

**AN ANALYSIS OF DIRECTIVE AND EXPRESSIVE ACTS  
IN "*THE FIRST GRADER*" MOVIE**

**THESIS**



**By**

**REZA FEBIOLA**

**NIM. 204180062**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

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## APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Reza Febiola  
Student Number : 204180062  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : An Analysis of Directive and Expressive Illocutionary Acts In  
*"The First Grader" Movie*

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor



**Wiwin Widyawati M.Hum.**  
NIP. 197505212009122002

Ponorogo, 25 May 2022

Acknowledged by

Head of English Education Department of  
Tarbiyah and Teachers Training Faculty  
State Institute of Islamic Studies Ponorogo



**Dr. Dhinuk Puspita Kirana, M.Pd**  
NIP. 198303272011012007



MINISTRY OF RELIGIOUS AFFAIRS  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that *Sarjana*'s thesis of:

Name : Reza Febiola  
Student Number : 204180062  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : An Analysis of Directive and Expressive Acts in "The First Grader"  
Movie

has been approved by the board examiners on

Day : Thursday  
Date : 16<sup>th</sup> June 2022

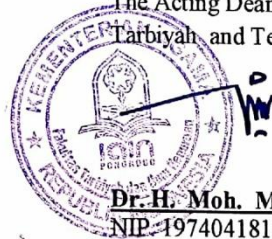
and has been accepted as the requirement for the degree the *sarjana* in English Education on:

Day : Monday  
Date : 20<sup>th</sup> June 2022

Ponorogo, 20<sup>th</sup> June 2022

Certified by

The Acting Dean of the Faculty of  
Tarbiyah and Teacher Training



**Dr. H. Moh. Miftachul Choiri, M.A**  
NIP. 197404181999030102

Board of Examiners

1. Chairman : Dr. Tintin Susilowati, M.Pd (.....)
2. Examiners I : Dr. Dhinuk Puspita Kirana, M.Pd (.....)
3. Examiners II : Wiwin Widyawati, M.Hum (.....)

## SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama : Reza Febiola

NIM : 204180062

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Judul Skripsi/Thesis : An Analysis of Directive and Expressive Acts in "*The First Grader*" Movie

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Reza Febiola

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Saya yang bertanda tangan di bawah ini:

Nama : Reza Febiola

NIM : 204180062

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : An Analysis of Directive and Expressive Illocutionary Acts In  
"The First Grader" Movie

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## **DEDICATION**

This final project, I dedicated for:

- ❖ Allah SWT, who always gives me health and strength.
  
- ❖ My beloved parents, Mr. Subagiono and Mrs. Siti Anisah, who always love, support, pray, and encourage me in any situation.
  
- ❖ All those who have supported me, complete the thesis.

## MOTTO

Education is the passport to the future,  
for tomorrow belongs to those who prepare for it today.

(Malcolm X)<sup>1</sup>

The function of education is to teach  
one to think intensively and to think critically.  
Intelligence plus character—that is the goal of true education.

(Martin Luther King Jr)<sup>2</sup>

Education is the most powerful weapon  
which you can use to change the world.

(Nelson Mandela)<sup>3</sup>

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<sup>1</sup> Malcolm X, *"A Man Who Stands for Nothing Will Fall For Anything,"*

<https://parade.com/1161190/saginecorrielus/malcolm-x-quotes/amp/> (accessed on May 2020).

<sup>2</sup> <https://parade.com/252644/vianguyen/15-of-martin-luther-king-jr-s-most-inspiring-motivational-quotes/> (accessed on 17<sup>th</sup> January 2022 at 10.00 a.m.)

<sup>3</sup> <https://www.brainyquote.com/quotesnelson-mandela-157855> (accessed on 5<sup>th</sup> December 2013).

## ABSTRACT

**FEBIOLA, REZA.** 2022. *An Analysis of Directive and Expressive Acts In "The First Grader" Movie*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor: Wiwin Widyawati, M. Hum.

**Keywords:** *Speech Acts, Illocutionary Acts, Directive, Expressive, "The First Grader" Movie.*

The directive act is one of the important things when communicating with other people. The directive contains an essential instruction from the speaker to the listener. The listener is expected to hear well what the speaker means to create good communication. Expressive act is used to express the feelings felt by the speaker to the listener. Listeners are also expected to reply to the utterances delivered by the speaker. Both directive and expressive acts are important because they are often used to communicate.

The aims of this research are 1) to identify types of the directive and expressive acts by all the characters in *The First Grader* movie. 2) to find out the types of the directive and expressive acts conveyed by all the characters in *The First Grader* movie.

The researcher used library research as a research design and descriptive qualitative research for the research approach. This research data are utterances produced by all the characters in *The First Grader* movie. The source of data in this research used script as primary data and the movie as secondary data. Information related to journals, books, and the internet is collected to complete the needed. The researcher used a documentary technique to conduct this research.

The result of this research showed that there are five directive act with the total number of 119 utterances contained by *commanding* (31,93%), *requesting* (7,56%), *asking* (42,01%), *suggesting* (9,25%), and *advising* (9,25%). *Asking* is the most dominant type of directive act used by all the characters in *The First Grader* movie. There are seven expressive act in this study with the total number 53 utterances contained by *thanking* (15,09%), *apologizing* (7,54%), *congratulating* (9,43%), *welcoming* (13,20%), *greeting* (15,09%), *complimenting* (20,77%), *expressing joy* (18,88%). *Complimenting* and *Expressing Joy* are the most dominant types of expressive act used by all the characters in *The First Grader* movie. The contribution of the directive and expressive acts in *The First Grader* movie can be the reference as a media for the teaching-learning process.



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First of all, I would like to express my gratitude to Allah SWT, who has always given me health and strength while working on this thesis so that this thesis can complete well and be done on time. Shalawat and salutation for prophet Muhammad have brought us from the darkness to the brightness as we can feel today.

This thesis is entitled *An Analysis of Directive and Expressive Acts in "The First Grader" Movie*. I realize that my thesis can't be finished without support, guidance, and advice from many people, especially my parents and advisor. So, the researcher would like to thank you and deepest appreciation to:

1. Dr. Hj. Evi Muafiah, M.Ag. as the Rector of State Institute of Islamic Studies Ponorogo (IAIN Ponorogo)
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8. Last but not least, all who had supported me to reach my dream can't be mentioned one by one.

This thesis is still far from perfection. The researcher needs some critics and suggestions to make it better. The researcher hopes this thesis will be useful for the readers, especially for university students in the English Education Department. May Allah SWT bless all of us. Aamiin.

Ponorogo, 21 May 2022

The researcher



Reza Febiola

NIM. 204180062

## TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>APPROVAL SHEET</b> .....	ii
<b>RATIFICATION SHEET</b> .....	iii
<b>PUBLICATION LETTER</b> .....	iv
<b>PRONOUNCEMENT</b> .....	v
<b>DEDICATION</b> .....	vi
<b>MOTTO</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>ACKNOWLEDGMENT</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	xi
<b>CHAPTER I: INTRODUCTION</b> .....	1
A. Background of the Study.....	1
B. Statement of the Problems.....	7
C. Research Objectives.....	7
D. Significances of the Study.....	7
E. Previous Related Study.....	8
F. Research Methods.....	10
G. Organization of the Study.....	14
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b> .....	16
A. Sociolinguistics.....	16
B. Pragmatics.....	18
C. Speech Acts.....	19
D. Directive Act.....	23
a. Commanding.....	24
b. Requesting .....	24

c. Asking .....	25
d. Suggesting .....	25
e. Advising.....	25
E. Expressive Act.....	26
a. Thanking.....	26
b. Apologizing.....	27
c. Congratulating.....	27
d. Welcoming.....	27
e. Greeting.....	28
f. Complimenting.....	28
g. Expressing Joy.....	28
F. Movie.....	29
<b>CHAPTER III: FINDINGS AND DISCUSSION.....</b>	<b>35</b>
A. Findings.....	35
B. Discussion.....	37
<b>CHAPTER IV: CLOSING.....</b>	<b>64</b>
A. Conclusion.....	64
B. Suggestions.....	65
<b>BIBLIOGRAPHY</b>	

# CHAPTER I

## INTRODUCTION

This chapter discussed the background of the study, statement of the problems, research objectives, significance of the study, previous related study, research methods, and organization of the study.

### A. Background of the Study

A well-developed language is the identity of human society. Language is an important characteristic that distinguishes humans from other creatures.<sup>4</sup> Learning a new language contributes to the development of individual intelligence, gives us access to other cultures, and prepares us with essential skills to adapt to a rapidly changing global world.<sup>5</sup> Using language, the speaker conveys information to the hearer. To be more precise, language is used by the speaker to express their meaning.<sup>6</sup> With language, people can give and get information or message for others.<sup>7</sup> Language is one of the essential things in human life. It is used to communicate with other people in their life. Language cannot be separated from human life, either spoken or written because it has a significant role. It takes essential things to extend what human beings want to say and communicate to others.<sup>8</sup>

The study of language which related to the society is called sociolinguistics. In a broad sense, sociolinguistics is the study that investigates the relationship between language and society with the purpose of being a better understanding of the language

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<sup>4</sup> Muhammad Nafi Annury, "Promoting Multilingualism In The Classroom: A Case Study of ELT Program," *Vision Journal* vol. 6, no. 1 (2017): 98, <http://dx.doi.org/10.21580/vjv6i11587>.

<sup>5</sup> Deborah Chan and Dr. Carmen Herrero, *Using Film to Teach Languages*, (UK: Corner House Art Film Books Food Drink, 2010), 6.

<sup>6</sup> Laimutis Valeika and Daiva Verikaitė, *An Introductory Course In Linguistic Pragmatics*, (Vilnius: Vilnius Pedagogical University, 2010), 100.

<sup>7</sup> Ima Frafika Sari, "The Speech Act of Cartoon Movie: Spongebob Squarepants The Movie," *Linguists: Journal of Linguistics and Language Teaching* vol. 6, no. 1 (July 13, 2020): 126, <https://doi.org/10.29300/ling.v6i1.2854>

<sup>8</sup> Zulfa Tutuarima, et al., "An Analysis of Speech Act Used in London Has Fallen Movie", *Vision: Journal for Language and Foreign Language Learning* 7, no. 2 (October 31, 2018): 122, <https://doi.org/10.21580/vjv7i23022>.<https://doi.org/10.21580/vjv7i23022>.

structure and how language functions in communication.<sup>9</sup>

In the communication process, individuals exchange information and message in various ways. It can be conveyed through verbal and non-verbal communication. Verbal communication is a way of communicating messages using words as components, while non-verbal communication uses expressions, gestures, eye contact, and body language to communicate with others.<sup>10</sup>

Communication is a two-process between speaker and hearer, both of them have a positive function to perform.<sup>11</sup> Communication can be spoken or written and can be done directly or indirectly. In communication, human beings use language as equipment to deliver their thought, either through conversation (directly) or by using the media (indirectly).<sup>12</sup> When speakers and listeners communicate using the same language, the message can be conveyed easily. However, speakers can not convey their message to others in some communication cases because of a different culture. The listener will misunderstand what the speaker says because of different cultures. Based on this case, learning speech acts is essential in our daily social interactions.<sup>13</sup> By communication, the speaker and listener can also get new knowledge, because their utterances bring much information such as ideas, thought, suggestions, etc. Searle stated that "the unit of linguistic communication is not as generally thought, symbols, words or sentences; but rather the product of the symbol or word or sentence in the implementation speech acts." In communication, the speaker produces utterances containing words, phrases, and acts through those utterances.<sup>14</sup> The best result for communication is when a speaker and listener understand what they are talking

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<sup>9</sup> Ronald Wardhaugh, *An Introduction to Sociolinguistics*, 6<sup>th</sup> edition, (Oxford: Wiley-Blackwell, 2010), 12.

<sup>10</sup> Ross Buck and C. Arthur VanLear, "Verbal and Nonverbal Communication: Distinguishing Symbolic, Spontaneous, and Pseudo-Spontaneous Nonverbal Behavior," *Journal of Communication*, (September 1, 2002): 522.

<sup>11</sup> Muhammad Nafi Annury, "The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department." (Semarang: UIN Walisongo Semarang), 206.

<sup>12</sup> Ilham, et al., *Hedge Expression on The Novel of ABC Murder by Agatha Christie in Two Decades Version*, vol. 7, no. 1 (February, 2016): 77.

<sup>13</sup> Feby Rosella Wijaya and Jauhar Helmie, "An Analysis of Directive Speech Acts In The 'Fault In Our Stars' Movie Script," *Jurnal JOEPALLT* vol. 7, no. 1 (Maret, 2019): 2, <https://jurnal.unsur.ac.id/jeopallt>.

<sup>14</sup> Jacob L. Mey, *Pragmatics: An Introduction*, (United Kingdom: Blackwell Publishing, 2001), 93.

about. Everything regarding human language is referred to as linguistics.

Linguistics is the scientific and systematic study of human language. For the first time, '*linguistics*' was used in England and derived from the Latin '*lingua*,' which means '*language*.' This means linguistics is related to the language and cannot be separated. Linguistics also studies 'in' and 'out' of language, so linguistics is studying a specific language and general language, learning the characteristics of all languages in the world.<sup>15</sup>

Linguistics is also analyzed to relate form, meaning, and context. Almost every communication involved with linguistics, even whatever human beings do in daily life, is concerned with linguistics. By studying linguistics, human beings will know how language operates, how language is employed, and how language is changed and conserved.<sup>16</sup> The field of linguistics includes different ways to study language, which are in the division of linguistics into branches. Pragmatics is one of several units of linguistics that have appeared in recent years and decades; pragmatics is the study of meaning in context.<sup>17</sup> Another unit of linguistics is semantics. Semantics is the study of sentence meaning and also word meaning.<sup>18</sup> Both of pragmatic and semantic are essential branches of linguistics.

Pragmatics is concerned with studying meaning communicated by a speaker and interpreted by the listener. This type of study necessarily involves analyzing what people mean in a particular context and how context influences what is said. This approach also explores how listeners can infer what is said to interpret the speaker's intended meaning. It can be said pragmatics is the study of how more gets communicated than is said.<sup>19</sup> Pragmatics is the systematic study of how people understand and communicate more than the words or sentences when people speak or write. When people interpret and produce what

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<sup>15</sup> Tatu Siti Rohbiah, *Introduction to Microlinguistics*, (Serang: Media Madani, 2020), 1-2.

<sup>16</sup> Saiful Akmal, et al., *Introduction to Linguistics For English Language Teaching*, (Universitas Islam Negeri Ar-Raniry Banda Aceh, 2017), 9.

<sup>17</sup> Anette Becker and Markus Bieswanger, *Introduction to English Linguistic*, (Tubingen: Francke, 2006), 162.

<sup>18</sup> Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (Edinburgh: Edinburgh University Press, 2006), 6.

<sup>19</sup> George Yule, *Pragmatics*, (New York: Oxford University Press, 1996), 3.

linguists convey, it is called utterances.<sup>20</sup> One of the pragmatics studies related to communication and utterance is the speech act.

Speech acts are the actions performed via utterances. Generally, in English, such as apology, complaint, compliment, invitation, promise, or request.<sup>21</sup> It means that speech acts are the relationship between what the speaker means and what the listener understands. Commonly, speech acts occur in the movie's dialogues in conversation scenarios with different ways of communicating and choosing words. There are three aspects of speech acts: locutionary, illocutionary, and perlocutionary. A locutionary act is only what someone literally says (no hidden meaning). An Illocutionary act is stating and doing something (there is a hidden meaning behind it). A perlocutionary act is an action performed by the listener affected by the speaker. An illocutionary act is divided into five categories: representative, directive, commissive, declarative, and expressive.<sup>22</sup>

One example of media that can be used to apply speech acts is movie or film. A movie, also known as a film, is visual communication that uses moving pictures and sound to tell stories that can be shown at the cinema or on television. The movie is one media that can reflect human social life and enjoy when people watch it. Movies have some genres; action movies, adventure, animated, comedies, dramas, tragedies, horror movies, science fiction, etc. In this research, the researcher uses movies with the genre biography drama.<sup>23</sup> The movie has many exciting sides; action, audio, visual, location, situation, technology, etc. The most famous entertainment media around the world is a movie. A motion picture combines movement, words, music, and colors. People can get inspiration, ideas, knowledge, and many more by watching movies. That will be interesting when people seriously understand the movies by watching the movie setting, movie plot, movie dialogue,

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<sup>20</sup> Becker, *Loc. Cit.*

<sup>21</sup> Yule, *Op. Cit.*, 47.

<sup>22</sup> Royanti, "Expressive Speech Act Found On La La Land Movie," *Inovish Journal*, vol. 4, no. 2 (December, 2019): 131-132.

<sup>23</sup> Wikipedia, <https://simple.wikipedia.org/wiki/Movie>, accessed on February 1<sup>st</sup> 2022, at 07.33 p.m.



and movie characters.<sup>24</sup>

The movie is considered one of the effective forms of media communication in conveying information to people. Through the movie, the message can be given quickly by serving images and sound, which can touch feelings and influence the audience's understanding of the intent, message, and purpose of the film that has been watched. Movies have shown a significant role in human life. By watching a movie, people can get to know each other and learn about life.<sup>25</sup> Various kinds of stories delivered in the movie, a little or a lot, can indirectly change the mindset of people who have watched it. The role of movie media in learning is also significant to make student character education. Good film shows will certainly have a positive effect on students.<sup>26</sup>

In this research, the researcher chooses movie to be analyzed because the movie as a communication media has an essential role in conveying messages. The viewer has various feelings, such as empathy and sympathy for the movie that has been watched. When people want to understand and interpret a movie better, a movie can provide information that educates and inspires. Moral messages in movies can also help people deal with various problems, especially personal problems in life. Implicit moral messages can also provide valuable lessons that people can later apply in their daily lives—moreover, sometimes movies based on true stories, such as in the film *The First Grader*.

*The First Grader* movie can provide positive value for anyone who watches it. The inspirational story by the main character can make the audience carried away by the movie atmosphere. Besides that, movies can also inspire everyone to realize the education power because education is essential for life. The strength of the main character in this film is also very interesting. There is a great power that can awaken the spirit of life for everyone.

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<sup>24</sup> Hamid Aoudah, *A Study of Social Values In The Legend Of Korra: A Film Directed by Michael Dante Dimartino and Bryan Konietzko*, (Thesis, University of Mataram, 2016), 4.

<sup>25</sup> Kementerian Pendidikan dan Kebudayaan, *Peranan Media Film Dalam Membentuk Ketahanan Budaya Bangsa*, (Direktorat Jenderal Kebudayaan: Jakarta, 2003), 7.

<sup>26</sup> Lenny Apriliany and Hermiati, "Peran Media Film Dalam Pembelajaran Sebagai Pembentukan Pendidikan Karakter", *Prosiding Seminar Nasional Program Pascasarjana*, (Universitas PGRI Palembang, 2021), 191.

In this research, the researcher will analyze two kinds of illocutionary acts: directive and expressive acts in every utterance or sentence spoken by actors and actresses in *The First Grader* movie. Directive and Expressive acts were chosen as matters to be analyzed because every human in daily activity always uses these acts to communicate with others in different ways, besides that directive and expressive acts, can be found in every conversation, for example, in some utterances which contain the conversation between Kimani Maruge (older student) and Jane Obinchi (teacher). Directive acts make the hearer do something based on what the speaker says, such as commanding, requesting, ordering, advising, suggesting, etc.<sup>27</sup> On the other hand, expressive acts are used to understand the speaker's feelings about the situation, such as: apologizing, congratulating, welcoming, wishing, greeting, etc.<sup>28</sup> Directive and expressive acts are often used in a movie. Many utterances in the movie have different meanings to each other. To avoid misunderstanding, we have to understand the significance of the conversation.

In analyzing directive and expressive acts, people can conduct with one more medias, such as script of movies, journals, magazines, newspapers, novels, etc. While in this research, the writer decided to analyze directive and expressive acts in the movie script *The First Grader* and by watching the movie. The movie script contains spoken dialogues by the character and shows the characters' actions. The conversations in the movie script can be a good example of speech act to knowing what the character says by doing something.

The researcher is interested in choosing this movie as an object of the study because it has many moral values. It teaches people to realize their dreams no matter how old those ages and always enthusiasm not to give up in reaching their goals. The researcher contributes to English teachers who teach speech acts, especially directive and expressive

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<sup>27</sup>Fara Della and Barnabas Sembiring, "An Analysis Of Directive Speech Acts By Searle Theory In Sleeping Beauty Movie Script," *Journal of English Education and Teaching* vol. 2, no. 1 (June, 2018): 23, <https://doi.org/10.33369/jeet.2.1.22-27>.

<sup>28</sup>Perdian Sapta Putra, *An Analysis of Expressive Speech Acts of Main Character In The Film The Greatest Showman*, (Ahmad Dahlan University, 2019), 2, <http://eprints.uad.ac.id/15833/>.

acts. In this case, the teacher can use *The First Grader* movie as media learning to teach the material related to the directive and expressive acts. The researcher believes that this way can make students enjoy. It can also be an alternative for teachers to teach material related to the directive and expressive acts. It will be interesting and easy to comprehend the material for the student. So, in this study, the researcher will analyze the types of directive and expressive acts used by the character in the movie *The First Grader* under the title “*An Analysis of Directive And Expressive Acts in The First Grader Movie.*”

### **B. Statement of the Problems**

1. What types of directive and expressive acts are used by the characters in *The First Grader* movie?
2. How do the directive and expressive acts conveyed by characters in *The First Grader* movie?

### **C. Research Objectives**

1. To identify types of directive and expressive acts by the characters in *The First Grader* movie.
2. To find out the types of directive and expressive acts conveyed by characters in *The First Grader* movie.

### **D. Significances of the Study**

The significance of the study is divided into two these are:

#### 1. Theoretical Significance

The theoretical benefit expected of this research would be helpful and can enrich the knowledge about speech acts, especially in a directive and expressive utterances. On the other hand, it will positively impact English teaching, especially in

teaching speech acts.

## 2. Practical Significance

### 1. For the Lecturers

The result of this study can be the reference for teaching materials. It can help the English lecturers who teach speech acts, especially in the directive and expressive acts.

### 2. For the University Students

This study can help the university students increase their knowledges about speech acts, especially in a directive and expressive acts. Moreover, the university students can have the ability to distinguish between directive and expressive acts.

### 3. For the Other Researchers

This research can be the reference for further researchers who analyze the same topic, especially in the directive and expressive acts.

## E. Previous Related Study

In this subchapter, the researcher uses relevant studies related to the Directive and Expressive acts in the movie script *The First Grader* by Justin Chadwick; there are three previous studies related to this research.

Firstly, a journal was written by Siti Sarah Fitriani et al., (2020) entitled *An Analysis of Illocutionary Acts in a Fantasy Movie*, which aimed to find out the types and the most dominant illocutionary acts used by the main character in the fantasy movie. This study uses a descriptive qualitative method in which the writer observes utterances of the main character in this movie. The findings show that only four types of illocutionary acts were found in this movie: representative, directive, expressive, and commissive.

Based on the research above, there are some differences with this research. The previous studies above focused on illocutionary acts, while this research focused on directive and expressive acts. Furthermore, the first research uses descriptive qualitative

research to observe the utterances only for the main character. Meanwhile, this research uses descriptive qualitative research to observe the utterances for all the characters found in the movie *The First Grader*.<sup>29</sup>

Secondly, a thesis was written by Nafilah Gustiyani (2018), entitled *Directives and Expressives Illocutionary Acts In Asia's Next Top Model S6 Episode 1*. The study's objective is to explain how the directives and expressive speech acts uttered in the competition *Asia's Next Top Model S6 Episode 1* and analyze the function of directive and expressive acts in it by using the theory of John R. Searle & Vanderkeven.

To conduct the research, the writer uses qualitative analysis method. The study shows that the function of directives is advising, command, pray, ordering, asking, warning, recommending, permit, while the function of expressive is praise, welcome, congratulate, apologize, greet, thank, lament and condole. Both of them uttered directly and indirectly.

Based on the research above, there are differences and similarities with this research. The difference is on the object. The object of this previous study is on the competition *Asia's Next Top Model S6 Episode 1*, while the object of this research is in the movie script entitled *The First Grader*. The similarity between this previous study and this research is both focused on directive and expressive acts.<sup>30</sup>

Thirdly, a thesis was written by Riris Wulandari (2017), entitled *Illocutionary Acts In the Traditional Market Exchanges at Gambir Tembung*, which aimed to investigate the types of illocutionary acts. Moreover, looking for the most dominant illocutionary acts used between buyer and seller in the *Traditional Market Exchanges at Gambir Tembung*. The writer uses descriptive qualitative research to conduct the study and to analyze the data using the descriptive analysis technique. The result shows that there were five illocutionary

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<sup>29</sup> Siti Sarah Fitriani, et al., "An Analysis of Illocutionary Acts in a Fantasy Movie," *Studies in English Language and Education* vol. 7, no. 1 (March 2, 2020), <https://doi.org/10.24815/siele.v7i1.13635>.

<sup>30</sup> Nafilah Gustiyani, "Directives and Expressives Illocutionary Acts In Asia's Next Top Model S6 Episode 1," (Thesis, UIN Syarif Hidayatullah Jakarta, 2018).

acts, and the most dominant illocutionary acts used in *The Traditional Market at Gambir Tembung* are directives illocutionary acts.<sup>31</sup>

Based on the research above, there are some differences with this research. The first difference is on the object, and the second is on the focus of the study. This previous study uses buyer and seller in *the Traditional Market at Gambir Tembung* to analyze the illocutionary acts, while this research uses a movie script entitled *The First Grader*. Then, this previous study focused on illocutionary acts. Meanwhile, this research more focused on directive and expressive acts.

## **F. Research Methods**

The researcher explained several research methods: research approach and design, data and source of data, data collection, and data analysis technique.

### **A. Research Approach and Design**

Research designs are plans and procedures that span broad assumptions to detailed data collection and analysis methods.<sup>32</sup> Research design is specific procedures in the research process: data collection, data analysis, and report writing.<sup>33</sup>

In this study, the researcher used library research as the research design because this study is designed to analyze the types of directive and expressive acts in speech acts. Then, for the research approach, the researcher used descriptive qualitative research. It is descriptive-qualitative research because it described the linguistic phenomena found in the movie and observed the utterance expression written on *The First Grader movie* that should be interpreted using a description of the writer. Qualitative research aims to understand something specifically, not always looking for the cause and effect and

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<sup>31</sup>Riris Wulandari, "Illocutionary Acts In The Traditional Market Exchanges At Gambir Tembung," (Thesis, University of Muhammadiyah Sumatera Utara, 2017).

<sup>32</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed, (California: SAGE Publications, 2009), 4.

<sup>33</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed, (USA: Pearson Education, 2012), 20.

deepen comprehension about something studied.<sup>34</sup>

The researcher focuses on analyzing directive and illocutionary acts found in the movie script *The First Grader* uttered by the characters. Furthermore, this research also knows the types of directive and expressive acts conveyed by characters in the movie *The First Grader*. The result of qualitative descriptive is presented in the form of descriptions.

## **B. Data And Sources Of Data**

### a. Research Data

The data of this research are in utterances produced by the characters in the movie *The First Grader*. This data will be collected from a movie script of *The First Grader* movie. The duration of this movie is 1 hour and 43 minutes.

### b. Source of Data

There are two types of data sources in this research: first, the script as primary data and the movie as secondary data. This research used *The First Grader* movie directed by Justin Chadwick, written by Ann Peacock. The genre of this movie is a biographical drama that was released in 2010. The researcher will analyze this movie through speech act analysis focused on directive and expressive acts.

The movie got downloaded on the internet. Information from the internet and other books related to this research is collected to complete the needed. Then, as secondary data, the researcher downloads the script.

## **C. Data Collection Technique**

In conducting this research, the researcher uses a documentary technique to collect the data by getting the data from reading the movie script and watching *The First*

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<sup>34</sup>Jeri Mario, "An Analysis of Illocutionary Act In The Novel of *And The Mountains Echoed* Written By Khaled Hosseini", *INFERENCE: Journal of English Language Teaching*, vol. 1, no. 1 (2018): 44.

*Grader* movie by Justin Chadwick. Documents are records of events that have passed.<sup>35</sup> Documents include materials such as photography, videos, films, memos, letters, diaries, and so on, all of which can be used as information material for researchers. A document in qualitative research is any written material or movie that can be used to support research evidence. The use of documents as data sources in research is intended to support and add evidence because documents could provide specific details that support information from other sources.<sup>36</sup>

The researcher uses these steps for collecting the data as follows:

- a. Downloading a movie entitled *The First Grader* on the website terbit21.com
- b. Watching the movie many times
- c. Looking for the script of *The First Grader* movie
- d. Rechecking the suitability between the script of the movie and the real conversation in the movie
- e. Collecting the data by watching the movie or script of the movie focused on directive and expressive acts. The researcher uses the following codes to identify the types of the directive and expressive acts.
  - D1 is the number of each datum directive act
  - E1 is the number of each datum expressive act
  - The title of this movie is *The First Grader*, which is abbreviated into TFG
  - The types of directive act by all the characters include:
    - Commanding : Com
    - Requesting : Req
    - Asking : Ask
    - Suggesting : Sgs
    - Advising : Adv

<sup>35</sup> Sugiyono, *Metode Penelitian Kombinasi 'Mixed Methods'*, (Bandung: Alfabeta, 2017), 326.

<sup>36</sup> Farida Nugrahani, *Metode Penelitian Kualitatif dalam Pendidikan Bahasa*, (Solo: Cakra Books, 2014), 109.



- The types of expressive act by all the characters include:
  - Thanking : Th
  - Apologizing : Ap
  - Congratulating: : Co
  - Welcoming : Wlc
  - Greeting : Gr
  - Complimenting : Cmp
  - Expressing Joy : Ex
- f. Eliminating unnecessary utterances, an utterance that lead to locutionary and perlocutionary acts or to other than the directive and expressive acts.

#### **D. Data Analysis Techniques**

In analyzing the data, the researcher uses some stages as Miles and Huberman as follows : (1) data reduction, (2) data display, (3) conclusion drawing or verification.

##### **a. Data Reduction**

The data in qualitative research are generally in the form of qualitative descriptive narratives. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Data reduction is part of an analysis that categorizes, directs, discards unnecessary data, and organizes data until conclusions can be verified. In this reduction, there is a process of 'living in' and 'living out.' The selected data is 'living in,' and the unused data is 'living out.'<sup>37</sup>

In this case, the researcher sorts the data by focusing on the types of Directive and expressive acts in *The First Grader* movie. The researcher focuses on the

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<sup>37</sup> Hardani Ahyar, et al., *Metode Penelitian Kualitatif & Kuantitatif*, (Yogyakarta: Pustaka Ilmu, 2020), 163-165.

dialogues or utterances that contain the classification of directive and expressive acts.

b. Data Display

Data display is structured information that concludes and takes action. In qualitative research, data presentation can be done in brief descriptions, charts, tables, etc. It will be easier to understand what is happening by displaying the data. The researcher interprets the data taken and then makes some descriptions.<sup>38</sup> The study's outcome was description and analyzing the researcher sorts the data by focusing on the classification of directive and expressive acts.

c. Conclusion drawing/verification

The third step of qualitative data analysis is drawing conclusions and verification. Results can be in the form of a previously unclear description, and after being researched, it becomes clear.<sup>39</sup> The researcher would continue to give the explanation and description until the researcher gets the result and make a conclusion of the research.

## G. Organization of the Study

The organization of the study is to make the readers know and understand the content of the research easily. It is divided into five chapters as follow:

### **Chapter I : Introduction**

The researcher explains the introduction of the study, such as the background of the study, research question, objectives of the study, significances of the study, previous studies, research methodology, and organization of the study.

### **Chapter II : Review on Related Literature**

This chapter consists of several explanations such as pragmatics,

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<sup>38</sup> *Ibid*, 167-168.

<sup>39</sup> *Ibid*, 171.

speech act, classification of illocutionary acts, directive act, expressive act, movie, and synopsis in the movie *The First Grader*.

**Chapter III : Finding and Discussion**

This chapter is the result of the study showing the findings and detail of this research.

**Chapter IV : Conclusion**

In this chapter, the researcher makes a conclusion and suggestion. It is intended to help the readers take the essence of of the thesis more easily.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discussed the review of related literature such as sociolinguistics, pragmatics, speech acts, definition of directive act, types of directive act, definition of expressive act, types of expressive act, and also the theory of movie.

#### A. Sociolinguistics

The term sociolinguistics consists of ‘*socio*’ refers to ‘*sciences of society*’ and ‘*linguistics*’ which means ‘*science of language*.’<sup>40</sup> Sociolinguistics everything from considering ‘who speaks or writes, what language variety, to whom, when, and for what purpose.’<sup>41</sup> When human beings interact with others in society must use a language. Without a language, human beings will find problems when doing their activities with others.

Sociolinguistics is concerned with studying the relationship between language and society, its aim being a better understanding of the language structure and how language functions well in communication, its equivalent purpose in the sociology of language is to try to discover how social structure can be better understood through the study of language.<sup>42</sup>

Sociolinguistically, language is not only word structure, but language is also the tool of social interaction that reflects the whole construct of the community that uses a language.<sup>43</sup> The ability to use language is the thing that can most distinguish human beings from other creatures. In this life, language appears in the individual actions or speech acts. Language and society can’t be separated from one another because if there is a society, there

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<sup>40</sup>Fatchul Mu’in, *Sociolinguistics: A Language Study in Sociocultural Perspectives*, (University of Lambung Mangkurat, Banjarmasin, 2019), 4.

<sup>41</sup> Wardhaugh, *Op. Cit.*, 16.

<sup>42</sup> Ronald Wardhaugh & Janet M. Fuller, *An Introduction to Sociolinguistics*, 7<sup>th</sup> edition, (Oxford: Wiley Blackwell, 2015), 15.

<sup>43</sup>Dwi Setiyadi, “Peranan Sociolinguistik Dalam Pengajaran Bahasa: Sebuah Kajian Teoretis dan Penerapannya (Temuan Linguistik untuk Pengajaran Bahasa),” *Jurnal Pendidikan Dasar dan Pembelajaran*, vol. 2, no. 2 (2012): 147.

must be a language.<sup>44</sup> Sociolinguistics is the study of how human beings use language in social interactions.<sup>45</sup> Sociolinguistics is the part of linguistics concerned with language as a social and cultural phenomenon.<sup>46</sup>

Sociolinguistics is the study of everyday human life, how language works in human casual conversations and the media that humans encounter, and the presence of societal norms, policies and laws that address language.<sup>47</sup> Sociolinguistics also learned about the differences in language choices used in daily life.

The role of language among human beings in this life is essential. Language is the main of communication. With language, human beings can express their thoughts and feelings to others. Language also has various functions, including as a tool for exchanging information, a tool for expressing ideas, and even a function for maintaining social relations.<sup>48</sup>

Sociolinguistics is the study of language relate society. Sociolinguistics focuses on how a language can play a function well.<sup>49</sup> In other words, in sociolinguistics, human beings study language and society to know as much as possible human beings can about what kind of thing language is.<sup>50</sup> The role of sociolinguistics is clear to bring a language as it functions in the society, or in other words, to bring a language as a means of communication in a society.<sup>51</sup>

Sociolinguistics is also an attempt to find the relationship between social structure and linguistic structure, which observes the changes that occur.<sup>52</sup> In short that sociolinguistics is a study that investigates the influence of social aspects, such as cultural

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<sup>44</sup> Setiyadi, *Op. Cit.*, 145.

<sup>45</sup> Elaine Chaika, *Language Social Mirror*, Rowley (Massachusetts: Newbury House Publishers, Inc, 1982), 2.

<sup>46</sup> Peter Trudgill, *Sociolinguistics: An Introduction to Language and Society*, 4<sup>th</sup> edition, (England: Penguin Books Ltd, 2000), 32.

<sup>47</sup> Ronald Wardaugh & Janet M. Fuller, *Op. Cit.*, 1.

<sup>48</sup> Setiyadi, *Op. Cit.*, 149.

<sup>49</sup> Wardhaugh, *Op. Cit.*, 10-12.

<sup>50</sup> Ronald Wardaugh & Janet M. Fuller, *Loc. Cit.*

<sup>51</sup> Wardhaugh, *Op. Cit.*, 12-13.

<sup>52</sup> Ronald Wardhaugh, *An Introduction to Sociolinguistics*, 5<sup>th</sup> edition, (Oxford: Blackwell Publishing, 2006), 11.

norms and language used, as well as the impact of language use on society. Speech acts are one of the components of language related to social norms in a society.

## **B. Pragmatics**

Pragmatics is the study of invisible meaning, or how human beings recognize what is meant even when it isn't actually said or written. When both try to communicate, speakers or writers can depend on many shared assumptions and expectations. Investigating those assumptions and expectations gives human beings knowledge of how always more communicated than is said.<sup>53</sup>

Pragmatics is also the study of the use of language in communication-related to sentences, context, and situations in which they are used.<sup>54</sup> The listener recognizes the words' meaning and recognizes what the speaker means by their utterances that conveyed. Pragmatics concerned with the use of tools in meaningful communication. In communication, speakers need an interlocutor or listener to comprehend and respond to what both of them are talking about.<sup>55</sup> In short, pragmatics is concerned with studying the speaker's meaning. This study involves interpreting the context in an utterance that requires the same thought between speaker and listener.

It can be said that pragmatics is included in language that involves speech acts. Using pragmatics, human beings can interpret and use utterance in the real world, how the structure of sentences form the speaker and the listener, and how the speaker and the listener use and understand the speech act.<sup>56</sup> Pragmatics is also the interaction of semantic knowledge with people understanding of the world.<sup>57</sup> Knowledge of pragmatics is an essential factor that makes human beings can interact or communicate effectively and precisely in their social life.

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<sup>53</sup> George Yule, *The Study of Language, 4<sup>th</sup> edition* (Cambridge: Cambridge University Press, 2010), 128.

<sup>54</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics, 4<sup>th</sup> edition* (Great Britain: Pearson Education, 2010), 449.

<sup>55</sup> Griffiths, *Op. Cit.*, 1.

<sup>56</sup> Louise Mullany and Peter Stockwell, *Introducing English Language*, (London: Routledge, 2010), 10.

<sup>57</sup> Griffiths, *Op. Cit.*, 1.

Pragmatics is also the study of meaning related to speech situation. It can be seen as a way to solve problems from the perspective of the speaker and listener. For example, from the speaker's perspective, the problem is planning how to produce an utterance. Meanwhile, from the listener's perspective, the problem is related to the interpretation, which compels the listener to interpret the possible reason that makes the speaker says an utterance.<sup>58</sup>

In short, pragmatics is the study about the meaning of utterances related to the context or situation, which involves how the speaker produces an utterance to convey their intention and how the listener can conclude what the speaker says. The advantages of learning pragmatics are that it can avoid misunderstandings and miscommunication when talking directly to others.<sup>59</sup> Pragmatics has a close relationship with speech acts because speech acts are central to pragmatics.

### C. Speech Acts

One of the pragmatics studies is the speech act. John Austin first developed the theory of speech acts as a British language philosopher in the book *How to Do Things with Words* (1962).<sup>60</sup> The concept of speech acts originated from the thoughts of John Austin; "in which to say something is to do something, or in which by saying something people are doing something." It means that when people state or speak something, they do an act or do something.<sup>61</sup> Then speech act expanded by Searle (1969) that speech acts performed in the utterance of a sentence is a function of the meaning of the sentence. Communication is not just a symbol, word, or sentence in speech acts.<sup>62</sup>

A speech act is an action performed through utterance.<sup>63</sup> In simple words, a speech act is a compound word between speech and act. People use it to express their actions

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<sup>58</sup> Geoffrey N. Leech, *Principles of Pragmatics*, (London: Longman Group Limited, 1983), 6.

<sup>59</sup> Griffiths, *Op. Cit.*, 91.

<sup>60</sup> Valeika and Verikaitė, *Loc. Cit.*

<sup>61</sup> J.L Austin, *How To Do Things With Words*, (Oxford: Oxford University Press, 1962), 12.

<sup>62</sup> John Searle, *Speech Act: An Essay in the Philosophy of Language*, (London: Cambridge University Press, 1969), 16.

<sup>63</sup> Yule, *Op. Cit.*, 47.

through speech or utterances. When the speakers utter something, they expect that the listener will be affected by speaker utterances conveyed. The function of speech act is a functional unit of language which informs people to do things with words. It means the speaker performs an act of saying something to participate in the communication.<sup>64</sup>

### **C.1 Types of Speech Acts**

Speech act are divided into three types these are:

#### **a. Locutionary Acts**

A Locutionary act is an act of saying something.<sup>65</sup> It is also the basic act of an utterance in producing a meaningful linguistic expression.<sup>66</sup> This means delivering a sentence from a language is the description of what the speaker says.<sup>67</sup> Locutionary act is the form of words uttered or the basic of utterance. Locutionary acts no need any action from the listener. It has an aim to express something that the listener can understand. It can also be said that the locutionary act is uttering by the speaker to the listener to give information. For example, "It's raining outside" means that the speaker only states that outside is raining.

#### **b. Illocutionary Acts**

Illocutionary acts is an acts of stating and doing something.<sup>68</sup> The speaker is doing a certain action by saying the utterances. The speaker wants the listener to do something, or there is a hidden meaning behind the utterance; this happens because illocutionary acts are related to the person speaking, whom, when, and where the act of speech is done. This act is also performed through the communicative force of an utterance. Human beings utter to make a statement, an offer, an explanation, or for

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<sup>64</sup> Muhartoyo and Keilly Kristani, "Directive Speech Act In the Movie Sleeping Beauty," *Humaniora*, vol. 4, no. 2 (October, 2013): 951-952.

<sup>65</sup> Austin, *Op. Cit.*, 100.

<sup>66</sup> Yule, *Op. Cit.*, 48.

<sup>67</sup> Leech, *Op. Cit.*, 199.

<sup>68</sup> Austin, *Op. Cit.*, 99.



some other communicative goals.<sup>69</sup>

Illocutionary acts are divided into five types. There are representative, directive, commissives, expressive, and declarative.<sup>70</sup> For example, in the sentence, "It is raining outside," it means the speaker wants the listener to use an umbrella when going out, or it can also mean that the speaker wants the listener not to go out because it is raining outside.

### c. Perlocutionary Acts

Perlocutionary acts are what people achieve of certain effect by saying something.<sup>71</sup> The perlocutionary act is also called the act of affecting someone; this is the action performed by the listener affected by the speaker. It means that the speech delivered by the speaker influences feelings, thoughts, and behavior of the listener. The utterances happened intentionally or unintentionally by the speaker. The example of a perlocutionary act show can be seen in the statement "It is raining outside," the effect is that the listener may use an umbrella when it goes out, or the listener may stay somewhere or not go out.

## C.2 Classification of Illocutionary Acts

Illocutionary acts are divided into five categories; representative, directive, commissive, declarative, and expressive as follows:

### a. Representative

A representative is also known as assertive. These acts performed the speaker to the truth of the expressed proposition, thus bringing the truth value.<sup>72</sup> When human beings use a representative to say something, it means the speaker makes words fit the world or belief.<sup>73</sup> These are acts in which the words express what the

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<sup>69</sup> Yule, *Op. Cit.*, 48.

<sup>70</sup> John R Searle, *Expression and Meaning Studies in the Theory of Speech Acts*, (USA: Cambridge University Press, 1979), 12-15.

<sup>71</sup> Austin, *Op. Cit.*, 108.

<sup>72</sup> Jacob L. Mey, *Concise Encyclopedia of Pragmatics, 2<sup>nd</sup> edition* (Oxford: Elsevier Ltd, 2009), 1004.

<sup>73</sup> Yule, *Op. Cit.*, 53.

speaker believes to be the case.<sup>74</sup> The types of representative illocutionary acts consist of assert, claim, affirm, state, deny, assure, argue, inform, and many more.<sup>75</sup>

Examples: - Barack Obama is the 44<sup>th</sup> President of the United States.

- Germany is a country in Europe.

- This is a primary school.

### **b. Directive**

Directive act are those speech acts that human beings use to get someone else to do something.<sup>76</sup> When using this type, the speaker intends to get some future course of action on the part of the addressee so that making the world fit words through the receiver.<sup>77</sup> The directive act consists of direct, request, ask, require, demand, advise, recommend, order, etc.<sup>78</sup>

Examples: - Can you lend me your book, please?

- Don't touch that!

- We have to learn from our past. We must not forget. But we must be better.

### **c. Commissive**

Commissive illocutionary acts are one type of speech act that speakers use to carry out themselves to some future action.<sup>79</sup> This type expresses the speaker's intention to do something.<sup>80</sup> Types of commissive illocutionary acts are committed, promise, threaten, pledge, refuse, offer, guarantee, etc.<sup>81</sup>

Examples: - I promise to come to your wedding party.

- I will have written this letter on Tuesday next week.

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<sup>74</sup> Joan Cutting, *Pragmatics and Discourse*, (London, Newyork: Routledge, 2002), 17.

<sup>75</sup> John R. Searle and Daniel Vanderveken, *Foundations of Illocutionary Logic*, (Cambridge: Cambridge University Press, 1985), 182.

<sup>76</sup> Yule, *Op. Cit.*, 55.

<sup>77</sup> Jacob L. Mey, *Loc. Cit.*

<sup>78</sup> Searle and Vanderveken, *Op. Cit.*, 198.

<sup>79</sup> Yule, *Op. Cit.*, 54.

<sup>80</sup> Jacob L. Mey, *Loc. Cit.*

<sup>81</sup> Searle and Vanderveken, *Op. Cit.*, 192.

- I'll cancel my meetings for tomorrow.

#### **d. Declarative**

Declarative or declarations are those kinds of speech acts that affect an immediate change in some current state. In performing this type, speakers bring about change in the world; people affect a correspondence between propositional content and the world.<sup>82</sup> Types of declarative illocutionary acts; declare, resign, approve, confirm, disclaim, appoint, etc.<sup>83</sup>

Examples: - You're out!

- I now pronounce you husband and wife.

- I punish you for being late!

#### **e. Expressive**

Expressive is a statement that states what the speaker feels or expresses to someone else.<sup>84</sup> This type represents the psychological state specified in the sincerity condition about a state of affairs prescribed in the propositional content.<sup>85</sup> The kinds of illocutionary acts are apologizing, thanking, congratulating, welcoming, and many more.<sup>86</sup>

Examples: - I'm sorry for my fault.

- Thank you for your surprise at my birthday party.

- Welcome to my new house.

### **D. Directive Act**

A directive is one of the types of illocutionary acts. A directive is an illocutionary point because human beings attempt to varying degrees by the speaker to get the listener to

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<sup>82</sup> Jacob L. Mey, *Loc. Cit.*

<sup>83</sup> Searle and Vanderveken, *Op. Cit.*, 205.

<sup>84</sup> Yule, *Op. Cit.*, 53.

<sup>85</sup> Searle, *Op. Cit.*, 15.

<sup>86</sup> Searle and Vanderveken, *Op. Cit.*, 211.

do something.<sup>87</sup> It means directive acts have a function to make the speaker do something according to the speaker's direction. When people use directive act, it attempts to conform the words with the world via hearing. Directive act are divided into several types. Some types of directive act are as follows:

#### **a. Commanding**

Command means a sentence that has no grammatical subject. In grammatical systems, a command is realized by omitting the subject and elements of finite, leaving only the predicator.<sup>88</sup> A command is commonly known as imperative. It tells the addressee to do something or not to do something. The function of this type is to give commands or instructions.<sup>89</sup>

Examples of commanding: - Do your homework!

- Let's go there!

- Get away from the window!

- Come, come, come. Back to class!

#### **b. Requesting**

A request means that the speaker asks or requests the listener to do an act or something. It can also be said that the expression of what the speaker wants the receiver to do or refrain from doing something.<sup>90</sup> By initiating a request from the listener, the speaker believes the hearer can perform an action.<sup>91</sup>

Examples of requesting: - Could you turn on the television?

- Would you like to join me for dinner?

- Francise, can you give out some pencils, please?

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<sup>87</sup> Searle, *Op. Cit.*, 13.

<sup>88</sup> Suzanne Eggins, *An Introduction to Systemic Functional Linguistics*, 2<sup>nd</sup> edition (New York: Continuum International Publishing Group, 2004), 18.

<sup>89</sup> Tira Nur Fitria, "An Analysis of Directive Speech Act Found In Koi Mil Gaya Movie," *Journal of Pragmatics Research*, vol. 1, no. 2 (October, 2019): 92.

<sup>90</sup> Charles W. Kreidler, *Introducing English Semantics*, (London: Routledge, 1998), 190.

<sup>91</sup> Asa Syakila, et al., *An Analysis of Directive Speech Act Used In Among Us Short Movie by Jay & Arya*, (Universitas PGRI Semarang, 2021): 319.

- Maruge, can you come and write the number six for us?

### c. Asking

Asking is one of the kinds of directive act. These types have two different uses. The first one is in the notion of asking questions, and the second one is asking someone to do something.<sup>92</sup> It can be said that asking is saying something to get an answer or some information.

Examples of asking: - Are you busy?

- What should you do?

- What's going on here?

- Why does someone as old as you want to go to school?

### d. Suggesting

Suggest are the speaker's utterances to give assumptions from the speaker to the hearer about an opinion that should do or not should to do by the hearer.<sup>93</sup> The function of this type is to give people's opinions to the listener on how the command should act.

Examples of suggesting: - I suggest you drink water before going to bed.

- I think you will be more beautiful if you wear this purple dress.

- Try again another day.

- Never forget that.

### e. Advising

Advising means that the speaker acts by advising the hearer. When the speaker informs the listener to do something, the speaker usually suggests that the listener do it while implying that it would be good for the listener.<sup>94</sup>

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<sup>92</sup> Searle and Vanderveken, *Op. Cit.*, 199.

<sup>93</sup> Kreidler, *Op. Cit.*, 191.

<sup>94</sup> Searle and Vanderveken, *Op. Cit.*, 202.

- Examples of advising:
- You should study hard if you want to pass this semester easily.
  - You have to stop smoking and avoid drugs for your health.
  - Learning never ends until you have got soil in your ears.
  - You must be careful.

## E. Expressive Act

Expressives are one of the five basic categories of illocutionary acts. Expressive is stated what the speaker feels. Expressive act include acts in which the words are used to express psychological conditions in the truth situation about a problem specified by the proper context.<sup>95</sup> In other words, expressive are those kinds of illocutionary acts that convey psychological attitudes and can be statements of pleasure, pain, likes, dislike, joy, or sorrow. It can be caused by something the speaker or listener does, but both are about the speaker's experience.<sup>96</sup> It means that expressive act are express the speaker's feelings. Expressing something is often happens in daily life. People want to express themselves because they have an idea in their mind or feel something. These kinds of expressive act are as follows:

### a. Thanking

Thanking is an expression for someone else that you are happy or grateful for something they have done. It has a function to express the speaker's gratitude to the addressee.<sup>97</sup> To express gratitude, use the word "thank you."

- Examples of Thanking:
- Thank you so much for the gift; I like it.
  - Thank you for letting me know.
  - Thank you for the tea, Maruge.
  - Thank you, Teacher.

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<sup>95</sup> Searle, *Op. Cit.*, 15.

<sup>96</sup> Yule, *Op. Cit.*, 53.

<sup>97</sup> Lalu Banu and Yuyun Yulia, "An Analysis of Expressive Speech Acts Used by Steve Rogers as The Main Character in Civil War Movie," *Journal of English Language and Language Teaching (JELLT)*, vol. 1, no. 2 (November, 2017): 62.

## b. Apologizing

Apologize is when someone expresses sorry or regret to the addressee about something. In apologizing, people admit that people have caused problems or unhappiness to someone else. This type usually uses the word "sorry" in the conversation.<sup>98</sup>

Examples of Apologizing: - I'm sorry to waste your time.

- I do apologize to you.
- I'm sorry.
- Maruge, I'm very sorry.

## c. Congratulating

Congratulation is an expression to congratulate someone or express pleasure that the thing is good or beneficial for the addressee.<sup>99</sup> It means that the speaker cares for the listener when something good happens to them, usually expressed by the words "congratulation" or "well done."

Examples of Congratulating: - Congratulations and best wishes for your next adventure!

- Well done, you have won the competition.
- Well done, Peter.
- Well done, well done, Maruge.

## d. Welcoming

Welcoming is politeness action, which is positive or polite the speaker's way of addressing the listener.<sup>100</sup> Welcoming also can be defined as an expression of pleasure or good feeling about the arrival of someone.<sup>101</sup> This type is usually by using "welcome" in the utterance.

Examples of Welcoming: - Welcome to my birthday party, girls.

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<sup>98</sup> Royanti, *Op. Cit.*, 134.

<sup>99</sup> Searle and Vanderveken, *Op. Cit.*, 212.

<sup>100</sup> Royanti, *Op. Cit.*, 136.

<sup>101</sup> Searle and Vanderveken, *Op. Cit.*, 216.

- Welcome to my new house.
- Welcome, everybody.
- Welcome. We are honoured to have you here.

#### e. Greeting

The greeting is an expression that shows a polite attitude, assuming that the speaker has just encountered the hearer.<sup>102</sup> It can also be said that greeting is something that people say or do to greet somebody and have a message of good wishes for someone else's happiness or health.<sup>103</sup>

Examples of Greeting: - Good morning, Sir.

- Hello, George!
- Good morning, boys and girls.
- How are you?

#### f. Complimenting

Complimenting or praise is a form of expressive act that occur in various factors. These may happen because the listener's condition's concerned with reality. The speaker wants to please the listener or say something to seduce the speaker. It may occur as a result of the speaker's good deeds. In addition, a compliment is a remark made to convey appreciation or admiration to others.<sup>104</sup>

Examples of Complimenting: - What a beautiful dress!

- You look so handsome today.
- You're great!
- Oh, Maruge, you have done so well.

#### g. Expressing Joy

Expressing joy or pleasure is an expression that the speaker uses to the listener to

<sup>102</sup> Searle and Vanderveken, *Op. Cit.*, 215.

<sup>103</sup> Lalu Banu and Yuyun Yulia, *Loc. Cit*

<sup>104</sup> Risa Dewi Rahmawati, "An Analysis of Expressive Speech Acts Used In Crazy Rich Asian Movie," *Journal of Language and Literature* vol. 9, no. 1 (Juni, 2021): 91.



express a feeling of happiness, joy, and enjoyment. Where the speaker has this feeling will describe it to the addressee.

Examples of Expressing Joy: - I'm glad to hear that.

- It's a beautiful day. I can meet you.

- I am so excited to have you here all in my classroom.

- Excellent work.

## F. Movie

### F.1 Theory of Movie

As people know, the movie has a greater influence on the minds of the general public than any other art.<sup>105</sup> The name of a film originally came from the fact that photographic film has historically been the primary medium for recording and displaying motion pictures. Many other terms exist for individual motion pictures, including picture, picture show, motion picture, photoplay, and flick. General terms for the field include the big screen, movies, and cinema.<sup>106</sup>

The movie is popular entertainment produced and marketed by a large commercial studio. Regardless of the subject, the film is good to look in all images is well beautified of skilled artists and technicians. The finished product is about two hours, initially shown in theaters, is eventually released to DVD, and finally served on television.<sup>107</sup>

The movie came into existence more than a century ago, but the film has become an active and powerful art form for now. People have been trying to know more; this media has been enjoyable for about a century. Movies bring us on a journey and experience that engages our thoughts and feelings, this happens not only by chance, but

<sup>105</sup> Bela Balazs, *Theory of The Film Character and Growth of a New Art*, (London: Dennis Dobson Ltd, 1970), 17.

<sup>106</sup> Wikipedia, <https://en.wikipedia.org/wiki/Film>, accessed on March 24<sup>th</sup> 2022, at 0.29 p.m.

<sup>107</sup> Richard Barsam and Dave Monahan, *Looking at Movies An Introduction to Film*, (America: Library of Congress Cataloging in Publication Data, 2010), 3.

films are designed to affect the viewer. Late in the 19<sup>th</sup> century, moving pictures existed as a public amusement. They succeeded because they spoke to the imaginative needs of a broad-based audience. All the traditions that existed, telling fictional stories, recording actual events, animating pictures or objects, experimenting with the original form, and thus aimed to give viewers experiences that they could not get from the other media.<sup>108</sup>

## **F.2 Kinds of Movie**

### a. Action movie

Action movies have many interesting effects, such as car chases and gun battles, which usually involve 'stuff' and 'baddies,' so war and crime are common subjects. Action movies typically require effort to watch, as the plots are usually simple. Action movies do not usually make people cry, but an action movie is a drama that involves emotions in it.

### b. Adventure movie

This type of film usually involves a hero who embarks on a quest to save the world or save a loved one.

### c. Animated movie

Animated movies can be 2D animated or 3D animated. This type of movie uses artificial images such as talking cartoons to tell a story. These movies used to be drawn by hand, one frame at a time, but now made on a computer.

### d. Buddy's movie

Buddy's movie involves two heroes. One must save the other, but both of them must overcome obstacles. Buddy's movies often involve comedy, but there is also some emotion due to the close friendship between the buddies.

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<sup>108</sup> David Bordwell and Kristin Thompson, *Film Art An Introduction, 8<sup>th</sup> edition* (New York: The McGraw Hill Companies Inc, 2006), 1-2.

e. Comedies

Comedies are funny movies about people who are silly or do unusual things that make the audience laugh.

f. Documentaries

Documentaries are films that claim to be about real people and actual events. In this kind of film, people are almost always serious and may involve very emotional subjects, such as cruelty.

g. Dramas

Drama is a serious type of movie and is often about people in love who need to make big decisions in their lives. This kind of movie tells about relationships between people. People in it usually follow a basic plot where one or two main characters must overcome obstacles that stop them.

h. Tragedies

Tragedies are always about drama and about people who are in trouble. For example, a divorced husband and wife must each try to prove to a court of law that one is the best person to take care of their child. Emotions or feelings are a big part of this movie because audiences or people who watch the film may get angry and even cry.

i. Family movies

Family movies are made to be suitable for the whole family. These films are primarily made for children but often also to entertain adults. Disney is famous for family movies.

j. Horror movies

Horror movies use fear to excite the audiences. Music, lighting, and sets (human-made places in a film studio or where a film is made) are all designed to add to the audience's feelings.

k. Romantic comedies

Romantic comedies are usually loved stories about two people from different worlds who must overcome obstacles to be together. Romantic comedies are usually lighthearted but may contain some emotion.

l. Science fiction

Science fiction movies are set in the future or outer space. Some use a future setting about the meaning of life or how people should think about life. Science fiction movies often use special effects to create images of alien worlds, outer space, alien creatures, and spaceships.

m. Fantasy movie

Fantasy movies include magical and impossible things that any real human being can not do.

n. Thrillers

Thrillers are usually about a mystery, strange occurrence, or crime that needs to be solved. Audiences kept guessing until the last minute when there is usually a 'twist' in the plot.

o. Western movie

Western movies tell the story about cowboys in the west of the United States in the 1870s and 1880s. This type of movie is usually an action movie with historical costumes. Not all films that are set in the American West are made there. Some movies can also use Western plots even though set in other places.<sup>109</sup>

### **F.3 *The First Grader* Movie**

*The First Grader* was a biographical drama movie from BBC Film and UK Film Council in 2010, directed by Justin Chadwick and written by Ann Peacock. This

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<sup>109</sup> Wikipedia, <https://simple.wikipedia.org/wiki/Movie>, accessed on March 16<sup>th</sup> 2022, at 10.25 a.m.

movie was produced by Sam Feuer, Richard Harding, and David Thompson. The stars of this movie were Oliver Litondo, Naomie Harris, and Tony Kgaroge. The duration of *The First Grader* movie was 1 hour 43 minutes. *The First Grader* became one of the best international movies. It can be proven on awards and nominations that this movie has.

#### **F.4 Synopsis *The First Grader* Movie**

In 2003, on the Kenyan radio station, the government announced that there would be free primary school education for all indigenous people who could prove citizenship with a birth certificate. Kimani Maruge, an 84-years-old villager, heard this news he immediately decided to pursue an education. Maruge arrived at school and met a school principal and also a teacher, her name is Jane Obinchi. Maruge expressed his desire to learn to read. Alfred, Jane's co-teacher, mocked Maruge and asked him to leave.

The principal also explained that it was impossible to accept Maruge because it was intended only for elementary school children. However, Maruge demanded that the government announce education for all. Jane Obinchi said that a student must have a uniform and stationery. With respect, Jane Obinchi said goodbye to Maruge and told him to leave. Maruge left school and rushed to buy uniforms, books, and pencils. Then, Maruge returned to school with the equipment that Jane Obinchi described. Maruge's tireless efforts to get into the school and wanted to learn. Because of his persistence, Jane Obinchi finally allowed Maruge to join the other students.

When he started studying, Maruge was disturbed by memories of the Mau Mau Rebellion against the British in the 1950s. Maruge started hallucinating and became aggressive with other students. After that incident, the story that an older man who went to school made national headlines. Mr. Kipruto, as the school district superintendent, was wary of the situation and disapproved of Maruge's presence. Mr.

Kipruto also suggested Maruge to moved at an adults school in the city center.

Maruge walked to town and attended an adult school, but the school didn't suit the ability of Maruge who only wanted to learn to read. Finally, Maruge returned to Jane Obinchi's school, which had taught him Maruge patiently. He asked Jane to allow him to return to study with her. Eventually, Jane Obinchi allowed Maruge to return to study with her. Jane Obinchi will fight for the effort of Maruge, who wanted to learn to read.

The ending of this story was very touching because Maruge was finally able to meet the Kenyan government and asked permission to study at an elementary school taught by Jane Obinchi. Besides that, Maruge also asked the Kenyan government to respect him because he is one of the heroes who liberated Kenya. Maruge's spirit spread not only in his country but also in the international media.<sup>110</sup>

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<sup>110</sup> Wikipedia, [https://en.wikipedia.org/wiki/The\\_First\\_Grader](https://en.wikipedia.org/wiki/The_First_Grader), accessed on January 23<sup>rd</sup> 2022, at 07.16 a.m.

**CHAPTER III**  
**FINDINGS AND DISCUSSION**

This chapter explained that this research focused on analyzing the directive and expressive acts in every utterance used by the characters in *The First Grader* movie by Justin Chadwick. The research findings and discussion are explained briefly.

**A. Findings**

The types of directive act found in *The First Grader* movie

**Table 3.1**

No.	Types of Directive	Frequency	Percentage
1.	Commanding	38	31,93%
2.	Requesting	9	7,56%
3.	Asking	50	42,01%
4.	Suggesting	11	9,25%
5.	Advising	11	9,25%
<b>TOTAL</b>		119	100%

Based on the findings above, it can be found that there were 38 (31,93%) for commanding, 9 (7,56%) for requesting, 50 (42,01%) for asking, 11 (9,25%) for suggesting, and 11 (9,25%) for advising. It can be concluded that *asking* was the most dominant type of directive act used by all the characters in *The First Grader* movie.

The types of expressive act found in *The First Grader* movie

**Table 3.2**

<b>No.</b>	<b>Types of Expressive</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Thanking	8	15,09%
2.	Apologizing	4	7,54%
3.	Congratulating	5	9,43%
4.	Welcoming	7	13,20%
5.	Greeting	8	15,09%
6.	Complimenting	11	20,77%
7.	Expressing Joy	10	18,88%
<b>TOTAL</b>		53	100%

Based on the findings above, it can be found that there were 8 (15,09%) for thanking, 4 (7,54%) for apologizing, 5 (9,43%) for congratulating, 7 (13,20%) for welcoming, 8 (15,09%) for greeting, 11 (20,77%) for complimenting, and 10 (18,88%) for expressing joy. So, it can be concluded that the most dominant, according to the data above, was *complimenting* and *expressing joy*.



## B. Discussion

The discussion of the findings on types of directive act was explained in more detail in the discussion as follows:

### 1. Commanding

#### a. D1/TFG/Com

Teacher Jane : Sit down, please.

Students : Thank you, Madam.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom. The addressor of this research is teacher Jane, and the addressee is her students. The situation of this utterance was described when teacher Jane started learning in the class and ordered her students to sit down before the lesson began.

The directive act in the type of command can be identified through the utterance "*sit down, please,*" conveyed by teacher Jane. Based on the utterance described above, teacher Jane ordered her students to sit down before the lesson began. The words "*sit down*" indicates that the statement is the type of directive act commanding.

#### b. D15/TFG/Com

Teacher Jane : Tell me what happened in the classroom, Maruge.

Maruge : I must go back to class to finish my work.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred outside the classroom. The participants are Maruge and teacher Jane. The situation of the utterance is explained when teacher Jane told Maruge to tell what happened to him in the past, but Maruge wasn't ready to say it yet, so he reasoned to go to class to do an assignment.

The directive act in the command type can be identified through the

utterance "tell me what happened in the classroom" by teacher Jane. Based on the utterance described above, teacher Jane ordered Maruge to tell what happened to him in the past. The words "*tell me what happened*" indicates that the utterance is the type of directive act commanding.

**c. D25/TFG/Com**

Teacher Jane : OK, Let's move on to the next one.

Maruge : c – a – t

Teacher Jane : Together...

Maruge : Cat.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom. The participants were teachers Jane and Maruge. The conversation above happened when teacher Jane ordered Maruge to spell each word, and then she asked Maruge to read it.

The directive act in the command type can be identified through the utterance "*let's move on to the next one,*" said teacher Jane. Based on the utterance described above, teacher Jane ordered Maruge to spell each word and then asked Maruge to read it. The words "*let's move on*" indicate that the utterance is the type of directive act commanding.

**d. D27/TFG/Com**

Maruge : Leave me alone!

The context of the situation consists of setting, topic, addressor, and addressee. The setting of the utterance was in the Maruge's house when he brought water in a tub to be put in the kitchen for his cooking needs. The participants are Alfred and Maruge. The context of the situation above occurred when Alfred thought that Maruge got a lot of money from the Press who interviewed him at school, so Alfred asked for some of the money that Maruge

got. Maruge answered Alfred's accusation that he did not get any money from the Press. With a loud sound, Maruge told Alfred to leave.

The directive act in the command type can be identified through the utterance "*leave me alone!*" said Maruge. Based on the statement described above, Maruge told Alfred to leave. The words "*leave me*" and exclamation mark (!) at the end of the utterance indicate that the utterance is the type of directive act commanding.

**e. D29/TFG/Com**

Teacher Jane : Get away from the window!

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom when teacher Jane was teaching. The participants are teacher Jane and all her students. The context of the situation above happened when a group of people outside the class wanted to attack Jane's class, so teacher Jane ordered all her students to stay away from the window and bowed her head. The group of people that attacked Jane's class were the ones Alfred asked to hurt Maruge. Maruge dared to come out of the classroom, took the stick in his hand, and then fought the group of people who wanted to attack him. Then the group of people who tried to attack Maruge got scared and left Maruge.

The directive act in the command type can be identified through the utterance "*get away from the window!*" said teacher Jane. Based on the utterance described above, teacher Jane ordered all her students to stay away from the window and bowed her head because a group of people wanted to attack Jane's class. The words "*get away*" and exclamation mark (!) at the end of the utterance indicates that the utterance is the type of directive act commanding.

## 2. Requesting

### a. D39/TFG/Req

Teacher Jane : Teacher Katherine, can you come?

The context of the situation consists of setting, topic, addressor, and addressee. The setting of this utterance is outside the classroom near the school entrance. The participants are teacher Jane and teacher Katherine. This utterance occurred when teacher Jane asked teacher Katherine to write the names of all new students who registered at her school.

The directive act in the type of request can be identified through the utterance "*can you come?*" said teacher Jane. Based on the context described above, teacher Jane asked teacher Katherine to write the names of all new students who registered at her school. The word "*can*" indicates that the utterance is the type of directive act requesting.

### b. D41/TFG/Req

Teacher Jane : I would like you to go and sit next to Jennifer at the back there, please, Maruge.

Maruge : If I sit far, I won't see. I can't.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of this utterance is in the classroom before the lesson begins. The participants are teachers Jane and Maruge. This utterance occurred when teacher Jane asked Maruge to sit next to Jennifer when learning in class, but Maruge refused it kindly because Maruge's vision wasn't as clear as other children's, so teacher Jane asked Maruge to sit at the front desk.

The directive act in the type of request can be identified through the utterance "*I would like you to go and sit next to Jennifer at the back there,*" said teacher Jane. Based on the context described above, teacher Jane asked Maruge

to sit next to Jennifer when learning in class. So, the utterance can be categorized as the types of directive act requesting.

**c. D42/TFG/Req**

Teacher Jane : Maruge! Can you come and write the number six for us?

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom when learning was taking place. The participants are teachers Jane and Maruge. The context of the situation above occurred when teacher Jane asked Maruge to write the number six on the blackboard, but Maruge felt that he could not write the number six yet. Teacher Jane respected it and asked the other students to write the number six on the blackboard.

The directive act in the type of request can be identified through the utterance "*can you come and write the number six for us?*" said teacher Jane. Based on the context described above, teacher Jane asked Maruge to write the number six on the blackboard. The word "*can*" indicates that the utterance is the type of directive act requesting.

**d. D46/TFG/Req**

Teacher Jane : OK, Maruge, sound this for me.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of this utterance is in the classroom after school. The participants are teachers Jane and Maruge. The context of the situation above occurred when teacher Jane asked Maruge to spell a word. Then, Maruge could it well, so he started to be able to read.

The directive act in the type of request can be identified through the utterance "*sound this for me,*" said teacher Jane. Based on the context described above, teacher Jane asked Maruge to spell a word. So, the utterance can be

categorized as the types of directive act requesting.

**e. D47/TFG/Req**

Maruge : Now, I want you to try it.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred outside the classroom. The participants are Maruge and Kamau, his friend. The context of the situation above happened when Maruge asked Kamau to write the number five based on the instructions given by Maruge, that is, *long neck, tummy fat, number five wears a hat*. The steps for writing the number five taught by Maruge to Kamau made Kamau able to write the number five.

The directive act in the type of request can be identified through the utterance "*I want you to try it,*" said Maruge. Based on the context described above, asked Kamau to write the number five based on the instructions given by Maruge. The utterance can be categorized as the types of directive act requesting.

**3. Asking**

**a. D52/TFG/Ask**

Teacher Jane : Why does someone as old as you want to go to school?

Maruge : I want to learn to read.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred at the school entrance. The participants are teachers Jane and Maruge. The context of the situation happened when Maruge visited an elementary school. Then, one of the elementary school teachers at the elementary school, named Jane, asked Maruge why he still wanted to go to school at an old age, and Maruge replied that he wanted to learn to read.

The directive act in the type of ask can be identified through the utterance "*why does someone as old as you want to go to school?*" asked Jane. Based on the context described above, teacher Jane asked Maruge why he still wanted to go to school at an old age. This utterance can be categorized as the type of directive act asking because there is a question mark at the end of the sentence.

**b. D75/TFG/Ask**

Reporter : Mr. Maruge, why didn't you go to school when you were younger?

Teacher Jane : There was no education for black people when Maruge was a boy.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of this utterance was in the school when reporters came to the elementary school where Jane teaches and where Maruge studies. The participants are teacher Jane, Maruge, and reporters. The conversation above occurred when the reporter asked Maruge why Maruge went to school at an old age. The teacher Jane answered the question. Maruge didn't go to school at a young age because there was no education for black people when Maruge was a boy.

The directive act in the type of ask can be identified through the utterance "*why didn't you go to school when you were younger?*" asked the reporter. Based on the context described above, the reason Maruge went to school at an old age. This utterance can be categorized as the type of directive act asking because there is a question mark at the end of the sentence.

**c. D83/TFG/Ask**

Teacher Jane : OK, are you ready?

The context of the situation consists of setting, topic, addressor, and

addressee. This utterance happened in the classroom. The participants are teacher Jane and all her students. The context of the situation occurred when teacher Jane asked all her students if they were ready to play the game.

The directive act in the type of ask can be identified through the utterance "are you ready?" asked teacher Jane. Based on the context described above, teacher Jane asked all her students if they were ready to play the game. This utterance can be categorized as the type of directive act asking because there is a question mark at the end of the sentence.

**d. D84/TFG/Ask**

Kamau : Are you OK?

Maruge : I'm fine.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of this utterance is outside the classroom. The participants are Maruge and Kamau. The relationship between them is friends. The situation of the statement is described when Kamau asked about Maruge's condition after being attacked by a group of people who attacked Jane's school.

The directive act in the type of ask can be identified through the utterance "are you OK?" asked Kamau. Based on the context described above, Kamau asked Maruge about his condition after being attacked by a group of people who attacked Jane's school. This utterance can be categorized as the type of directive act asking because there is a question mark at the end of the sentence.

**e. D97/TFG/Ask**

Teacher Jane : A vet, Maruge?

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom after finishing learning in class—the participants in this utterance were Maruge and teacher Jane. The



situation of the utterance is explained when teacher Jane asked Maruge whether he really wanted to become a veterinarian in his old age. Maruge replied that he would keep studying until whenever.

The directive act in the type of ask can be identified through the utterance "a vet, Maruge?" asked teacher Jane. Based on the context described above, teacher Jane asked Maruge about his dream. This utterance can be categorized as the type of directive act asking because there is a question mark at the end of the sentence.

#### **4. Suggesting**

##### **a. D102/TFG/Sgs**

Teacher Jane : I think that we have a lot to learn from Maruge.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of the utterance is in the schoolyard. The participants are teacher Jane and parents who send their children to Jane's school. The context of the situation occurred when all parents didn't accept that an older man was attending Jane's elementary school because he didn't want his children to be taught by an older man like Maruge. Then, teacher Jane asked all parents if their children could learn much from Maruge.

The directive act in the type of suggestion can be identified through the utterance, "I think that we have a lot to learn from Maruge," said teacher Jane. Based on the utterance described above, teacher Jane told all parents that if their children could learn a lot from Maruge. So, the utterance can be categorized as the types of directive act suggesting.

##### **b. D105/TFG/Sgs**

Teacher Jane : His maths is good, but he really came here to read, and it needs a

lot more work.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the schoolyard. The participants are teacher Jane and her friend that also a teacher. The situation of the statement is described when another teacher asked Jane how Maruge was in class. Then, teacher Jane replied that his maths were good, but Maruge went to school to read, so Maruge needed to practice reading more.

The directive act in the type of suggestion can be identified through the utterance "it needs a lot more work," said teacher Jane. Based on the utterance explained above, teacher Jane told the other teacher that Maruge needed to practice reading more. So, the utterance can be categorized as the types of directive act suggesting.

**c. D108/TFG/Sgs**

Teacher Jane : I told him to leave.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of the utterance is on the telephone at the house. The participants are teacher Jane and Charles or Jane's husband. The situation of the statement is explained when teacher Jane told her husband that at school, she said politicians to get out of school immediately because someone thought that Press gave money to Maruge, so she suggested Press leave school, rather than cause negative thought to Press

The directive act in the type of suggestion can be identified through the utterance "I told him to leave," said teacher Jane. Based on the utterance explained above, teacher Jane told politicians to leave school immediately. So, the utterance can be categorized as the types of directive act suggesting.

## 5. Advising

### a. D109/TFG/Adv

Teacher Jane : Maruge, this is how you hold a pencil. OK, you hold it between your thumb and your first finger.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom. The participants are teachers Jane and Maruge. The situation of the sentence is described when teacher Jane advised Maruge on how to hold a pencil exactly.

The directive act in the type of advice can be identified through the utterance "this is how you hold a pencil," said teacher Jane. Based on the utterance described above, teacher Jane advised Maruge on how to hold a pencil. So, the utterance can be categorized as the types of directive act advising.

### b. D111/TFG/Adv

Maruge : They must study hard, or they'll be like me.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of the utterance is the classroom. The participants are Maruge, teacher Jane, and all Jane's students. The context of the situation occurred when Maruge was moved to an adult school. Maruge advised all Jane's students to study hard, especially in reading, because if they didn't want to learn, they would never be able to read.

The directive act in the type of advice can be identified through the utterance "they must study hard," said Maruge. Based on the above statement, Maruge advised all Jane's students to study hard. Besides that, the words "they must" indicates that the utterance is the type of directive act advising.

### c. D115/TFG/Adv

Teacher Jane : Learning never ends until you have got soil in your ears.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of the utterance is in the Maruge's house. The participants are teachers Jane and Maruge. The context of this utterance occurred when Maruge asked Jane if he was too old to learn. Then, teacher Jane advised Maruge that learning never ends until he has got soil in his ears. Teacher Jane got the advice from her father, and then she conveyed it to Maruge.

The directive act in the type of advice can be identified through the utterance "*learning never ends*," said teacher Jane. Based on the utterance described above, teacher Jane advised Maruge that learning never ends until he has soil in his ears. So, the utterance can be categorized as the types of directive act advising.

**d. D118/TFG/Adv**

Maruge : We have to learn from our past. We must not forget.  
But we must be better.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the President's office. The participants are Maruge, President, and all President's partners. The situation of the utterance is described when Maruge went to the President's office and advised him and his partner that they must remember and respect the heroes.

The directive act in the type of advice can be identified through the utterance "we have to learn from our past," said Maruge. Based on the utterance described above, Maruge advised the President and his partner that they must remember and respect the heroes. Besides, "we have to learn" indicates that the utterance is the type of directive act advising.

The discussion of the findings on types of expressive acts was explained in more detail in discussion as follows:

## 1. Thanking

### a. E1/TFG/Th

All teacher Jane's students : Thank you, Madam.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom. The participants are teacher Jane and all her students. The situation of the utterance is described when teacher Jane asked all her new students to sit neatly, and all her students thanked teacher Jane because they felt treated very well by teacher Jane.

The expressive act in the type of thank can be identified through the utterance "*thank you*," said all of Jane's students. Based on the utterance described above, all the students of teacher Jane thanked her because they felt teacher Jane was treated very well. Besides that, the words "*thank you*" indicate that the utterance is the expressive act of thanking.

### b. E6/TFG/Th

Teacher Jane : Thank you for the tea, Maruge.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the Maruge's house. The participants are Maruge and teacher Jane. The situation of this utterance is described when teacher Jane visited Maruge's home, and Maruge served her tea. Then, Jane thanked Maruge. Teacher Jane's arrival at Maruge's house was actually to tell Maruge that she would soon be transferred to teach at another elementary school.

The expressive act in the type of thank can be identified through the utterance "*thank you*," said teacher Jane. Based on the utterance described

above, teacher Jane said thank you to Maruge because he served teacher Jane the tea. Besides that, the words "*thank you*" indicate that the utterance is the expressive act of thanking.

**c. E7/TFG/Th**

Teacher Jane : A bracelet, thank you so much

The context of the situation consists of setting, topic, addressor, and addressee. The setting of the utterance is in the schoolyard. The participants are teacher Jane and all the teacher Jane's students. The context of the situation occurred when teacher Jane got a valuable gift from her students. Then, she said thank you to her students. In addition, she also said goodbye to all her students to move to teach at another elementary school. Teacher Jane also asked all her students to keep learning and reach their goals.

The expressive act in the type of thank can be identified through the utterance "thank you", said teacher Jane. Based on the utterance described above, teacher Jane said thank you to all her students because they had given a valuable gift to her. Besides that, the words "thank you" indicate that the utterance is the expressive act of thanking.

**2. Apologizing**

**a. E9/TFG/Ap**

Teacher Jane : I'm sorry

The context of the situation consists of setting, topic, addressor, and addressee. The setting of this utterance occurred at the school entrance. The participants are teachers Jane and Maruge. This utterance is explained when teacher Jane could not accept Maruge as her student because Jane's school had accepted too many students. Therefore, she apologized to Maruge because she

could not help him enter her school.

The expressive act in the type of apologize can be identified through the utterance “I'm sorry”, said teacher Jane. Based on the statement described above, teacher Jane apologized to Maruge because her school had accepted too many students. So, she could not receive him. Besides, “I'm sorry” indicates that the utterance is the expressive act of apologizing.

**b. E11/TFG/Ap**

Teacher Jane : Maruge, I'm verry sorry.

The context of the situation above consists of setting, topic, addressor, and addressee. The utterance occurred in the classroom. The participants are teachers Jane and Maruge. The situation of this utterance above is described when teacher Jane could no longer keep Maruge in her elementary school. Therefore, she apologized to Maruge because she couldn't help him. It happened because Kipruto's decision as a school district asked Maruge to move to an adult school.

The expressive act in the type of apologize can be identified through the utterance "*I'm very sorry*", said teacher Jane. Based on the utterance described above, teacher Jane apologized to Maruge because she couldn't help him stay in her elementary school. Besides that, the words "*I'm very sorry*" indicate that the utterance is the expressive act of apologizing.

**3. Congratulating**

**a. E14/TFG/Co**

All Jane's students : Well done, well done, Peter.

The context of the situation consists of setting, topic, addressor, and addressee. The utterance occurred in the classroom. The participants are teacher Jane and all Jane's students. The context of the situation above is described when

teacher Jane asked one of her students, Peter, to write the number three on the blackboard so he could write it well. So, all of Peter's class friends said well-done to him.

The expressive act in the type of congratulation can be identified through the utterance "*well done*," said all of Jane's students. Based on the statement described above, all of Peter's friends in the class said well done to him because he could write the number three well. Besides that, the words "*well done*" indicates that the utterance is the type of expressive act congratulating.

**b. E15/TFG/Co**

Teacher Jane : Well done, Suzanne.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom while studying. The participants are teachers Jane and Suzanne. The situation of the utterance is described when teacher Jane asked one of her students, Suzanne, to write the number four on the blackboard. Then, Suzanne could write it well. So, teacher Jane said well-done to Suzanne.

The expressive act of congratulation can be identified through the utterance "well done," said teacher Jane. Based on the utterance described above, teacher Jane said well done because she could write it well on the blackboard. The words "well done" also indicate that the utterance is the type of expressive act congratulating.

**c. E17/TFG/Co**

All Jane's students : Well done, well done, Maruge.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom. The participants are teacher Jane and all teacher Jane's students. The context of the situation above occurred



when teacher Jane stated that Maruge would become teacher Jane's teaching assistant. So, all teacher Jane's students said well done or congratulated Maruge.

The expressive act in the type of congratulation can be identified through the utterance "*well done*," said all teacher Jane's students. Based on the utterance described above, all teacher Jane's students said well-done to Maruge because he has become Jane's teaching assistant. The words "*well done*" also indicate that the utterance is the type of expressive act congratulating.

#### **4. Welcoming**

##### **a. E19/TFG/Wlc**

Teacher Jane : Maruge? Welcome

The context of the situation consists of setting, topic, addressor, and addressee—the setting of the utterance at the school entrance. The participants of this utterance are teachers Jane and Maruge. The context of the situation above occurred when teacher Jane welcomed Maruge to enter the class and joined the learning in the classroom.

The expressive act in the type of welcome can be identified through the utterance "*welcome*", said teacher Jane. Based on the utterance described above, teacher Jane welcomed Maruge to enter the class. The word "*welcome*" indicates that the utterance is the type of expressive act welcoming.

##### **b. E20/TFG/Wlc**

All teacher Jane's students : Welcome, Maruge!

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom when students were studying in the class. The participants are teacher Jane, Maruge, and all teacher Jane's students. The situation of the utterance is described when teacher Jane told all

her students that she has a new student named Maruge. Then, all of teacher Jane's students said welcome to the Maruge.

The expressive act in the type of congratulation can be identified through the utterance "*welcome*" said all teacher Jane's students. Based on the utterance described above, all of teacher Jane's students said welcome to the Maruge because he's a new student in Jane's class. The word "*welcome*" indicates that the utterance is the type of expressive act welcoming.

## 5. Greeting

### a. E25/TFG/Gr

Teacher Jane : Good morning, boys and girls.

All teacher Jane's students : Good morning, Madam.

The context of the situation consists of setting, topic, addressor, and addressee. The utterance occurred in the classroom. The participants were teacher Jane and all teacher Jane's students. This utterance occurred when teacher Jane greeted all the students in the class, and all of her students replied to Jane's greeting.

The expressive act in the type of greet can be identified through the utterance "*good morning*," said teacher Jane. Based on the utterance above, teacher Jane greeted all the students in the class, and all her students replied. The words "*good morning*" indicate that the utterance is the type of expressive act greeting.

### b. E26/TFG/Gr

Teacher Jane : How are you?

All teacher Jane's students : Fine, thank you, Madam.

The context of the situation consists of setting, topic, addressor, and

addressee. This utterance occurred in the classroom. The participants are teacher Jane and all teacher Jane's students. The situation of the utterance is described when teacher Jane greeted all her students and asked how they were doing.

The expressive act in the type of greet can be identified through the utterance "*how are you?*" asked teacher Jane. Based on the utterance described above, teacher Jane greeted all the students in the class. The words "*how are you*" indicate that the utterance is the type of expressive act greeting.

## **6. Complimenting**

### **a. E35/TFG/Cmp**

Teacher Jane : Very good.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of this utterance is in the classroom while studying. The participants were teachers Jane and Maruge. The context of the situation above occurred when teacher Jane taught Maruge how to hold a pencil properly. Then, Maruge could do it well. So, teacher Jane was pleased and praised him.

The expressive act in the type of compliment can be identified through the utterance "*very good,*" said teacher Jane. Based on the utterance described above, teacher Jane commends Maruge with the words "*very good*" because he can hold a pencil well. So, the utterance can be categorized as the types of expressive act complimenting.

### **b. E41/TFG/Cmp**

Teacher Jane : Oh, Maruge, you have done so well.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom after school. The participants were teachers Jane and Maruge. The context of the situation above

occurred when teacher Jane asked Maruge to spell a word. Then, teacher Jane was happy and praised him because he could spell all the words she was given well.

The expressive act in the type of compliment can be identified through the utterance "*you have done so well,*" said teacher Jane. Based on the utterance described above, teacher Jane commends Maruge with the words "*you have done so well*" because he could spell all the words well. So, the utterance can be categorized as the types of expressive act complimenting.

**c. E42/TFG/Cmp**

Maruge : Very good, Kamau. Very good.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred outside the classroom. The participants were Maruge and his friend, Kamau. The situation of the utterance is described when Maruge gave Kamau instructions on how to write the number five correctly. Then, Kamau was able to write it properly and correctly. So, Maruge was happy and praised him.

The expressive act in the type of compliment can be identified through the utterance "*very good,*" said Maruge. Based on the utterance described above, Maruge praised Kamau with the words "*very good*" because he could write the number five correctly. So, the utterance can be categorized as the types of expressive act complimenting.

**7. Expressing Joy**

**a. E44/TFG/Ex**

Teacher Jane : I am so excited to have you here all in my classroom.

The context of the situation consists of setting, topic, addressor, and

addressee. This utterance occurred in the classroom before learning started. The participants were teacher Jane and all teacher Jane's students. The situation of the utterance is described when teacher Jane first met all her new students. She was happy because all her students were excited to be taught by her.

The expressive act of expressing joy can be identified through the utterance "*I am so excited*," said teacher Jane. Based on the utterance described above, teacher Jane was pleased with the arrival of all new students. The words "*I am so excited*" indicates that the utterance is the type of expressive act expressing joy.

**b. E47/TFG/Ex**

Teacher Jane : Excellent work.

The context of the situation consists of setting, topic, addressor, and addressee. The setting of the utterance is in the classroom while studying. The participants were teachers Jane and Maruge. The context of the situation above occurred when teacher Jane asked Maruge to give his assignment. Then, when Maruge's assignment about writing numbers was corrected by teacher Jane, it was excellent. Teacher Jane was happy because Maruge was able to write all numbers correctly.

The expressive act of expressing joy can be identified through the utterance "*excellent*", said teacher Jane. Based on the utterance described above, teacher Jane was happy because Maruge could write all numbers correctly. The word "*excellent*" indicates that the utterance is an expressive act expressing joy.

**c. E50/TFG/Ex**

Teacher Jane : I'm impressed.

The context of the situation consists of setting, topic, addressor, and addressee. This utterance occurred in the classroom. The participants were

teacher Jane and all teacher Jane's students. The situation of the utterance is described when teacher Jane announced to all her students that Maruge would be her teaching assistant. Teacher Jane was impressed with Maruge because she believed that Maruge was a man who was persistent and great at education. In addition, Maruge could provide all of Jane's students with good motivation and advice about future.

The expressive act of expressing joy can be identified through the utterance "I'm impressed," said teacher Jane. Based on the utterance described above, teacher Jane's impressed with Maruge because of his persistence in education. So, the utterance can be categorized as the types of expressive act expressing joy.

The First Grader was a movie that can inspire everyone and made them realize that education was important. In The First Grader movie, many positive values can be taken, as follows:

#### 1. Confidence and potency

Maruge was an 84 years old man who wanted to go to school to read. With free education provided by the government, Maruge wished to realize his desire to be able to go to school, despite the many obstacles. Initially, the teachers at the school did not accept Maruge as a student because they thought Maruge was too old to enter elementary school, but because of Maruge's persistence, he was finally able to melt teacher Jane. She allowed Maruge to go to school, and Maruge was happy, then he promised to teacher Jane to be a good student. Day by day, Maruge showed his potential, so he got good grades in the class.

Based on the positive value about "confidence and potency" above, it has been proven that was not far from *expressing joy* illocutionary acts, which was more specifically shown in the sentence "Maruge's happy, and he promised to teacher Jane to be a good student."

#### 2. Fearless

In Kenya in 1953, it can be shown a rebellion against the British colonial led by the Mau Mau and mostly from the Kikuyu tribe. Maruge and Mau Mau vowed to take back their land from the British, even though the British colonials always tortured them. The conflict eventually led to independence because they dared to try something good even though it was difficult.

In terms of courage, it was also shown when there was a commotion at school, and suddenly Mr. Kipruto came and got angry at teacher Jane.

Teacher Jane dared to oppose Mr. Kipruto, who ordered Maruge moved to an adult school. Jane assumed that Mr. Kipruto had made an unfair decision without considering the condition of others. Then, teacher Jane dared to oppose Mr. Kipruto and defend Maruge despite the consequences.

A positive value about “fearless” above showed that the sentence in it wasn’t far from complimenting illocutionary acts, which was more specifically shown in the sentence “teacher Jane wanted Maruge to stay in elementary school because teacher Jane knew his real abilities.”

### 3. Respect to Others

It can be seen when Mr. Kipruto ordered Maruge to move to an adult school because Maruge was deemed unfit in elementary school. Maruge tried to respect Mr. Kipruto’s decision by moving to an adult school. But in the end, Maruge couldn’t absorb adult lessons, while he just wanted to learn to read.

Teacher Jane thought that Mr. Kipruto had no mercy and didn’t care about what happened to Maruge when he fought with the British colonials in the past. Teacher Jane will still defend Maruge, even though no one cares about Maruge.

Respect’s also shown when Maruge wanted to go to Turkana to follow teacher Jane to move to another school because Maruge felt that only teacher Jane could understand him. But teacher Jane didn’t want to burden Maruge, so teacher Jane didn’t want Maruge to follow her.

When human beings respect others, it has been proven that the positive value wasn’t far from the illocutionary acts of compliment.



#### 4. Loyalty and Reliable

It can be seen in this movie that Maruge was someone who had a high loyalty. Maruge can be an example that demanding education was important because human beings were nothing without education.

Loyalty and reliability were shown when teacher Jane asked Maruge to be her assistant. Teacher Jane felt that Maruge was a hard worker and trustworthy. In addition, teacher Jane was ready to support and help Maruge.

In the positive value “loyalty and reliable,” it was proven that it’s included in the complimenting illocutionary acts. More specifically, complimenting types were shown in the sentence “Teacher Jane thought that Maruge was a hard worker.”

#### 5. Kindhearted and Friendly

In this movie, kindhearted and friendly are shown when Maruge can be kind and friendly by helping his classmate, Kamau. Kamau was one of Maruge’s friends in class who couldn’t write the number five. When Maruge neared Kamau, who was sitting outside the classroom, Maruge taught him by giving instructions on how to write the number five correctly.

Kamau was happy because he could write a good and correct number five. So, Maruge’s friendly and caring attitude towards others needed to be a guidance in everyday life.

When human beings are kind and friendly to others, it’s evident that there was expressing joy. So, being kind and friendly wasn’t far from expressing joy. It was proven in the sentence, “Kamau was happy because he could write a good and correct number five.” Which sentence described a person’s pleasure because he has been able to write the number five because

of the help of his friend.

#### 6. Not Selfish

Not selfish was shown in The First Grader movie when the teacher Jane behaved was kind and empathetic to Maruge. Teacher Jane cared about what was going on in Maruge's past life.

Teacher Jane was willing to change her teaching place to Turkana, which was so far from her husband, that Maruge could still go to school. Teacher Jane's attitude to Maruge showed that teacher Jane cares for others.

When humans were not selfish and cared for others, it turned out that the value was not far from expressing joy acts.

#### 7. Love and Affection

Teacher Jane can show love and affection to all her students. Teacher Jane was sad to must leave her students. The students also feel sad because they didn't want teacher Jane to teach at another elementary school. For them, teacher Jane's a good teacher. Teacher Jane told all her students to love and pursue education because teacher Jane wanted all her students to become successful people one day.

The positive value of "love and affection" above showed that it was not far from complimenting. Because in this conclusion, teacher Jane's students said that teacher Jane was a good teacher and could give a sense of love, affection, and positive energy to all her students.

#### 8. Wise and Humane

It can be shown when Maruge went to Nairobi. Maruge wanted to meet

the President and defend the teacher Jane. Maruge also told what happened to him in the past. Maruge said to the President and all his staff that people must learn from the past and must not forget it. Maruge also wanted teacher Jane back again because Jane was a good teacher, clever, friendly, and patient for the future generation.

In the positive value about “wise and humane” above, it was proven that it was not far from complimenting illocutionary acts. It was more specifically shown in the sentence, “Maruge also wanted teacher Jane back again because Jane was a good teacher, clever, friendly, and patient for the future generations.” This sentence reinforced that it’s a compliment.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion from findings and discussion of the research. The researcher also give suggestions for the lecturers, for the university students, and for other researchers.

#### A. Conclusion

Based on the research findings and discussion previously presented, the conclusions of this research are shown below:

1. After researching *The First Grader* movie, the researcher found five types of directive acts in *The First Grader* movie: *commanding*, *requesting*, *asking*, *suggesting*, and *advising*. Then, the researcher found seven types of expressive acts: *thanking*, *apologizing*, *congratulating*, *welcoming*, *greeting*, *complimenting*, and *expressing joy*.
2. The researcher found 119 utterances done by all the characters in *The First Grader* movie. It consisted of 38 (31,93%) by *commanding*, 9 (7,56%) by *requesting*, 50 (42,01%) by *asking*, 11 (9,25%) by *suggesting*, and 11 (9,25%) by *advising*.

Then, the researcher found 53 utterances done by all the characters in *The First Grader* movie. It consisted of 8 (15,09%) by *thanking*, 4 (7,54%) by *apologizing*, 5 (9,43%) by *congratulating*, 7 (13,20%) by *welcoming*, 8 (15,09%) by *greeting*, 11 (20,77%) by *complimenting*, and 10 (18,88%) *expressing joy*.

From the conclusion above, the dominant type of directive act found in *The First Grader* movie is *asking* because the teacher often asked questions to all her

students to know the students' understanding of who she had conveyed. Then, the dominant type of expressive act found in *The First Grader* movie is *complimenting* and *expressing joy*; there are two the most dominant in this type because they almost have the same percentage. *Complimenting* is often used to motivate both teacher and student, even student and student. While *expressing joy* is often used to show the pleasure of a teacher for her students' progress in doing the assignments she gave. In *The First Grader* movie, expressing joy is also used to indicate the ending of this movie is happy.

## **B. Suggestions**

After analyzing and discussing the data about the directive and expressive acts in *The First Grader* movie, the researcher would like to give some suggestions as considerations that are essential for the lecturers, the university students, and the other researchers as follow:

### 1. For the Lecturers

The researcher suggests the lecturers use *The First Grader* movie as the engaging media for the teaching-learning process, especially in the directive and expressive acts. Furthermore, the researcher expected the lecturers to be able not only to convey the material to the students but also can inspire them motivated to learn about speech acts.

### 2. For the University Students

The researcher hopes the students can understand the material well by studying directive and expressive acts. Moreover, this research can be used to enrich their knowledge about the directive and expressive acts. The researcher also suggests the students apply the directive and expressive acts in their daily conversation since it is essential to maintain good communication and

relationship with others.

### 3. For the Other Researchers

For the other researchers interested in speech acts, especially in the directive and expressive acts, this research can be the reference to support and conduct the next research. So, the other researchers can deeply get the supporting materials about the directive and expressive acts from this research.

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