

CHAPTER IV

FINDINGS AND ANALYSIS

This chapter presents research findings and analysis which taken from the result of analysing through the data concerning in illocutionary and perlocutionary acts performed by Mrs. Johnson when teaching in her classroom in *Dangerous Minds* movie script.

4.1. Findings

After the data are collected, the researcher finds and analyses 115 of Mrs. Johnson's utterances which have illocutionary acts proposed by Searle and 113 of Mrs. Johnson's utterances which have perlocutionary acts proposed by Austin, performed when teaching in *Dangerous Minds* movie script.

The first findings are related to the illocutionary acts performed by Mrs. Johnson when teaching in her classroom. It is found five types of illocutionary acts in one-hundred-fifteen of Mrs. Johnson's utterances, they are; 2 declarations, 34 assertives, 17 expressives, 59 directives, and 3 commissives, but the researcher only analysed 2 declarations, 5 assertives, 6 expressives, 10 directives, and 2 commissives. The data shows that the most used types of illocution performed by Mrs. Johnson in her class when teaching is Directives, which performed 59 utterances out of one-hundred-fifteen. This is because as a teacher, Mrs. Johnson mostly gives command to the students to read poems, to do something, asking them back instead of giving the correct answer to the questions, asking for students'

opinion, giving them assignments, and so on. Whereas, Declaratives has the lowest use which only performed twice when teaching, because Mrs. Johnson rarely makes declaration just to show her authority in her classroom.

The second findings are the perlocution of illocutionary acts performed by Mrs. Johnson when teaching. The data found that 113 utterances that have perlocutions. The perlocutions of illocutionary acts of Mrs. Johnson's utterances are 18 to get Mrs. Johnson's addresses convinced, 3 to get Mrs. Johnson's addresses surprised, 1 to get Mrs. Johnson's addresses annoyed, 41 to get Mrs. Johnson's addresses caused, 3 to get Mrs. Johnson's addresses insulted, 3 to get Mrs. Johnson's addresses alarmed, 8 to get Mrs. Johnson's addresses enlightened, 14 to get Mrs. Johnson's addresses inspired, 18 to get Mrs. Johnson's addresses done something and 5 to get Mrs. Johnson's addresses realized something. From the table above, it shows that Mrs. Johnson perlocutionary acts to get her addresses caused something has the highest use, 41 out of 113 utterances. It is because as a teacher, Mrs. Johnson often questions her students about the lesson they discuss and asking students for their opinion instead of giving them the correct answers to make her students engage and participate more in the class. Mrs. Johnson's addressees get to do something and get them convinced is has the same number of use which is 18 because it is natural for teacher to ask the students to do something, for example; do assignments, read something, give them homework, and convinced them of something that is not certain yet for them.

4.2. Analysis

1. Types of illocutionary acts performed by Mrs. Johnson when teaching

1.1 Directives

Directives are those types of illocutionary acts that express what the speaker wants by her or his utterance. Directives occur when the speaker expects the listener to do something which can be used to perform command, request, suggestion, ask, beg, dare, challenge, invite, insist, warn, and so on. Through this directive utterances, we can make someone to do something. Mrs. Johnson, as a teacher, is in the position in which it is acceptable for her to ask her students to do something she tells them to. This is because teachers socially have the highest position in the class by ruling the class, manage the class, and control it. This is also what works on Mrs. Johnson as a teacher. In this research, it is found that 59 of Mrs. Johnson's utterances are categorized as directives type which is the most type performed among other types. Thus, Mrs. Johnson's utterances below are directives act which include directives' performative verb, as follows:

a. Asking

Utterance 1 (SC3/3)

Line	Character	Utterances
1.	Mrs. Johnson	<i>"What is your name?"</i>
2.	Emilio	<i>"Emilio."</i>

In the line 1, Mrs. Johnson asks Emilio's name which is clearly is categorized as asking directives act. It is asking because the form of her utterances is interrogative sentence and the function is to get to know Emilio's name. One of interrogative sentence form is begin with "question word" or "WH question" which in line 1, **what** is one of the WH question. Another form of interrogative sentence is punctuated at the end with a question mark if it is direct question. Direct question must contain a verb and a subject. However, the word order is the verb comes before the subject. In the data shows **question mark** at the end of the utterance and the form of the utterance is direct question; **is** indicates verb that comes before subject, **your name**. So, the Mrs. Johnson's utterance in line 1 is categorized as asking in directives illocution.

In other hand, as a teacher, by knowing the students' name, it creates close relationship between teacher and students. Instead of calling students "you" or "hey you", calling them by their name makes them feel comfortable around their teacher and they feel teacher's affection. It also makes student's feel appreciated and noticed by teacher, so that they respect back the teacher. Therefore, Mrs. Johnson attempts to create those situations in her classroom by asking Emilio's name.

Utterance 2 (SC7/4)

Line	Character	Utterances
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- | | | |
|----|---------------------|---|
| 1. | <i>Mrs. Johnson</i> | <i>((Mrs. Johnson writes on the board, “We eat Green beans for dinner.”))</i> |
| 2. | | |
| 3. | <i>Mrs. Johnson</i> | “Is that true?” |

Another example of asking in directives illocutionary act is in the third line of Mrs. Johnson utterance. She writes a sentence in the board that read “We eat Green beans for dinner”, and asks her students whether the sentence is true or not. This means, that Mrs. Johnson makes her students to do something by answering her question. For this reason, Mrs. Johnson utterance in the third line is categorized as asking in directives illocution. It is asking because the utterance is in the form of yes or no question which starts with a verb or helping verb followed by subject. It is shown in the data that Mrs. Johnson’s utterance begins with **is** which indicates a verb and is followed by **that** which indicated the subject.

Utterance 3 (SC13/5)

Line	Character	Utterances
1.	<i>Student</i>	<i>“what does that mean?”</i>
2.	<i>Mrs. Johnson</i>	“What do you think it means?”

The dialogue above is in the situation where a student asks Mrs. Johnson the meaning of the poem whom Taiwana read, but instead, Mrs. Johnson questioning it back to the students the meaning of the poem he asks in the first place. It shows that, as a teacher, Mrs. Johnson prefers to brings her students to think of the answer instead of giving them the right answer. She brings out her student’s voice to give their opinion in the

poetry class discussion. By that way, it is also created the student learning centred instead of the teacher centred, every opinion or answer does not being judged whether it is right or wrong, so that she makes her students to feel confident in the class to give their opinion and involve the students to participate.

It is categorized as directives because it wants something or hearer's act after receiving the utterance. It is also categorized as asking in directives illocution because the question form is interrogative sentence and it demands answer. One of interrogative sentence form is begin with "question word" or "WH question" which the word order is the verb comes before the subject. In the line 2, "what do you think it means", **what** is one of the WH question, **do** is indicates a helping verb, **think** indicates the main verb, and **you** indicate the subject. Another form of interrogative sentence is punctuated at the end with a question mark if it is direct question. Direct question must contain a verb and a subject. However, the word order is the verb comes before the subject. In the data shows **question mark** at the end of the utterance. So, the Mrs. Johnson's utterance in line 2 is categorized as asking in directives illocution.

Utterance 4 (21/17)

Line	Character	Utterances
1.	Emilio	"No, it don't mean just what it says.
2.		Because you wouldn't go under the ground

3. *if someone told you death was coming.*
4. *you would go into the ground if you were*
5. *already dead.”*
6. *Mrs. Johnson* **“Do the rest of you agree with that?”**

In the example above, it is categorized as directives because it gets someone to do something, which is in this case, Mrs. Johnson wants her students to answer her question. It is categorized as asking in directives illocution because Mrs. Johnson’s utterance is in the form of yes or no question type of interrogative sentence. They start with a verb or a helping verb and followed by the subject. In the line 5 of Mrs. Johnson’s utterance, “Do the rest of you agree with that?”, **do** indicates a helping verb, then followed by **the rest of you** as the subject, and **agree** as the main verb. Another sign that it is asking in directives illocution is that it is a direct interrogative sentence which always ended with exclamation mark.

On the other hand, Mrs. Johnson’s utterance in the dialogue above asking if the rest of students agree with Emilio’s answer indicates that she makes the class situation alive. This makes the rest of the class to participate in the discussion and she also views teaching as a transaction where the learning happens through interactions and experience. Here, the students build the understanding of the material through sharing

opinions with other students and also Mrs. Johnson. Furthermore, it creates the learning class not boring and not tense.

b. Commanding

Utterance 5 (SC3/1)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>“May I have your attention, please?”</i>

This utterance produced by Mrs. Johnson in the line 1 is the act of commanding because she commands her students to pay attention to her. This utterance has meaning to make someone to do something. The form of the utterance is imperative sentence indirect command. In the utterance above, “May I have your attention, please?”, using **may** as modal verb and adding **please** into the utterance makes the command more polite and softer. On the other hand, if we see more carefully, the polite construction of command uttered by Mrs. Johnson in line 1 shows that she is gentle with her students. Instead of saying direct command using “Attention, please!”, she says it different way using modal verb and word **please**. She treats her students well even when she commands her students.

Utterance 6 (SC7/9)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>“Okay, give me a verb instead of</i>
2.		<i>“choose”.</i>

Another example of command in directives act is in line 1 of Mrs. Johnson utterance. It is categorized as command in directives illocution because its utterance makes someone to do something, in this case, Mrs. Johnson wants the students to give her a verb instead of “choose”. Also, the form of the sentence is imperative which its function is to provide instructions. Even though the utterance in line 1 does not end with an exclamation mark, it is still called imperative sentence. Typically, imperative sentence begins with a verb that issue the command, in this case, **give** is a verb that issue a command. And, the subject of imperative sentence is implied, in this case, it is clear that Mrs. Johnson’s utterance is directed to the students.

On the other hand, being able to make the students, to do something, is also one of important things for a teacher. When the students really do exactly what the teacher asks them to do, it may prove some points like the students really respect the teacher and there is a good relationship among the students and the teacher. As in the utterance line 1, as soon as Mrs. Johnson gives the command to the students, they begin to look for a new verb and say it to Mrs. Johnson. It is good to create an effective teaching-learning process.

Utterance 7 (SC13/13)

Line	Character	Utterances
1.	Angela	“So, what was the code? What does “Hey,
2.		Mr. Tambourine Man, play a song for me”

- | | | |
|----|---------------------|--|
| 3. | | <i>mean?"</i> |
| 4. | <i>Mrs. Johnson</i> | <i>Well, you figure</i> |
| 5. | <i>Raul</i> | <i>"Play a song for me means give me the</i> |
| 6. | | <i>stuff"</i> |

In the example above, Mrs. Johnson makes her students to figure out the interpretation of a line in Bob Dylan lyrics. Here, she makes her students, one of them is Raul in the line 4, do what she tells them to do. By her utterance, she manages to make her students to do something. Thus, this utterance is categorized as directives. Furthermore, the utterance form is imperative sentence with the **you** as the subject, and **figure** as the verb that indicates command.

On the other hand, like other examples of directives uses by Mrs. Johnson, she mostly makes her students to think of an answer themselves by their own opinion. Through that way, it creates an active engagement of the learner in the learning process and fosters students' curiosity and makes every single students to have opportunity to have their opinion voiced inside the class.

Utterance 8 (SC24/10)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>"Come on up!"</i>
2.	<i>Students</i>	<i>((come to the Mrs. Johnson and pick their prizes))</i>
3.		

In the line 1 of Mrs. Johnson's utterance above, she makes her students to come up in front of the class. Through her utterance, she

makes someone to do something. Thus, it categorized as command in directives illocution. It is command because the form of the sentence in imperative. The utterance begins with command verb, **come**, and the subject implied is for the students, also the exclamation mark at the end to heightened the emotion.

On the other hand, in the dialogue above, Mrs. Johnson makes her students to come up in front of the class to pick up their prizes they get for the Dylan-Dylan contest even though they do not win. Through prizes she gives to her students, it is to motivate her students to learn and participate more in the class. That way, students will pay attention more to her and the lesson they are learning. Not many of teachers use that strategy to reward their students, but for Mrs. Johnson, she often gives reward to their students to motivate them and catch their attention. Thus, it makes Mrs. Johnson is likeable teacher in the classroom.

c. Requesting

Utterance 9 (24/1)

Line	Character	Utterances
1.	Mrs. Johnson	<i>“Angela, would you read the first line?”</i>

Another example of directives is the Mrs. Johnson above. It is categorized as requesting in directives because Mrs. Johnson kindly ask Angela to read the first line of a poem. The utterance is in the form of imperative sentence indicating request. “Would you” in the utterance

indicates making polite request, it literally means ‘do you want to’ but in a polite way. ‘Would’ is the past form of ‘will’. By ‘will’ it refers to the verb meaning ‘want’ and ‘desire’. Thus, the utterance performed by Mrs. Johnson is asking Angela to do something, so it is categorized as directives.

d. Advising

Utterance 10 (SC6/18)

Line	Character	Utterances
1.	Mrs. Johnson	<i>“So, if you wanna pass, all you have to do is try.”</i>
2.		

In the example above, advising is categorized as directives because it is asking someone to do something or advise someone to do something. In Mrs. Johnson utterance above, she advises her students to try to keep up with their grade in order to pass the class. Advise in the context of the utterance is that Mrs. Johnson is asking them to really do her advice. She encourages her students to pass the class through this advice. The utterance is in the conditional sentence form type 1 which is something that is possible to make. “If you wanna pas” indicates the result and “all you have to do is try” is the condition. Thus the utterance above is categorized as directives.

1.2 Assertives

Assertives are the kinds of speech acts that state what the speaker believes to be the case or not, such as: believing, boasting, stating facts,

asserting, concluding, describing, and so on. Here the speaker represents the world as he or she believes it is. The point or purpose of the assertive class is to commit the speaker (in varying degrees) to something's being the case, to the truth of expressed proportions. (Searle, 1979: 54). It is found that 34 of Mrs. Johnson's utterances when teaching are assertives and shown to be the second highest percentage of type of illocutionary act among other types in this study. The examples of assertives performed by Mrs. Johnson when teacher are as follows:

a. Believing

Utterance 11 (SC24/9)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>“Well, because sometimes it takes a lot of wrong answers to get to the right one.”</i>

Mrs. Johnson's utterance “Well, because sometimes it takes a lot of wrong answers to get to the right one.” is in declarative form which basically used for statement; however, it is not only stating but also believing. Mrs. Johnson's utterance is included in assertive type which intended to believing; to make her students belief what she beliefs. To belief means to think that something is true or possible, although you are not completely certain (Oxford Advanced Learner's Dictionary). In this case, Mrs. Johnson refers to her students to belief that it is okay to make wrong answers, because from making wrong answers they can get to the

right answers. She wants her students to feel confident and motivated for no matter what scores her students get, they still have to try and try. Although she does not feel certain of what she says, she emphasizes “maybe” in her utterance.

Utterance 12 (SC11/7)

Line	Character	Utterances
1.	<i>Durrell</i>	<i>“Yo, how come you keep sayin' poetry? what's poetry got to do with this shit?”</i>
2.		
3.	<i>Mrs. Johnson</i>	<i>“Poetry? Well...Because if you can read poetry, you can read just about anything hon. When you're ready for poetry, you're ready for bear.”</i>
4.		
5.		
6.		

In another example above, Mrs. Johnson’s utterance in the third until sixth line, “Well...because if you can read poetry, you can read just about anything, hon.” is in declaration form conditional sentence type 1. It is in conditional sentence type 1 because her belief in fulfilling students’ ability of reading poetry is possible. “If you can read poetry” indicates the condition which will be fulfilled, meanwhile, “you can read just about anything” indicates the result if the students can read poetry. Can as the modal use in the utterance is functioned to indicate ability, in this case, students’ ability in poetry reading. Thus, this utterance is categorized as believing in assertive.

On the other hand, Mrs. Johnson says those utterance is to motivate students to read poetry. By saying the utterance, she proposes the power of learning how to learn. She tries to teach the students learning how to learn is more important than passively being taught some discrete and trivial knowledge. Meanwhile, poetry is a media for Mrs. Johnson to teach and draw students' interest in learning English. This example shows how Mrs. Johnson is different from other teachers. The other teachers usually simply follow every single thing in books and teach it to the students. However, she does not, instead she uses the symbolism and metaphor in Dylan Thomas poetry and Bob Dylan song lyric.

b. Stating

Utterance 13 (SC26/2)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>“Learning is the prize. Yeah. Knowing how to read something and understand it is the prize. Okay? Knowing how to think is the prize.”</i>
2.		
3.		
4.		

It is clear that in the example above is categorized as stating in assertive illocution. It is assertive because Mrs. Johnson's utterances are in the form of declarative sentence which contain statement and opinion. Declaration sentence has subject and followed by predicate, and always ended with a period. In the first, second, and third sentence in Mrs. Johnson's utterances, **learning, knowing how to read something and understand it, knowing**

how to think are indicate the subject, while **is the prize** in three of the utterances are indicate the predicate. Thus, they are categorized in assertive.

Mrs. Johnson’s utterances above explains to her class how reading and knowing how to learn will improve their life. She tries to inspire basic motivation in her students, to have them better themselves of their own will. She does give a powerful statement by her utterance in the line 1 up to 4. Her utterances are not only just statements but also motivation, by she emphasizing “is the price” three times. She encourages her students to keep learning with or without prize as the motivation. Thus, she loves to motivate her students.

Utterance 14 (SC26/3)

Line	Character	Utterances
1.	Mrs. Johnson	<i>“Okay, well, yeah, you know how to run</i>
2.		<i>too. But not the way you could run if</i>
3.		<i>you’re trained. You now, the mind is like</i>
4.		<i>a muscle. Okay? And if you want it to be</i>
5.		<i>powerful, you got to work it out. Okay?</i>
6.		<i>each new fact gives you another choice.</i>
7.		<i>Each new idea builds another muscle,</i>
8.		<i>okay? And it’s those muscles that are</i>
9.		<i>gonna make you really strong. Those are</i>
10.		<i>your weapons, and in this unsafe world</i>
11.		<i>... I wanna arm you.”</i>

Another example of stating in assertive illocution is the utterance above. As the previous example, the form of those sentences are declarative sentences. The subjects are **you** (first sentence), **you** (second; conditional sentence), **the mind** (third sentence), **you** (fourth; conditional sentence),

each now fact (fifth sentence), **each new idea** (sixth sentence), **it** (seventh sentence), **those** (eighth sentence) are the subjects, and the rest of each sentences are the predicate. All of the sentences in the utterances are ended with a period. Thus, they belong to assertive; statement.

Furthermore, in the example of utterance above, Mrs. Johnson encourages the students to become independent and autonomous learners. She wants the students to understand that through learning, they can get another choice in their lives. Not only that, she tells her class she cares for them by saying: *“Those are your weapons, and in this unsafe world ...I wanna arm you.”* She tries to be a facilitator of students’ learning through the establishment of genuine relationship with the students. She also wants the students to understand the power of learning as the tool for empowering themselves.

c. Informing

Utterance 15 (SC13/11)

Line	Character	Utterances
1.	Mrs. Johnson	<i>“Well, a lot of people think so. You know this song is from the ‘60s, when you could not sing about drugs, so they had to make up codes.”</i>
2.		
3.		
4.		

The example above shows that it is categorized as assertive illocution; informing. It is assertive because the form of utterance is in declarative sentence which contains opinion in the utterance line 1, other than that, the

utterances in line 2 up to 4 tell information to the speaker's audience; the students. **A lot of people** and **this song** indicate subject, and the rest is the predicate. In that utterance, Mrs. Johnson tells her students that people in the '60s make up codes about drugs through songs. By that, students get new information or knowledge about '60s song. Thus, the utterance above is categorized as informing in assertives.

1.3 Expressives

The expressive speech act occurs when the speaker shows his or her feelings and physiological state to the listener. They can be statements of thanking, congratulating, complementing, praising, appreciating, and so on. In this illocution type, the sincerity condition of expressives is that the speaker has the psychological states that he or she experiences when he or she performs an expressive act. It is found that 17 of Mrs. Johnson's utterances when teaching are also expressives and shown to be in the third number of most frequently used type of illocutionary act among other types in this study. The examples of expressives performed by Mrs. Johnson when teacher are as follows:

a. Appreciating

Utterance 16 (SC11/2)

Line	Character	Utterances
1.	<i>Students</i>	<i>"Adverb! Adverb! Adverb!"</i>
2.	<i>Mrs. Johnson</i>	<i>"Adverb! Fantastic!"</i>

In the example above it shows that Mrs. Johnson give her students' appreciation by saying "Fantastic!". It expresses how she is happy with her students for answering the question correctly. Thus, the example above is categorized as expressive illocution. Meanwhile, as a teacher, Mrs. Johnson always appreciate students' work, even if it is right or wrong she still gives compliment them in some ways. It is because wants her students to feel that they are respected, and compliments can create desire to learn more in classroom. Giving appreciation to students can be motivation to them.

Utterance 17 (SC11/5)

Line	Character	Utterances
1.	Big G	<i>"Honourable sensei. Hmmm. It's obvious that "homeboy" is a noun."</i>
2.		
3.	Mrs. Johnson	"Noun is correct!"
4.	Big G	<i>"Well give me my damn candy bar."</i>
5.	Mrs. Johnson	<i>((giving candy bar to Big G))</i>

Another example of appreciating is in Mrs. Johnson line 3 and 5. In line 3, she appreciates student's answer by saying "Noun is correct!" with higher intonation which excite the hearer and indicates joy. Another reason that it is expressions illocution because the form of the sentence is nominal declarative. One of the nominal sentence functions is to specify the noun, in utterance line 3, "Noun is correct!", **Noun** as the subject, **is** as the verb (be), and **correct** as the complement of the subject which specify the subject, **Noun**. The utterance

is intended to say that Noun is the correct answer of the question Mrs. Johnson gives.

Meanwhile, in the line 5, it is not utterance but it shows the way Mrs. Johnson appreciating her students, by giving them prizes. In the example above, Mrs. Johnson gives candy bars to whoever can give correct answer. Giving prizes makes Mrs. Johnson becomes a likeable teacher in the classroom. Besides, it can also motivate students to make a full effort inside the class, to motivate them to complete their homework and also make them happy. That is why as a teacher, Mrs. Johnson uses candy bars to catch students' interest in learning and participate more in her class.

b. Thanking

Utterance 18 (SC13/1)

Line	Character	Utterances
1.	Raul	<i>"T-Tambourine Man, play a song for me.</i>
2.		<i>I'm not sleepy and there's no place I'm</i>
3.		<i>going to."</i>
4.	Student	<i>"Wow he can read."</i>
5.	Mrs. Johnson	<i>"Thank you."</i>

Thanking is one of the ways to appreciate students' work. In the line 5 of Mrs. Johnson, she is thanking Raul for reading the Mr. Tambourine Man lyrics from Bob Dylan song. Demonstrating thankfulness for every little thing, especially in learning environment; classroom, brings positive atmosphere into a good relationship between the teacher and students. On the other hand,

this example shows us that Mrs. Johnson always appreciates every single thing that her students do even if it is only a little thing. She says thank you to Raul in order to show that he appreciates what Raul has done. Showing students that the teacher is appreciate them, especially thanking, will raise their confident and encourages them to work harder. Thus, the example above it is categorized as expressives illocution.

c. Complimenting/ Praising

Utterance 19 (SC11/4)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>“You guys are sharp!”</i>

The example in line 1 of Mrs. Johnson utterance above is the act of complementing. By the utterance, “You guys are sharp!”, Mrs. Johnson expresses how proud she is for her students for learning part of speech so fast. In other way, by those utterance she says that the students are smart or having sharp minds. In the end of the utterance there is exclamation mark which indicates higher intonation that she uses to express her feeling, to really made her students believe that what she says is true. As a teacher, complementing students is a way to boast their confident, to motivate them to learn more, though compliments should be delivered in the most honest way. By complimenting students, it also can build a good relationship between teacher and students, like what Mrs. Johnson does. Thus, the example above is categorized as expressives

Utterance 20 (SC11/6)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>“Boy, poetry will be a piece of cake for this crowd!”</i>
2.		

The example above is also the act of complimenting or praising students. By the utterance in line 1 and 2, “Boy, poetry will be a piece of cake for this crowd!”, it means that Mrs. Johnson praising her students that poetry is the next step after learning part of speech and will be really easy for them to learn in the classroom. Through her utterance, it shows that it will create intrinsic motivation for the students, it will encourage them to learn poetry, and excite their confident before even learning poetry. Thus, Mrs. Johnson often to praise her students. Furthermore, the example above is categorized as expressive illocution.

d. Congratulating**Utterance 21 (SC24/7)**

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>“Congratulations! Here’s your certificate.”</i>
2.		

In the line 1 of Mrs. Johnson’s utterance is the example of the act of congratulating. It is the expression Mrs. Johnson gives to her students for congratulating Raul, Callie, and Durrell for winning the Dylan-Dylan contest. Congratulating students make them feel appreciated of the work they have

worked on, and it motivates them to learn more in the future. It is a simple congratulating sentence. Thus, the example above is categorized as expressive in illocution.

1.4 Commisives

Commissives are performed when speakers commit themselves to some future action. In conversation common commissives are promises, threats or refusals. Some examples of comisives are; “Next time I shall not to be late.”, “I shall wake you up”, “We will come back soon”, and so on. Therefore, statements indicating that an action will not occur under the circumstances beyond the speaker’s control are ordinary statements not speech acts. In using a commissive, the speaker makes the world fit words. The performative verbs for commissives are guaranteeing, pledging, promising, swearing, vowing, undertaking, agreeing and so on. This type is the lowest frequency use which is 3 performed in Mrs. Johnson classroom. The examples of commissives of Mrs. Johnson uses when teaching are as follow:

a. Promising

Utterance 22 (SC7/3)

Line	Character	Utterances
1.	<i>Student</i>	<i>“Hey, what about karate?”</i>
2.	<i>Mrs. Johnson</i>	<i>“Well, I just can’t teach you karate, I’ll show you another hold next week.”</i>
3.		

In the line 2 and 3, Mrs. Johnson's utterance above consist of a statement about future action. It is what she states to do in future time that in this case is teaching them another moves of karate. In the example above, there is word will, "I'll", which indicates a future action or promise. This is because Mrs. Johnson is a teacher which has the highest social position in the class, so that she has the right to decide whether to have another karate moves when or learning to conjugate some verbs when her students prefer her to show them karate. Instead, she promises her students to show them karate moves next week. For this reason, the example of illocutionary act above is categorized as commissives.

On the other hand, if this example is seen from another point of view, we can see that Mrs. Johnson is a teacher who uses interesting way to teach. We can see that she is not that kind of teacher who only focus on teaching material only. She does not directly explain the material. As the opening, to make the students pay attention to her, catch their interest and make them more enthusiastic in learning, she teaches her students some karate based on her background as a Marine. This makes the students curious and cannot wait for her promise teaching another karate next week. As the result, the students will pay attention to her in order to wait for her promise in next week lesson.

Utterance 23 (SC11/10)

Line	Character	Utterances
1.	Mrs. Johnson	<i>"Okay, here's the deal. When we finish this assignment, I am gonna take all of</i>
2.		

3. *you to a place that has the highest*
4. *parachute jumps, the biggest roller*
5. *coaster, the best rides, the most delicious*
6. *hot dogs, the hardest games and the best*
7. *prize in the world.”*

In the utterance above is another example of commissives. Mrs. Johnson's utterance above consists a future action. She makes a deal to her students; she promises them to take them to the amusement park when the assignment is done. Although there is no word 'will' which indicates the future action, the "I am gonna" has the same meaning as 'I will' which indicates the future action. Next, the word "deal" has the same meaning as 'promise', when she says "Here's the deal" it means she makes promise, she offers promise to her students. Thus, the example above is categorized as commissives.

On the other hand, Mrs. Johnson has the highest social position in the class to make promises, in this case to take them to the amusement park if they finish the assignment. This promise is to encourage the student to finish their assignment, it is to motivate them. By the way Mrs. Johnson utterance describing amusement park using "to a place that has the highest parachute jumps, the biggest roller coaster, the best rides, the most delicious hot dogs, the hardest games, and the best prize in the world." it is to emphasize more the excitement of Mrs. Johnson making the promise, that she is being honest and it is to rise students' spirit. As a teacher, Mrs. Johnson often to give prizes to her students; to appreciate their work, even though it is against the school rule, she

still somehow appreciates her students' effort using prizes. And that builds a good relationship between the teacher and students.

1.5 Declarations

Declarations are, as Searle stated, a very special category of speech act, because they change the world only with the help of their utterances. In this case, the speaker has to have special role for performing declarations appropriately. In this case Mrs. Johnson has the authority to perform this illocution type because she has the highest social level in the classroom among the students. 2 of Mrs. Johnson's utterances are categorized as declarations type when teaching in her classroom, the examples are:

4.3.Declaring

Utterance 24 (SC21/13)

Line	Character	Utterances
3.	Mrs. Johnson	<i>"There are no victims in this classroom!"</i>

In the line 1 of Mrs. Johnson's utterance above is the example of declarations illocution. It is because the sentence is in the form of declaration sentence, because declaration sentence can also use to declare. It is not also declaring but demanding the students to listen. In declaration illocution, only the people with the highest social role can utter this type of illocution. In this case, Mrs. Johnson as a teacher has the highest social level in the classroom. She changes the class situation when the students start blaming her for ratted a fight of students to the principle, she changes the victim blaming to stop, and

there are no more victim blaming in every situation in the class. Teachers are socially higher and students, therefore Mrs. Johnson is able to perform declarations.

Utterance 25 (SC24/6)

<i>Line</i>	<i>Character</i>	<i>Utterances</i>
1.	<i>Mrs. Johnson</i>	<i>“Well the result of the Dylan-Dylan</i>
2.		<i>contest are in. The winners are Raul,</i>
3.		<i>Durrell, and Callie!”</i>

The utterance above shows that it is categorized as declarations. It is because Mrs. Johnson declares the announcement of the winner of the Dylan-Dylan contest which the decision of the winner could not be changed. It is Mrs. Johnson’s decision to make because only the one who has the highest social in the room that can make the decision; the teacher, Mrs. Johnson. Thus, the example above is categorized as declarations.

2. Perlocutions of the illocutionary acts performed by Mrs. Johnson when teaching

The illocutionary acts performed by Mrs. Johnson resulted in perlocutionary acts make the students get convinced, get surprised, get annoyed, get caused, get insulted, get alarmed, get enlightened, get inspired, get students to do something and realized something. The analysis are as follows:

1. Get convinced

To convince the hearer means to make the hearer feel sure about what we say. Austin (1962: 120) states that convincing the hearer is a condition

when the speaker tries to make the hearer believe that what he or she says is the case and thus, the hearer feel sure about that through what the speaker says. This type of perlocutions is found 18 utterances out of 113 in Mrs. Johnson's utterances when teaching. This is no wonder as teachers are supposed to be able to make their students believe that what teachers say is really the case and thus the students feel sure about it.

Every word said by teachers matters. Thus, that will be weird if Mrs. Johnson, as a teacher, cannot convince her students because it means that the students doubt her knowledge and ability. In this case, Mrs. Johnson manages to convince her students by her utterances. The examples of this type of perlocutions found in Mrs. Johnson's utterances when teaching are as follows:

Utterance 26 (SC26/5)

Line	Character	Utterances
1.	Mrs. Johnson	<i>"Each new fact gives you another choice.</i>
2.		<i>Each new idea builds another muscle,</i>
3.		<i>okay? And it's those muscles that are gonna</i>
4.		<i>make you really strong. Those are your</i>
5.		<i>weapons, and in this unsafe world. I want to</i>
6.		<i>arm you"</i>
7.	Cornellius	<i>"And that's what these poems are supposed</i>
8.		<i>to do?"</i>
9.	Mrs. Johnson	<i>"Yeah."</i>
10.	Cornellius	<i>((nodding))</i>
11.	Emilio	<i>((listening intently))</i>
12.	Raul	<i>((continue reading the poem))</i>

In the example above we can see how Mrs. Johnson tries to convince her students how important to learn something is, especially learning poems. The students do not want to learn poem at first if there is no prize for them. But

then, Mrs. Johnson metaphorically explains to them that learning is to sharpen the mind, if we learn more and more, fill the mind with more knowledge, the mind will sharpen and smarter, just like muscles do. If the muscle is trained more and more, it will grow bigger and stronger. The students hesitate at first, but still listening intensely. After she explains how it is important to them, one of the students, Cornellius, then finally convinced by nodding his head that is shows in the movie (through visual expression), and Raul continue reading the poem and asks some interpretation for a line in that poem which means that he is convinced that learning is important. Then, the whole class is convinced also and continue the discussion or learning process. Thus, the utterances are categorized into perlocution *to get Mrs. Johnson's addressees convinced*.

On the other hand, we can see that Mrs. Johnson often rewards her students with prizes to attract them into learning, doing assignments, and pay attention. But then her students become addicted to the prizes in order to learn. In the dialogue above, she wants to make her students not to be addicted to prizes when it comes to learning. So, she explains how learning itself is the prize for the mind to get sharpen and smarter, and thus, she succeeds to convince her students. It is because she already creates bonds with the students, good relationship to them, and she already has the attention of students she wants. Thus, she is able to convince her students easily.

2. Get surprised

To surprise the hearer means to bring emotions to the hearer. Surprising the hearer is a term when the speaker brings the hearer to the emotion aroused by something sudden or unexpected (Austin, 1962: 120). This type of perlocutions is only 3 out of 113 utterances in Mrs. Johnson's utterances when teaching. The examples of this type of perlocutions found in Mrs. Johnson's utterances when teaching are as follows:

Utterance 27 (SC24/6)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>"Well the result of the Dylan-Dylan</i>
2.		<i>contests are in. The winners are Raul,</i>
3.		<i>Durrell, and Callie!"</i>
4.	<i>Students</i>	<i>((smiling, cheering the winners))</i>
5.	<i>The winners</i>	<i>((the winners come up in front of the class</i>
6.		<i>while smiling, and hugging Mrs. Johnson</i>

In the example above Mrs. Johnson tries to surprise the whole class who will be the Dylan-Dylan contest winner. To surprise hearer is bringing the hearer's emotion by something unexpected, here by saying that utterance, Mrs. Johnson brings excitement feeling to the students. It is shown through the visual expression in the movie. After hearing that utterance by Mrs. Johnson, students as the hearer are expected to feel happy, some disappointed, surprised even, but they are cheering loudly for the winners. The winners are putting big smiles when they heard their name being called. Thus, the utterance is categorized into perlocution *to get Mrs. Johnson's addressees surprised*. On the other hand, we can see that the winner of Dylan-Dylan contest gets to eat

dinner with Mrs. Johnson in the Flowering Peach; fancy restaurant in town. Thus, the students are competing to win the prize which bring some excitement and disappointment to them when Mrs. Johnson declares the winner.

Utterance 28 (SC11/13)

Line	Character	Utterances
1.	<i>Durrell</i>	<i>“And we don’t gotta pay for it?”</i>
2.	<i>Mrs. Johnson</i>	<i>“Not a penny”</i>
3.	<i>Angela</i>	<i>“So, then who pays?”</i>
4.	<i>Mrs. Johnson</i>	<i>“The Board of Education”</i>
5.	<i>Students</i>	<i>“Oh lord, did you hear it?”</i>
6.		<i>((the whole class shouting and cheering</i>
7.		<i>in not believing Mrs. Johnson.))</i>
8.	<i>Callie</i>	<i>“I don’t believe it” ((snickering))</i>

Another example is shown in the dialogue box above. It is categorized as perlocution to get Mrs. Johnson’s addresses surprised because in the line 5 to 8 it is shown that the students and Callie as the addressee of Mrs. Johnson utterance is suddenly shouting, cheering, cooing, and even snickering in surprised manner because Mrs. Johnson said some non-sense thing to them. Mrs. Johnson says that she will take their students vacation on amusement park as the prize for learning poems but in that case, School Board of Education will be the one who pays for the vacation, which for the students it is impossible because they never give students anything, even not giving them meals for lunch like most schools do. Thus, it is perlocution to get Mrs. Johnson’s addresses surprised.

3. Get annoyed

To annoy the hearer means to bring irritation feelings to the hearer. Austin (1962: 120) states that annoying the hearer is a condition in which the speaker says something which cause some irritation to the hearer and thus the hearer feels annoyed. This type of perlocutions is 1 utterance out of 113 in Mrs. Johnson's utterances when teaching. The examples of this type of perlocutions found in Mrs. Johnson's utterances when teaching are as follows:

Utterance 29 (SC11/8)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>"Oh yeah? Oooh!!! Oohh!! Here's the bear"</i> ((handing papers to the students))
2.		
3.	<i>Students</i>	<i>"aaaah"</i> ((students whining and cooing together, one of the Student barks the table))
4.		
5.		
6.	<i>Raul</i>	<i>"So, what the fuck is that?"</i>

In the example above, it is categorized as perlocution to get Mrs. Johnson's addressees annoyed. It is because in Mrs. Johnson previous utterance says if her students ready for poetry, they will ready for a bear which leads one of the students, Emilio, makes inappropriate jokes out of it, 'I'm ready to see you bare'. That makes Mrs. Johnson uncomfortable, but instead of taking the comment in an angry way or warn him, she takes his words for it and expresses that she is happy they are ready for the bear and handing them the papers of a poem, which is what bear Mrs. Johnson really means about. A bear in her utterance means that a difficult task, so her utterance means that if the students handle poetry well, they will be easy to work on difficult task. By

Mrs. Johnson's responds to the comment, 'Oh yeah? Oooh!! Ohh! Here's the bear', we can see that she pretends to acknowledge and humor the 'bare' joke is the same 'bear' of what Mrs. Johnson really means and handing them a stack of poem papers to them to annoy them which proven in line 3 through 5, students are whining and cooing with sullen faces. Raul utterance also proofs to be annoyed because he curses and clearly not ready yet for the poem assignment; a bear. Thus, it is to get the addresses annoyed.

On the other hand, Mrs. Johnson's way in handling inappropriate joke of one's student is a good way to be applied in classroom situation. Turning the joke into something positive and not taking it personally is the best option than lecture them and confronted their mistakes. Because, if teachers get angry and taking the disrespectful students personally, it will fuel their behaviour much more difficult to handle and will continue to the future action. Keeping it cool as what Mrs. Johnson does and allowed accountability to work is the right thing to do for both the teacher and students because letting remorse set in itself in students they will be affected by their own mistakes.

4. Get caused

To cause the hearer means that what the speaker says causes some effect to the hearer. Austin (1962: 120) states that when causing the hearer, the speaker expects some action or consequences at the hearer's state through his utterances. For every single statement, then, there is always a consequence that ties the hearer as his responsibility. This type of perlocution is also found in

Mrs. Johnson's utterances when teaching up to 41 out of 113 utterances. This shows that Mrs. Johnson is a person with a powerful position in the class, in this case, as a teacher. The following are some examples of Mrs. Johnson's utterances which are categorized into the perlocution to cause the hearer as follows:

Utterance 30 (SC7/12)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>"okay, what verb is we used today is the most powerful?"</i>
2.		
3.	<i>Students</i>	<i>((students mockingly answers))</i>
4.		<i>"Die"</i>
5.		<i>"Piss"</i>
6.		<i>"Choose"</i>

The example of utterance shows in line 3 to 6 above is categorized as to get Mrs. Johnson's addressees caused. It is because, after Mrs. Johnson utters a question, students are answering back the question. In this case, to get addressees caused is to cause them to answer the question. They, the students, begin to give their various answers to Mrs. Johnson, whether they are right or wrong. Thus, the students as the addressees of Mrs. Johnson's utterances, answer the question, so it is categorized as perlocution to get Mrs. Johnson's addressees caused (to answer).

On the other hand, as a teacher or the person that has the highest society level in the classroom, Mrs. Johnson should have the power to cause the hearer and get them to do things because that is what the teacher should do. Students

have to have respect for teacher and obey the teacher. Thus, the teaching and learning process will go smoothly as it should be.

Utterance 31 (SC6/8)

Line	Character	Utterances
1.	<i>Students</i>	<i>((students cheering, clapping happily))</i>
2.	<i>Mrs. Johnson</i>	<i>"Okay, h-here's how it starts"</i>
3.	<i>Students</i>	<i>((the cheering and clapping went quiet,</i>
4.		<i>focus to Mrs. Johnson.))</i>
5.	<i>Mrs. Johnson</i>	<i>"Um, okay, where's a... Can you two</i>
6.		<i>move that desk down there a little bit? Um,</i>
7.		<i>okay, everything is slow motion at first.</i>
8.		<i>Um, Durrell?"</i>

The example above is another perlocution to cause Mrs. Johnson's addressees which in this case it causes them to listen. It is shown in the line 3, after students cheering and clapping loudly because Mrs. Johnson shows them karate moves herself, the crowd suddenly went silent after Mrs. Johnson announcing to show another karate moves practiced by Raul and Durrell to them. They began listen intently, not uttering any voice until Mrs. Johnson give instruction to Raul and Durrell the karate moves. Another reason they begin quiet and listen intently is because they are interested in karate stuff which is new to them also it is as the ice breaking, instead of learning. Besides, for Mrs. Johnson, it is to catch their interest and attention to like them first before liking the subject she will teaching to them after. Thus, it is categorized as to get Mrs. Johnson's addressees caused something, in this case, cause them to listen.

5. Get insulted

To insult means to make someone get offended by what we say. In insulting the hearer through the sentence said, the speaker says some statements or acts something so as to offend his hearer (Austin, 1962: 121). This type of perlocution generally does not occur much in case like classroom, especially those which are done by teachers. This makes sense as the most activity in a classroom, when the learning process is going on, is learning including the teachers delivering and explaining materials, the students listening to the teachers, discussing, presenting, and so on.

On the other hand, Mrs. Johnson also does not perform this type of perlocution much. It is only 3 from her 113 utterances when teaching. Besides, she insults her student for when one of her students does not respect her as a teacher in the classroom. The following is the example of the perlocution to insult the hearer:

Utterance 32 (SC13/19)

Line	Character	Utterances
1.	<i>Emilio</i>	<i>"What?"</i>
2.	<i>Mrs. Johnson</i>	<i>"High card, you don't have to discuss,</i>
3.		<i>anything."</i>
4.	<i>Emilio</i>	<i>((quiet after a second))</i>
5.		<i>"Why do I gotta draw for it? It's the way</i>
6.		<i>it is now." ((shrugging))</i>

The utterance above is categorized as perlocution to get addressee insulted. It is because Emilio, as the hearer feels wounded up and insulted after receiving the utterance. It is shown in line 4 through 6, in line 4 he goes silent and think for a moment before answering, in fifth and sixth line. Also, he gives a bitter answer to Mrs. Johnson to show the whole class that he's true instead to believe Mrs. Johnson and to conceal that he is offended by Mrs. Johnson's words. On the utterance above 'High card, you don't have to discuss anything' means it possibly will not happen to discuss certain things with Emilio, which offends and insulted him. In this case, Mrs. Johnson offended Emilio is just to get his reactions and participate more in the class. As the teacher, it is not very good to insult his or her students with no reasons at all, that is why this type is least to use in Mrs. Johnson utterances. Thus, the utterance above is included in perlocution to get Mrs. Johnson's addressees insulted.

6. Get alarmed

To alarm the hearer means to cause fear for the hearer. According to Austin (1962: 121), alarming the hearer is when the speaker tries to tell the hearer about his fear which is caused by some danger and thus, he expects the hearer to understand the situation. This type of perlocutions is only found 3 in Mrs. Johnson's utterances when teaching. The examples of this type of perlocutions found in Mrs. Johnson's utterances when teaching are as follows:

Utterance 33 (SC6/2)

Line	Character	Utterances
1.	<i>Emilio</i>	<i>"I'll try some karate with you, Miss Johnson."</i>
2.		
3.	<i>Mrs. Johnson</i>	<i>"I'm sorry, but I'm not allowed to touch a student."</i>
4.		
5.	<i>Mrs. Johnson</i>	<i>"But if you really think you know what you're doing, come on up here"</i>
6.		
7.	<i>Emilio</i>	<i>((giving fearful grinning, then smirking))</i>
8.		<i>"Oh, I know what I'm doing, there's no sense in doing it though if you can't touch me"</i>
9.		
10.		

The example above shows that Mrs. Johnson utterance in third and fourth line is to alarm the hearer. 'I'm sorry, but I'm not allowed to touch a student' is to warn Emilio that as teacher, Mrs. Johnson cannot lay a hand on her student. So, Mrs. Johnson underlined the 'not allowed to touch a student' to get Emilio understand the fact and it is not appropriate to say such to the teacher. Then, in the line 7, after Mrs. Johnson said that, Emilio gives a fearful grinning for a second before smirking and saying as in the line 8 to 10, to conceal his fear. In this case, Emilio is kind of student that always act tough and wear façade that makes people afraid of him and obey what his order, he does not want to look weak so he always finds way to say something back to people when they look down on him, even his teacher, Mrs. Johnson. Thus, it is categorized as perlocution to get Mrs. Johnson's addressee alarmed.

7. Get enlightened

To enlighten the hearer means to give the hearer new knowledge which is useful. It is a condition when the speaker gives some spiritual or intellectual

insight to the hearer (Austin, 1962: 121). Enlightening the hearer occurs commonly when the speaker is a teacher and the hearers are students. This is because it is one of the basic ideas of teaching. Good teachers are those who can really enlighten their students by the knowledge they have. Mrs. Johnson, in this case does this as well. Her utterances when teaching which are categorized into the perlocution to enlighten the hearer are 8 utterances. The examples are as follows:

Utterance 34 (SC21/1)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>“I will not go down underground, ‘cause somebody tells me that death’s coming round’ Okay, this is another Dylan poem.”</i>
2.		
3.		
4.		
5.	<i>Students</i>	<i>((listeing intently, some noddng their head))</i>
6.		

The example above shows that it is to give new information to the students, adding more knowledge to them by the utterance ‘this is another Dylan poem’. By enlighten the students means to get intellectual insight to the hearer, even it is not much. In the Mrs. Johnson’s utterance above, she reads first one of the line in a poem and tells the students that the poem she read is from Dylan poem. So that the students know and get new knowledge from her. It is shown in line 5 and 6 that the students get enlightened because in the visual expression, they listen insntly, focus on Mrs. Johnson, and some of the students

nodding their head after hearing Mrs. Johnson's utterance. Thus, it is categorized as perlocution to get Mrs. Johnson's addressees enlightened.

8. Get inspired

To inspire is to make someone motivated to do something with the spirit we share and give. It is in line with Austin (1962: 121) who states that when inspiring the hearer, the speaker produces utterances by which she encourages the hearer and gives some spirit. In this case, Mrs. Johnson somehow manages to inspire her students by utterances. To inspire students is 14 utterances. The examples are as follows:

Utterance 35

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>"You guys are sharp!"</i>
2.	<i>Students</i>	<i>((smiling))</i>

The example above shows that Mrs. Johnsons tries to get her students believe that they are clever. In line 2 it is shown by students are smiling after they hear Mrs. Johnson's utterance, it means that they do somehow believe that they are smart. After hearing the utterance, it makes the students learn more about the subject and bring their confident that they are smart. Mrs. Johnson's utterance saying that the students are smart also means that it is not only certain students who are smart, but every single student in classroom, she calls them out smart. On the other hand, inspiring students should be done often by the teacher, it will make them more spirit in learning and creating positive thinking

to the students. Students will also feel confident about themselves and will improve their skills. Thus, the utterance is categorized as perlocution to get Mrs. Johnson addressee feel inspired.

9. Get to do something

When someone says something by which he wants to make the hearer do something, it is then what get hearer to do something means. It is a condition when the speaker expects the hearer to do something through the statement said by the speaker (Austin 1962: 121). This type of perlocution is the second highest, 18 utterances of all utterances of Mrs. Johnson when teaching. This is no wonder since teachers commonly ask their students to do something like when giving assignment or asking to present or read something. The examples of this perlocution can be seen as follows:

Utterance 36 (SC13/2)

Line	Character	Utterances
1.	Mrs. Johnson	<i>"Taiwana, the next three lines,</i>
2.		<i>Taiwana."</i>
3.	Taiwana	<i>"Hey, Mr. Tambourine Man. Play a song</i>
4.		<i>for me. In the jingle-jangle morning. I'll</i>
5.		<i>come following you."</i>
6.	Mrs. Johnson	<i>"Good."</i>

The example above shows that Mrs. Johnson wants her student, Taiwana, to do something for her which in this case is to read the lines in a poem. After hearing Mrs. Johnson's command, Taiwana does what she told,

reads the next three line of a poem. By only saying the utterance, she makes her student to do something for her. On the other hand, the construction of command Mrs. Johnson uses to get Taiwana to do something for her is polite. By calling her students by her name and even emphasizes it two times, it indicates close relationship and semi-formal between student and teacher. It also makes teaching and learning classroom feels enjoyable, casual, and not tense. It is good atmosphere for teaching and learning process. Thus, Mrs. Johnson utterance in line 1 categorized as perlocution to make her addressee get to do something.

10. Get to realize something

When we get hearer to realize something, it means we make the hearer think deeper about that thing after what we said. This is in line with Austin (1962: 121) who suggests that this term defines how the speaker tries to make the hearer know or think deeper about the statement said by the speaker. Mrs. Johnson on the other hand does this as well although it is only 5 uttreances. There are some utterances she says when teaching which make the students realize something. These are the examples of this perlocution:

Utterance 37 (SC21/11)

Line	Character	Utterances
1.	<i>Mrs. Johnson</i>	<i>“You don’t have a choice? You don’t</i>
2.		<i>have a choice on whether or not you’re</i>
3.		<i>here?”</i>
4.	<i>Student</i>	<i>“no, if we leave we don’t get to graduate,</i>

- | | | |
|-----|-----------------|---|
| 5. | | <i>If we stay, we gotta put up with you''</i> |
| 6. | | <i>Well, that's a choice, isn't it? You have</i> |
| 7. | | <i>a choice. You either don't graduate or you</i> |
| 8. | | <i>have to put up with me. It may not be</i> |
| 9. | | <i>a choice you like, but it is a choice.</i> |
| 10. | <i>Taiwana</i> | <i>((eyes on Mrs. Johnson intently and</i> |
| 11. | | <i>nodding))</i> |
| 12. | <i>Students</i> | <i>((some students slightly nod their head))</i> |

The example above shows that Mrs. Johnson wants her students to realize something through her utterance. In this case, she wants her students to really think whether they are forced to be in the classroom, or they unconsciously keep coming to the class because they need to learn and actually enjoy it. Mrs. Johnson even emphasizes her utterance two times 'You don't have a choice? you don't have a choice whether or not you're here?' to make them think that they do have a choice to be in classroom or not. But it also means that they can be not in classroom but they will have consequence. After hearing Mrs. Johnson's utterance some of the students are silence and some nodding in realization that they do have a choice to make, even Taiwana has her eyes shot up after hearing her utterance and nodding after that. Thus, it is categorized as perlocution to get Mrs. Johnson's addressee get to realize something.

4.3. Discussion

1. The Dominance of Directive Act

The findings show that the most dominance illocution act found in Mrs. Johnson's utterance when teaching is Directives Act. The analysis illustrates that Mrs. Johnson in the *Dangerous Minds* movie script tends to use directives than other types of speech acts. As Searle (1976:9) stated, directives are speech acts that express what the speaker wants. It is to get someone else to do something that may be orders, asks, requests, commands, begs, and so on. In this case, Mrs. Johnson uses variety of paradigm cases that belongs to directives acts. They are 35 utterances of asking, 10 utterance of commanding, 8 utterances of requesting, and 6 utterances of advising. It is found that directives paradigm case of asking is the most use in Mrs. Johnson's utterances when teaching because in her class she chooses to ask for students' opinion for them to be active in classroom activities, and it is to voice students' opinion, to express their knowledge from their point of view.

Related to the movie, Mrs. Johnson tends to use directives because she wants to make her students do something for her. In this case, in school environment, it is common for teacher to ask something for students in teaching and learning process. She asks her students to read some poetry aloud, to do their assignments, and so on. Related to speech acts theory, Mrs. Johnson most uses directives in her utterance because it is needed for teacher and she simply utters something to her students, and they will do it for her.

In speech act study conducted by Nurhayati (2017) in the movie script of *Kung-Fu Panda 3*, the researcher finds eighty-two directive utterances that

consist of 54 utterances of command, 11 utterances of request, 9 utterances of suggestion, and 8 utterances of warning. The most dominant act use in Kung-Fu Panda 3 is command, because the speaker has the higher social level than the hearer to get them to do something for the speaker, here the speaker has a role as a Kung-Fu teacher. Thus, the reason is the same with this study in Dangerous Minds movie script. Command is the most dominant use because teacher has the higher social level than the students for them not to disobey the command in teaching and learning process. The researcher finds ninety-five directive utterances in the main character of Dangerous Minds movie script.

Meanwhile, the second highest use found in Mrs. Johnson's utterance when teaching is assertives are because Mrs. Johnson also tries to represent a situation or condition which can be assumed as truth or falsity. As Searle stated, assertives are those kinds of speech acts that state what the speaker believes to be the case or not: statements of fact, assertions, conclusions, and descriptions. The study about speech act conducted by Isnawati (2015) in the movie script entitled Shrek, the researcher finds fifteen assertive utterances, they consist of 9 utterances of asserting, 4 utterances of stating, 1 utterance of concluding, and 1 utterance of informing. In her study, the researcher finds the most dominant act used by Shrek is asserting paradigm case, because Shrek wants to emphasize the truth of his utterance to have everyone believe him that he is the prince cursed by a witch. Meanwhile, in this study the

researcher finds thirty-four assertive utterances from *Dangerous Minds* movie script that consist of 11 utterances of believing, 11 utterances of stating, and 12 utterance of informing. And the most dominant use act is informing form, because in this study, the main character emphasizes more in making the hearer understand and get the new information that they have not known yet.

Next, expressives acts is the third highest use found in findings. Mrs. Johnson uses expressives in order to represent psychological expression through utterances. Mrs. Johnson uses this kind of speech acts to state what she really feels. As Searle argues that expressive are those kinds of speech acts that state what the speaker feels. In this study, the researcher finds seventeen expressive utterances. The most dominant use is appreciating, because in *Dangerous Minds* movie script main character wants to give appreciation more to the students for what they do to catch students' attention and show that Mrs. Johnson is patient and care for the students. Expressive act use in *Dangerous Minds* is to expressed loudly rather to boost hearer's confident than showing it emotionally. Meanwhile, in speech act study conducted by Isnawati (2015) in *Shrek* movie script, the researcher finds 8 expressive utterances consist of 2 utterances of disappointment, 1 utterances of fury, 1 utterance of protesting, 1 utterance of dislike, 1 utterance belonging to the expression of indifference, 1 utterance of sharing, and 1 utterance of apologizing. And the most dominant act is the expression of disappointment.

In this study is different with Dangerous Minds study, because Shrek movie tends to use expression indirectly instead of expressing it directly.

The last is the least use of illocution act found in Mrs. Johnson's utterance when teaching, they are commissive acts and declaration acts. Related to the story, the students are never pay attention to the teacher who teach in the class, they never do the homework and assignments, as Mrs. Johnson become the new teacher, she uses different ways in catching their interest in doing the tasks by promising them gifts. It makes the students excited in getting gifts by having to work on the tasks that Mrs. Johnson gives. It relates to the Searle's theory of commissives act because Mrs. Johnson ,as the speaker, uses these kinds of speech acts because she promises the hearer some future action in the form of gifts and prizes to students to catch students' interest in doing the assignments The gifts and prizes are chocolate bars, go to amusement park, and dinner in fancy restaurant, The Flowering Peach.

Furthermore, declaration act has the very least use in the findings because related to the movie, Mrs. Johnson uses declaring because as the teacher, she is the one who decide whether the classroom can be adjusted as Mrs. Johnson's wishes. In the example she uses declaring to tell the winner of the contest, which in this case only teacher can decide who is going to be the winner, even though it is not valued subjectively. It is in the same line with the theory stated by Searle, declarations change the world with the help of

their utterance and the speaker has to have a special institutional role, in a specific context for performing a declaration appropriately.

2. Get Addressees Caused as The Most Performed Perlocution

This type of perlocution is the highest effect found in Mrs. Johnson's utterances when teaching are 41 utterances. Austin (1962: 120) states that when causing the hearer, the speaker expects some action or consequences at the hearer's state through his utterances. For every single statement, then, there is always a consequence that ties the hearer as his responsibility. This shows that Mrs. Johnson is a person with a powerful position in the class, in this case, as a teacher. This perlocution is has the highest use because related to the movie, Mrs. Johnson often to give question to the students so they will be active in class to answer the question. Thus, it is in the same line with theory that perlocution to get the addressees caused is to expect some action or consequences from them, which in this case is answer.

The study conducted by Rumaria (2015) analysing speech act on Dead Poet Society movie script, the highest use of perlocutionary act in her study is to get the hearer do something instead of to cause the hearer. In her study, Mr. Keating as the teacher often and emphasize more making the students do something, for example open the certain page of book, read the part of poem, commanding to rip the book, etc. Meanwhile in this study, Dangerous Minds, the most performed perlocutionary act is to get the hearer caused, which in related to the story, Mrs. Johnson often gives her students questions to answer

or response. Thus, it is called to get the hearer caused. Both in Rumaria and this study has the same similarity, because indeed to perform perlocution act to get the hearer caused or done something have to perform directives act first, for them to response or done something by the speaker's utterance. Besides, both of study use those perlocutionary act is because Mrs. Johnson and Mr. Keating has authority over the hearer. But the difference is, Mr. Keating commands more on the students so the students do not have time to voice out their opinion, while in Mrs. Johnson Dangerous Minds, she tends to ask students for their opinion more instead of commanding. Though, commanding and asking is sometimes hard to distinguish, but it also be looked from the politeness when performing the act and the structure of the utterance.

Meanwhile, from illocutionary dimension, Mrs. Johnson's utterance in I the findings of perlocutionary act, it is found a pattern of types of illocutionary act will affect the perlocutionary act. The findings shows that t The perlocutionary act utterances in form of statement in assertive illocution acts can get the hearer convinced, insulted, and realized something, it depends on the context of the utterances. The perlocutionary act utterances in form of declaration in declarative illocution acts can get the hearer surprised, it depends on the context of the utterances. The perlocutionary act utterances in form of commanding in directive illocution acts can get the hearer annoyed and get to do something, it depends on the context of the utterances. The perlocutionary act utterances in form of asking in directive illocution acts can

get the hearer caused and get to do something, it depends on the context of the utterances. Last, the perlocutionary act utterances in form of information in assertive illocution acts can get the hearer enlightened and alarmed, it depends on the context of the utterances.

In conclusion, from the findings and the discussion it can be found that there is the pattern on the illocutionary act and perlocutionary act that performed most in Mrs. Johnson's utterance when teaching in Dangerous Minds. The pattern is that the utterance performs directive illocution act will get the hearer caused and done something for the speaker as the perlocution.