

CHAPTER I

INTRODUCTION

A. Background of the Study

People always do communication with each other. People used utterances to express what is in their mind to the hearer. It means when doing communication, there occurs utterances. Language makes people enable to convey their feelings, ideas and thoughts. According to Renkema (2004, p.12), “in speech act theory, language is seen as form of acting. In general, speech acts are act of communication”. As acts of communication a speech acts succeed if the audience or the hearer can identify the speaker’s intention. Searle (2008, p.16) assures that

All linguistic communication involves linguistic acts. The unit of linguistic communication is not only symbol, word or sentence, or even the token of the symbol, word or sentence, but rather the production or issuance of the symbol or word or sentence in the performance the speech acts.

A speech acts as an action performed by means of language is an important element of communicative competence and the speech acts theory. Speech acts is an action which always exists in human beings’ daily activities. So, it cannot be separated from daily social interactions. The current study focused on directive and expressive speech acts, aimed at identifying its types, identifying its directness levels and identifying its pragmalinguistics variations which are used by both teacher-learners during classroom interactions found

in movies entitled “Dangerous Minds”, “The Ron Clark Story”, “Facing the Giants”.

“Dangerous Minds” is a school drama with a literature teacher name Louanne Johnson (Michelle Pfeiffer) who is also an ex-Marine tried to change her life and hired as a teacher in a-high-school in poor and crime prone areas. She has recently separated from her husband because of he is being bad for her and so much not deserve to get her. Her best friend Hal Griffith (George Dzundza) is the one who is recommending her to the principal (George Dzundza) for a new job as a teacher at inner-city California, also a teacher there. But he felt shocked when knowing that his best friend will be teach a special class which is consisting of kids “rejects from Hell” with no passion to learn but he already warns her, and she just refuses to listen. At the first time, she is being bullied and humiliated in front of the class and also got mad with her friend, but then she challenged herself to open her entire students so that they want to open up to leaning literature since she tried so many ways. Start from she is revealed herself as a nine-year veteran of the Marine Corps, then asked her students, Raul (Renoly Santiago) and Durrell (Richard Grant) to try some karate just to get their attention towards her till a candy bribery, amusement park award, restaurant bribery and then she can reach out to the students who need her the most: Callie (Bruklin Harris), a smart and bright student who decided to throw away her talent when she becomes pregnant, Emilio (Wade Dominquez), a macho and the leader in her class who is actually a nice kids and Raul, the brightest kid who always ask everything to

her and the one who has a glowing personality but no self-confidence also one of her favorite student who are cling into her in the end of the story.

The second movie is called by “The Ron Clark Story” is also a story about education, in his small North Carolina hometown. Ron Clark (Matthew Perry) wants to spread his wings to reach his dream as a teacher in New York City. However, it is not as easy as he thought, no one need him there. But He eventually finds a job at Inner Harlem Elementary School, where the students are segregated according to their potential. As Clark is white and "nice" looking, Principal Turner wants to assign him to the honors class, especially as Turner's job security depends on good test scores. Clark however wants to challenge himself handling the most unwanted class. Though it is so hard till he ever give up once but he also learns that he has to understand them, both individually and collectively, on their level to be able to get through to them before he can teach them the standardized materials. Especially these kids who need him the most: Shameika Wallace (Hannah Hodson), Tayshawn (Brandon Mychal Smith) and Julio Vasquez (Marty Ronaghan) also Badriyah (Bren Eastcott).

The last movie called by “Facing the Giants”, outside of being an education drama inside of the classroom, this movie also brings about the world of teaching in the context of sport. It tells a story about a Christian high school football coach who uses his undying faith to battle the giants of fear and failure. In six years of coaching, Grant Taylor (Alex Kendrick) has never led his Shiloh Eagles to a winning season. After learning that he and his wife

Brooke (Shannen Fields) face infertility, Grant discovers that a group of fathers are secretly organizing to have him dismissed as head coach. Devastated by his circumstances, he cries out to God in desperation. When Grant receives a message from an unexpected visitor, he searches for a stronger purpose for his football team. He dares to challenge his players to believe God for the impossible on and off the field. When faced with unbelievable odds, the Eagles must step up to their greatest test of strength and courage. What transpires is a dynamic story of the fight between faith and fear.

In this research, the writer is interested to analyze the directive and expressive utterances of speech acts which are found in the interactions among the both teacher-learners during classroom interactions in their daily life used in movies entitled “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants.” The following is the example of the conversation in one of the movies above.

Mr. Griffith : Madison surrendered to the nationalists. Hamilton himself could have already have composed the message that embraced Donna. Donna, take over the class.
 Donna : What?? *make a roar*
 (Taken from “Dangerous Minds”)

In the conversation above, Mr. Griffith is giving his learner a command to take over the class.

Mrs. Carla : Do you have any idea how you got on top of my desk?
 Stanley : No.

(Taken from “Facing the Giants”)

In the conversation above, Mrs. Carla asks information to Stanley about his reason why did he sleep in top of her desk.

Mr. Clark : I'll tell you, Julio, if you turn around.
 Julio : *turn around*

(Taken from “The Ron Clark Story”)

The conversation above was occurred that when asking, Julio is not facing on Mr. Clark and sitting on the table. It looks like the previous teacher did not attempt to behave them with some respect.

In order for a speech acts to be effective then there must be some level on which both speaker and hearer agree to understand each other and accept the power of each other’s utterances.

So far, speech acts have been researched in many fields such as using by teacher-learners in university, EFL classroom, senior high school, junior high school, elementary school and pre-school based on the different problem, for instance, Directive Speech Acts Realization in Teaching and Learning at Magister of Language Studies Muhammadiyah University of Surakarta 2014 by Tamara (2015), Students Expressive Speech Acts Operated in Teaching Learning Conversation in ELTI Gramedia Surakarta by Nugraha (2015), Request in Turkish-Speaking Pre-School Children by Gül Zerey (2014), Speech Acts and Politeness Strategies in an EFL Classroom in Georgia by Kurdghelashvili (2015), Compliment and Compliment Responses used by English Teacher Association of Senior High School in Pacitan by Purnomo (2014), Thank You: An Analysis of the Thanking Strategies Taught in the English Classrooms in Romania by Cehan (2010), Investigation of EFL

Teachers' Oral Discourse in terms of Syntactic Forms, Quality, Content, Recipient, Classroom Acts and Speech Acts by Masoumei, Ghafouri, and Behnam (2013), The Analyses of Classroom Speech Acts Produced in the Teaching and Learning of English as a Foreign Language by Fitria (2012), Investigating Request Strategies between Iranian EFL Learners and Canadian Native Speakers of English in Various Social Situations by Ahangari and Shoghli (2011), Requests by Australian Learners of Indonesian by Hassall (2003).

Although previous studies have investigated about speech acts using by teacher-learners in university, EFL classroom, senior high school, junior high school, elementary school and pre-school, this study tries to analyze the research about directive and expressive speech acts, the directness levels, and the pragmalinguistics variations which are used by both teacher-learners during classroom interactions found in movies entitled "Dangerous Minds", "The Ron Clark Story", and "Facing the Giants".

The study chooses these movies because of all of them have interactions scenes among the teacher-learners. Because of that, the researcher focuses on their interactions and analyzes the type of directive and expressive speech acts, the directness levels, and the pragmalinguistics variations. In the interactions among the teacher-learners, there are many directive and expressive speech acts that can be analyzed and becoming the data source in which directive and expressive speech acts are frequently occur during classroom interactions among those types of speech acts.

Based on the background above, the writer proposes to conduct a research entitled **ANALYSIS OF DIRECTIVE AND EXPRESSIVE SPEECH ACTS USED BY BOTH TEACHER-LEARNERS DURING CLASSROOM INTERACTIONS FOUND IN MOVIES ENTITLED “DANGEROUS MINDS”, “THE RON CLARK STORY”, AND “FACING THE GIANTS”**.

B. Scope of the Study

The study focuses on the type of directive and expressive speech acts, its directness levels, and its pragmalinguistics variations are used by both teacher-learners during classroom interactions found in movies *Dangerous Minds-The Ron Clark Story-Facing the Giants* which were analyzed using Kreidler’s theory (1998), John Searle’s theory (1969), Trosborg’s theory (1995), Aijmer’s theory (1996) and Knapp, Hopper, & Bell’s theory (1984).

C. Problem Statement

The researches problems propose in this study include.

1. What are the types of directive and expressive speech acts used by both teacher-learners during classroom interactions found in movies “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”?
2. What are the directness levels of directive and expressive speech acts used by the both teacher-learners during classroom interactions found in movies “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”?
3. What are the pragmalinguistics variations of the directive and expressive speech acts used by the both teacher-learners during classroom interactions

found in movies “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”?

D. Objective of the Study

Based on the research problems above, this study has the following objectives.

1. To identify the types of directive and expressive speech acts used by both teacher-learners during classroom interactions found in movies “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”.
2. To identify the directness levels of directive and expressive speech acts used by the both teacher-learners during classroom interactions found in movies “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”.
3. To identify the pragmalinguistics variations of the directive and expressive speech acts used by both teacher-learners during classroom interactions found in movies “Dangerous Minds”, “The Ron Clark Story”, “Facing the Giants”.

E. Significant of the Study

The benefit of the research is divided into theoretical and practical, as follows:

1. Theoretical Benefit

This research will give contribution in pragmatics study especially on speech acts research.

2. Practical Benefit

a. For the learners

It helps learners not only understanding the correct use of speech acts that they will face but also applying it in their real life based on the real examples.

b. For teacher or lecturers

The implementation of speech acts by learners could be an additional knowledge for teachers or lectures in teaching pragmatics.

c. For other researcher

The result can be a reference in other researchers of speech acts.

F. Research Organization

This research consists of five chapters. Chapter I is introduction which explain the background of the study, scope of the study, problem statement, objective of the study, significant of the study and research organization. Chapter II deals with underlying theory consisting of previous studies, theoretical review about notion pragmatics, speech acts, classification of speech acts, directive speech acts, expressive speech acts, directness levels, pragmalinguistics, movie, and synopsis of the movie. Chapter III contains research method which consists of research type, research object, research subject, data and data source, setting of the research, technique of collecting data, data coding and technique of analyzing data. Chapter IV is data analysis,

research findings and discussion of the findings. Chapter V is closing which consists of conclusion, pedagogical implication and suggestion.