speaker makes a statement that the hearer wears a seatbelt. The hearer already wears it but for some reason, the speaker declares it to make sure stewardess that the hearer already wears the seatbelt.

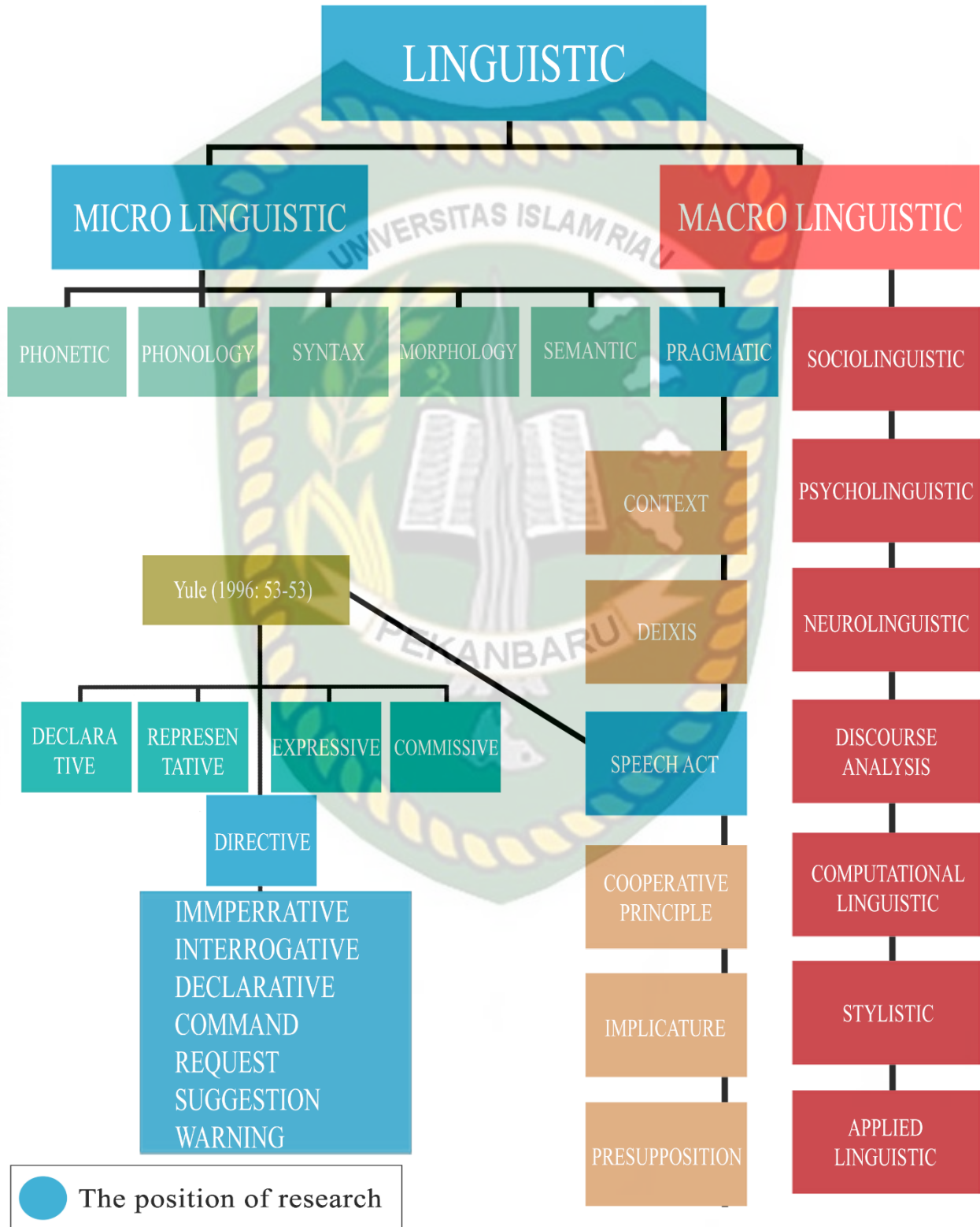
2.7 Movie

Based on Marcel Danesi (2010: 134) movie is a text that contains a series of photographic images that bring to the illusion of movement and action in real life. It is produced by recording the picture or photographic images by cameras, and some by creating images by animation techniques and visual effect, and also some music. Same like Marcel Danesi (2010) but succinctly, Hornby in Oxford Dictionary (1987: 554) stated that a movie is a motion picture. Means that by watching a movie, human can watch the picture which can move or change from one picture to another. In fact, there are also internal values such as moral values, educational values, and other values.

2.8 *To Sir, With Love* Movie’s Synopsis

American Mark Thackeray (Sidney Poitier) recently received his degree in engineering, but cannot find work. To make ends meet, he takes a job as a teacher in a rough London East End school populated mostly with troublemakers who were rejected from other schools for their behavior. While the students at first see Thackeray as just another teacher open for ridicule and bullying, his calm demeanor and desire to see them succeed gradually earn him their respect.

2.9 Conceptual Frame



2.10 Relevant of Studies

In conducting this research, the researcher needs the other researches that have been made by the other researchers. There are three relevant studies that the researcher found.

The first research was written by Helen Teresia Simanjuntak from Universitas Islam Riau (2017) entitled “An Analysis on Directive Illocutionary Act in Judy Hopps’ Dialogue in *Zootopia* Movie Script”. The researcher's goal was to identify the types of directive illocutionary and the purpose of the directive illocutionary act spoken by Judy Hopps in *Zootopia* movie. Based on the data analysis of those seven categories (asking, begging, requesting, commanding, suggesting, adjuring, and forbidding) of directive illocutionary acts which founded, asking is mostly use in Judy Hoops’ utterance. It appeared 40 times in Judy Hopps’ utterances. The next is commanding; it was used 18 times by Hoops. The third is suggesting, it appeared 12 times in Hopps’ utterances. Then, forbidding, adjuring and requesting, each of them founded 9 times, 8 times, and 5 times appeared in Judy Hopps’ utterances.

The second research was written by Erma Nurhayati from The State Islamic Institute of Surakarta (2017) entitled “Directive Speech Act Analysis in *Kung Fu Panda 3* Movie (Pragmatic Approach)”. The researcher goal was to identified the kinds and forms of directive speech act based on Searle category in *Kung Fu Panda 3* movie. The researcher finds 4 kinds of directive speech acts that utter in *Kung Fu Panda 3* movies. Namely, 54 data (65.85%) belong to

command, 11 data (13.41%) belong to request, 9 data (10.98%) belong to suggestion, and 8 data (9.75%) belong to warning. So, the amount totals of data are 82. the researcher knows that directive speech acts can be expressed in three forms. They are imperative, interrogative, and declarative. Those were divided into imperative 55 data (67.07%), they are 43 data imperatives used in the command, 4 in requests, 3 in suggestion, 5 data in a warning. Interrogative 5 data (6.10%), they are 4 data used in request and 1 data used in a warning. And declarative 22 data (26.82%), they are, 11 data declaratives used in command, 3 in request, 5 in suggestion, 3 data in warning.

The last research was written by Ita Watiningsih from Sebelas Maret University (2011) entitled “An Analysis of Directive Speech Acts Employed by The Main Characters in The Movie *Oliver Twist (2005)*” The researcher goal was to identified types of directive speech acts, how the directive speech act happened, and know why the directive speech act are exploited by the main characters in the movie entitled *Olive Twist*. From the analysis of the data, the types of directive speech acts employed by main characters in the movie *Oliver Twist (2005)* are request and command. Request commonly used there are 12 data or dialogue that uttered by the main character also command there are 12 data. The researcher also including bald on record, positive politeness and negative politeness analysis but, off record strategy was not found in every dialogue. Bald on record appears in 12 dialogue or sentence, positive politeness appears in 4 dialogue or sentence and negative politeness appears in 8 dialogue or sentence.

CHAPTER III

RESEARCH FINDING

This chapter represents the findings of the research and also the analysis of the directive speech act of the main character, Mark Thackeray in *To Sir, With Love* movie. The analysis is used by the researcher based on Searle's theory to find classification and form of directive speech act being uttered by Mark Thackeray in *To Sir, With Love* movie. There are seven indicators are described in this chapter, as follows (1). Command, (2). Suggestion, (3). Warning, (4). Request for the classification and (5). Imperative, (6). Interrogative, (7). Declarative for the form. After writing the classification and form simultaneously, the researcher also describes the reason or the purpose of each directive speech act spoken by Mark Thackeray as the main character in *To Sir, With Love* movie.

3.1 Data Analysis

3.1.1 Command

(1) [145] **Thackeray** : Sapiano.

The context of this utterance is when Thackeray did a roll call in the class for the first time. That was his first day and his first experience teaching in North Quay school. The reason why Thackeray did the roll call to the students for an introduction for Thackeray so he could remind the names and faces of his student. Also, the rules of the school to checked on students' attendance. The utterance "*Sapiano*" is classified as commanding in imperative form. Sapiano was one of Thackeray's students. Thackeray commanded Sapiano himself to say present so

Thackeray knew that Sapiano was there in the classroom attended the class and also Thackeray knew who was the Sapiano in that class.

(2) [162] **Thackeray** : Palmer.

Palmer : Yes, guvnor.

The context of this dialogue is when Thackeray did a roll call in the class for the first time. That was his first day and his first experience teaching in North Quay school. The reason why Thackeray did the roll call to the students for an introduction for Thackeray so he could remind the names and faces of his student. Also, the rules of the school to checked on students' attendance. The utterance "*Palmer*" is classified as commanding in imperative form. Palmer was one of Thackeray's students. Thackeray commanded Palmer himself to say present so Thackeray knew that Palmer was there in the classroom attended the class and also Thackeray knew who was the Palmer in that class. The way Palmer mentioned Thackeray with "*guvnor*", *guvnor* is an informal form of addressing a man which is impolite to call a teacher with that word *guvnor* or for short *guv*, because *guv* or *guvnor* is a characteristic language of a particular group (as among thieves) or sometimes used to refer to or address a man who is in a position of authority, for example, employer or father. But in the context of Palmer mentioned Thackeray as *guv*, Palmer thought Thackeray is a native African because Palmer only judges him by his skin that different from Palmer which was black.

(3) [163] **Thackeray** : Campbell.

Campbell : Present.

The context of this utterance is when Thackeray did a roll call in the class for the first time. That was his first day and his first experience teaching in North Quay school. The reason why Thackeray did the roll call to the students for an introduction for Thackeray so he could remind the names and faces of his student. Also, the rules of the school to checked on students' attendance. The utterance "*Campbell*" is classified as commanding in imperative form. Sapiano was one of Thackeray's students. Thackeray commanded Campbell himself to say present so Thackeray knew that Campbell was there in the classroom attended the class and also Thackeray knew who was the Campbell in that class.

(4) [168] **Thackeray** : Fernman.

Fernman : Right.

The conversation between Thackeray and Fernman occurred when Thackeray who was the teacher offered some students to read at least a paragraph from their school book as a starter for the learning process because Thackeray did not know what the last material the students were learned about because that was his first day teaching in North Quay school and also his first experience. In the end, Thackeray would call a student randomly from the attendance until Thackeray called "*Fernman*" which is classified as commanding in imperative form. Thackeray commanded Fernman to read one of his school books because he

was the chosen one. So, Thackeray would know what the last material his students been through based on what they read.

(5) [173] **Fernman** : “Only those who... arrived on... horseback... or in a public coach...

Thackeray : Thank you.

The situation of this dialogue is when Fernman got called by Thackeray to read one of his school books and Fernman conformed to it. Fernman read his book haltingly, he tried so hard to read the words from his book. Thackeray got surprised a little because there were the students averagely fifteen until sixteen years old in his classroom, there were one student who was still could not read fluently. In the middle of Fernman’s reading, Thackeray immediately said “*Thank you*” which is classified as commanding in imperative form. Indirectly commanded Fernman to stopped reading the book and would call the next student. There were three reasons why Thackeray stopped Fernman to read. First, Thackeray did not want to troubled Fernman. Second, Thackeray did not want to wasted his limited time teaching in the classroom because it would take a long time to waited Fernman to finished the paragraph in the book. Last, Thackeray was kind of worried if Fernman got humiliated by his friends who heard him read.

(6) [174] **Thackeray** : Denham.

Denham : ‘If 14 hens... lay an egg a day for 30 days... how much are the eggs a dozen, and how many have you to sell?

The dialogue happened when Thackeray offered some students to read at least a paragraph from their school book as a starter for the learning process. Thackeray wanted to called the next student to read at least a paragraph in their school books and he called “*Denham*” which is classified as commanding in imperative form. Thackeray commanded Denham to read the book just by calling his name in the hope Denham would read it and he was. The book that Denham read was a joke book instead of a schoolbook, which is inappropriate and unnecessary to bring that to the school. The audacity of Denham read that book in front of Thackeray as a teacher is not a good exemplary.

(7) [185] **Thackeray** : Put that away, please.

The situation of this utterance is when Thackeray called Joseph to read her school book and she read it. In the middle of Joseph was reading her book, Thackeray heard something suspicious at Denham and Potter’s desk. Without any warning or anything, Thackeray walked to Denham and Potter’s desk and opened it. Thackeray opened the desk and found a naked doll they stormy about. Thackeray looked at Denham and Potter a little bit peeved and said “*Put that away please*” which is classified as commanding in imperative form. Thackeray commanded Denham and Potter to put that doll away during the class because it

was inappropriate and interfered teaching-learning process. In teaching, the situation or the ambiance of the classroom should calm and peaceful. The teacher explained the students focus on the teacher's explanation so they could understand what their teacher talking about.

(8) [198] **Thackeray** : Next, weights and measures.

The utterance happened when Thackeray was done with the reading session. Thackeray changed the topic about weights and measures. The utterance “*Next, weights and measures.*” is classified as commanding in declarative form. Thackeray commanded his students to learned about weights and measures and asserted the subject so the students knew what they were discussed about and they need to give attention to that.

(9) [249] **Thackeray** : Sit down. I'll speak with the caretaker about it
after school.

Students : Isn't he nice?

This dialogue happened because Potter who one of the students in Thackeray's class shook his desk on purpose to bugged Thackeray out in teaching about multiplying. Then, Thackeray warned Potter to stop it and Potter made a fake excuse that was his desk just broken. After that, students went noisy and stand up for Potter, they know potter just wanted to annoyed Thackeray. To calmed the situation down, Thackeray said “*Sit down I'll speak with the caretaker about it after school*” which is classified as commanding in imperative form. To commanded the students to sit in their proper places also made the situation in the

classroom quiet enough. Told the students that Thackeray would tell the school caretaker to fix Potter's desk and all the students cheered about what Thackeray stated because of how nice he cared enough about the medium in the class.

(10) [254] **Denham** : I hope I didn't miss nothing. Where was we?

About shopping or something...

Thackeray : That's enough, Denham.

The conversation between Thackeray and Denham happened after Potter shook his desk in purpose to interrupted Thackeray. Denham who was asked for permission to went out of the class out of nowhere blasted to the door without any warned or excused to Thackeray like he is invisible to Denham. Denham's attitude was inappropriate to Thackeray and said "*that's enough, Denham*" which is classified as commanding in imperative form. Commanded Denham to keep quiet, stopped the impolite attitude, also discreetly commanded Denham to sat on his seat because Denham still stood in front of Denham when he got in the class. What Denham did to Thackeray was inappropriate and not a good exemplary. Because to enter a room even classroom there are rules people need to do whether it is empty moreover there are people in the room

(11) [261] **Thackeray** : Do exercise four, five and six.

This utterance happened after Thackeray commanded Denham to sat on his seats and calmed the situation in the classroom down. When the classroom quiet enough, Thackeray said to all the students "*Do exercise four, five and six.*" Which is classified as commanding in imperative way. Commanded the students

to did their exercises in section four, five and six for their daily value also to diverted his student's focus to the exercise.

(12) [291] **Thackeray** : Good morning.

All right, take your seats.

The utterance occurred when Thackeray went to North Quay school, to the classroom to teach his students in the morning. Thackeray greeted all the students said “*Good morning. All right, take your seats.*” which is classified as commanding in imperative form. Thackeray commanded his students who sat not in their proper places like on the table, on their friends’ seats, or stood around their friends’ desks. So, Thackeray could start the teaching-learning process because that was the rule to started the teaching process. The classroom situation must be calm and neat.

(13) [296] **Students** : You all right? Cheap stuff they’re selling nowadays. Want me to help, Sir?

Thackeray : Sit down.

This dialogue happened when Thackeray went to the class to teach his students, Thackeray greeted all the students and commanded them to sit down. As Thackeray rested his hand on the table, the table suddenly broke. One of the table legs was purposely broken, some of the students planned that thing. Thackeray knew it because he was an engineering graduate and checked on the surface of the broken piece while all the students gave Thackeray a fake sympathy. After he

knew what was happened, Thackeray said “*Sit down*” which is classified as commanding in imperative form. Thackeray commanded the students to sit down without any explanation. Thackeray chose not to prolong the problem with the students and tried to be more patient enough about it. Thackeray still held his emotion even though what his students did was extremely impolite and impudent. Reminisced what Mr. Florian said the students from North Quay were rejected from other school and the student's attitude sometimes could be out of line even so many teachers that resigned from their job because of the students' attitude. Thackeray already took the risks and Thackeray should face ready or not.

(14) [297] **Thackeray** : Take your proper places.

This utterance happened when Thackeray commanded the students to sit down without any explanation after Thackeray found out his students might prank him with broke his desk in purpose. The utterance “*Take your proper places.*” Which is classified as commanding in imperative form. Commanded the students to sit down in their proper places because before that, Thackeray commanded them to sit down and hope they would sit on their seats and Thackeray noticed something wrong in their position.

(15) [316] **Thackeray** : Today, let's take a look at South America.

This utterance happened on the next day of teaching in the class. Thackeray's utterance “*Today, let's take a look at South America.*” is classified as commanding in imperative way. Thackeray commanded the students it was time

to teach the students Geography about South America and in wish, the students could take a focus and listened to him carefully.

(16) [322] **Curley** : That's a good netting score. Pam, love, that's not a bloody pile, but it's a pile of books.

Thackeray : All right, settle down.

This conversation happened when Thackeray teach the students Geography and Dare dropped the books in purpose to interrupted Thackeray. Dare said sorry to Thackeray and say it was *bloody piles* just dropped. *Bloody* is a British slang that means something like "very." Things that are literally bloody have blood on them or are made of blood or a cuss word like "god damnit". Thackeray corrected Dare and say it was *pile of book* not *bloody piles*. The situation went noisy because the students looked at Thackeray so funny and assumed Thackeray did not want to take the joke and Curley mocked Thackeray with it. Because the class went noisy, Thackeray said "*All right, settle down.*" Which is classified as commanding in imperative form. Thackeray commanded the student to stay calm and the students' jokes were unnecessary and focus on the subject only. Because Thackeray needed to continue his teaching process as it was his duty to did that.

(17) [328] **Thackeray** : Now turn to page 37 in your geography book.

The utterance occurred when Thackeray told Dare, Buckley and Denham to stopped joking around while Thackeray was teaching his students about Geography. The utterance "*Now turn to page 37 in your geography book*" is

classified as commanding in imperative form. Thackeray commanded the students to open their Geography book on page 37 which was about South America like what they discussed for their daily value.

(18) [342] **Thackeray** : All you boys, out!

This utterance happened when Thackeray on his way to the North Quay school. Some of Thackeray's students pranked Thackeray as Denham and Dare were the leaders. When Thackeray got into the classroom, Thackeray smelled something being burned in the classroom stove and all the students just gather around and saw Thackeray's expression. Thackeray seemed suspicious and chose to open the stove. There was a used sanitary towel being burned in the stove. Thackeray lost his temper and said "*All you boys, out!*" which is classified as commanding in imperative form. The reason why Thackeray only commanded the boys out because Thackeray heedful enough. Because sanitary towel is for a woman and realized the women would be shy or embarrassed if Thackeray spoke about it in front of the men. Also, Thackeray realizes this must be a woman too who anticipated in the prank.

(19) [343] **Thackeray** : The girls stay where they are.

Denham : What's the matter?

The dialogue between Thackeray and Denham occurred after Thackeray commanded the boys to get out of the class because Thackeray needed to discuss about the used sanitary towel which was a private thing to most women and it would be not good enough for the men to hear it. After Thackeray commanded all

the men students out, Thackeray said “*The girls stay where they are*” which is classified as commanding in imperative form. Because Thackeray commanded the women students to stayed in the class while the boys were out to discuss the sanitary towel in the stove prank. Denham pretended that he did not know anything and asked Thackeray while Thackeray just lost his temper and yelled to the boys to out.

(20) [353] **Thackeray** : I’m leaving for five minutes, by which time...

that disgusting object had better be removed!

Still in the sanitary towel in the stove prank, all the boy students out and the girl students stayed. Thackeray still could not control his temper until Thackeray tell the girls “*I’m leaving for five minutes, by which time... that disgusting object has better be removed!*” which is classified as commanding in imperative form. Thackeray commanded all of the girl students to remove the sanitary towel from the stove within five minutes. Thackeray commanded all the girl students because he did not know who did the stove prank and belong to who the used sanitary towel was and chose to blindly blame all the girl students. It was such fairness to teachers feel indignant against the students, teachers are human too. Every human has their limit physically also mentally to face things.

(21) [375] **Thackeray** : From now on, you will be treated as such by me

and by each other as adult. Responsible adult.

The situation of this utterance when Thackeray declared to the students, they were not little kids anymore more than an adult human being. Thackeray

found out the solution how to educated his students after the used sanitary towel stove prank happened to wit, treated his students as an adult. Sometimes, teenagers like to be treated as adults. Because, they would feel being valued, not belittled by somebody and respect for the people who treated them like that. The utterance *“From now on, you will be treated as such by me and by each other as adult. Responsible adult.”* is classified as commanding in declarative way. Thackeray commanded his students to be adults as Thackeray controlled them how and stated that they have to be adults or mature enough to face the world. Because soon or later they would be adults as their graduate from the school. Also, Thackeray needed to controlled or changed his students’ behavior because it would be more dangerous from day to day if they would not. Thackeray did not want to loosen his anger to his students anymore.

(22) [378] **Thackeray** : We are just going to talk, you and I.

The situation of this utterance when Thackeray declared to the students, they were not little kids anymore more than an adult human being. Thackeray found out the solution how to educate his students after the used sanitary towel stove prank happened to wit, treated his students as an adult. Sometimes, teenagers like to be treated as adults. Because, they would feel being valued, not belittled by somebody and respect for the people who treated them like that. The *“We are just going to talk, you and I.”* is classified as commanding in declarative form. Thackeray commanded the students to talked or asked about anything they desired to knew. Thackeray let the students to talked about anything they wanted to know in academic or non-academic things.

(23) [380] **Thackeray** : And when I am finished, one of you may have your say. Without interruption.

The situation of this utterance when Thackeray declared to the students, they were not little kids anymore more than an adult human being. Thackeray found out the solution how to educate his students after the used sanitary towel stove prank happened to wit, treated his students as an adult. Sometimes, teenagers like to be treated as adults. Because, they would feel being valued, not belittled by somebody and respect for the people who treated them like that. Thackeray stated his statement about how being an adult to his students. the utterance *“And when I am finished, one of you may have your say. Without interruption”* is classified as commanding in declarative form. Thackeray commanded his students to listen to the speaker spoke first without interruption, So, the students also got their right to speak after that without interruption also. Indirectly, Thackeray was teaching his students about manners of communicating with people.

(24) [394] **Thackeray** : You will call me Sir or Mr. Thackeray.

The situation of this utterance when Thackeray declared to the students, they were not little kids anymore more than an adult human being. Thackeray found out the solution how to educate his students after the used sanitary towel stove prank happened to wit, treated his students as an adult. Sometimes, teenagers like to be treated as adults. Because, they would feel being valued, not belittled by somebody and respect for the people who treated them like that. The

utterance “*You will call me Sir or Mr. Thackeray*” is classified as commanding in declarative form. Thackeray commanded his students to address Thackeray as “sir” or “Mr. Thackeray” no other subpoena like *guv* or *guvnor*. Those titles “Sir” or “Mr.” are used as a sign of respect for people who are not in a casual or informal relationship. In schools, students call their teachers Mr. Fuentes or Mrs. Rae because to call them simply Fuentes or Rae is disrespectful in most situations because a teacher is seen as the superior of a student.

(25) [395] **Thackeray** : The young ladies will be addressed as Miss...

The situation of this utterance when Thackeray declared to the students, they were not little kids anymore more than an adult human being. Thackeray found out the solution how to educate his students after the used sanitary towel stove prank happened to wit, treated his students as an adult. Sometimes, teenagers like to be treated as adults. Because, they would feel being valued, not belittled by somebody and respect for the people who treated them like that. The utterance “*The young ladies will be addressed as miss...*” is classified as commanding in declarative form. Thackeray commanded his students to called their women classmates as Miss to made it more polite, formal and prestigious. The women students will feel appreciated by the others if somebody called the women Miss. That is the reason why Thackeray told the students about who addressing who.

(26) [396] **Thackeray** : ...the boys by their surnames.

Still about addressing someone. Thackeray said “... *the boys by their surnames.*” is classified as commanding in declarative form. When the women students addressed as Miss, now for the boys, Thackeray commanded them to call them by their surnames. For example, there was a student named Denham Bert. The students must call him as Bert, not Denham. Using the last name with a title (Mr., Mrs., Dr., etc.) it is a show of respect and formality.

(27) [511] **Curley** : What, us lot to go to a museum?

Thackeray : Sure.

Curley : You´re joking.

This conversation happened when Thackeray discussed about rebellion with his students in the class and took a little example from what his students wear or style was the form of rebel. The reason why is back in 1950s what they wore became a political statement, a manner of encapsulating both crime and art. Once people become a symbol of their time, the existence of difference becomes evident and people get placed into one of two categories: an icon or an outsider. The construction of style is formed through clothing, music, society and also opinion. Talked about fashion from time to time, Thackeray mentioned there are museums in England that exhibited clothes or fashion from the old times till the present times and suggested to the students that they could visit the museum if they wanted to. Then Curley asked Thackeray were the students allowed to go to the museum and Thackeray responded “*sure*” which is classified as commanding in declarative way. The reason why Thackeray commanded that because was not

impossible for someone who wanted to go to the museum to see the proof that they questioned. Curley thought that was impossible because there was no time to visit the museum. After all, school started from morning until noon.

(28) [565] **Thackeray** : Miss Pegg.

Pegg : It's life, isn't it, Sir? Everyone gets married.
I mean, sometime.

The conversation between Thackeray and Pegg happened when Thackeray discussed about marriage. When Thackeray asked what was marriage, Thackeray called "*Miss Pegg*," which is classified as commanding in imperative form. Because Thackeray commanded Miss Pegg to answer Thackeray's question about the definition of marriage based on Pegg's point of view, and she answered Thackeray's question. By Pegg's answer "marriage is life" means people will marry someone someday when it was the time when they felt ready for any consequences for both sides. Because life being married would change not like when that person was single. Everything would be borne by both of them as long as they still in the relationship.

(29) [595] **Denham** : You could have broke my hands.

Thackeray : We were discussing marriage.

The dialogue happened when Thackeray explained about marriage to the students and saw Denham and Potter did something suspicious beneath his desk. As Thackeray walked to Denham's desk while explained about marriage,

Thackeray opened Denham's desk and took an adult magazine that Denham and Potter they made a fuss about then, ripped the magazine off piece by piece and suddenly Thackeray closed the desk without a warning. Denham told Thackeray that Thackeray would break Denham's hands but Thackeray continued said "*We were discussing marriage*" which is classified as commanding in declarative form. Thackeray commanded the students to focus on Thackeray's explanation about marriage. Thackeray did not want to prolong about Denham's attitude because it was unnecessary.

(30) [645] **Thackeray** : All right.

Back on the sidewalk.

Those utterances happened at the bus stop with students and Miss Gillians. Thackeray got permission from Mr. Florian who was the principal of the North Quay school did the outing class in Natural History Museum. The utterance "*Back on the sidewalk*" is classified as commanding in imperative form. Thackeray commanded the students to get in line on the sidewalk so they did not disturb people who were passing by on the street, also, to made it easy for the students to get into the bus so the students would not snatch.

(31) [728] **Thackeray** : Today, I'll show you how to make salad.

Denham : You mean we've to cook and all?

This conversation happened when Thackeray teach about basic survival skill that was cooking in his class. The utterance "*Today, I'll show you how to make salad*" is classified as commanding in imperative form. Thackeray

commanded his students to focus on Thackeray on how to made a salad. The purpose Thackeray told the students about how to made salad, salad is the easiest and healthy food to consume. Also, Thackeray interpolated a message that someday his students would be on their own, be the real adult, and at least his students knew about that basic skill that Thackray told. Denham question seemed did not agree with what Thackeray going to teach to the students. Because Denham presumed cooking and the home things were women's work which was wrong and sexist. Sexism is characterized by or showing prejudice, stereotyping, or discrimination, typically against women, based on sex. Thackeray presumed cooking and cleaning also kind of survival basic skills that everyone should know how to did it.

(32) [740] **Thackeray** : A normal English salad... not fit for human consumption, even if you remove the slug and add a dash of the extraordinary, a bit of mayonnaise.
Look at this.

The utterance happened when Thackeray showed his students his salad recipe. The utterance "*Look at this*" is classified as commanding in imperative form. Thackeray commanded his students to watched and learned how Thackeray made the salad so his students knew how to made it. Because someday his students would be on their own, be the real adult, and at least his students knew about that basic skill that Thackray told.

(33) [744] **Purcell** : Mum went to the doctor. I didn't want to miss today. He won't be no trouble.

Thackeray : It's all right.

Sit down. Make room over there for her.

This dialogue happened in the middle of Thackeray showed his students how to made salad. Purcell came to the class late with a baby, her newborn sister in a baby basket to the class. Purcell did not want to missed the class and decided to brought the baby to the school so she could babysit and studied at the same time and guaranteed to Thackeray and the students that her sister would never make a fuss in the class. The utterance "*Sit down*" is classified as commanding in imperative form. Thackeray commanded Purcell to sit down and the other utterance "*Make room over there for her*" is classified as commanding in imperative form also. Thackeray commanded the students to make a space on the bench for Purcell to sit and put the baby basket on it. So, Purcell could watch and learned about how to make a salad too.

(34) [788] **Mrs. Joseph** : Hello, Sir! We can't have you queuing up.

It's Sir. He teaches our Moira up at North Quay.

He's only got an hour for his lunch. What'll it be?

Thackeray : Half a dozen oranges.

This situation of the conversation between Mrs. Joseph and Thackeray happened when Thackeray went to the marketplace to bought some fruits. He met Mrs. Joseph one of his student's mom and she recognized Thackeray. While the other customers queued up to bought something in Mrs. Joseph's stand, Mrs. Joseph did not want Thackeray to queued up for her instead of prioritized Thackeray first and told her customer it was her daughter's teacher and got no long time for his lunchbreak. Mrs. Joseph offered Thackeray what would Thackeray bought from Mrs. Joseph's stand and Thackeray responded "*Half a dozen oranges.*" which is classified as commanding in imperative form. Thackeray commanded Mrs. Joseph to take up half a dozen oranges for him for the lunch. The reason why Thackeray only bought half a dozen of oranges because Thackeray needed to saved his money and did not have enough money to bought proper lunch. Also, he was a new teacher in North Quay school where his salary has not been given yet.

(35) [866] **Mr. Bell** : That was no accident!

Thackeray : I'll take that.

Go and help Buckley.

The context of this conversation when the students were in the middle gym class in the hall. Mr. Bell as the Gym teacher commanded the students to jump over the barricade. Several students succeed to jump over the barricade. When it was Buckley's turn, Buckley back off and said he could not do that because it was too high. Mr. Bell told Buckley he should jump over on purpose to saw Buckley

fell and failed. Mr. Bell liked to bullied students who looked weak and vulnerable. Mr. Bell pushed Buckley hard verbally to did the jump even Potter and Denham warned Mr. Bell to did not to push him. With a sense of compulsion, Buckley jumped over the barricade and the barricade was breaking and Buckley fell badly. Potter found something suspicious because the woods of the barricades seemed purposely broken. Potter took a block of wood from the barricade and aimed it at Mr. Bell because Potter was mad Mr. Bell did that on purpose. Jackson run in a rush to the Thackeray's room and told him Potter and Mr. Bell were fighting. Thackeray saw the scene and took the wood out of Potter's hand. Thackeray realized there was something more important and that was Buckley's condition. Thackeray said "*Go and help Buckley*" which is classified as commanding in imperative way. Thackeray Commanded his students to help Buckley first than discussed about what happened to Mr. Bell and Potter. Also, Thackeray chose to discussed about Potter and Mr. Bell's problems at proper places and times. Because Thackeray needed to know the reason why they did that horrible thing.

(36) [871] Thackeray : Jackson, Ingram? Help him up to Mrs. Evans.

This utterance happened when Buckley got hurt after jumped over a broken barricade then fell. The utterance "*Jackson, Ingram? Help him up to Mrs. Evans.*" Is classified as commanding in imperative way. Thackeray commanded Jackson and Ingram to take Buckley to Mrs. Evans who is a school nursery. Thackeray stayed in the hall with the other students because he wanted to know what happened.

(37) [894] **Thackeray** : You owe Mr. Bell an apology.

Denham : Why? Just because Bell is a teacher?

The situation of this conversation after Buckley's affair in the gym class and got back to the class. Thackeray knew what happened in the gym class with Mr. Bell. Thackeray was done talking with Mr. Bell and next, Thackeray talked with the students especially Potter. Thackeray said in front of the class "*You owe Mr. Bell an apology*" which is classified as commanding in imperative form. Thackeray commanded Potter to apologize to Mr. Bell. Thackeray found Potter's attitude toward Mr. Bell was impolite, inappropriate and did not reflect as an adult because Thackeray already showed and explained to the students how to be an adult. Violence did not solve a problem. Then, Denham confronted Thackeray about why should Potter apologize to Mr. Bell while Mr. Bell the one who pranked Buckley.

(38) [922] **Seales** : I'm sorry I'm late, Sir. But it's me mum. She's dead. I've been helping me dad with her things. I didn't know where to go, Sir.

Thackeray : That's all right. Ingram, take over the class.

When Thackeray, Denham and Potter argued about who apologize who, Seales came to the class with a sad expression and stole the attention away. Seales said sorry to Thackeray and explained the reason why he was late. Seales' mom passed away and Seales helped his father took care of his mother's death matters.

Seales seemed lost. Perhaps that was the first time Seales lost his family member, even more, that was his mother. As Seales cried after explained the reason, Thackeray hugged Seales. Thackeray intended to bring Seales outside to calmed him down, Thackeray said to one of the students *“Ingram, take over the class”* which is classified as commanding in imperative form. Thackeray commanded Ingram to took over the class for a while. So, the class would not be fussy or under control while Thackeray was outside. Thackeray understood Seales needed someone to leaned on to made him felt better as Thackeray knew the relationship between Seales and his father was not that good.

(39) [932] **Thackeray** : Pass these out.

The utterance occurred the next day after Potter, Denham and Thackeray arguments about Mr. Bell. Thackeray’s students gathered around in the hall to dance. Then, Thackeray went inside with papers in his hand intended to give them to his students. While Thackeray wanted to give the papers, Thackeray asked the students what happened in the celebration of the new semester. Then, Potter answered they danced with peeved intonation. Thackeray who heard and see Potter like that, Thackeray knew Potter still had a grudge with Thackeray about Mr. Bell’s thing. The utterance *“pass these out”* is classified as commanding in imperative form. The utterance happened Thackeray commanded to all the students to passed several forms of health insurance for his students. Access to medical care promotes student retention and success. Many students come to school with medical insurance, but for those who do not the incurred expense of

an unexpected injury or illness may affect their ability to remain in school and progress towards graduation.

(40) [933] **Thackeray** : You have to fill those out...

for national health insurance and so on.

The utterance occurred when the next day after Potter, Denham and Thackeray arguments about Mr. Bell Thackeray's students gathered around in the hall to dance. Then, Thackeray went inside with papers in his hand intended to give them to his students. While Thackeray wanted to give the papers, Thackeray asked the students what happened in the celebration of the new semester. Then, Potter answered they danced with peevish intonation. Thackeray who heard and see Potter like that, Thackeray knew Potter still had a grudge with Thackeray about Mr. Bell's thing. The utterance "*You have to fill those out...*" is classified as commanding in imperative form. The utterance happened the next day after Potter, Denham and Thackeray arguments about Mr. Bell. Thackeray passed several forms of health insurance for his students and they must fill the form. The reason why student should have health insurance because Many students come to school with medical insurance, but for those who do not the incurred expense of an unexpected injury or illness may affect their ability to remain in school and progress towards graduation.

(41) [1056] **Dare** : Why should I? I've done nothing.

Thackeray : Grow up.

The conversation's context when Thackeray and Dare talked privately in class about Dare's behavior. Dare's mom or Mrs. Dare came to the school to talked with Thackeray about Dare. Dare always came home late at night and worried her mom. When Mrs. Dare asked the reason why Dare always came home late, Dare told her mom she was an adult, she did not need to be monitored again and always told her mom about Thackeray. Mrs. Dare needed Thackeray help to open Dare's eyes that what Dare did was wrong. When Thackeray gave an advice to Dare to apologized to her mom, Dare refused it and asking why Dare should apologize to her mom. The utterance "*Grow up*" is classified as commanding in imperative form. Thackeray commanded Dare to grow up means Dare needed to rethink and not to put Dare's ego on the front row. When Thackeray told that to Dare, Thackeray wish that Dare will aware what she has done to her mom and Dare would know that she was not grown enough mentally.

(42) [1057] **Thackeray** : Give her another chance.

Dare : Why are you taking her side? You're wrong not to give her a chance. Everybody deserves that. I thought

you'd understand. I thought I could trust you.

The conversation's context when Thackeray and Dare talked privately in class about Dare's behavior. Dare's mom or Mrs. Dare came to the school to talked with Thackeray about Dare. Dare always came home late at night and worried her mom. The utterance "*give her another chance.*" is classified as

commanding in imperative form. Thackeray commanded Dare gave another chance to her mom, the chance what is meant was to forgive and apologized to her mom. Because Thackeray believed somebody deserved another chance and Thackeray wanted Dare to realized. Dare still refused it and still naively wrong. Dare thought Thackeray justified her mom because she was her mom not by Dare's point of view.

(43) [1063] **Thackeray** : All right. Let's line up here in the center.

Denham : Could we box first today, please?

The situation of the conversation is when Thackeray wanted to teach another survival skill, self-defense skill in the school hall. The utterance "*All right. Let's line up here in the center.*" is classified as commanding in imperative form. Thackeray commanded his students to line up in the center so his students did not go anywhere and easy to do a roll call to performs self-defense skill. But Denham asked Thackeray to box with him whether than followed what Thackeray said. Denham still held a grudge to Thackeray about Potter and Mr. Bell issue. Denham thought Thackeray was an unfair teacher like the other teacher. The reason why Denham asked Thackeray to box with him because Denham wanted to know that Thackeray was wrong. Wrong about Potter should apologize to Mr. Bell and if Mr. Bell did something bad to Buckley so Mr. Bell should feel the same too.

(44) [1074] **Thackeray** : I think you'd better forget that for today.

Let's go!

The situation of the conversation is when Thackeray wanted to teach another survival skill, self-defense skill in the school hall. But Denham asked Thackeray to box with him whether than followed what Thackeray said. Denham still held a grudge to Thackeray about Potter and Mr. Bell issue. Thackeray told Denham to forget about yesterday's issue and focus on the subject only. The utterance "*Let's go*" is classified as commanding in imperative form. Thackeray commanded the students to line up already and prepared for the physical performed. But all the students went silent, did not want line up and all of the students seemed support Denham to box with Thackeray.

(45) [1077] **Thackeray** : Put your head down.

The utterance happened after Thackeray agreed to box with Denham and Thackeray defeated Denham in only one punch at Denham's stomach because at that time, Thackeray was lost his temper a bit when Denham already punched Thackeray for several time. Denham almost lost his consciousness because of Thackeray's punch and Thackeray swiftly held Denham body. The utterance "*Put your head down*" is classified as commanding in imperative form. Thackeray commanded Denham to put Denham's head down in case Thackeray worried if some of body part of Denham's probably bleed.

(46) [1078] **Thackeray** : Collect the gloves and put them back.

The utterance happened after Thackeray agreed to box with Denham and Thackeray defeated Denham in only one punch at Denham's stomach because at that time, Thackeray was lost his temper a bit when Denham already punched Thackeray for several time. The utterance "*Collect the gloves and put them back*" is classified as commanding in imperative form. Thackeray commanded one of his students Jackson to collected Thackeray and Denham boxing gloves and put the back to the place where them belong. Thackeray needed his student help because Thackeray just held Denham's body. It was hard if Thackeray to collected the gloves at the same time.

(47) [1079] **Thackeray** : The rest of you, line up for vaulting.

The utterance happened after Thackeray agreed to box with Denham and Thackeray defeated Denham in only one punch at Denham's stomach because at that time, Thackeray was lost his temper a bit when Denham already punched Thackeray for several time. The utterance "*the rest of you, line up for vaulting*" is classified as commanding in imperative form. Thackeray commanded his students to line up for vaulting exercise. Vaulting is gymnastics exercise in when people leaps over a form that was originally intended to mimic a horse. Thackeray let his students to did that while Thackeray helped and calmed Denham down. Thackeray would not his students got distracted by the scene and cancel the subject because of the boxing scene.

(48) [1082] **Thackeray** : You all right?

Come over here for a minute.

Denham : I'm all right.

The utterance happened after Thackeray agreed to box with Denham and Thackeray defeated Denham in only one punch at Denham's stomach because at that time, Thackeray was lost his temper a bit when Denham already punched Thackeray for several time. The utterance "*Come over here for a minute*" is classified as commanding in imperative form. Thackeray commanded Denham to come over Thackeray brough Denham to the corner of the hall because the other students have to do the vault. Thackeray worried about Denham till he asked about Denham's condition. Thackeray felt really guilty for what he did and regret sent a punch to his own student Denham.

(49) [1134] **Dare** : Would you dance with me tonight?

Thackeray : Of course. But nothing too fast. I am getting too old

for that.

The conversation happened when Thackeray wanted get in to the school and Dare called him from behind. Dare talked about the dance party and offered Thackeray to dance with Dare. The utterance "*Of course. But nothing too fast. I am getting too old for that*" is classified as commanding in imperative for. Thackeray say yes to Dare. Thackeray commanded to Dare not made it the dance

too fast because of aging things. Because with age, your skin thins and becomes less elastic and more fragile. Thackeray say those things because he did not want anybody know that he also good at dancing to and too shy to admit it. That was why he down to earth about it.

(50) [1188] **Pegg** : By special request, it's a lady's choice.

Thackeray : Hold that, please.

The situation of the utterances is when the students done dancing together and Pegg went on to the stage and announced there was a special request and it is lady's choice which is means Dare's request to dance with Thackeray. Dare looked at Thackeray as a sign. Thackeray who still drank his drink while heard that announcement from Pegg, said "*Hold that, please*" to Gillian to hold his glass which is classified as commanding in imperative form. Thackeray commanded Gillian to held his glass for a while because Thackeray had to dance with Dare as he promised to her and went to the dancefloor.

(51) [1193] **Dare** : Can I come and see you sometimes, next term?

Thackeray : I won't be here. Everybody's got to move on.

The conversation between Dare and Thackeray happened when they were done to dance together. Dare asked to the Thackeray did he still teaching in the next term and he said "*I won't be here. Everybody's got to move on*" is classified as commanding in imperative form. Thackeray would not be teaching in North Quay again in the first plan, because he got the engineering job offer, he wanted. He told Dare to move on because everybody should. Not everything someone

wanted must to be there. Thackeray did not want her to be sad and that was why Thackeray told Dare to move on as Dare realized not everything Dare wanted to be there as well.

3.1.2 Suggestion

(52) [246] **Thackeray** : Potter. Must you do that?

Potter : I can't help it, Sir. It's me desk.

The conversation happened when Thackeray explained about multiplying to his students in the classroom and Potter shake his desk in purpose to bothered Thackeray's teaching process. All the students knew Potter did it in purpose but the students kept silent about it because they also supported Potter to did that and like to saw their teacher mad and then resigned as their teacher like they did to the last teacher as Mrs. Evans said at the first day Thackeray teach in North Quay school. As Thackeray noticed what Potter did, Thackeray said to Potter "*Potter. Must you do that?*" which is classified as suggesting in interrogative form. Thackeray suggested Potter to stopped shake his desk. The "*must you do that?*" in that context could be an innuendo because Potter must know it was bugging Thackeray teaching learning process. Potter responded to Thackeray it was his desk moved itself because his desk was broken, he lied.

(53) [310] **Seales** : You're like my old man, except you're bigger and younger. Rotten bastard!

Thackeray : You shouldn't speak like that.

The conversation occurred when Thackeray wanted to go to his apartment when school time ended. Thackeray saw Seales in the school yard smoking and looked so stressed over something. Thackeray asked Seales what was the matter, he answered it was about his mom who was sick. Thackeray offered a help for Seales, Seales said nothing to helped for. Seales said to Thackeray that his father was like Thackeray but bigger and younger and mentioned his father was a rotten bastard. Rotten bastard in that context means mockery for Seales' father, an expression how he did not like his father. Seales hated his father because his father seemed did not anything while Seales' mom was sick. Thackeray noticed that Seales' utterance was inappropriate and said "*You shouldn't speak like that*" which is classified as suggesting in imperative form. Thackeray suggested such thing to Seales so Seales could think twice what Seales uttered and disdained parents is very impolite and disgraceful manner. Also, Thackeray teach Seales to talked wisely.

(54) [415] **Thackeray** : If you want to wear your hair long, clean it...

The situation of this utterance when Thackeray declared to the students, they were not little kids anymore more than adult human being. Thackeray found out the solution how to educate his students after the used sanitary towel stove prank happened to wit, treat his students like an adult. Sometimes, teenager like to be treated as adults. Because, they would feel being valued, not belittled by somebody and respect for the people who treated them like that. Thackeray thought his students about being an adult in manners in appearance. The utterance "*If you want to wear your hair long, clean it...*" is classified as suggesting in

declarative form. Thackeray suggested his students if his students wanted their hair long or at least they had to cleaned it, he stated. Thackeray more suggested on male students, it would neat enough if they had their hair short than long. But Thackeray have an exception to his student about hair. Males usually have short hair to accommodate their rough and tumble life style. It is usually normal for males to have short hair because most like it that way or some are young and their parents cut it short. Males can have however long hair they want but it is usually the norm.

(55) [418] **Thackeray** : You will be more attractive with clean clothes,
clean shoes...

The situation of this utterance when Thackeray declared to the students, they were not little kids anymore more than adult human being. Thackeray found out the solution how to educate his students after the used sanitary towel stove prank happened to wit, treat his students like an adult. Sometimes, teenager like to be treated as adults. Because, they would feel being valued, not belittled by somebody and respect for the people who treated them like that. Thackeray thought his students about being an adult in manners in appearance, the utterance “*you will be more attractive with clean clothes, clean shoes...*” which is classified as suggesting in declarative form. Also, Thackeray suggested his students that they would be more attractive with clean clothes and shoes if they wanted to. Thackeray stated that in purpose to tantalized his student to change. Change their appearance according to their age and as a matter of course because the students

would save it in their mind that they would be looked like adults if they dress like Thackeray said.

(56) [433] **Denham** : That's not fair...

Thackeray : I agree. But that's an example of things you'll have

to put up with as an adult.

This conversation happened when Thackeray explained about being an adult in manners in appearance and Pegg raised her hand wanted to ask something to Thackeray. Pegg asked about Mr. Weston who adult enough physically but the way Mr. Weston dressed was not like what Thackeray told (clean and neat). Thackeray responded to Pegg that Mr. Weston was not in the area of discussion because Thackeray just wanted to focus on his students matters not anyone else and also, they had to minded themselves first. Suddenly, Denham against Thackeray that it was not fair. Because Denham thought that everyone who adult enough must followed the rules, not only the students but also teachers like Mr. Weston. Thackeray agreed that was unfair and said *"But that's an example of things you'll have to put up with as an adult"* which is classified as suggesting in declarative form. Thackeray suggested Denham that Denham had to used to it because life was unfair sometimes. Thackeray statement teach them that in another life or in the future when they physically, mentally adults they would feel or even obtained the unfair treatment from another. Not everything they wanted must be there for them. They had to face it one way or another.

(57) [499] **Dare** : Do you think it's wrong to be different, to rebel?

Thackeray : It is your duty to change the world, if you can.

The conversation occurred when Thackeray discussed about being an adult in manners on appearance. Thackeray said evolution of fashion was a form of rebellion. Perhaps the students thought being a rebel was bad until Dare asked Thackeray was it okay to rebel in all context. Thackeray stated *“It is your duty to change the world, if you can”* which is classified as suggesting in declarative form. Thackeray suggested Dare and also the other students it was okay to rebel if they wanted to, in case to change the world to be better. When most people think of a “rebel,” they thought of a troublemaker—someone who did not like to followed instructions and causes inconvenient disruptions. Thackeray was open enough about rebellion. Rebel leaders might cause initial fear and discomfort, but they create a sense of excitement and a vision that people can get behind. Employees who rebel create the friction required to test new ideas and alternative ways of doing things that lead to better solutions. Rebel leaders find innovative ways for institutions to stay relevant in a constantly changing world. So, it depends on his students if they wanted to change the world to be better it was fully okay.

(58) [508] **Thackeray** : Take the Beatles. They started a huge social revolution. The fashions they set in dress and hairstyles are worldwide now. Every new fashion is a form of rebellion. There’s a fine exhibition of costumes through the ages on at the Victoria

and Albert Museum. I think you should see it.

Still about manners in appearance that Thackeray told the students, Thackeray explained that fashion was a form of rebellion. Thackeray took example from The Beatles were an English rock band formed in Liverpool in 1960, changed people's view about fashion. Where men usually wear dark colors and no pattern clothes, now men can wear bright color and floral pattern clothes got influenced by The Beatles itself. The utterance "*There's a fine exhibition of costumes through the ages on at the Victoria and Albert Museum. I think you should see it*" which is classified as suggesting in imperative form. Thackeray suggested his students to visited the museums that Thackeray mentioned if they wanted to and also lured them to go, to see how the world changes time after time and open their mind about how styles could change along with time.

(59) [561] **Thackeray** : I think first we ought to determine what is marriage.

This utterance happened the next day of class, when Thackeray asked to the students what they wanted to discussed about. Joseph responded about marriage and how to saw if that someone was the right one to marry. Thackeray agreed to discussed about it and said "*I think first we ought to determine what is marriage*" which is classified as suggesting in imperative form. Thackeray suggested to his students to explained about the definition of marriage before what kind of partner that they should be marry. Thackeray did not want them to take it easy or underestimate the name of marriage, did not want them to equalized marriage like boyfriend or girlfriend things by their age.

(60) [587] **Thackeray** : But the point is, if you work hard, you can do almost anything. You can get any job you want. you can even change your speech if you want to.

After discussed about the definition of marriage, Thackeray asked to the students what should a girl looked for in a man. Clark raised her hand and asked unrelatable question. She asked what jobs have Thackeray done. The students seemed shock by Thackeray respond, Thackeray ever waited table, cooked in a hamburger joint, washed dishes for a time in a restaurant, washed cars and a janitor in an apartment. Then Seales seemed curious by the way Thackeray spoke that posh and polite, and how Thackeray got the education while Seales knew the societies in Thackeray's jobs before he became a teacher. Until Thackeray said this to his students *"But the point is, if you work hard, you can do almost anything. You can get any job you want. You can even change your speech if you want to"* which is classified as suggesting in declarative form. Thackeray suggested his students to worked hard so they could have any job they wanted or even change their speech if they wanted to. Thackeray statement also to encouraged his students had their spirit to reached their dreams. Also, a moral lesson to remembered.

(61) [608] **Thackeray** : Give them a chance. They've not been in the business of leading the world as long as Britain was.

Weston : You continue to astonish me, old chum.

This conversation between Thackeray and Weston occurred when Weston criticized and complained about president of USA in teacher's room with other teachers had a tea break. Thackeray said *"Give them a chance. They've not been in the business of leading the world as long as Britain was"* which is classified as suggesting in imperative form. Thackeray suggested Weston to let the president do his thing because Thackeray nor Weston did not know what happened behind the curtain and president term of office was only for five years not like Britain that used monarchy system that had so many experiences to lead the world than president. Weston and Thackeray had different point of views about somethings and disagrees over things. Weston also liked to made fun of Thackeray optimism in teaching.

(62) [632] **Mr. Florian** : By the way, your museum visit has been approved.

If anything goes wrong, the school suffers—

Thackeray : Nothing will go wrong, sir.

The situation of the dialogue is when Mr. Florian met Thackeray at the stairs and told Thackeray the museum visited with his students has been approved. Thackeray allowed to brought his students to the museum next day. Mr. Florian seemed worried because Thackeray's students were brassy and hard to controlled them. With optimism in Thackeray voice said *"Nothing will go wrong, sir"* which is classified as suggesting in declarative form. Thackeray suggested Mr. Florian no needed to be worried as long Mr. Florian believed in Thackeray. Thackeray stated that because, he felt he got his students heart and listen to him. Moreover,

Thackeray had additional teacher to brought his students Gillians to accompanied him as the requirement.

(63) [637] **Thackeray** : Where's Jackson?

Potter : We don't know. Tich wouldn't miss this unless he was sick or something.

Thackeray : We'll give him a few minutes.

The day when Thackeray and his students prepared to go to the museum at the bus stop, Thackeray checked on his students. He did not see Jackson around and asked Potter where he was. Potter answered he did not know and believed that Jackson would come even he was late because Jackson would never missed the outing class. Thackeray said "*We'll give him a few minutes*" which is classified as suggesting in imperative form. Thackeray suggested Potter or all the students to waited on for Jackson a while. So, all the students could enjoy the museum tour together. Also, there was no license ill from Jackson perhaps he was late, had something to do.

(64) [680] **Dare** : Well, I tell you what. I'll keep my ears open for you.

Thackeray : That's kind of you, but I'm fine for the moment.

The conversation between Dare and Thackeray happened when the class was over and Dare came to Thackeray's desk helped Thackeray to tidied up his desk. Thackeray felt reluctant by Dare's action and told Dare she did not need to tidied up his desk everyday politely. Dare offered Thackeray to confided anything

he wanted and Thackeray responded “*That’s kind of you, but I’m fine for the moment*” which is classified as suggesting in imperative form. Thackeray suggested Dare no needed to heard Thackeray’s laments. Because Thackeray realized the age range between Dare and him were far and some experiences by Thackeray would not relate to Dare or Dare would not understand. Also, Thackeray did not want to expanded Dare feeling because Thackeray already knew that Dare was fell in love with him. Dare had a special feeling toward Thackeray since outing class, and Dare wanted to show Thackeray how big was Dare’s love to Thackeray.

(65) [734] **Denham** : My old man never cooked nothing in his life. He says that’s women’s work.

Thackeray : But suppose you’re on your own, as you certainly will be shortly. You’ll have to do it for yourself sometimes, won’t you?

This conversation happened when Thackeray teach about basic survival skill that was cooking in his class. Denham presumed cooking also the home works like washed dishes, did the laundry and more were women’s work which was wrong and it was sexist. Sexist is characterized by or showing prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. Thackeray responded to Denham statement “*But suppose you’re on your own, as you certainly will be shortly. You’ll have to do it for yourself sometimes, won’t you?*” is classified as suggesting in interrogative form. Thackeray suggested

Denham to learned to how to cook because cooking also a survival basic skill that everyone should know how to did it. Thackeray implied a hidden message that his students were no forever live with their parents. Sometimes they would live alone or live with their partner where they were big enough.

(66) [811] **Thackeray** : I was wondering if you would give the girls some makeup lessons.

The utterance happened when Thackeray talked with Gillians on lunch break in the pantry. Thackeray intended to conductws makeup class for Thackeray's females students. Thackeray needed to find a teacher that good with it. Thackeray found Gillians good at makeup because she looked nice and not over did her makeup. Thackeray spoke to Gillian "*I was wondering if you would give the girls some makeup lessons*" is classified as suggesting in imperative form. Thackeray suggested Gillians to teach his female students makeup based on their age and nice. Thackeray also found the female students were interested about makeup because most of them wore it in the class.

(67) [893] **Thackeray** : You're supposed to be learning self-discipline.

The situation of this utterance when all the students went back to the class after Potter intended to attack Mr. Bell who was a gym teacher in North Quay school because Mr. Bell hurt Buckley in purpose while did the vault. Until Thackeray said "*You're supposed to be learning self-discipline*" which is classified as suggesting in imperative form. Thackeray suggested Potter to learned about self-discipline. Self-discipline is the ability to control the temper and to

make people work hard or behave in a particular way without needing anyone else to tell people what to do. Potter failed to control his temper at that time. Thackeray disappointed of Potter's attitude against Mr. Bell because Potter did not control his temper, vigilante and use violence to solved a problem. Thackeray wanted Potter to realized that what Potter has done was wrong and Denham was against Thackeray too to defended Potter. Made Potter confused which side he should chose.

(68) [896] **Denham** : Why? Just because Bell is a teacher?

Thackeray : You better answer that, Potter.

The situation of this utterance when all the students went back to the class after Potter intended to attack Mr. Bell who was a gym teacher in North Quay school because Mr. Bell hurt Buckley in purpose while did the vault. The contention between Potter, Denham and Thackeray about Potter's behavior, Denham felt it was so unfair if Potter should apologize to Mr. Bell. Because Mr. Bell who caused Buckley fell and hurt. But Denham missed the point, it was not about Mr. Bell behavior but how Potter act to defended Buckley. Denham also felt Potter should apologize to Mr. Bell because he also a teacher same like Thackeray and could not be blame which was unilateral thought of Denham. Thackeray did not want to explained why because, he wanted his students grew up mentally and took a reflection of themselves about what happened in the gym class. Until Thackeray said "*You better answer that, Potter*" which is classified as suggesting in imperative form. Suggested Potter to answer in hope Potter realized and find the point why Potter should apologize to Mr. Bell. Because Thackeray believed

contemplated was a good thing to take someone's time to realized and thought about what they done before. Thackeray wanted to Potter to asked and answered it himself why Potter should apologize, why Thackeray mad at him, why should Potter aim the piece of wood to Mr. Bell, what if the wood hurt Mr. Bell and the problem would be more serious.

(69) [913] **Thackeray** : If you apologize because you're afraid... then you're a child, not a man.

The situation of the utterance when Potter got ate out by Denham's words. Potter would apologize to Mr. Bell because Potter afraid that Mr. Bell would bring the problem to the court as Denham said. When Potter wanted to meet Mr. Bell, Thackeray held Potter for a while and said "*If you apologize because you're afraid... then you're a child, not a man*" which is classified as suggesting in declarative form. Thackeray suggested Potter such that outdare sentence to Potter in hope Potter would realize about the problem, realized that Potter should apologize to Mr. Bell because Potter had the audacity threatened Mr. Bell with weapon not because Potter afraid he could go to jail if he was not apologize.

(70) [959] **Dare** : I'll take the flowers, sir.

Thackeray : Why should you do that?

The dialogue between Thackeray and Dare happened when the class anted up for a wreath for Seales' mother death but Denham refused to accept Thackeray's donation because most of students got ate up by Denham's words about Thackeray since Potter's affair apologized to Mr. Bell. Denham commanded Dare to send the wreath instead of took it and gave it to Seales'

directly. Thackeray asked to his students why they had to send it, Joseph and Pegg responded they could not give it to Seales' directly because they did not want to be a subject of bad discussion or gossip. White people went to another colored people considered taboo. Rumors and gossips would come if they did which was an example of racism. Racism is prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized. Until Dare spoke up that Dare would take the flower for Seales. Thackeray who was kind of offended and disappointed about Joseph and Pegg statement because Thackeray was black also Seales, touched by Dare's offer. Thackeray said "*Why should you do that?*" which is classified as suggesting in interrogative form. Thackeray discreetly commanded or suggested Dare to took the flower and gave a good example about helping people no matter their colors. In hope the students heard the reason why Pamela agreed to took the flower and motivated them.

(71) [960] **Thackeray** : Wouldn't that make you subject to gossip?

Dare : Gossip don't worry me. I've known Seales since kindergarten.

The conversation between Dare and Thackeray occurred when Dare spoke up that Dare would take the flower for Seales. Thackeray who was kind of offended and disappointed about Joseph and Pegg statement because Thackeray was black also Seales, touched by Dare's offer. Dare volunteered herself to take the flower and gave it to Seales. The utterance "*Wouldn't that make you subject to gossip?*" is classified as suggesting in interrogative form. Thackeray discreetly

commanded or suggested Dare to take the flower and gave a good example about helping people no matter their colors. In hope the students heard the reason why Pamela agreed to take the flower and motivated them. Also, Thackeray kind of provoked Dare to make sure she really sincerely took the flower because soon or later Dare would be a subject to gossip. Goodly, Dare did not mind about it and still wanted to take the flower.

(72) [985] **Mrs. Dare** : See, she won't listen to me. She just won't.

Thackeray : Why doesn't her father talk with her?

Mrs. Dare : We're divorced.

This conversation happened when Mrs. Dare known as Dare's mom came to North Quay school to meet Thackeray wanted to discuss about Dare's behavior. Mrs. Dare explained how Dare nowadays came home late at night and did not tell her mother where she went. Mrs. Dare had told Dare did not come home late at night but Dare did not listen to her and brought Thackeray name in the middle of the argument like she told to her mom that she was an adult and no needed to be monitored, she could do everything she wanted. Dare misunderstood about the definition of be an adult. Mrs. Dare felt hopeless. Thackeray seemed confused and said "*Why doesn't her father talk with her*" which is classified as suggesting in interrogative form. Thackeray suggested Mrs. Dare to let Dare talk with her father about the problem that Mrs. Dare told him. Because why Mrs. Dare have to discuss about it with Thackeray when Dare still had a father. Mrs. Dare responded, Mrs. Dare and her husband were divorced. The reason why

Thackeray suggested that to Mrs. Dare because a father still had a responsibility to educated and nurtured his child no matter married or divorced.

(73) [1045] **Dare** : I'll be glad to leave school and be on my own.

Thackeray : Obviously, your mother loves you. And you owe

Her much more than any teacher. I think you're wrong about her.

This conversation occurred when Thackeray talked in private with Dare in the classroom about Dare's behavior toward her mom. Dare kept blaming her mother why Dare acted like the way her mom told Thackeray because Dare felt lonely. Dare felt her mother chose her new lover than Dare who was her mom daughter. Dare misunderstood about being an adult. Dare defined an adult like only live by their own. Dare thought she already could live alone, did not need anything and no needed advices or informed about things to her parents. Until Thackeray said "*Obviously, your mother loves you. And you owe her much more than any teacher. I think you're wrong about her*" which is classified as suggesting in declarative form. Thackeray suggested Dare that she was wrong about her mother. Thackeray tried to brought around Dare about her mom, how her mom cared about Dare and did not want Dare affected by bad environment and also, Thackeray wanted Dare to apologize to her mom too.

(74) [1049] **Dare** : Did she tell you that I found her with one of her friends? At home? At my home? No, I bet she didn't, but she was!

Thackeray : All families have problem. I can't solve your problems for you. But staying out late won't help.

This conversation occurred when Thackeray talked in private with Dare in the classroom about Dare's behavior toward her mom. Dare kept blaming her mother why Dare acted like the way her mom told Thackeray because Dare felt lonely. Dare felt her mother chose her new lover than Dare who was her mom daughter. Dare misunderstood about being an adult. Dare blamed her mom and brought her mom problem that her mom brought a guy to her house probably her mom's new lover which was a secret that should Dare kept. Dare missed a point and got ate up by anger because Thackeray did not stand for Dare. Thackeray responded to Dare's beef "*All families have problem. I can't solve your problems for you. But staying out late won't help*" which is classified as suggesting in declarative form. Thackeray stated to Dare that run away from home did not solve any problem instead of more problem to solved in the future and suggested to talked to her mom, communicate about the problem and solved it in a proper way.

(75) [1054] **Dare** : You're saying it's my fault?

Thackeray : Forgiveness is the gift of God. People make mistakes.

This conversation occurred when Thackeray talked in private with Dare in the classroom about Dare's behavior toward her mom. Dare kept blaming her mother why Dare acted like the way her mom told Thackeray because Dare felt lonely. Dare felt her mother chose her new lover than Dare who was her mom daughter. Dare misunderstood about being an adult. Dare disappointed on Thackeray who did not stand for her and still naively right about anything. Dare did not want to accepted that she was the cause of the problem and the way she solved the problem was wrong. Thackeray responded to Dare's complaint like "*Forgiveness is the gift of God. People make mistakes*" which is classified as suggesting in imperative form. Thackeray suggested Dare to apologize to her mom with a spice of discourse. Thackeray also teach Dare apologize was not for a villain or doer only and nobody is perfect.

(76) [1070] **Denham** : Do you mind having a go with me? Sapiano's hurt his wrist.

Sapiano : That's right. I sprained it.

Thackeray : I think you ought to wait and have a go at Potter or one of the others.

The situation of the conversation is when Thackeray wanted to teach another survival skill, self-defense skill in the school hall. When Thackeray commanded his students to line up, Denham offered Thackeray to box with him instead of with Sapiano and gave a reason that Sapiano sprained his wrist which was fake. Thackeray responded to Denham's offer said "*I think you ought to wait*

and have a go at Potter or one of the others” which is classified as suggesting in imperative form. Thackeray suggested Denham to wait for Potter to be Denham’s opponent at box even though Thackeray knew Denham still had the grudge to him and about Potter and Mr. Bell affair and wanted to show Thackeray that with violence a problem could be solved.



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3.1.3 Warning

(77) [150] **Thackeray** : Pegg?

The context of this utterance is when Thackeray did a roll call in the class for the first time. That was his first day and his first experience to teach in North Quay school. The reason why Thackeray did the roll call to the students for an introduction for Thackeray so he could remind the names and faces of his student. Also, the rules of the school to checked on students' attendance. The utterance "Pegg?" is classified as warning in imperative form for Pegg herself to say present so Thackeray knew that Pegg was there. Thackeray has been called Pegg twice, at first Pegg did not gave a sign. Pegg already heard Thackeray called her name but Pegg refused at the first time because Pegg was not in the mood which was not inappropriate and impolite to did that thing to a teacher.

(78) [200] **Denham** : Avoir what?

Thackeray : Avoirdupois.

This conversation occurred when Thackeray done called the students one by one to read part of their book. After that, Thackeray wanted to teach the student about Avoirdupois (weights and measures). Denham seemed unfamiliar with the word Avoirdupois, and Denham wanted Thackeray to say the word again. Thackeray emphasized "Avoirdupois" which is classified as warning in declarative form. Thackeray warned or reminded Denham what Thackeray would to teach about. So, Denham would know and so the other students.

(79) [237] **Denham** : Please, can I leave the room, guv?

Thackeray : Yes, and it's Thackeray.

Denham : Yes, *guv*.

The dialogue happened when Thackeray wrote something on the blackboard in the class and Denham raised his hand asked for permission to leave the class for a while. Denham called Thackeray with *guv* in the end which was not appropriate. *Guvnor* is an informal form of addressing a man which is impolite to call a teacher with that word *guvnor* or for short *guv* because *guv* or *guvnor* a characteristic language of a particular group (as among thieves) or sometimes used to refer to or address a man who is in a position of authority, for example employer or father. Thackeray felt resentful of Denham's attitude, the way Denham mentioned Thackeray as *guv*. Thackeray responded "*Yes, and it's Thackeray*" which is classified as warning in imperative form. Thackeray emphasized that his name is Thackeray, also reminded Denham that he could call Thackeray as Thackeray. There was no *guv* or else. Thackeray warned Denham to called him Thackeray in hope Denham would understand and did not repeat the same mistake. But Denham did not learn one's lesson. Denham still called Thackeray as *guv* as Denham walked out from the class.

(80) [259] **Dare** : Bert, he was just about to show us a new and
valuable trick. When you're shopping, you see—

Thackeray : I said, that's enough.

This conversation happened when Denham got into the class after he got out for a while on Thackeray's permission. Denham acted like Thackeray was not there and talked with his friends loudly and satirized about how was the learning

process. Dare explained what Thackeray teach to them and made a longer pause of Thackeray teaching process until Thackeray told both of them said “*I said, that’s enough*” which is classified as warning in imperative form. Thackeray warned Dare and Denham to kept silent and pay attention to Thackeray what he was teach about. Thackeray seemed annoyed too by Dare and Denham’s behavior. Thackeray wanted to continued his teaching process as Thackeray’s responsibility as a teacher.

(81) [262] **Thackeray** : Very quietly.

The context of this utterance is when Thackeray gave his student an exercise. The students grumbled about it and left a noisy ambience in the class. Thackeray emphasized “*very quietly*” which is classified as warning in imperative form. Thackeray warned his student to stay calm and quite enough to did their exercise. Because in did an exercise or did something to be done, people need at least calm nuance so they can focus on what they do.

(82) [299] **Denham** : We can move around here, you know, sir.

Thackeray : Take your proper places!

The conversation between Thackeray and Denham happened when Thackeray found out his table has been purposely broken by his own students. The students gave a fake sympathy to Thackeray like it was nothing. When Thackeray exactly knew what happened, the students those gather around, Thackeray commanded them to sat on their seat. As the students took their seat, Thackeray found the odds of his students’ seat position. Thackeray commanded them again to move in their proper places. The audacity of Denham said to

Thackeray they could move wherever they wanted, until Thackeray said “*Take your proper places!*” for the third times as his last. Hope his students would understand and moved. “*Take your proper places!*” is classified as warning in imperative form. Thackeray warned the students to took proper seats because that is the rules of the class, to make it easier to recognized and also teach the students about discipline.

(83) [318] **Dare** : I’m sorry, Mr. Fackeray. The bloody things just slipped

Thackeray : The name is Thackeray, and they are not “bloody things.” They were a pile of books.

This dialogue occurred when Thackeray teach his students about Geography. In the middle of Thackeray explained about South America, Dare dropped her books in purpose to interrupted Thackeray teaching process. Dare said the *bloody things* slipped. *Bloody* means in British slang, bloody means something like “very.” or things that are literally bloody have blood on them or are made of blood. In that context, probably Dare mentioned those books as *bloody things* to rewind and satirized at once about a poem that Dare read in front of the class when the first time Thackeray teaching in class. Also, Dare mentioned Thackeray as Mr. Fackeray which was not his exactly name and did that in purpose to mocked Thackeray. Thackeray responded to Dare said “*The name is Thackeray, and they are not bloody things. They were a pile of books*” which is classified as warning in declarative form. Thackeray warned Dare that Thackeray’s name was not Fackeray and he was aware enough that was a mock.

In hope Dare would call Thackeray as Thackeray because that thing was not happened once but several times.

(84) [326] **Denham** : Curley was trying to put that little scrubber in her place

Thackeray : I know what Curley was trying to do. Now just settle down.

This conversation occurred when Curley mocked Thackeray because Thackeray mentioned the *bloody things* as pile of books. Curley assumed that Thackeray did not know about satire. The class went noisy and Thackeray commanded them to settle down. But Denham still mocked Thackeray and his friend Dare told Curley was trying to put *little scrubber* in Dare's place which was mean scrubber is an insulting word for a woman who has a lot of sexual partners. Which was not appropriate to talk about until Thackeray had enough of his students' noise and said "*I know what Curley was trying to do. Now just settle down*" which is classified as warning in imperative form. Thackeray warned also reminded Denham to settled down, stayed quite because Thackeray needed to continue his teaching process. Thackeray still had a responsibility to accomplish. To teach his students based on the curriculum. Thackeray did not want extended the problem with Dare, Curley and Denham because Thackeray thought it was unnecessary.

(85) [345] **Denham** : What's the matter?

Thackeray : Out at once!

Denham : all right.

This dialogue happened when Thackeray went to the school to teach and got pranked by his own students so Thackeray would be mad and resigned from his job. First, Thackeray struck down by a plastic bag of water and the water bag splashed on his feet. When Thackeray got in the class, Thackeray looked at the students gather around, around the antique stove in the class and smelled something burnt in that stove. Thackeray checked on the antique stove and found a used sanitary towel being burned in it. Thackeray had enough from his students' attitude and lost his temper. First, Thackeray commanded all the male students to went outside for a while and Denham replied why all the guys should go outside, until Thackeray snapped "*Out at once!*" to the male students and they scrambled out from the class. The utterance Thackeray said is classified as warning in imperative form. Thackeray warned the male students to go outside because Thackeray needed to talk about the used sanitary towel thing which was kind of inappropriate to a guy to listened because it was private to a woman. Also, Thackeray thought about there must be someone especially a woman or more who participate to did that prank until that woman brave enough to volunteered her used sanitary towel to pranked Thackeray.

(86) [346] **Thackeray** : I am sick of your foul language!

This utterance occurred when Thackeray warned the male students to went outside because Thackeray needed to talk about the used sanitary towel prank

which was inappropriate to a guy to listen about also sounded private to a woman. When the male students out from the class, Thackeray snapped “*I am sick of your foul language!*” which is classified as warning in declarative form. The restrained anger Thackeray held since day first until that day just exploded. Thackeray warned his female students that he had enough of their inappropriate attitudes toward Thackeray. Thackeray did not know how to controlled his students because Thackeray did not expect his students could do that horrible prank. The female students speechless looked Thackeray’s reaction. Teachers are human too. Have their own limit to restrained their emotions toward their students or things.

(87) [355] **Thackeray** : If you must play these filthy games, do them in your
Homes! Not in my classroom.

This utterance occurred when, Thackeray told his female students “*If you must play these filthy games, do them in your Homes! Not in my classroom*” which is classified as warning in imperative form. Thackeray warned his female students to did that kind of prank in another place except in his classroom. Because that prank was inappropriate to do especially in school. In the utterance that Thackeray said also told his students to differentiated their behavior in school and their houses or outside of school.

(88) [371] **Thackeray** : Those are out. They are useless to you.

This utterance occurred in the next day after used sanitary towel prank happened. Thackeray found a way to educated his students after Thackeray talked to Gillian after Thackeray rebuked his female students. When Thackeray wanted

to started the class, Thackeray took bunch of books and threw them into a basket and said “*Those are out. They are useless to you*” which is classified as warning in declarative form. *Those* referred to bunch of books related to the material of teaching-learning process, Thackeray dumped them out in to a basket. Thackeray warned his students that the ordinary way to teach was no longer exist in the class. Thackeray realized how to educate his rebellious students. Thackeray have to treated them like adults and also Thackeray realized studied based on curriculum all day was kind of boring and they would not listen to the material also. Thackeray found to teach them in ordinary way was not efficient to them. Thackeray used constructive approach, teach them about life and how to acted like an adult. It could be a trick to stimulated the students, because all the kids like to be called as adults so they would feel appreciated and would be obedient.

(89) [374] **Thackeray** : I realized you are not children.
 You will be adults in a few weeks, with all the
 responsibilities.

The utterances that Thackeray uttered happened when Thackeray have to treated them like adults and also Thackeray realized studied based on curriculum all day was kind of boring and they would not listen to the material also. Thackeray said “*I realized you are not children. You will be adults in a few weeks, with all the responsibilities*” classified as warning in declarative form. Thackeray wisely warned his students that soon or later, his students would be adults and should face the unexpected things that would happen in the future. Thackeray thought this material was much important and more interesting to his

students because that was a knowledge that last forever, useful knowledge that his students experience someday.

(90) [425] **Pegg** : *What about Mr. Weston, Sir? He's never tidy, his*

shoes are never brushed, and his hair's a mess. It's

filthy.

Thackeray : *Mr. Weston is not your teacher. We won't discuss*

him.

This conversation occurred when Thackeray explained to his students about being an adult in appearance. Thackeray told his students to wear proper clothes, sweet-scented and clean or neat. Pegg raised her hand wanted to ask some question and Thackeray let Pegg voice her question. Pegg told Thackeray about Mr. Weston who could be called as an adult person by his age but, the way he dressed not reflected as an adult. Thackeray responded "*Mr. Weston is not your teacher. We won't discuss him*" which is classified as warning in declarative form. Thackeray warned Pegg and the other students, Thackeray only discussed about his students matters not anyone else. Thackeray only told them how to be an adult in a good and proper way. Also, Thackeray reminded them not every old people can be called as adults. There are two types of adults. First, adult as their age (physically). Last, by their manner or attitude (mentally). Thackeray's students perhaps only judged if that people were adult enough because of they looked older but did not mean that people were mentally adults.

(91) [429] **Denham** : *That's not fair.*

Thackeray : Sir... or Mr. Thackeray. Didn't you understand?

The conversation between Thackeray and Denham occurred when Thackeray answered Pegg question about Mr. Weston. Denham without alarm did not agree with Thackeray. Because Denham thought being an adult should be even. Mr. Weston was an adult but the criteria of an adult that Thackeray said did not suit Mr. Weston at all. But something Thackeray noticed from Denham, Thackeray ever mentioned if somebody could voice their opinion without interruption and vice versa. Also, to addressed somebody. For Thackeray, the students should address Thackeray as "Sir" or "Mr. Thackeray". Thackeray said "*Sir... or Mr. Thackeray. Didn't you understand?*" which is classified as warning in imperative form. Denham just interrupted Thackeray and did not mention Thackeray as Sir or Mr. like Thackeray told. So, Thackeray warned also reminded Denham to addressed someone properly before Thackeray could respond Denham's complaint.

(92) [530] **Mr. Florian** : The best of pupils are inclined to show off in public.

Your class? You'd never be able to supervise them.

Thackeray : When I took this job, you said you wouldn't

interfere as long as I stayed within your framework.

This dialogue happened when Thackeray went to the principal room to meet Mr. Florian who was a principal in North Quay school where Thackeray became a teacher there to asked a permission to allowed his class to did an outing

class in the museum. Mr. Florian doubted Thackeray to supervised his students because his class well known as the mischief one and hard to controlled. Until Thackeray said *“When I took this job, you said you wouldn’t interfere as long as I stayed within your framework”* which is classified as warning in declarative form. Thackeray calmly warned or reminded Mr. Florian when Thackeray accepted as a teacher in North Quay, Mr. Florian ever told Thackeray that Thackeray could do anything as long it stayed within Mr. Florian framework means the purpose still to educated the students. In hope Mr. Florian could remember what he said since day one Thackeray teach in the North Quay school and would allow him to conducted outing class.

(93) [867] **Thackeray** : Go and help Buckley. Go on!

This utterance happened when Thackeray’ students was in the middle gym class at the hall. Mr. Bell as the Gym teacher commanded the students to jumped over the barricade. Several students succeed to jump over the barricade. When it was Buckley turn, Buckley back off and said he could not do that because it was too high. Mr. Bell told Buckley he should do the jump in purpose to saw Buckley fell over the barricade. Mr. Bell liked to bully students who looked weak and vulnerable. Mr. Bell pushed Buckley really hard verbally to did the jump even Potter and Denham warned Mr. Bell to did not push him. With a sense of compulsion, Buckley jumped over the barricade and suddenly the barricade was breaking and Buckley fell badly. Potter found something suspicious because the woods of the barricades seemed purposely broken. Potter took a block of wood from the barricade and aimed it to Mr. Bell because Potter was really mad Mr.

Bell did that in purpose. Jackson run in a rush to the Thackeray's room and told him Potter and Mr. Bell was fighting. Thackeray saw the scene and took the wood out of Potter's hand. Thackeray realized there was something more important that was Buckley condition. Thackeray said "*Go and help Buckley. Go on!*" which is classified as warning in imperative way. warned his students to help Buckley first than to discussed about what happened to Mr. Bell and Potter. Also, Thackeray chose to discussed about Potter and Mr. Bell problem at proper places and time.

(94) [883] **Thackeray** : Potter, I can't think of anything that excuses your behavior.

Potter : But it was him! He made Fats do it.

The conversation between Thackeray and Potter happened in the classroom after Buckley got bullied by Mr. Bell the gym teacher and Potter threated Mr. Bell with a block of wood. Thackeray said "*Potter, I can't think of anything that excuses your Behavior*" is classified as warning in declarative form. Thackeray warned Potter that what Potter did was wrong and Potter should aware and realized what he had done. Threatening people with violence was not solve the problem. But Potter still grumbled that was Mr. Bell fault. Potter missed the point why was Thackeray warned and kind of disappointed to Potter because of his behavior. Potter did not have the right to aimed Mr. Bell with violence.

(95) [886] **Potter** : Fats said he couldn't do it. The bully always had it for him.

Thackeray : I am not concerned with Mr. Bell's behavior, but yours.

This dialogue occurred when Thackeray and Potter argued about Buckley's affair with Mr. Bell who bullied Buckley. Potter felt Thackeray blamed him instead of Mr. Bell because Mr. Bell was a teacher like Thackeray. Potter did not feel guilty because he thought what he did was an advocacy for Buckley. Still, Potter did not get the point of why Thackeray assertive to Potter until he said "*I am not concerned with Mr. Bell's behavior, but yours*" which is classified as warning in declarative form. Thackeray warned also reminded Potter that, what Thackeray and Potter discussed was not about how Mr. Bell bullied Buckley, but how Potter's attitude threatened Mr. Bell with weapon and hiding behind the name of advocacy.

(96) [887] **Thackeray** : What if a gun or knife had been handy?

Denham : Potter was narked. We were all narked. That bleeder was wrong and you know it.

The conversation between Thackeray and Denham happened when Thackeray warned Potter about what he missed in the argument about Buckley's affair with Mr. Bell. Thackeray emphasized "*What if a gun or knife had been handy?*" which is classified as warning in interrogative form. Thackeray warned also made all the students especially Potter to contemplated what he had done was wrong. Denham responded to Thackeray question that Potter was *narked*. *Narked* is a british slang means to be irritable or bad-tempered. A nark can be a scolding, complaining person, someone who is always interfering and spoiling the pleasure of others or a spoilsport. Denham looked like justified violence as the way to

solved a problem because Denham supported Potter and witnessed Mr. Bell bullied Buckley and so all the students.

(97) [892] **Thackeray** : You're missing the point. You all are.

Soon, you will be out in the world. Will you use a
weapon every time someone angers you?

This utterance happened when Denham responded to Thackeray's question. Denham justified violence to solve the problem like advocacy a friend who got bullied rather than talked about it like an adult as Thackeray teach them. Neither he knew, it was just a shaped of revenge. Thackeray kept open his students' eyes and mind by told them *"You're missing the point. You all are. Soon, you will be out in the world. Will you use a weapon every time someone angers you?"* which is classified as warning in interrogative form. Thackeray warned also emphasized his students, clarified their views, made them aware that violence was not the way to solve the problem. Hidden message from Thackeray's warning, Thackeray also teach them to be patience, thought widely in every point of views.

(98) [901] **Denham** : It's easy for you to talk. No one pushes you around

Thackeray : Are you a man or a hoodlum?

Dialogue between Denham and Thackeray happened when Denham responded to Thackeray's question about what if weapon had been handy if they pissed off over something and they used the weapon to threaten somebody. Denham justified violence could be the way to solve the problem like advocacy a

friend who got bullied rather than talked about it like an adult as Thackeray teach them. Denham gave unilateral justification that Thackeray carelessly blamed Potter for what he done because Thackeray was a teacher who had a wide control and right to did anything against them (students) and thought whatever the teacher flaws, students did not have the right to admonished a teacher. But Thackeray chose to ignored Denham's respond and focused on Potter, said "*Are you a man or a hoodlum?*" which is classified as warning in interrogative form. Thackeray warned Potter to made him aware what he had done to Mr. Bell by reassured Potter with those choice. If Potter adult enough, he would be apologized to Mr. Bell and admitted his mistake. But if Potter did not apologize to Mr. Bell, he is a hoodlum who solve a problem with violence as the main option without thinking.

(99) [906] **Denham** : you've got to have recommended for a job in a couple weeks. He's got to sign one.

Thackeray : This has nothing to do what I sign.

Dialogue between Denham and Thackeray occurred when Denham responded to Thackeray's question. Denham justified violence to solve the problem like advocacy a friend who got bullied rather than talked about it like an adult like Thackeray teach them. Denham gave unilateral justification that Thackeray carelessly blamed Potter for what he done because Thackeray was a teacher, had a wide control and right to did anything against them (students) and thought whatever the teacher flaws, students did not have the right to admonish a teacher. Denham told Potter to apologized to Mr. Bell because Potter could be brought to the court and Mr. Bell could win the case and after that Potter could

not have a job in the future, because Potter had criminal record. Denham pushed Potter to apologize with that reason sent fear to Potter's soul and forced himself to apologize. Thackeray assumed Denham was so naively wrong and thought it too far about it and said *"This has nothing to do with what I sign"* which is classified as a warning in declarative form. Thackeray warned Denham there was nothing to sign because it would never happen. Thackeray could see Mr. Bell would forgive Potter because Mr. Bell understood it was hurt to see their friend hurt and also Thackeray's students still teenagers, adolescents and still searched for who were they.

(100) [1067] **Denham** : Could we box first today, please?

Thackeray : Why?

Denham : It would make a change.

Thackeray : Just sort yourselves in pairs now.

The conversation happened when the students went to the hall for gym class as Thackeray who teaches them. Because Mr. Bell got fired after he bullied Buckley. Thackeray commanded them to sort the students in pairs to start the lesson. Denham who still saved a grudge to Thackeray and wanted to give a proof to Thackeray that with violence, it could solve a problem also, as a stress releaser. Denham offered Thackeray to box with him and said it would make a change for Thackeray, made Thackeray aware that was okay to use violence. Thackeray ignored Denham's offer and said *"just sort yourselves in pairs now"* which is classified as a warning in imperative form. Thackeray warned also reminded Denham and all the students to line up in pairs because Thackeray needed to teach

them. Thackeray knew it was no use to pursued Denham's offer because he knew Denham did that to show that he was cool and the grudge that still in Denham to Thackeray.

(101) [1076] **Thackeray** : Stay where you are!

This utterance happened when Denham and Thackeray box in the middle of the hall. Denham got several punches on Thackeray face but Thackeray did not fall for each punch. Thackeray seemed lost his temper and punch Denham's stomach and he knocked. Thackeray directly held Denham's body and say "*Stay where you are!*" which is classified as warning in imperative form. Thackeray warned Denham to did not moved on where he was and bowed a little bit. Also, Thackeray told him to inhale and exhale so Denham could control his breath. Thackeray felt guilty for what he had done. Thackeray should not hit a teenager like Denham moreover, that was his students but Thackeray seemed like he had no choice.

(102) [1124] **Denham** : About the party, we've got a group and all. And the girls are fixing the grub. You coming?

Thackeray : You inviting me?

This conversation happened when after the gym class in the classroom. The students were contemplated about what every Thackeray said were right. Since the Denham and Thackeray's box at the hall, Thackeray precisely not mad at anything or saved a grudge to Denham. Thackeray said to Denham it did not change anything. Still, Thackeray saw Denham as his students and kept educate

him to be the real adult. Also, Thackeray offered Denham a job to be a box teacher for kids. Because Thackeray could see Denham skill in boxing was pretty good. So, When Thackeray got into the class, Denham wanted to invite him to the dance party because before that, the students was not against him since Buckley and Mr. Bell thing. Thackeray kind of shocked and said “*You inviting me?*” which is classified as warning in interrogative form. Thackeray warned and reminded Denham did he really invite Thackeray to the party. Thackeray seemed did not believe that his student said. Also, Thackeray was in amazed and touched by Denham and the other students offered to invited him.

3.1.4 Request

(103) [141] **Mr. Florian** : We have no blueprint in North Quay. Most of our children are rejects from other schools. We have to help and teach them as best we can and as much as we can. The local authorities are not totally on our side. And from the moment you accept this position you’ll be entirely on your own. Of course, I and the staff will do everything we can to help you. But success or failure will depend entirely upon you.

What’s it to be?

Thackeray : I want the job, sir.

The conversation between Mr. Florian who the principal in North Quay school and Thackeray when Thackeray wanted to take a job in North Quay school as a teacher. Mr. Florian warned Thackeray because Thackeray had to prepared himself especially mental to face the students of North Quay school. Because most of the students in North Quay school were rejected from other school, hard to controlled or educated them and mostly teacher who tried to teach them were gave up and chose to resigned. Also, Mr. Florian warned Thackeray if Thackeray got accepted, Thackeray would be on his own to controlled his students. Other teacher could not help him to controlled the students because all the teacher seemed hopeless to controlled them but beside of the teaching, all the staff and teacher would help him. Thackeray responded *“I want the job, sir”* which is classified as requesting in imperative form. Thackeray requested Mr. Florian to hired him as a teacher in North Quay school. Thackeray really needed a job to live until his curriculum vitae being accepted by the engineering company to hired him. Thackeray took every risk and chose to took it no matter what with all the concern in Thackeray’s mind. He believed he could do it.

(104) [167] Thackeray : First, as I call your name...
will you read anything you like from one of your
school books?

This utterance occurred when Thackeray started teaching in North Quay school. After did a roll call to all the students in the classroom as introduction, Thackeray did not know yet what the last material of the class learned before. Thackeray had an idea to started the less by said *“First, as I call your name... will you read anything you like from one of your school books?”* which is classified as

requesting in interrogative form. Thackeray requested his students to read one of their school books they liked as Thackeray called their name one by one for starters. The reason why Thackeray did that also an approach which his students interested on based on their choice of book and also to know which material they ended up.

(105) [188] **Dare** : (raise a hand)

Thackeray : Your name, please?

This utterance happened when Thackeray requested his students to read one of their school books they like as Thackeray called their name one by one for starter. The reason why Thackeray did that also an approach which his students interested on based on their choice of book. But every student that Thackeray called did not read their school books instead of joke book. Then, Thackeray told them who interested to read their school book on their own and Dare raised her hand, volunteered herself to read her book. Thackeray asked “*Your name, please?*” which is classified as requesting in interrogative form. Thackeray requested Dare’s name probably Thackeray forgot about her name and then allowed her to read one of the paragraph or sentences in her school book.

(106) [199] **Thackeray** : Next, weight and measures.

What’s avoidupois?

These utterances occurred when Thackeray done with called students one by one to read one of their school books and heard Dare read one of poetry book when she volunteered herself to read it. Thackeray wanted to change the topic of

the lesson and said “*Next, weight and measures. What’s avoirdupois?*” which is classified as requesting in interrogative form. Thackeray requested the students to answered Thackeray question about avoirdupois if one of them would know. Avoirdupois is a measurement system of weights which uses pounds and ounces as units.

(107) [390] **Dare** : What a morning! Everything’s gone wrong. First, the alarm didn’t go off. Then I had to wait hours for a bus. I must have stood there three bleeding hours.

Thackeray : Example, there are two ways to enter a room. One is like an adult, a lady with dignity. The other is like a brat. Miss Dare has shown us the second way. Perhaps you’d demonstrate the first.

This conversation happened when Thackeray explained to his students how to be an adult. Commanded his students to listened the speaker first without interruption, So, the students also got their right to spoke after that without interruption also. Indirectly, Thackeray teach his students about manners of communicating with people. In the middle of explanation, Dare burst through the door, late came into the class. Dare grumbled why she late did not say hello or greeted Thackeray whatsoever. Thackeray just stared at her and said “*Example, there are two ways to enter a room. One is like an adult, a lady with dignity. The other is like a brat. Miss Dare has shown us the second way. Perhaps you’d*

demonstrate the first” which is classified as requesting in imperative form. Thackeray requested Dare to imitate the first example, enter the room like an adult, a lady with dignity so the students knew the ethic to entered a classroom. Also, Thackeray used sarcasm in his utterance. Sarcasm is an ironic or satirical remark tempered by humor. Mainly, people use it to say the opposite of what's true to make someone look or feel foolish. Gave a little pudency on Dare so Dare realized what she had done was wrong.

(108) [401] **Potter** : I said, why should we call them Miss? We know them.

Thackeray : Is there a young lady you feel does not deserve to be addressed as Miss?

The conversation between Potter and Thackeray occurred when Thackeray explained about how to addressed people like an adult. For women the students should addressed them as Miss and the men by their surname. Potter responded to Thackeray’s explanation that he kind of disagreed the women should addressed as miss even though they knew each other body and soul. Thackeray responded to Potter’s disagreement with asked Potter a question like “*Is there a young lady you feel does not deserve to be addressed as Miss?*” which is classified as requesting in interrogative form. Thackeray requested to all the students especially women students to answered Thackeray’s question was there any women students felt did not deserve to addressed as Miss to fulfill Potter’s answer. Thackeray thought the audiences or students answered was more satisfying than from his explanation.

Because of course every female student felt deserved to be appreciate and addressed as Miss because all of the students who still teenagers would like to treated as adults.

(109) [420] **Thackeray** : You will be more attractive with clean clothes, clean shoes hands, face, teeth, et cetera.
Any question?

This utterance occurred when Thackeray explained about how to dress as an adult to his students. after he explained it, Thackeray asked “*Any question?*” which is classified as requesting in interrogative form. Thackeray requested his students to asked some question about being an adult or something his students wanted to know. Perhaps something made the students curious about things that was not conveyed by Thackeray.

(110) [520] **Dare** : Why don't you take us? We could go in the morning.

Thackeray : Who would like that?

This conversation happened when Thackeray explained to his students about a history of fashion and mentioned Natural History Museum to his students to visited. All the students really wanted to go there and seemed did not have a time to go to the museum. Until Dare gave her suggestion to Thackeray they could go in the morning and switched the school time in class to outing class to the museum. Thackeray asked the students “*who would like that?*” which is

classified as requesting in interrogative form. Thackeray requested the students to voted who wanted to go to the museum. If the students were agreed then Thackeray would do a permission to the principle to did outing class.

(111) [526] **Mr. Florian** : It wouldn't work. It's not the sort of risk we'd dare

to take at North Quay.

Thackeray : I would like to try, sir.

The conversation between Mr. Florian and Thackeray occurred when Thackeray tried to asked a permission to Mr. Florian to conducted an outing class for Thackeray's students in Natural History Museum. Mr. Florian doubted that Thackeray could control his students who were notoriously mischief. Thackeray responded to Mr. Florian said "*I would like to try, sir*" is classified as requesting in imperative form. Thackeray requested Mr. Florian to believe on Thackeray to control his students while outing class. Thackeray confident enough he could control his students and nothing wrong happen. Because all the students agreed and would love to visit the museum.

(112) [536] **Thackeray** : Miss Blanchard, I think I can arrange an outing

with my class if I can get another teacher to go

along.

Gillian : I'd love to. And it's Gillian.

This conversation between Thackeray and Gillian happened at the bus stop waited a bus went to school. Thackeray got his permission to took the students to

the museum with one condition. Thackeray should have one teacher to supervised the students so Thackeray did not control his students alone because Mr. Florian knew the students' attitude of North Quay school. Thackeray remembered about Gillian, the first teacher who helped him in the first day and a good friend of Thackeray. In the morning, on the way Thackeray went to the school, he met Gillian at the bus stop and talked to Gillian asked "*Miss Blanchard, I think I can arrange an outing with my class if I can get another teacher to go along*" which is classified as requesting in imperative form. Thackeray politely requested Gillian to joined him to his outing class with the students. As the requirement from Mr. Florian. Thackeray could put his faith to Gillian because Thackeray believed in her.

(113) [544] **Thackeray** : Good morning.

What would you like to talk about today?

These utterances occurred when Thackeray greeted his students started the teaching learning process in his classroom. That day, Thackeray did not teach them general subject for their class. Thackeray wanted his students to choose what they wanted to learn about. He asked his students said "*What would you like to talk about today?*" which is classified as requesting in interrogative form. Thackeray requested his students to choose the topic they wanted to discussed about as their desired. About life or anything or maybe they found something new and curious about it so they could ask about it.

(114) [634] **Thackeray** : Where's Jackson?

Potter : We don't know. Tich wouldn't miss this unless he was sick or something.

Conversation between Thackeray and Potter occurred when all the Thackeray's students gather around at the bus stop to went to the Natural History Museum. Thackeray checked on the students and found Jackson was not around. Thackeray asked Potter said "*where's Jackson?*" which is classified as requesting in interrogative form. Thackeray requested Potter answer where Jackson was in hope Potter would know so Thackeray knew what was the reason Jackson was not around. Potter said he did not know where was Jackson but Potter assumed Jackson was late because Jackson would not miss the outing class opportunity without any news.

(115) [690] **Thackeray** : Mr. Florian has given us permission for more outings. I'd like to hear suggestions of what we might do.

This utterance happened when Thackeray done explained his material based on curriculum and ready to dismissed the class. Before that Thackeray said to his students "*Mr. Florian has given us permission for more outings. I'd like to hear suggestions of what we might do.*" Which is classified as requesting in imperative form. Thackeray requested his students to give one suggestion or more where they wanted to go for the next outing class because Mr. Florian gave another permission to did outing class for another day and also it depended on

students will because they would interest if they were the one who chose the destination.

(116) [776] **Thackeray** : What do I do?

Mrs. Evans : Nothing. Just be patient.

This conversation between Thackeray and Mrs. Evans happened when they talked each other in class about Dare who fell in love with Thackeray and everybody knew about it. Also, Mrs. Evans said Thackeray succeeded to controlled and educated his students and brought a new hope for teachers in North Quay school. Mrs. Evans felt Thackeray should be in another school that competent enough and good in quality instead of teaching in North Quay. Thackeray asked Mrs. Evans “*What do I do?*” which is classified as requesting in interrogative form. Thackeray requested Mrs. Evans to give a solution or two what should Thackeray did next because he stuck in North Quay where another heavy challenges would always come. Mrs. Evans responded to Thackeray’s request to just be patient and enjoyed every obstacle in North Quay. Because any challenges in North Quay school was also lessons for the teacher and learned about new things.

(117) [817] **Thackeray** : You want some of this?

Gillian : No, thanks.

The conversation between Thackeray and Gillian happened in the pantry when it was lunchbreak. Thackeray bought three oranges for lunch and asked Gillian who enjoyed her tea during lunchbreak. Thackeray asked Gillian said

“*You want some of this?*” which is classified as requesting in interrogative form. Thackeray requested Gillian to take one of his orange so they could eat together but Gillian rejected Thackeray’s request politely. Probably Gillian did not like orange or because saw Thackeray only eat oranges for lunch and did not want Thackeray eat less than that.

(118) [873] **Thackeray** : All right

What happened?

This utterance occurred when Mr. Bell who was a gym teacher, in purpose broke the barricade to jump lesson for Buckley. When Buckley jumped through the barricade, the barricade broken and Buckley fell hard to the floor. Potter saw a piece of the wood from the broken barricade, Potter could see someone must broke that purposely and Potter knew already that someone must be Mr. Bell. Potter threatd Mr. Bell with the wood Potter held and Jackson who seen that scene run to the Thackeray’s room and told him Potter and Mr. Bell had fight. After Thackeray arrived at the hall, he commanded his students to help Buckley and Thackeray grabbed the wood from Potter’s hand and said “*All right. What happened?*” which is classified as requesting in interrogative form. Thackeray requested to Potter to explained what happened, why Potter got fight with Mr. Bell. The chronology why that happened.

(119) [881] **Mr. Bell** : Thanks for helping me out. That Potter went berserk.

Thackeray : I understand that Buckley is a pet whipping boy of yours.

Is that right?

The conversation between Thackeray and Mr. Bell occurred after Mr. Bell physically bullied Buckley in the gym class and Potter threatened Mr. Bell with weapon. In the office, Thackeray catch up Mr. bell and Mr. Bell said thanks to Thackeray for intervened Mr. Bell and Potter. Thackeray did not say thank you back or whatsoever but came to the point said "*I understand that Buckley is a pet whipping boy of yours. Is that right?*" which is classified as requesting in interrogative form. Thackeray requested Mr. Bell to respond Thackeray about how Mr. Bell like to bullied Buckley in the gym class because Mr. Bell saw Buckley was the weakest from the rest. Because he could see why Mr. Bell chose Buckley as his bullying material because Buckley look weak and vulnerable to Mr. Bell by Buckley's body. Buckley was fat and seemed hard to did sport things and that was a pastime for Mr. Bell.

(120) [897] **Thackeray** : Do you think you behaved like an adult?

Denham : How about bell apologizing to Buckley?

This conversation with Thackeray and Denham occurred in the class after the gym class. Thackeray, Potter and Denham argued about who apologized who.

Thackeray disappointed on Potter's action to Mr. Bell who threatened his own teacher with weapon which was not an adult manner like Thackeray teach them. Until Thackeray said "*Do you think you behaved like an adult?*" which is classified as requesting in interrogative form. Thackeray requested Potter to changed his mind and rethink what he had done to Mr. Bell and no need to responded what Thackeray asked. Until Denham said that Mr. Bell should apologized to Buckley, who missed the point of all the problem. Thackeray blamed Potter for what he had done to Mr. Bell. Aimed people with weapon was a wrong choice to solved a problem instead of a new problem came and became more serious.

(121) [925] **Thackeray** : I understand that passing out class holds some kind of celebration at end of term.
What happens?

The utterance happened when all the students gathered around in the hall and Thackeray went inside, held papers on his hand wanted to give them to his students while said "*I understand that passing out class holds some kind of celebration at end of term. What happens?*" which is classified as requesting in interrogative form. Thackeray requested his students to responded Thackeray question about new term party. North Quay had their own culture when the new semester would come, they held a dance party to celebrated it and Thackeray curious about it because he was new to North Quay.

(122) [928] **Potter** : We dance... sir.

Thackeray : Did you apologize because of Denham?

The conversation occurred when Thackeray asked a question to his students about what happened in a celebration. But Potter answered Thackeray's requested with anger intonation and looked at Thackeray annoyed. Thackeray knew Potter still had a grudge to Thackeray about Mr. Bell even Potter went to Mr. Bell to apologized. Thackeray asked "*Did you apologized because of Denham?*" which is classified as requesting in interrogative form. Thackeray knew Potter apologized to Mr. Bell because Denham who triggered him about Potter would not have a job if Mr. Bell brought the problem to the court. The reason why Thackeray asked that just to justified was that Potter really apologized to Mr. Bell because of Denham who pushed him.

(123) [938] **Thackeray** : May I be permitted to contribute something?

Denham : No, thank you, Mr. Thackeray.

The context of the conversation where the students gave donation in the classroom in order to Seales' mother death. Thackeray went into the class and saw Jackson collected money from the students and Thackeray curious and asked Jackson. Jackson told Thackeray he collected money for Seales' mother death. Thackeray praised the students' kindness and said "*May I be permitted to contribute something?*" which is classified as requesting in interrogative form. Thackeray requested to contribute some money or things for Seales' mother death as the students will. He liked his students' idea to help each other. Not until

Denham refused Thackeray to contribute something for Seales' mother death because Denham still against Thackeray about Buckley's affair also for his fed his ego.

(124) [945] **Denham** : Here, Pam, you buy the wreath.

Dare : The name's Dare. Miss Dare.

Denham : Well, you buy the wreath? Send it around when the time's right?

Thackeray : Send it? Aren't you going to take it?

These conversations occurred when Denham refused to took Thackeray's contribution for Seales' mother death. Denham told Dare to bought the wreath and sent it to Seales' house when the time was right. Thackeray asked "*Send it? Aren't you going to take it?*" which is classified as requestion in interrogative form. Thackeray requested Denham to responded Thackeray's question. Thackeray confused on their conversation and wanted the students to explained the reason why they had to send it instead of brought the wreath by themselves also visited Seales condition.

(125) [967] **Mr. Florian** : And by the way, I've canceled all outings for your class.

Thackeray : Why?

Mr. Florian : The adult approach hasn't worked.

The conversation between Thackeray and Mr. Florian occurred on the stairs they met each other. Mr. Florian told Thackeray there was Mrs. Dare who was Dare's mom, waited on Principal's office. Without any explanation, Mr. Florian told Thackeray that Mr. Florian had been canceled all outing class for Thackeray's class made Thackeray confused and asked "Why?" which is classified as requesting in interrogative form. Thackeray requested Mr. Florian to explained why Mr. Florian canceled his outing class because he wanted to know. Mr. Florian did not clarify the problem to the point instead of told Thackeray that the adult approach has not worked.

(126) [973] **Mrs. Dare** : I'm sorry to disturb you, Sir. It's about Pam. I'm

Mrs. Dare

Thackeray : What can I do for you? Would you have a seat?

This dialogue happened when Thackeray arrived in principal's office where Mrs. Dare waited for Thackeray. Mrs. Dare apologized for disturbed Thackeray's time because for Mrs. Dare it was urgent and really need Thackeray to discussed about Mrs. Dare's daughter. Thackeray who saw Mrs. Dare with her restless face asked her to calmed and said "*What can I do for you? Would you have a seat?*" which is classified as requesting in interrogative form. Thackeray requested Mrs. Dare to have a seat first and then talked about what happened to Dare so Mrs. Dare would calm enough to talked about it.

(127) [975] **Mrs. Dare** : Would you talk to her, Sir? I'm sure she'd listen to

you.

Thackeray : What is the trouble?

This dialogue happened when Thackeray arrived in principal's office where Mrs. Dare waited for Thackeray and Thackeray requested Mrs. Dare to have a seat first and then talked about what happened to Dare so Mrs. Dare would calm enough to talked about it. The utterance "*What is the trouble?*" is classified as requesting in interrogative form. Thackeray requested Mrs. Dare to explained what the actual happened to Dare until Mrs. Dare really, really needed to communicate with Thackeray and believed that Dare would listen to Thackeray instead of his mother.

(128) [1020] **Dare** : I've just been to Gran's. Just around the corner,
not far.

Thackeray : Why haven't you told your mother?

The context of the conversation Thackeray called up Dare to met Thackeray in class with Jackson's help to discussed about Dare's behavior that Mrs. Dare, her mother told. Thackeray told Dare her mother was in school and griped about her who always came home late at night. Dare responded to Thackeray that she just went away to her friend Gran which was near from her house. Thackeray asked Dare "*Why haven't you told your mother?*" which is classified as requesting in interrogative form. Thackeray requested Dare to responded to Thackeray's question the reason why Dare did not tell her mother that she went out to her friend house. Also, Thackeray gave little provoked to

Dare so, Dare would be more open about her problem why Dare did not talk to her mother.

(130) [1023] **Thackeray** : You're not in trouble, are you?

Dare : Nowadays that's only for fools, isn't it? We're the Luckiest kids, the luckiest generation that's ever been, aren't we? We're the first to be really free to enjoy life if we want without fear.

Conversation between Thackeray and Dare occurred in the classroom talked about Dare's behavior always came home late without her mom's permission. Thackeray knew there was something wrong with Dare's behavior because she kind of girl who could not do something bad if there was nothing wrong. So, Thackeray asked her "*You're not in trouble, are you?*" which is classified as requesting in interrogative form. Thackeray requested to Dare to answered Thackeray's question so Thackeray would know what happened to Dare and found the reason why Dare acted like that to her mother. In hope Dare would more open about her life so Thackeray could find the solution for Dare.

(131) [1065] **Denham** : Could we box first today, please?

Thackeray : Why?

This dialogue happened when Thackeray just arrived in the hall to teach his students self-defense skill and commanded his students to line up in pairs. The audacity of Denham offered Thackeray to box with Thackeray. Until Thackeray

asked Denham “*Why*” which is classified as requesting in interrogative form. Thackeray requested Denham to answered the reason why Denham offered Thackeray to box while Thackeray commanded his students to line up in pairs so the students got their partner to box.

(132) [1081] **Thackeray** : You all right?

Come over here for a minute.

This utterance occurred when Thackeray knocked Denham out with only one punch at Denham’s stomach. Thackeray held Denham’s body afraid he would faint and asked “*You all right? Come over here for a minute*” which is classified as requesting in interrogative form. Thackeray requested Denham to answered Thackeray for a sign that Denham was conscious enough and could tell which part of Denham’s body that probably hurt.

(133) [1096] **Denham** : Why don’t you hit me again? Why didn’t you

fight? You had me easy. I’ve been after you since

you got here. Are you afraid or something?

Thackeray : Hitting you wouldn’t solve much, would it?

The conversation happened after Denham and Thackeray box in the middle of gym class at the hall. Denham who was catch up Thackeray at the stairs talked about why Thackeray did not fight back when Denham hit Thackeray several times. Also, Denham always against Thackeray about anything since day one until Denham assumed Thackeray was afraid of Denham. Thackeray who was

calmed enough to heard all of the Denham's speech said "*Hitting you wouldn't solve much, would it?*" which is classified as requesting in interrogative form. Thackeray requested Denham to responded to Thackeray question because he wanted Denham to realized that solved a problem with violence was not the way. The income of solved the problem with violence just to increase the grudges in someone's mind. Even Thackeray had a big opportunity to punched Denham more but he chose not to did it because nothing was change after that and it would add another problem.

(134) [1098] **Thackeray** : What's a barrow?

Denham : A barrow? With fruit on it. A barrow!

The conversation between Thackeray and Denham occurred when they met each other at the stairs and talked. Thackeray asked Denham "*What's a barrow?*" which is classified as requesting in interrogative form. Thackeray requested Denham to answered Thackeray question about the definition of barrow. Denham responded a barrow that the fruits traders usually use in the marketplace. Denham actually right but Thackeray wanted Denham to dig more the meaning of a barrow that Thackeray told. It means, Denham would have his own market stall, he would have his own way or job. Because Thackeray could see the potential of Denham in boxing. He could be a box teacher for teenagers or kids.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

In speech act, it cannot be separated from the purpose and context of the utterances. There is illocutionary act especially directive speech act that had discussed in previous chapter in this research. Directive speech acts are done of speaking that can make the listeners to do something by utterances of the speakers.

In this chapter, the researcher made conclusion from the analysis of directive speech act on Mark Thackeray's dialogue in *To Sir, With Love* movie. The purpose of this research is to know the classification and form also the reason why Mark Thackeray as the main character uttered directive speech act in his dialogue through its script. Based on previous chapters, this research focused on the classification of directive speech acts divided into four by Yule, such as command, suggestion, warning and request. Also, the form of directive speech act divided into three by Yule, such as imperative, declarative and interrogative that were used by Mark Thackeray as the main character in *To Sir, With Love* movie.

Based on the data analysis of those four classifications of directive speech acts which found, first, command is the mostly used in Mark Thackeray's utterance. It appeared 51 times in Mark Thackeray's utterances. Second, suggestion; it was used 24 times by Thackeray. Third, warning; it appeared 25 times in Thackeray's utterance. Last, Request; it appeared 32 times in Thackeray's

utterances. For the three forms of directive speech acts which found, first, imperative is mostly used in Thackeray's utterances. It appeared 71 times in Thackeray's utterances. Second, declarative; it was used 28 times in Thackeray's utterances. Last, interrogative; it was used 35 times in Thackeray's utterance.

4.2 Suggestion

The research is done to analyze the classification and form directive speech acts also the reason why the main character, Mark Thackeray uttered it in *To Sir, With Love* movie. Based on the conclusion of the research, the research purposes the following suggestions:

1. Students of English study program

The researcher suggests the students of the English study program to conduct further researcher using another point of view or another source of data. Since many of the researchers use movies as the sources of data, hopefully, there will be further research on directive speech acts by using the source of data from daily conversation.

2. Another researcher

Other researchers may conduct further research about the directive speech acts since the findings of this research needs to be enriched because the researcher does not cover all of the aspects of directive speech acts and form of directive speech act viewed from pragmatics study.

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