

**THE USE OF DISCOURSE MARKERS IN “THE KID WHO WOULD BE
KING” MOVIE**

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

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KING” MOVIE**

THESIS

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2020

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I state that this thesis entitled **"The use of Discourse Marker in "The Kid Who Would Be King" Movie"** is my original work. This thesis is pure from the researcher understanding and does not copy and paste from the resource available. I do not include any sources except those that are cited as references and noted in the bibliography. Hence, as a student, I have limitations and mistakes. If there is a claim, I am the only person who will be responsible for tha, and I am ready for the consequences.

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MOTTO

“Have Patience. All Things Are Difficult Before They Become Easy”

Saadi Shirazi

DEDICATION

“This thesis special dedicated for my beloved parents, Marsudi and Iin Yudia Agustin Indria Rahadi, my brothers Bari Iffat Joesoef Habibi Junior , and Tegar Yudha Perkasa Putra.

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I hope this thesis will be useful for anyone who needs information related to this thesis, and it is expected there is a contributor who wants to make further studies and critics and suggestions from the reader to make this thesis better.

Malang, 10 December 2020



Audy Oktaviani Alifatul Inayah

ABSTRACT

Inayah, Audy Oktaviani Alifatul. (2020). *The Use of Discourse Markers in "The Kid Who Would Be King" Movie*. Thesis. Department of English Literature. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: **Nur Latifah, M.A. TESL**

Keywords: Discourse Markers. Movie

In communicating we often encounter misunderstandings in understanding the meaning of the conversation. DMs play a role in formulating ideas so that speakers and listeners can understand the ideas of the discourse conveyed. This study aims to show the diversity of functions of Discourse Markers (DMs) in English conversation using the theory of Schiffrin (1987).

There are two research questions in this study, first: What are the types of discourse markers mostly used by all the characters in the “Kid Who Would Be King Movie” movie?, and second: What are the function of discourse markers used in the “ Kid Who Would Be King” movie?. The object of this research focuses on conversations from the film "The Kid Who Would Be King" to show the diversity of types and functions of Discourse Markers. This study uses qualitative research methods because it describes and explains in-depth the explanation of types and functions of Discourse Markers.

The results of this study indicate that each function of discourse markers can include different types, such as markers of response can include three types of DMs, namely linking adverbial, stance adverbial, and hesitator. Another example is that temporal adverb markers contain two types of discourse markers: stance adverbial and expletive markers, and this research is by Schiffrin's (1987) theory.

ABSTRAK

Inayah, Audy Oktaviani Alifatul. (2020). *The Use of Discourse Markers in "The Kid Who Would Be King" Movie*. Skripsi. Studi Sastra Inggris. Fakultas Humaniora. UIN Maulana Malik Ibrahim Malang.

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Keywords: Discourse Markers, Movie

Dalam berkomunikasi kita seringkali menemui kesalahpahaman dalam memahami makna dari percakapan. Dalam berkomunikasi kita seringkali menemui kesalahpahaman dalam memahami makna dari percakapan. DMs berperan dalam menyusun gagasan agar pembicara dan pendengar dapat memahami gagasan wacana yang disampaikan. Penelitian ini bertujuan untuk menunjukkan keberagaman fungsi dari Discourse Markers (DMs) didalam percakapan bahasa Inggris menggunakan teori dari Schiffrrin (1987).

Ada dua rumusan masalah dari penelitian ini, pertama: apa saja jenis penanda wacana yang sering digunakan oleh tokoh dalam film "Kid Who Would Be King Movie"?, dan yang kedua: apa fungsi dari penanda wacana yang digunakan di dalam film "Kid Who Would Be King"?. Objek dari penelitian ini terfokus pada percakapan dari film "The Kid Who Would Be King" untuk menunjukkan keberagaman type dan fungsi dari Discourse Markers. Penelitian ini menggunakan metode penelitian kualitatif karena mendeskripsikan dan menjelaskan secara mendalam mengenai penjelasan dari type dan fungsi *Discourse Markers*.

Hasil dari penelitian ini menunjukkan bahwa setiap fungsi discourse markers dapat mencakup tipe yang berbeda, seperti markers of response dapat mencakup tiga jenis DMs, yaitu linking adverbial, stance adverbial, dan hesitator. Contoh yang lain yaitu marker temporal adverb mengandung dua jenis discourse marker: stance adverbial dan expletive marker, dan penelitian ini sudah sesuai dengan theory schiffrrin (1987).

مستخلص البحث

أودي أوكتاڤياني علفقتول عناية. 2021، أطروحة. العنوان: "استخدام علامات الخطاب في "فيلم "الطفل الذي سيكون ملكًا".

المشرف : نور لطيفة ماجستير آداب تدريس اللغة الإنجليزية كلغة.

الكلمات المفتاحية: علامة الخطاب ، فيلم.

أثناء التواصل ، غالبًا ما نواجه سوء فهم في فهم معنى المحادثة. أثناء التواصل ، غالبًا ما نواجه سوء فهم في فهم معنى المحادثة. يلعب صانعو الخطاب دورًا في صياغة الأفكار حتى يتمكن المتحدثون والمستمعون من فهم أفكار الخطاب المنقولة. تهدف هذه الدراسة إلى إظهار تنوع وظائف محددات الخطاب في المحادثة باللغة الإنجليزية باستخدام نظرية شيفرين (١٩٨٧).

توجد مشكلتان من هذا البحث ، أولهما: ما هي أنواع محددات الخطاب التي تستخدمها الشخصيات في فيلم "الملك"؟، وثانيًا: ما هي وظيفة علامات الخطاب المستخدمة في الفيلم؟ "طفل من سيكون الملك".؟ يركز موضوع هذا البحث على حوارات من فيلم "الطفل الذي سيكون ملكًا" لإظهار تنوع أنواع ووظائف محددات الخطاب. تستخدم هذه الدراسة طرق البحث النوعي لأنها تصف وتشرح بعمق شرح أنواع ووظائف علامات الخطاب.

تشير نتائج هذه الدراسة إلى أن كل وظيفة لعلامات الخطاب يمكن أن تشمل أنواعًا مختلفة ، مثل علامات الاستجابة يمكن أن تشمل ثلاثة أنواع من صانعي الخطاب ، وهي ربط الظرف ، وظرف الموقف ، والمتردد. مثال آخر هو أن علامات الظرف الزمنية تحتوي على نوعين من علامات الخطاب: علامات الموقف الظرفية والشتائم ، وهذا البحث يتوافق مع نظرية شيفرين (١٩٨٧).

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CHAPTER I

INTRODUCTION

In this chapter, the researcher intended to explain the background of the study, research question, objective of the study, significant of the study, scope and limitation, definition of key terms, previous studies, research method, research design, data and data source, data collection, and data analysis.

A. Background of the study

In the communication process, there is a system or symbol agreed upon by the communicating party. People can use communication through various means such as speaking directly, telephone, writing letters, sign language, or examples of communication in other forms. When we communicate, we always observe the utterances, words, phrases, or sentences used, which sometimes cannot be interpreted directly or their meaning outside the dictionary. As we know, the same sentence or word can produce different meanings when done in different contexts. For example, when we talk, *you see*, in this example, we intend to ask whether the other person we are talking to knows about the topic being discussed. If a pause separates the two words, they are called markers and have no meaning. There are many other examples, such as, *I mean*, *You know*, and others.

One of the linguistics tools that speakers must consider is the discourse markers. Discourse markers are words or phrases outside the clause structure, which connect ideas to other discussion ideas. These words and phrases are important elements of discourse and can be found in spoken and language. For

example, the word "and" is DMs words that serve as a connector for ideas in discourse. According to Sharndama and Yakubu (2013), DMs as linguistic devices have the role of connecting ideas in discourse. Other functions of DMs are managing and regulating what people say or write to express attitudes, opening and closing the conversation, and diverting the topic.

In discourse communication, such as the correct use of DMs conversation can produce good communication. The purpose of good communication is how the listener and speaker can understand the meaning conveyed to each other. The use of DMs makes it easy for the user to communicate and write ideas, so discourse markers play a role in arranging ideas so that readers and listeners can understand the discourses' ideas based on the type and function of DMs. It should be noted that the use of DM in discourse should not be excessive so that the ideas presented do not look heavy and unnatural.

This study is concerned with discourse markers (DMs). Based on Schiffrin (1987: 31), Discourse Markers (DMs) are linguistic elements that index different relationships and coherence between speech units. Discourse markers are words and phrases that help you connect your ideas. Furthermore, in everyday social conversation, Schiffrin (1987) describes the use of discourse markers when a speaker conveys a conversation or written discourse, one uses terms called information management markers such as response markers too, linking discourse for example and, but, or, tags of causes and results, such as: *so* and *because*, temporal adverb for example *now* and *than*, information and participation like *you know*, *I mean*. Those words and phrases have an essential role in signaling

connectivity in discourse and textual unity (W.Gregore and R.Horn 2006:87). Fraser (1990, 1993, 1999) also said that discourse markers do not affect the grammatical of the sentence. Some other scholars like Kroon (1995: 85) believe in examining the DMs patently, and we should consider putting them into frameworks of "basic meaning," "discourse function," and "actual uses." However, throughout their discussion, they refer to DMs as 'discourse particles' instead.

Discourse markers research is interesting to analyze because discourse markers will always appear in our activity, such as in daily conversation, speech, essay, etc., especially about the function and meaning from discourse markers used. The researcher thinks that DMs can help speakers to improve the ability of speech after understanding discourse markers. Therefore, discourse markers are essential to know and are still very worthy of being used as research.

Some previous studies related to discourse markers, but they use another theory to analyze the data. First, Brandon J.Yuhas (2013) investigate the DMs and discourse labels in the academic argument of native language (L1) Chinese English as a second language (ESL) first-year composition (IYC) student. The researcher analyzed the data used by Fraser (2005) and Francis's (1994) theory. Second, Marcelina Winny (2018) analyzed the use of DMs in English education students in argumentative and expository essays. The researcher analyzed the data used Fraser's theory. Furthermore, some previous studies related to discourse markers analysis have the same theory as this study, namely Deborah Schiffrin (1987). First, Marbun Frengki Hermanto (2017) examined the use of DMs in Donald Trump's speech, and the researcher used the theory of Shciffrin (1987). Second,

Hamli (2016) investigate the use of DMs in a speech delivered by JK. Rowling, Oprah Winfrey, and Steve Jobs, the researcher who analyzed the data, used Schifffrin's theory (1987).

Based on the explanation about the topic above, this study has some differences from previous studies. The previous studies analyzed DMs in many media, such as newspapers, essays, and speech, which are formal media. This study analyzed the DMs differently, and the researcher wants to analyze the conversation in the movie. The movie is one of visual communication, which uses moving picture and sound in conveying the idea or message, and also it has a conversation that used by the character. Therefore, the researcher chose the film for data collection to be analyzed. DMs in the movie also have roles such as opening or closing markers in conversation, changing topics, turn-taking to share the opinion, etc.

Meanwhile, the movie used in this study is a movie that has an action-adventure fantasy genre entitled "The Kid Who Would Be King." This movie is directed by Joe Cornish, played by several characters. Those characters are Alex, Lance, Kaye, Bedders, Merlin, Morgana, etc. This movie has a classic story where teenagers want to save the world from danger, and the movie contains knowledge about British history, especially about King Arthur Story. Therefore researcher are interested in making this movie as a research object.

B. Research question

Based on the research topics described in the background, the researcher decided to formulate research questions from these topics as follows:

1. What are the types of discourse markers mostly used by all the characters in the “Kid Who Would Be King Movie” movie?
2. What are the function of discourse markers used in the “Kid Who Would Be King” movie?

C. Objective of the study

According to the research question, the aims of this study are:

1. To examine the types of discourse markers that mostly use by all the characters in the “Kid Who Would Be King” movie.
2. To investigate the function of discourse markers used by all the character in the “Kid Who Would Be King” movie.

D. Significance of the study

The results of this study are expected to contribute theoretically and practically. Theoretically: This study will provide an in-depth explanation of the function of DMs in conversation, according to Schiffrrin's (1987) theory. Besides, it is hoping to be one of the references for other researchers to develop a better and deeper study about DMs. Practically: This research is expected to provide increased knowledge for language learners about the functions of DMs. English learners can also see examples of the use of DMs in the context of informal

conversations. For other researchers who are interested in DMs, this study can be one of their references to develop their DMs research.

E. Scope and Limitation

The focus of the study is the analysis of discourse markers in conversation in the movie. The researcher intended to describe the kinds of DMs and investigate the function of DMs. Schiffrin's theory about DMs becomes the theoretical framework of the present study. It discussed the conversation of all the characters in the "Kid who would be king" movie.

F. Definition of key terms

1. Movie

Definition of the movie according to UU/1992, are works of art and a culture which is a medium of sight-hear mass communication which are made based on the principle of cinematography by being recorded on celluloid tapes, videotapes, videodiscs, or other technological invention materials in all shapes, types, and sizes through chemical processes, electronic processes, or other processes, with or without sound, which can be shown or displayed with mechanical, electronic, and other projection systems.

2. Discourse Markers

According to Schiffrin (1987), DMs are a linguistic element that connects units of talk, relations at the exchange, ideational, action, and anticipation framework level of discourse.

G. Previous studies

There are many similar previous studies of DMs which related to DMs analysis in the conversation. First, Marbun, Frengki Hermanto (2017) examined the use of DMs in Donald Trump's speech, and the researcher used the theory of Shciffirin (1987). This study aims to determine what DMs found in Donald Trump's speech and how they function. The research method used is qualitative. The results of this study indicate that in Donald Trump's speech, there are three types of discourse markers; first, conjunction marker, second, cause and effect marker, third, provisional adverb marker.

Hamli (2016) discusses the use of DMs in a speech delivered by JK. Rowling, Oprah Winfrey, and Steve Jobs. The research question from this research is, what the function of discourse markers in JK. Rowling, Oprah Winfrey, and Steve Jobs's speeches and how are they used in their speeches?. Researcher used the theory of DMs from Deborah Schiffirin, the results of this study found five categories of DMs used, and DMs that usually used were and, but, and or.

In Brandon J. Yuhas's (2013) research, it analyzes two types of cohesive devices, namely discourse markers (Fraser, 2005) and discourse labels (Francis, 1994) in the academic argument of native language (L1) Chinese English as a second language (ESL) first-year composition (IYC) student. This study uses a qualitative text analysis. The results of this study indicate that ESL students tend not to have problems using DMs, but they do not use discourse labels in their writing. In the argument text made by the native speaker (NS), there is no problem

in using the discourse labels. The results show that there is a knowledge gap between non-native speakers (NNS) and NS concerning tools for learning English to construct cohesive academic texts.

Marcelina Winny (2018) conducted a study on the use and the inappropriate discourse marker by English language education students. In this case, the researcher has two research questions: first, what types of discourse markers used in argumentative and expository essays written by PBI students batch 2015? Second, what types of inappropriateness can found in the student's use of discourse markers? To answer this question, the researcher used the discourse marker taxonomy by Fraser (1999), and for question number two used the pattern of discourse marker abuse by Kao and Chen (2011). The results of this study, PBI students used elaborative markers (62%), reason (14%), inferential (6%), and conclusive (11%) in argumentative essays. In expository essays, students used elaborative (52%), contrastive (14%), reason (12%), inferential (11%), exemplifier (8%), and conclusive (3%) markers. The researcher found the most common signs of abuse in both essays were too many, wrong, and incomplete.

Alvina Zulfa Kummala (2016) investigated the DMs used by EFL learners while presenting. He used a qualitative descriptive approach using Brinton's (1996) classification of the DMs function. This study aims to describe, first, the kinds of discourse markers used by English students when they present their thesis proposal, second, the process of emerging discourse markers used by English students when they presented their thesis proposals. The results of this study

indicate that students use seven different types of DMs in their percentage, that is *well, yeah, okay yeah, yeah, then then yeah, what is it, and then yeah, and okay*. In the process of emerging discourse markers, researcher found DMs that function as fillers, and those that do not function as fillers

The last, Nejadansari & Mohammadi (2015) *The Index of Pragmatic uses and function of Well in University EFL Classroom Discourse: A Case Study in Iran*. This research has analyzed the distribution and the pragmatic function of discourse markers in the Iranian University quantitatively and qualitatively, they use Fraser (1999, 2008) taxonomy while to describe the function of discourse markers. They use Brinton's (1996) classification. They use the data from EFL teacher and student classroom interaction. The result of this study is the subject applied few discourse makers -77,6%, and the teacher utilized more than 60% of discourse markers, and their gender played no significant part.

Those previous studies most investigated in the formal context obtained from the speech that focuses on the monologue form, such as Marbun Frengki Hermanto (2017), Hamli (2016), and Alvina (2016), and other previous studies also focusing on EFL learners or teachers in an education setting, such as Brandon J Yuhas (2013), Marcelina (2018), Alvina (2016), and Nejadansari and Mohammadi (2015). This study also investigates DMs, but this study uses the informal context and chooses the dialogue form to be analyzed than the monologue form to find out the speaker's response to another speaker and the speaker's attitude to the context of the discussion in their conversation. Two previous studies used the same theory as this study, first, Marbun Frengki

Hermanto (2017), and second, Hamli (2016), but they use different objects to analyze.

H. Research Method

1. Research Design

Researcher conducted this research using a descriptive qualitative method. According to (Rahardjo, 2010) qualitative research is used to understand the phenomenon to be studied. The writer uses the descriptive qualitative method because the writer describes the kind and the function of Discourse markers used in the conversation in the movie "The Kid Who Would Be King". This method is used to get accurate results from the data analyzed by Schiffrin's theory (1987). The data used are in the form of words and phrases that contain DMs used by all characters in the movie. This study focuses on the process of generating discourse markers in conversation. This study examines the context of DMs, which is used to determine the function of DMs. The purpose of this study was to analyze the construct meaning of the DMs used.

2. Data and Data source

This study discusses the use of discourse markers in conversation in the movie "The Kid who would be King." The data in this study are words or phrases which contain the type of DMs that are mostly used by all the characters of the movie. The researcher takes the data from all the characters because the researcher think that the conversations conducted by each character contained discourse

markers. The researcher downloaded the movie from the <https://family.20thcenturystudios.com/movies/the-kid-who-would-be-king>

3. Data Collection

To collect the data, the researcher did several steps. First, the researcher watched the movie that she downloaded many times. Then, she downloaded the subtitles, to download the subtitle, the researcher use application. The name of the application is Aegisub. Third, she watched the subtitle and listen the conversation. Last, the researcher looked for the phrases and words in conversation containing discourse markers to select the data.

4. Data Analysis

After collecting the data, the researcher did several steps to investigate the data. The researcher analyzed the data based on the research question of the study. To answer the research question, the researcher identifies the types of discourse markers used in "The Kid who would be King." Then, the researcher classified the function of DMs based on Schiffrin's theory. After analyzing the data based on the types and the function of DMs, the researcher discussed DMs, which are mostly used by all of the characters in the movie, and also conclude from the finding of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several theories related to this research. This research approach begins with a Pragmatic explanation. Then the researcher turned to the description of Discourse Markers. The next theory focuses on explaining the types and functions of discourse markers.

A. Discourse Analysis

Before further explanations regarding discourse markers, it is a must to know about the discourse concept. Discourse analysis appears to produce a complete description of the language because language features are not sufficient if only analyzed using aspects of structure and meaning. Discourse Analysis analyzes conversation (casual, telephone, gossip, etc.), speech (campaigns, formal speeches delivered by political figures, etc.), written discourse (novels, plays, news, written speeches, editorials, etc.). Discourse Analysis deals not only with complex utterances by one speaker, but also conversations between two or more people. The overall goal of any Discourse Analysis is to explain how language users construct and interpret meaning in discourse. Brown and Yule (1983) observe that Discourse Analysis examine “how addressees construct linguistic messages for addressees work on linguistic message in order to interpret them.

Paltridge (2000: 4) explains that discourse analysis examines lingual units in paragraph structure, text organization, and conversational interaction patterns, such as how a speaker opens a conversation, closes a conversation and shares a

turn in a conversation. According to James Paul Gee (1999, p.13), discourse is a different way for humans to integrate language with non-language stuff, such as different thinking, feeling, acting, believing, and others. He also states that discourse is always embedded in a medley of social institutions and often involve various “props” like books and magazines of various sorts, laboratories, classrooms, buildings of various sorts, various technologies, and a myriad of other objects from sewing needles (for sewing circles) through birds (for bird watchers) to basketball courts and basketballs (for basketball players). Think of all the words, symbols, 14 deeds, objects, clothes, and tools you need to coordinate in the right way at the right time.

B. Discourse Markers

Discourse markers (DMs) linguistic elements that have been studied by linguists in the contemporary period, DMs also have several different definitions and approaches developed by experts. Östman (1982) shows four basic linguistic features of discourse markers, (a) short, (b) prosody lower than other words, (c) independent of sentence content, (d) syntactically separated from sentences. As stated by Schiffrin (1987), DMs are a linguistic element that connects units of talk, relations at the exchange, ideational, action, and anticipation framework level of discourse. Deborah Schiffrin analyzed the distribution of 11 discourse markers into five linguistics classes:

1. lexicalized clauses (you know, I mean)
2. particle (oh, well)
3. conjunction (and, but)

4. time deities (now, then)
5. complement (so, because)

She concluded that discourse markers provide coordinates to the discourse context in which participants produce meaning.

Fraser 1996 proposes a DMs approach that connects the study of discourse markers with a pragmatic approach. Fraser uses discourse markers as message markers. Fraser focuses on the function of discourse markers as the context in discourse or as message markers. There are four types of messages in pragmatic markers: there are parallel messages, discourse messages, commentary messages, and basic messages. Fraser divides DM into several types, namely contrastive markers (e.g. though, in contrast), elaborative markers, topic change markers, and inferential markers. In general, Fraser defines DMs as lexical expressions that function as markers to provide contextual interpretation of discourse.

Hölker (1991) states that discourse markers are related to situations when speaking, and also have an expressive rather than referential function. Discourse markers are included in the meaning of pragmatics. Here discourse markers convince the speaker of the evaluation of the message. Stenstrom (1994, 1998) states that DMs produce discourse boundaries throughout oral interactions.

Halliday and Hasan (1992) consider DMs as a marker of cohesion in discourse, they divide discourse into several parts, namely lexical cohesion, ellipsis, substitution, and reference. They think of DMs as conjunctive items. According to Halliday and Hasan (1992), the conjunctive element is not directly cohesive, in detail the conjunctive word is not a tool for connecting texts in

discourse, but conjunctive has the function of expressing certain meanings by supposing other components in the discourse.

Last, Fung and Carter (2007) proposed a multi-categorial framework of DMs. In general, they consider DMs as *"intra-sentential and supra-sentential linguistic units which fulfill a large non-propositional and connective function at the level of discourse"*,

C. The characteristic of discourse markers

Discourse markers have several characteristics, the character of DMs determines whether the language element in the discourse is included in the discourse marker or not.

Discourse markers have several characteristics associated with several fields of linguistics. DM characteristics were compiled by Brinton (1996) and then explained again by Ziv and Jucker (1996). These characteristics refer to the type of pragmatic marker, which is more commonly found in speech than in writing. First, in terms of phonology and lexical features, discourse markers are phonologically short and reduced. Second, syntactically DM is often in the initial position, and discourse markers are optional. Third, semantically, DM has little propositional meaning. Fourth, functionally, discourse markers are multifunctional; it operates on several linguistic levels simultaneously. Finally, in the field of sociolinguistics, discourse markers appear in spoken discourse rather than written discourse. In communication, discourse markers are used more by women than men.

D. Group of discourse markers

There are four groups of discourse markers:

1. Contrastive Markers (CDMs)

Signaling that the utterance following is either a denial or contrast of some proposition associated with the preceding discourse.

Example:

A: we can go now children.

B: but we haven't finished our game yet.

The class of contrastive markers includes.

Although, but, alternatively, contrariwise, contrary to expectations, even so, conversely, however, nevertheless, notwithstanding, on the other hand, still, though, yet, whereas, instead (or this/that, in comparison (with this/that), in spite of (this/that).

2. Elaborative markers (EDMs)

Signal that the utterance following a refinement of some sort on the preceding discourse.

Example: she did it, *what is more*, she enjoyed doing it.

Expression of elaborate

And, above all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further (more), indeed, in addition, in particular, likewise, more accurately, more importantly, more precisely, more to the point, moreover, on that basis, on top of it all, or, otherwise, rather, similarity, that is (to say).

3. Inferential markers (IDMs)

Inferential markers are expressions which signal that the force of the utterance is a conclusion which follows from the preceding discourse.

Example: Kana went home, *after all*, she was sick.

The expressions that include in inferential markers are:

After all, so, all things considered, as a conclusion, as a consequence (of this/that), because, consequently, for this/that reason, it follows that, hence, accordingly, then, therefore, thus, of course, in this/that/any case, on this/that condition.

4. Temporal Markers (TDMs)

The expressions of temporal markers include:

*Then, as soon as, after, eventually, finally, first, immediately afterwards, meanwhile, meantime, second, originally, second, when, subsequently. *

E. The function of discourse markers

From the explanation above discourse markers have several characteristics related to their use and function. Furthermore, Schiffrin (1987:73) divided discourse marker into six category or function, that are:

1. Markers of information management

Schiffrin (1987: 73) explains "oh" as a discourse marker that is used as an interjection or exclamation. The "oh" marker, if it is not followed the syntax, "oh"

here, can indicate an emotional state, such as fear, surprise, or pain. These markers are not based on grammar or semantics.

Example: Speaker 1: is this book you are looking for?

Speaker 2: "oh" yes!

Example: Speaker 1: "oh"... this job takes a lot of time.

Speaker 2: yes, you right.

In the syntactic and contour states, "oh" occurs when the speaker shifts the orientation to the information, what is meant is the "oh" marker can change the speaker's orientation by replacing one relevant information with pre-existing knowledge.

2. Markers of response

"Well" here as markers of response, the marker "well" can usually function as a noun, adverb, or degree word, using the word "well" at the beginning of speech is tough to characterize in one of these word classes. "Well" is also not based on semantic meaning and grammatical status. The function that is commonly known in the "well" marker at the beginning of speech is rejection, cancellation, or incompatibility with pre-existing speech.

Example: "well" she doesn't care what people think about her so that she won't be embarrassed.

Schiffrin (1987: 27) states that "well" makes the speaker a respondent to one level of discourse and allows a temporary release from attention to others.

3. Markers of connectives

Marker of connectives is a discourse that plays a role in the grammar system, which is included in this marker, namely "and", "but", and "or". The word "and" is used to construct ideas and speak in spoken language, the second is the "but" sign, this marker has a different grammatical function, the "but" tag is used to express contradictory relationships in a sentence. The third marker is "or", this marker differs from "and" and "but" marker, "or" is used to mark a selection among several options.

4. Markers cause and effect

"So" and "because" belong to the cause and effect markers, Schifffrin (1987: 173) considers them as markers, because "so" and "because" can complement each other in semantic and structural terms, they have a semantic meaning. "So" and "because" are grammatical signals from the respective main or subordinate clauses. "Because" is used to combine two clauses that indicate a cause and effect, and "so" is used when showing the result of something or the effect of something.

Example:

1. Everybody at home because it was raining outside.
2. I like reading, so I buy six books.

5. Markers of temporal adverb

The item of the adverb temporal marker usually involves the deictic element of time; this element associates a speech with the correlation of people, space, and time. This marker is deictic because the meaning of what is conveyed depends on the parameters of the situation when speaking.

6. Markers of information and participation

The last markers are "you know" and "I mean", in these markers, the literal meaning can affect the use of the discourse. These two markers have uses that are not directly related to the literal sense, "you know" is used when we seem to know that the other person also understands what we are thinking.

F. Types of discourse markers.

Various Suggestions have been made for classifying discourse markers, However, different classifications are possible because each study focuses on certain aspects of these markers. Biber et al. (1999:1095) classification is adopted as it proves to be typical and comprehensive. They offer the following types of discourse markers.

1. Interjection

This marker is a word which forms one's speech or expresses reactions when having a conversation, Leech, and Svartvik (1994: 152) state that interjection is used to express emotion:

- 1) Oh !!

2) Ah !!

3) Wow !!

4) Ouch !!

5) Ow !!

2. Greeting and farewell

In general, the greeting can vary in formality, hi and hello are used to in the informal situation. Hi and hello are less formal than "good" forms: good morning, good afternoon, and good evening (Biber et al., 1999: 1088).

3. Linking adverbial

Levinson (1983: 87) says that there are words in English or other languages that serve to show the relationship between speech and previous discourse, such as still, however, besides, after all, and well.

4. Adverbial stance

Trask (1993: 251) defines these discourse markers as semantic operators of whole sentences, to express modalities, illocution, and evaluation.

5. Vocative

Levinson (1983: 71) describes vocative as a noun phrase that refers to the recipient as a prosody argument, and vocative has two types:

1) Calls or summons, example: *Hey you*, you just ...

2) Addresses, for example, the truth is, *Madam* nothing is as good nowadays.

6. Response elicitors

These markers are included in the generalized question tags, such as huh? (Biber et al., 1999: 1080). Gramley and Patzold (1992: 227) called this markers "appealers" which a speaker uses to get the approval of the other person.

7. Response forms

Biber et al. (1999: 1089) argue that this marker is a response to the previous statement; they also divide it into three parts.

- 1) Response to question as no, yes, and their variants.
- 2) Response to directives as ok
- 3) Response to assertion as backchannels yes, yeah, I see. According to Gramley and Patzold (1992: 227), this type is called "up takers."

8. Hesitators

People tend not to understand why to use this discourse sign. According to (Knowles, 1987: 185), this marker can help the speaker plan what to say next and allow the recipient to plan the right answer. This discourse marker is also useful to fill in hesitation in a conversation. Example: Er, erm, and uh ...

9. Various polite speech- Act formula

Sorry, pardon, thank you and please are words that are usually used in the language of respect. Biber et al. (1999: 1093) added that these markers function as speech acts in gratitude, regret, and apology. They have distinct roles in the interactive nature of the conversation.

10. Expletive

These markers are words or phrases that are not related to the meaning of the text, examples of which are taboo expressions such as curses or "semi-taboo expressions" (Biber et al., 1999: 1095)

CHAPTER III

FINDINGS AND DISCUSSION

This section is concerned with the identification of items and the function of the Discourse marker used in the movie "The Kid Who Would Be King." However, the writer will analyze only a set of markers that are considered to be able to describe how the subject applies to these markers. The data will be presented and analyzed based on the category of DMs by Schiffrin (1987). The result from the finding are discussed in the discussion section to get a comprehensive explanation of the data.

A. Findings

This part focused on investigating the types and functions of discourse markers in the conversation in the movie "the kid who would be king". Researcher mark DMs found in the conversation. Then, the data obtained were analyzed using Schiffrin's theory. After analyzing the data, the researcher found 23 DMs from the conversation.

Datum 1

Mom: Maybe if you hadn't left that till last thing the night before...

Alex: Damn.

Mom: Here. It's not exactly the right color, **but...** Maybe you can say it's a solar flare.

Alex: Thanks, Mum.

Context:

mom said that the color is not the right color, but it can say a solar flare.

Analysis:

The writer concludes DMs “but” has meaning of suggestion, because by saying *but... maybe you*, it indicates that mom has a suggestion and reason that Alex needed. Where “here it’s not exactly the right color” is consist of common sentence and “maybe you can say it’s a solar flare” is consist of specific sentence. The word "but" in datum one is located in the middle of the sentence, "but" is a conjunctive word that plays a role in discourse to sign two sentences or clauses, where the previous sentence has a contrasting meaning with the next sentence. Therefore “but” is categorized as **linking adverbial markers** that function as a **connecting marker**.

Datum 2

Mom: How could telling the truth make everything worse?

Alex: You wouldn't understand. Dad would understand.

Mom: **Well...** he's not here. But if he was, I know exactly what he'd say. He'd say that telling the truth and doing the right thing never makes anything worse. You always used to believe that, Alex.

Context:

In this sentence, Alex said Dad would understand, and mom response well... he’s not here.

Analysis:

In this datum, mom used “well” at the beginning of her statement (*well... he’s not here. But if he was, I know he’d say. He’d say that telling the truth and doing the right thing never makes anything worse. You always used to believe that, Alex*). Mom said that statement after hearing Alex opinion. The word “well” used by mom to open the statement, and “well” here is used to give answer that she doesn’t agree with Alex opinion. The markers of well is used to expressed speakers disagree with the other speaker's idea. These markers are classified as markers **linking adverbial** and have functioned as **markers of response**.

Datum 3

Mom: Did you get that out of the attic? Alex, I know you're having a tough time. And I know you miss your dad. But he gave you that book **because** he wanted you to grow up to be a good person. Not the kind of person who gets into fights, not the kind of person who believes in fairy tales, and not the kind of person who carries... giant, medieval weapons around.

Alex: Then why did he write this?

Mom: **Because** he loved you.

Context:

In this sentence, Alex asks mom why his dad write this. Mom said because his dad loves him.

Analysis:

There are two words “because” in the datum 3, all of the word “because are used by Alex’s mom, the first “because” at the middle of her statement is used to give her opinion about the book that Alex found. The second “because” is used

at the beginning of her statement, in here “because” is use to give answer to the Alex’s question. The speaker used “because” to convey a meaning of cause, type of these markers is **linking adverbial** and "because" here have the function as **markers cause and effect**.

Datum 4

Alex: Because you're the strongest people I know. In the heat of battle we had each other's backs. We just saved each other's lives without even thinking about it. And that's exactly what King Arthur did. He made his enemies his allies. He united the warring tribes of Britain and formed a band of loyal knights. And together, they defeated an enemy bigger than all of them. And think about it. King Arthur's most loyal knights were called Lancelot, Kay, and Bedivere.

Lance: So?

Alex: **So**, that's your name.

Context:

Lance giving a question to Alex: so? and Alex answered: so, that’s your name.

Analysis:

In datum 4, Lance used “so?” with mark question to get conclusion from Alex’s statement (*Because you're the strongest people I know. In the heat of battle we had each other's backs. We just saved each other's lives without even thinking about it. And that's exactly what King Arthur did. He made his enemies his allies. He united the warring tribes of Britain and formed a band of loyal knights. And together, they defeated an enemy bigger than all of them. And think about it. King*

Arthur's most loyal knights were called Lancelot, Kay, and Bedivere). Alex used “so” at the beginning of his statement to convey the conclusions of the statement he has stated before. The word "so" is in the initial position to indicate that the speaker wants to draw conclusions from the topic. The word “so” included in the **linking adverbial** markers type and has functioned as a marker of **cause and effect**.

Datum 5

Martin: Alexander Elliot! It was you who drew the sword. In four moons there will be darkness in daylight, the dual realms will be bridged, and Morgana will return.

Alex: Oh, no.

Martin: You must saddle your steeds, gird up your armor, gather your allies!

Alex: Go away. We don't know you, **and** we don't want to know you. Leave us alone!

Martin: Good people, this realm faces mortal danger! And this boy among you drew Excalibur. Who will kneel at his feet and swear allegiance?

Context

Alex says to Martin that he doesn't want to know him.

Analysis :

In this conversation, Alex uses the word “and” to emphasize to Martin that he doesn't want to know about Martin. The word "and" in this datum is located in the middle of the sentence, "and" is a conjunctive word that plays a role in

discourse to sign two sentences or clauses, where the previous sentence has a contrasting meaning with the next sentence. Therefore “and” is categorized as **linking adverbial** markers that function as a **connecting marker**.

Datum 6

Mom: Come on, Alex. It's time to join the land of the living. That is not Excalibur. Tell me the truth. Where did you get that thing?

Alex: I told you, on a building site.

Mom: **Then**, we're taking it back there. Right now.

Alex: No. You can't take it away.

Mom: And you can't keep it. Alex, it's a dangerous weapon, and it doesn't belong to you.

Context:

Mom told Alex to return the book back to its place.

Analysis:

The word "then" is used by Alex's mother to tell Alex to return the book to where she took it, the word "then" here is used to indicate the suggestion expressed by Alex's mother. "Then" is a discourse marker as a **linking adverbial**. "Then" here shows the relationship between the previous sentence. So "then" here functions as a **temporal adverb marker**.

Datum 7

Bedders: I do magic tricks for a hobby, but I'm no good at duplication illusions. So, I'm gonna video what you do and try and copy it.

Merlin: I'll be most impressed if you succeed.

Bedders: **Wow!**

Context:

In this situation, Merlin say he will most impressed if Bedders succed, and Bedders response by “Wow!”

Analysis:

In this datum, Bedders use the word "wow" to convey an expression of amazement or surprise at the magic tricks performed by Merlin. "Wow" is **interjection marker**, "wow" here shows admiration for something. The speaker offers an expression of amazement by saying this word, "wow" markers function as a marker of **information management**.

Datum 8

Bedders: Block the branches. They're teaching us.

Kaye: I know. (YELLS)

Lance: Come on then! You want it? Try some of this! **Ah!**

Bedders: Look what it's doing.

Lance: Gotcha

Context:

In this sentence, Lance just say Ah!

Analysis:

In this datum. the word "Ah!" here shows an expression of pain, The word "ah!" is **interjection markers** and have the function as an **expressive and marker of information management**. Lance used the word "ah!" here showed a shocked expression of pain when he got hit by a living tree. Alex uses these markers that he shocks with that, so the discourse marker “ah!” here as signaling emotional involvement of the speaker.

Datum 9

ALEX: Listen... this is gonna sound really weird, but if all four of us and these ponies disappear, don't worry. I promise we'll get them back to you.

Woman: I beg your pardon?

Kaye : **Whoa....** They just vanished.

Bedders: Alex, the sword.

Alex: Guys, I think we're gonna have to learn how to ride.

Context:

In this conversation, Kaye said whoa and then said they just vanished, and Bedders said Alex, the sword.

Analysis:

Kaye used the word "whoa" at the beginning of her statement because she feeling amazed, and she continues with the sentence “they just vanished”. The

word “whoa” belongs to the **markers interjection** type, this markers have a function as markers of **information management**, the speaker here shows amazing feeling so these markers are for signaling the emotional involvement of the speaker.

Datum 10

Badders: Look, Alex. It's already dark. Merlin said nighttime would be dangerous.
He said the penumbra between light and dark weakens. He said...

Alex: The Mortes Milles will rise again.

Lance: **Hello, boys.** Nice sword. Looks real.

Kaye: Yeah. Real valuable.

Lance: Playing little games, are we? Having fun with our imaginations? We like games. Can we join in?

Context:

Lance greeted (hello) Alex and Bedders.

Analysis:

In this datum shows the word “hello boy,” as a greeting to someone who he meets. This word is used by Lance to greet Alex and Bedders. This DM is often used in everyday life, these discourse markers sometimes affect those who pronounce them, usually, those who say these markers to other people will be considered friendly people. This word have function as a marker of **temporal adverb**.

Datum 11

Alex: I don't know. It's a coincidence. It doesn't matter, I've made up my mind. I'm putting it back. Tomorrow night, after school. It's stolen property, and it's a weapon. And it's making everything go... weird.

Bedders: But what if...

Alex: But what if what?

Bedders: Nothing.

Alex: **Good night**, Bedders.

Context

Alex said farewell with the "good night" word to Bedders.

Analysis

The word good night can also be used as a farewell word. In this context, Alex says farewell good night to Bedders. The word good night is included as a farewell expression which has a function as **markers of response**.

Datum 12

Alex: You broke everything... That's right. Walk away. Look after yourself, just like you always do.

Kaye: **Maybe** you're right. **Maybe** he is a liar and a cheat and a bully. **Maybe** he is scared and selfish. **Maybe** we both are. But why wouldn't we be? That is how the world works. Nothing you or anyone does is ever gonna change that. I'm sorry

we picked on you. I'm sorry he broke the sword. But we're not knights. We never were, and we never will be. You're better off without us.

Alex: You're wrong. We can't do this without you. You're Sir Lancelot and Lady Kaye. We need you!

Bedders: It's too late.

Context:

Kaye describes about Lance to Alex

Analysis:

The word maybe here is used repeatedly by Kaye to show her opinion about Lance *"Maybe you're right. Maybe he is a liar and a cheat and a bully. Maybe he is scared and selfish. Maybe we both are, But why wouldn't we be? That is how the world works. Nothing you or anyone does is ever gonna change that. I'm sorry we picked on you. I'm sorry he broke the sword. But we're not knights. We never were, and we never will be. You're better off without us"*. Apart from giving an opinion in this sentence Kaye also defends Lance and himself. The word "maybe" here is a marker as **stance adverbial**, and also functions as markers for a **temporal adverb**.

Datum 13

Alex: I've got an idea. Get off. Follow me.

Lance: What's he doing?

Bedders: Alex!

Kaye: Let's go!

Bedders : There it is Tintagel Island. **You know...** we really should huddle together for warmth.

Lance : No way. I'm not huddling with anyone. I don't huddle.

Context:

In this conversation, Bedders said you know... we really should huddle together for warmth. Lance answered no way.

Analysis:

The word “you know” in the sentence (***You know...** we really should huddle together for warmth*) is produce by speaker to share the knowledge toward the listener. The speaker here want to tell that the weather is cold, so they must huddle each other to warmth their body. Therefore “you know” is categorized as **adverbial markers** that function as a **markers information and participation**.

Datum 14

Merlin: Bravo, Alexander. You've survived the night unscathed, emerged with two new allies, and formulated an excellent plan. To journey to Tintagel, find your long-lost father, who will then help you find the entrance to the Underworld and destroy Morgana.

Alex: You think it's an excellent plan? really?

Merlin: **Of course** it is. Tintagel Island is King Arthur's birthplace. It is strong in magic. The Mortes Milles cannot touch you there. Sir Lance, Lady Kaye. A pleasure to make your acquaintance.

Context:

In this sentences Alex ask Merlin you think it's an excellent plan?, Merlin answered with of course it is.

Analysis:

The word "of course" here is used by Merlin to answered Alex's question, and Merlin also used this word to make sure the answer that he give to Alex with sentence *"Tintagel Island is King Arthur's birthplace. It is strong in magic. The Mortes Milles cannot touch you there. Sir Lance, Lady Kaye. A pleasure to make your acquaintance."* The word "of course" here is a type of **stance adverbial markers**, this marker here shows assertiveness in answering the questions asked. DMs "of course" have a function as **markers of response**.

Datum 15

Alex: I thought Merlin was supposed to be an old man. You look about 16.

Merlin: That's because I live backwards in time. The older I grow, the younger I become. **Honestly**, boy, do they teach you nothing in that so-called school? From now on, nighttime will be dangerous for you too, Alexander. At night the penumbra between light and dark weakens. The Mortes Milles will rise again.

Alex: Mortes Milles? Is that what came to get me last night?

Context:

Merlin asks a question to Alex about his school.

Analysis:

In this case, the word "honestly" is used by the speaker to ask Alex about his school "is Alex not taught anything at his school". The word "honestly" is a **stance adverbial**. The researcher concludes that DM "honestly" in this context functions as a **temporal adverb**.

Datum 16

Lance : I thought something magic was gonna happen.

Alex : Oh, well. It was worth a try.

Lance : **Hey. Hey!**

Kaye : Alex! Bedders!

Bedders : Wow.

Context:

In this datum, Lance call his friends.

Analysis:

The words "hey" in the datum above are included in **vocative markers** and their function as an expressive includes as a marker of the speaker's emotional involvement in his contribution, in this context "hey" is used to call someone to express their emotional situation. In this datum Lance call all his friends with the word "hey". This marker has a function as a marker of **temporal adverb**.

Datum 17

Bedders: Block the branches. They're teaching us.

Kaye: I know. (YELLS)

Lance: **Come on then!** You want it? Try some of this! Ah!

Bedders: Look what it's doing.

Lance: Gotcha!

Context:

Lance challenged his enemy with the words "come on then!"

Analysis:

In this datum the word “come on then!” used by Lance to challenge enemies in front of him. The author concludes that these DMs have functioned as markers of **information management**, the functions as expressive which cover signaling the emotional involvement of speakers in their contribution. This marker is included in the **vocative** marker type, the speaker seems to express his emotional situation to his partner.

Datum 18

Alex: I'm the only one who can pull the sword from the stone. I'm the once and future king. I'll pull it out and you can hold it if you both kneel and let me knight you.

Kaye: Oh, my God, you're such a nerd.

Lance: You're a king, are you? **Really?** Well, you're not royal. So what kind of a king are you?

Context:

In this context, Alex explains the situation. Kaye responds by said, “Oh, my God, you're such a nerd.” And Lance also response to Alex by said “You're a king, are you? **Really?** Well, you're not royal. So what kind of a king are you?”

Analysis:

In this datum, Lance used the word “really?” to express their emotional situation that he cannot believe with Alex’s statement, and in the movie, the speaker gives more stressing in discourse marker “really?”. This DM here has types as **response elicitors**. The researcher concludes that the discourse marker have the function as marker of **information and participation**.

Datum 19

Alex: We will. But I have to show you something first. Everything I said about the sword is true. I can prove it. But first, we have to promise never to lie to each other ever again. To always trust each other, whatever happens. Do you promise?

Mom: I promise.

Alex: I promise, too. Now, don't freak out, **okay?** Lady of the Lake... this is Alexander Elliot. If my quest is noble and true, please return Excalibur.

Context:

Alex say don't freak out, okay? To his mom.

Analysis:

The word “okay?” is used by Alex to get agreement from her mom with their previous agreement. The word “okay?” belongs to the type of response elicitors. In this movie, Alex adds a stressing in the discourse marker “okay?”. The researcher concluded that this DM has the function of a marker of information and participation.

Datum 20

Mom: Alex, you're gonna be late.

Alex: **Okay, okay!** I'm coming as fast as I can.

Mom: Your homework's all over the kitchen table.

Mom: You know, every time you sleep in and skip breakfast, it's like...

Both: ...starting the day on an empty battery.

Context:

In this conversation, Alex answered mom sentences with the word “okay,okay”

Analysis:

Alex used the word “okay” at the beginning of his statement (**Okay, okay!** *I'm coming as fast as I can.*). Alex used “okay” to answered his mom statement and also inform his mom that he come as fast as he can (*I'm coming as fast as I can.*). The word "okay" is included as a **markers response form**, which functions as **markers of response**. And the response form markers has three types, these markers are included in the markers response form type as a response to the directive.

Datum 21

Bedders: What are you going to tell her?

Alex: The same as you. The truth.

Bedders: They won't believe us. No one will.

Alex: So what? It's over now. Good night, Sir Beddersvere. That was a great adventure.

Bedders: **Yeah**, it really was. Good night, Your Highness-ness.

Context:

Bedders told that the adventure is done.

Analysis:

In this datum, Bedders used word “yeah” to answer Alex’s statement, and in this context the word "yeah" is included as a **markers of response form**, which functions as the **markers of response**. And the response form markers have three types, these markers are included in the response form markers as responses to assertions.

Datum 22

Lance: Yeah, me too. Until I remembered you tricked us into this in the first place. You're coming back to my house and you're not leaving until you explain exactly what just happened. Now, rewind. First, you want me not to smash your faces in?

Bedders: **Yes**, please. Then you want us to skip school tomorrow morning, go to Cornwall with this freak new boy, find your long-lost dad, kill some demon sorceress, and save Britain from slavery?

Alex: **Yes.**

Context:

Alex answered Bedder's question .

Analysis:

In this datum, Alex used word "yes" to answer the question from Bedders. the word "yes" is included as a **marker of response form**, which functions as a **markers of response**, and the markers response form has three types, these markers are included in the markers response form as a response to the question.

Datum 23

Lance: Come on, then, Simba. Let's see you pull it out.

Alex: You swear, if I do, you'll let me knight you both?

Lance: We swear.

Alex: Excuse me... Now, kneel.

Kaye: **No way.** I don't kneel. Not for anybody.

Lance: Do it. Then we get to play.

Context:

Alex say "now, kneel", and Kaye said "no way" to Alex.

Analysis:

In this datum, Kaye used the word "no way" to refuse an order/request from Alex, Alex told Kaye to kneel to him and Kaye refused. The word "no way" is included as a marker of response form, which functions as a marker of response. The markers response form has three types, these markers are included in the markers response form as a response to the directive.

Datum 24

Alex: I said, leave him alone.

Boy: Ooh.

Girl: Why should we?

Alex: Because there's two of you, he's half your size, and he's my friend.

Lance: **Ah...**

Kaye: **Mm...**

Context:

Lance and Kaye think about what they will say.

Analysis:

The words "ah ..." and "mm ..." are included in the types of **hesitator** markers. These markers are used to fill hesitation pause, Lance and Kaye say this marker to arrange the next words to be conveyed. From the two markers hesitator, it has a function as **markers of response**, this is a trick to fill the speaker thinks so that the speaker can make good sentences, or can also make the conversation comfortable.

Datum 25

Mom: Maybe if you hadn't left that till last thing the night before...

Alex: Damn.

Mom: Here. It's not exactly the right color, but... Maybe you can say it's a solar flare.

Alex: **Thanks**, Mum.

Context:

Alex said Thanks to his mam.

Analysis:

In this datum, the word "thanks" is included in the types of **various polite speech –act formulate**, and these markers function as an expressive function which covers as politeness. Here Alex thanks his mother for helping him improve his schoolwork. This marker has a function as a **markers of response**.

Datum 26

Alex: Oh, no. **Excuse me**.

Context:

In this situation, Alex says “excuse me” just for permission

Analysis:

In this datum, the word "excuse me" is included in the **various polite speech –act formulate**, and these markers function as an expressive function which covers as politeness. This marker has a function as a **markers of response**.

Datum 27

Alex: No, It's mine. I need it.

Mom: I'm not telling you again.

Alex: I have to go, and I'm taking it with me.

Mom: Alexander Elliot, don't you dare leave this house.

Mom: Alex.

Alex: **Sorry**, Mum.

Mom: Alex! Alex!

Context:

Alex says sorry to his mom.

Analysis:

In this context, the word "sorry" is a type of marker of **various polite speech –act formulate**, and these markers function as an expressive function which covers as politeness. Alex uses these markers as a word of forgiveness because he had to leave his mother at that moment. This marker has a function as a **markers of response**.

Datum 28

Kaye: I was gonna say the same thing to you.

Lance: Yeah, me too. Until I remembered you tricked us into this in the first place. You're coming back to my house and you're not leaving until you explain exactly what just happened. Now, rewind. First, you want me not to smash your faces in?

Bedders: Yes, **please**. Then you want us to skip school tomorrow morning, go to Cornwall with this freak new boy, find your long-lost dad, kill some demon sorceress, and save Britain from slavery?

Context:

Lance said you want me not to smash your faces in?, and Bedders answer Yes, **please**.

Analysis:

In the conversation in the table above, the word "please" is a type of marker of **various polite speech –act formulate**, and these markers function as an expressive function which covers as politeness. Bedders use the word "please" when he asks Alex what they are going through right now. This marker has a function as a **markers of response**.

Datum 29

Alex: **Damn**

Man: Man: Morning **Bloody hell**.

Context:

Alex said damn, and the other man said bloody hell.

Analysis:

The two words in the table above "damn" and "bloody hell" are included in the taboo expletive. Taboo expletive is used for something bad and impolite (Leech, 1989: 14). The function of these markers is as a information management marker, in this situation the speaker of the words "damn" and "bloody hell" shows different expressions. Alex uses the word "damn" which shows an expression of disappointment and surprise because his schoolwork is broken. Meanwhile, the user of the word "bloody hell" is a shopkeeper who was surprised when he saw Merlin was not dressed.

Datum 30

Merlin: Oh... Are there no unglazed windows or unblocked chimneys left in this godforsaken country?

Alex: Mertin... Merlin, wait. How do we find the entrance to the Underworld? Where do we go?

Merlin: You're a king, boy. The path you choose must be your own.

Badders: **Oh, my God. Oh, my God. Oh, my God. Oh, my God.** This is the worst and best and most terrible and brilliant and frightening and excellent thing that's ever happened to me.

Context:

Bedders said Oh, my God.

Analysis:

In this context the word "oh my god" is included in the moderated expletive, this marker function as a **information management marker**, usually, these markers are used for good words. Bedders used this word because he felt shocked disbelief at Merlin's words.

B. Discussion

In this chapter, the researcher explains the results of the data found. The discussion-based on Schiffrin's (1987) theory divided six functions and ten types. Therefore, the data will be discussed by the researcher in the discussion chapter will be discussed. In this study, researcher found 28 words or phrases that contain DMs. In this study, the researcher found all types of discourse markers. This is evidenced from the analysis of the words found. First, the researcher found four words that belong to the type of adverbial linking marker. They are in datum 1 (but), datum 2 (well), datum 3 (because), datum 4 (so), datum 5 (and), and datum 6 (then). From the finding, the researcher found some words that included the function of DMs. The first word is "but," and "and" which analyze in datum 1 and datum 5. The speaker uses the word "but" and "and" in the middle of a sentence to connect the previous sentence to the next sentence. Therefore, this marker has the function of a connecting marker. Schiffrin (1987) stated that the "but" tag is used to express contradictory relationship in the sentence.

Second, the marker that explains in data 2 (well) is used by the speaker to respond to her disagreement with the interlocutor statement. This marker has a function as a marker of response. According to Schiffrin (1987), the marker of response "well" makes the speaker a respondent to one level of discourse and

allows a temporary release from attention to others. Third, two words indicate the marker cause and effect. These markers are analyzed in datum 3 (because) and datum 4 (so). The word "because" is used to provide the answer to questions, while the word "so" is used to give a conclusion from the previous statement. Schifffrin (1987) states "because" is used to combine two clauses that indicate a cause and effect, and "so" is used when showing the result of something of the effect of something. Last, the word "then" is markers of temporal adverb. The item in this markers is "now" and "then" in which time deictic involves. Deictic elements relate an utterance to its person, space and time coordinates. The word "then" is time deictic because they convey a relationship between time at which a proposition is assumed to be true and the time at which it is presented in an utterance.

The second type of DMs used by the character in the movie is an interjection marker. The researcher found three words that belong to this type are in datum 7 (wow), datum 8 (ah), and datum 9 (whoa), which have the same function as a marker of information management. In datum 7 (wow) and datum 9 (Woah) is used by the speaker to showed surprise expression, datum 8 (ah) is used by Lance, he showed a shocked expression of pain when he got a hit by a living tree. According to Shcifrin (1987), the marker of information management, if not followed by syntax, can indicate an emotional state, such as fear, surprise, or pain. This marker is not based on grammar or semantic.

Greeting and farewell are the third types of DMs used by the speaker. Based on the finding, the researcher found two words categorized as a greeting

and farewell marker, that are in datum 10 (hello) as a greeting marker and datum 11 (good night) as a farewell marker. This marker has a function as a marker of the temporal adverb. According to Schiffrin (1987), this marker usually involves the deictic element of time; this element associates a speech with the correlation of people, space, and time.

The next type is the stance adverbial marker. The researcher found four words included in his type. They are datum 12 (maybe), datum 13 (you know), datum 14 (of course) and datum 15 (honestly). Datum 12 (maybe) and datum 15 (honestly) has the same function as datum 10 and 11 as a marker of the temporal adverb. According to Schiffrin (1987), this marker usually involves the deictic element of time; this element associates a speech with the correlation of people, space, and time.

The next marker is in datum 13 (you know). The word "you know" is used by Bedders to share the knowledge with the listener. This marker has functioned as a marker of information and participation. According to Schiffrin (1987), "you know" is used when we seem to know that the other person also understands what we are thinking. The next marker is in datum 14 (of course). Merlin uses this word to respond to Alex" s question. So, this marker has functioned as a marker of response.

The fourth type of discourse marker is a vocative marker. Researcher found two DMs of this type. First is the word "hey" in datum 16, in this datum belongs to this marker used by Lance to call his friend, to express his emotional situation. Marker "hey" here has a function as a marker of temporal adverb

because it involves the deictic. According to Schiffrin (1987), this marker deictic because the meaning of what is conveyed depends on the parameters of the situation when speaking. Second, the word “come on then!” in datum 17, in this case, the word “come on then!” is used by Lance to challenge his enemy. This marker has the function of information management. According to Schiffrin (1987), this kind of markers are not based on grammar or semantic

Another type of DMs found by the researcher is the response elicitors marker. In datum 18 (really?) and datum 19 (okay?). The researcher concludes that these discourse marker has a function as a marker of information and participation. Schiffrin (1987) state that marker of information and participation have uses that are not directly related to the literal sense.

The next type is a marker of the response form. The researcher found three words, and they are in datum 20 (okay), datum 21 (yeah), datum 22 (yes), and datum 23 (no way). The marker of response form is divided into three parts.

1. Response to question, datum 22 (yes)
2. Response to the directive, datum 20 (okay) and datum 23 (no way)
3. Response to assertion, datum 21 (yeah)

All of them have a function as a marker of response. Schiffrin state that the marker of response is not based on semantic meaning and grammatical status.

The seventh type of DM is the hesitator marker. In datum 24 (ah...mm...) is a hesitator marker. The speaker uses this word to fill hesitation pause, and this marker also has a function as a marker of response. Another type of DMs found by the researcher is various polite speech-act formulate markers. The researcher

found four words belonging to this marker. They are in datum 25 (thanks), datum 26 (excuse me), datum 27 (sorry), and datum 28 (please). This marker functions as a marker of response because Schiffrin states that the marker of response is not based on semantic meaning and grammatical status.

The last DM is expletive, and the researcher found three words that involve in this marker. They are datum 29 (damn) and (bloody hell), and datum 30 (oh my god). Expletive markers are divided into two types; taboo expletive and moderated expletive. The word "damn" and "bloody hell" in datum 29 included in a taboo expletive. According to Leech (1989), taboo expletive use for something terrible and impolite. The word "oh my god" in data 30 is included in moderated expletive, and all these markers have functioned as a marker of information management. Schiffrin (1987) states that a marker of information management can indicate an emotional state, such as fear, surprise, or pain. These markers are not based on grammar or semantics. This marker in datum 29 and 30 indicate an emotional state of surprise.

Furthermore, this study is compared with the previous studies, which are explained in chapter one. In the previous study Marbun, Frengki Hermanto (2017) analyzed DMs in Donald Trump's speech. By using the same theory, namely Schiffrin (1987), the researcher found the differences. The previous study found three functions of DMs from six functions according to Schiffrin's theory. They are a marker of connectives, marker cause and result, and marker of a temporal adverb. The three other functions are not found in this study, because markers information management, markers of temporal adverb, and markers of

information and management usually found in the conversation than in monologue. But this study found all of the functions from Schifffrin's theory.

The differences occurred because the previous study with this study uses different contexts. The previous study uses speech as an object of the study, and the speech is a formal context. While this study use movie as an object of the study, and it is an informal context. Besides that, the researcher also found the similarity in both studies. Both of them found the same word with the same function, for example, the word “because” as a function of markers cause and effect, “but” has a function as a marker of connective, and “well” has a function as a marker of temporal adverb.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provided conclusions and suggestions. The results of this study indicate that there are 30 DMs found in the movie "The Kid Who Would Be King," where those DMs were used repeatedly. It presents a summary of the findings discussed in the previous chapter and the suggestion for the readers.

A. Conclusion

Based on the data analysis, the researcher concludes that the research data is following the theory used. The author found ten types of DMs used in "The kid who would be king" movie. Regarding the types of discourse markers, the function of discourse markers also used the movie's character. Schiffrrin assigns six functions. They are markers of information management, markers of response, markers of connectives, markers cause and effect, markers of a temporal adverb, and markers of information and participant—all those DMs functions found in this movie.

In this study, the researcher concludes that each type can have a different function. **Information management** markers can include two types of DMs, namely an interjection marker and expletive marker. Second, **markers of response** can cover five types of DMs, they are linking adverbial, stance adverbial, hesitator, response form, and various polite speech-act formulate. Third, **markers of connective** include only one type of DM that is linking adverbial. The next

is **markers cause and effect** also contains one type of discourse marker, namely linking adverbial. Fifth, **markers of temporal adverb** include three types of discourse markers: stance adverbial, greeting and farewell, and vocative marker. The last **markers of information and participation** consist of two types of DMs: stance adverbial marker and response elicitors marker. The discourse markers function, which contains many types of DMs, is the response markers that include many DM types. It shows another speaker's activity, such as response to the question, response to the assertions, and response to the directive.

B. Suggestion

After analyzing the use of discourse marker in the movie, the researcher realizes that discourse marker is significant to understanding. Currently, many linguists still give great attention to that. The researcher suggested for the next researcher, who is interested in DMs. The next researcher should focus on analyzing how the process of discourse marker was created, and also focus on analyzing in writing text as an object of research. The researcher also suggests that future researchers combine Schiffrrin's theory with another theory to support discourse markers' knowledge.

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APPENDIX

Table of Finding

No.	Types of discourse markers	Word
1.	Linking adverbial	1) But 2) Well 3) Because 4) So 5) And 6) Then
2.	Interjection	1) Wow! 2) Ah! 3) Whoa!
3.	Greeting and farewell expression	1) Hello boys 2) Good night
4.	Stance adverbial	1) Maybe 2) You know 3) Of course

		4) Honestly
5.	Vocative	1) Hey! 2) Come on then!
6.	Response elicitors	1) Really? 2) Okay?
7.	Response form	1) Okay 2) Yeah 3) Yes 4) No way
8.	Hesitator	1) Ah...Mm...
9.	Various polite speech – act formulate	1) Thanks 2) Excuse me 3) Sorry 4) Please
10.	Expletive	1) Damn 2) Bloody hell

		3) Oh my God
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TRANSCRIPT

“KID WHO WOULD BE KING” MOVIE

Nrator : A long time ago, Britain was ruled by King Uther Pendragon. But when Uther died without an heir, the land was torn apart by war. Many tried to claim the throne and fought bitterly and endlessly. People's hearts grew hopeless and hollow. The country became lost and leaderless. So the wizard Merlin conjured a magical sword in a stone called Excalibur and declared that only Uther's true heir could pull it free. Many tried, but only one succeeded. A boy named Arthur, who had no idea he was Uther's long-lost son. Arthur grew into a great king. He turned his enemies into allies and ruled at a round table, so that all were equal. He and his knights lived by a code of chivalry, their hearts pure and noble. But their greatest foe was Arthur's own half-sister, Morgana. Convinced she was the rightful heir, and desperate to possess Excalibur, she turned to dark sorcery. Arthur fought a fearsome battle against her, and bound her into the bowels of the earth. But not before she swore dark vengeance. When you are long gone, when hearts are hollow and the land is lost and leaderless again, I will return.

Narrator : And so will the sword.

Mom : Alex, you're gonna be late.

Alex : Okay, okay! I'm coming as fast as I can.

Mom : Your homework's all over the kitchen table.

Mom : You know, every time you sleep in and skip breakfast, it's like...

Both : ...starting the day on an empty battery.

Alex : I know.

Mom : Maybe if you hadn't left that till last thing the night before...

Alex : Damn.

Mom : Here. It's not exactly the right color, but... Maybe you can say it's a solar flare.

Alex : Thanks, Mum.

Man : (ON RADIO) You're listening to the BBC. It's 7:30 am; it's time for the news.

Woman : (ON RADIO) BBC News at 7:30. Experts are warning that the world is becoming more unstable than it has been for centuries. With dictators and strongmen gaining power in more countries than ever before, global divisions are increasing at an alarming rate.

Alex : Oh, no. Excuse me. Sorry. Excuse me. Bedders!

Alex : Has anyone seen Bedders?

Alex : Bedders! Where are you?

Bedders : Let go of me! Leave me alone! Put me down!

Lance : No, no, and no. You wanna survive in this school, you gotta pay for the privilege.

Bedders : You're cutting off my circulation. I am going to pass out.

Kaye : Keep your voice down or I'll punch my PIN number into your legs.

Bedders : My head's filling up with blood. It's going to explode! I feel weird. Help! Somebody help me.

Alex : Hey! Let him go.

Lance : Oh, look. It's the Lego Minifigure boy.

Alex : I said, leave him alone.

Lance : Ooh.

Kaye : Why should we?

Alex : Because there's two of you, he's half your size, and he's my friend.

Lance : Aw...

Kaye : Mm...

Lance : How many times do I have to tell you? Don't be a hero. It's not worth it. I'm the king around here. Careful not to drown in that puddle.

Kaye : See you later, girls.

Boy : Off me! Get off me, shrimp!

Teacher : Break it up! Break it up! Move aside, move aside! Alexander Elliot!

Principal : I'll give you one last chance, or I'll just have to give all three of you detention. Who started it?

Alex : No one.

Principal : Your behavior here directly affects the rest of your life. You know that, don't you? It's a tough world out there and it's getting tougher all the time. There's millions of kids in this country with a better start in life than you. And the world is not going to change. It's you that has to change.

Bedders : Alex, you saved my life, and now I owe you my undying loyalty. Like Frodo and Samwise or Chewbacca and Han or Donkey and Shrek. We'll make sure we're on the same bus every morning. And I'll wait for you at lunch break and after school, so if they ever dare try anything...

Alex : We already do that, Bedders. Lance and Kaye rule the school. There's nothing you can do. There's nothing either of us can do. This isn't junior school anymore. We're nothings now. We're the most insignificant, powerless people in the school.

Badders : Hey, Hey! I learnt a new trick. Hold out your. Now squeeze as hard as you can. Abracadabra! Alakazam! Open your hand. Wait, that's not right. You're supposed to have both of them. It's a duplication illusion. It's really good when it works.

Allex : Don't worry about it, Bedders. I'm not in the mood for magic anymore.

Mom : Alex, are you okay? It's not true, is it? What would make you jump on someone and start punching them? Alex.

Alex : They were bullying Bedders. I tried to stop them. No one said anything about that. Why didn't you say something? Why didn't you tell someone? (GASPS) Alex, look at you.

Alex : Because it would just make everything worse.

Mom : How could telling the truth make everything worse?

Alex : You wouldn't understand. Dad would understand.

Mom : Well... he's not here. But if he was, I know exactly what he'd say. He'd say that telling the truth and doing the right thing never makes anything worse. You always used to believe that, Alex.

Alex : Yeah. Well, not anymore.

Morgana : I can taste it...

Demonic voices: Taste.

Morgana : ...in the rain. Sense it in the soil.

Demonic voice: Sense it.

Morgana : What they once had... is long lost.

Voice : Long lost.

Morgana : They are divided.

Demonic voice: Divided.

Morgana : Fearful.

Demonic voice: Fearful.

Morgana : Leaderless.

Demonic voice: Leaderless. Leaderless. Leaderless...

Morgana : As they grow weaker...

Demonic voice: Weaker... Weaker...

Morgana : I grow stronger. Soon, darkness will dawn. My time will come.

Teacher : Come on, no doodling. This is detention, not art class. Concentrate.

Lance : Oi! Alex Elliot! Wait for us. We wanna talk to you.

Kaye : Where are you going? Don't run away.

Lance : What's the matter? What are you frightened of? Go, go! Run, get him!
That fast as you can go?

Kaye : We're right behind you!

Lance : You're dead now, you little snitch!

Kaye : Alex Elliot!

Lance : Oi! Come here! Here, boy!

Kaye : Hey, Lance! I've got him.

Lance : Oi. What you running for? You and me have got a fight to finish.

Kaye : We'd better leave.

Alex : Hello? Is anybody here? Bedders, tell your dad we've got homework
together. Come across the garden walls. You've gotta see what I found.

Demonic voice : The sword has returned.

Morgana : Let the roots be my senses. Let the land be my eyes and ears. Find the one who drew it. Find the new king.

Demonic voice: Find the new king.

Morgana : The sword must be mine. The king must die.

Alex : Maybe it's a prank. A YouTube thing. A social experiment. Maybe there were hidden cameras. Look. There's something written on the guard. Put it into Google Translate. "Gladius... Arturi... filius Tintageli."

Bedders : It's Latin. It means, "Sword of Arthur, son of Tinta-gel." Who's Tintagel? What are you doing?

Alex : My dad gave me a book once, years ago... about the Knights of the Round Table. I used to know it off by heart. It's not "Tinta-gel," it's Tintagel. And Tintagel's not a person, it's a place... an island off the coast of Cornwall. There's an old ruined castle there. Some people say it's where King Arthur was born. I went there once when I was five. It's where my dad lived. The last time I ever saw him. That's where I was when he gave me this book. He even signed it. Look.

Bedders : "To Alex, my once and future king. Dad." Alex, what if this is a message? What if you're the only person who could have pulled that sword out? What if it's...

Alex : Go on.

Bedders : But you'll laugh at me.

Alex : I won't, I promise.

Bedders : What if it's the Sword in the Stone?

Alex : Behold, Excalibur. Kneel before your king.

Bedders : Yes, my lord.

Alex : You're my closest and oldest and very best friend. I knight thee... Sir Beddersvere.

Mom : Alex, is your light still on? You better be in bed.

Alex : Quick, go.

Bedders : Alex. What? You don't really think that's the real Sword in the Stone, do you?

Alex : Of course not.

Man : Morning. Bloody hell.

- Merlin : Oh. Forgive me. I completely forgot to include clothing in my Vivificate Transubstantiation. Do you by any chance have any beetle blood, ground animal bone, or beaver urine?
- Man : What?
- Merlin : Very well. In that case, I require your smock.
- Merlin : Surely, Officers, it's not against the law to take a morning constitutional. Or to wear loose-fitting garments that permit fresh air to circulate around one's crevices and furrows. Now, your carriage seems warm and dry. Take me east at once, posthaste.
- Dispatcher : Romeo Charlie zero one, what is your location? What just happened?
- Teacher : Pay attention, everybody. We have a new people joining the class today. Why don't you introduce yourself?
- Boy : Greetings, young academicians. My name is... Mertin.
- Mertin : Yes, that's right. : 18:46 Mertin Ambrosius Caledonensis. And I am a perfectly normal Contemporary British schoolboy.
- Teacher : Quiet down, please.
- Alex : No, Bedders. Absolutely not. We cannot talk to that boy.
- Bedders : But he looks cool. At the very least I bet he's into magic, and role-playing games, and Game of Thrones.
- Alex : Listen to me. For the first time ever, there's someone in this school who's more bullyable than us. We have to stay away from him. As far away as possible.
- Teacher : Some metals are common, like copper, and are called base metals. Others are rare and valuable, like gold, and are called precious metals. Now, a long time ago, people called "alchemists" believed that you could change base metals to precious metals.
- Teacher : These sections of the Earth's crust contain a wealth of history. Ruins, dead bodies, evidence of past civilizations. And slowly move your moons across, between the two. You will start to see how these two planets, when their orbits intersect, will cause the upcoming total solar eclipse.
- Mertin : "Upcoming"? What do you mean, "upcoming"? When exactly is this total solar eclipse due?
- Teacher : Four days' time.

Mertin : Four days? God's socks. This is a catastrophe. A disaster. I thought it was four years. Get out of my way! I need air, space to think!

Mertin : Alexander Elliot! It was you who drew the sword. In four moons there will be darkness in daylight, the dual realms will be bridged, and Morgana will return.

Alex : Oh, no.

Mertin : You must saddle your steeds, gird up your armor, gather your allies!

Alex : Go away. We don't know you, and we don't want to know you. Leave us alone!

Mertin : Good people, this realm faces mortal danger! And this boy among you drew Excalibur. Who will kneel at his feet and swear allegiance?

Mertin : Stop it! Stop that!

Bedders : But Rokas saw it with his own eyes. Danielle said they tried to catch it for two hours, but it escaped.

Alex : He did not turn into an owl, Bedders.

Badders : But he said we're in mortal danger. And he knew about the sword. How could he know about the sword?

Alex : I don't know. It's a coincidence. It doesn't matter, I've made up my mind. I'm putting it back. Tomorrow night, after school. It's stolen property, and it's a weapon. And it's making everything go... weird.

Bedders : But what if...

Alex : But what if what?

Bedders : Nothing.

Alex : Good night, Bedders.

Alex : Mum! Mum? Mum.

Demonic voice: The sword must be mine. The king must die.

Alex : Mertin? What are you doing here?

Mertin : Saving your life, boy. From that thing. Don't you realize, appearing in the mortal realm after sundown is lethal for me? Find me here tomorrow. Without fail. Open the window. Hurry.

Demonic voice: He was a child, my Lady.

Echoing voice: A child, a child.

Demonic voice: A boy. No more than 12 winters. There was another. Hardly older than the chosen king. He destroyed our sentinel with an elemental manipulation.

Morgana : Merlin. A child too. Have I waited so long?

Morgana : Have I grown so old... that he has grown so young? Awake, my warriors, cease your slumber. Nightfall will be ours. Awake, my warriors, cease your slumber. Nightfall will be ours. Awake, my warriors, cease your slumber. Nightfall will be ours. Awake, my warriors, cease your slumber. Nightfall will be ours.

Demonic voice : Nightfall will be ours. Nightfall will be ours. Nightfall will be ours.

Mom : Come on, Alex. It's time to join the land of the living. That is not Excalibur. Tell me the truth. Where did you get that thing?

Alex : I told you, on a building site.

Mom : Then we're taking it back there. Right now.

Alex : No. You can't take it away.

Mom : And you can't keep it. Alex, it's a dangerous weapon, and it doesn't belong to you.

Alex : Yes, it does. I pulled it out of a stone and something came and tried to take it back. Something old and evil that came out of the ground. And a boy from school came and he saved me. And then he turned into an owl. And I was wide awake the whole time, I promise.

Mom : Did you get that out of the attic? Alex, I know you're having a tough time. And I know you miss your dad. But he gave you that book because he wanted you to grow up to be a good person. Not the kind of person who gets into fights, not the kind of person who believes in fairy tales, and not the kind of person who carries... giant, medieval weapons around.

Alex : Then why did he write this?

Mom : Because he loved you.

Alex : Then why did he leave?

Mom : Maybe I haven't told you as much as I should about him. He had his battles. His demons. But he loved you. And this has to stop. Now, we're taking that sword to the police station and then I'm taking you to school. Alex! Put that down. Now.

Alex : No. It's mine. I need it.

Mom : I'm not telling you again.

Alex : I have to go, and I'm taking it with me.

Mom : Alexander Elliot, don't you dare leave this house.

Mom : Alex.

Alex : Sorry, Mum.

Mom : Alex! Alex!

Bedders : I feel sick, Alex. I've never been outside school on a weekday in term time before. Not without adult supervision and a hi-vis vest. It's just, I'm used to reading about this kind of thing. I'm not used to it actually happening.

Alex : Just calm down, Bedders. Let me do the talking.

Merlin : Ah! Finally. Take these, follow me. Come! I've taken temporary lodging above. As I tried to explain last night, appearing in the mortal realm after dark drains my life force extremely fast, let alone contending with a Mortes Milles. It takes a very particular potion to restore my strength. Beetle blood, ground bone and beaver urine. I thought I'd have trouble finding the ingredients, but Lip Smackin' Chicken had it all.

Badders : Really?

Merlin : The red in this cherryade derives from beetle blood. The vanilla in this ice cream, from beaver urine. And these nuggets are largely gristle and ground animal bone. Altogether... mm... utterly invigorating.

Alex : Your name isn't Mertin, is it? It's Merlin.

Merlin : An ingenious alias, don't you think? Came up with it on the spur of the moment in order to monitor you incognito.

Alex : I thought Merlin was supposed to be an old man. You look about 16.

Merlin : That's because I live backwards in time. The older I grow, the younger I become. Honestly, boy, do they teach you nothing in that so-called school? From now on, nighttime will be dangerous for you too, Alexander. At night the penumbra between light and dark weakens. The Mortes Milles will rise again.

Alex : Mortes Milles? Is that what came to get me last night?

- Merlin : Fallen warriors from battles of old. Their souls enslaved by evil. For now, they can only enter this realm after dark. But... when they rise, time freezes and every mortal soul disappears, save for the one who drew the sword and those who have been knighted. Their spell is only broken at sunrise. Or when every risen warrior... is destroyed.
- Alex : That's why my mum disappeared. That's why everything went back to normal after you left.
- Merlin : There are three moons until the solar eclipse when Morgana will seize her opportunity to enter the realm of the living and retake what she lost long ago. Excalibur.
- Badders : Who's Morgana?
- Alex : She was King Arthur's half-sister.
- Merlin : She is greed, entitlement, vengefulness. And she has awoken.
- Badders : But why? After all this time.
- Merlin : Have you seen the world outside your window? This land is divided. Lost and leaderless. Men's hearts have grown hollow. That's why her strength returns. And that is why the sword has returned.
- Alex : And I'm supposed to stop her? That's ridiculous. I'm 12. I'm not even old enough to do a paper round. You'll have to find someone else. It's too dangerous, we'll die. So, there's your sword back. It's been great to meet you, and good luck with everything.
- Merlin : Your quest has been decided. There is no turning back.
- Merlin : You must find the entrance to the Underworld. Defeat Morgana in her own realm before the moon masks the sun, or you, your people, and the land on which you live, are doomed.
- Merlin : You have been chosen to save your kingdom from slavery! Christmas Day, that was exhausting. If I have to transform into my adult self every time I need to drive a point home, I'll be dead before the day is done.
- Merlin : Oh! Are there no unglazed windows or unblocked chimneys left in this godforsaken country?
- Alex : Mertin... Merlin, wait. How do we find the entrance to the Underworld? Where do we go?
- Merlin : You're a king, boy. The path you choose must be your own.

Badders : Oh, my God. Oh, my God. Oh, my God. Oh, my God. This is the worst and best and most terrible and brilliant and frightening and excellent thing that's ever happened to me.

Alex : We need to go somewhere no one can find us. Somewhere we can think. Come on, Badders. It's this way.

Alex : Look. The inscription. It's just like in the book. It's all just like in the book. You were right. He knew. It's exactly the same in every story we ever read. King Arthur, Luke Skywalker, Harry Potter. None of them know their fathers, and then something amazing happens. And they find out they're descended from powerful, magical families. That's me, Badders. That's me! My mum said he had his battles and his demons. And now I know what she meant. My dad's a hero. He's the key to all of this. We have to go to Cornwall. To Tintagel. We have to find him.

Badders : But Cornwall's hundreds of miles away. And you haven't seen him for years.

Alex : He'll know where the entrance to the Underworld is. He'll know how to defeat Morgana. He's the only one who can help us.

Badders : Look, Alex. It's already dark. Merlin said nighttime would be dangerous. He said the penumbra between light and dark weakens. He said...

Alex : The Mortes Milles will rise again.

Lance : Hello, boys. Nice sword. Looks real.

Kaye : Yeah. Real valuable.

Lance : Playing little games, are we? Having fun with our imaginations? We like games. Can we join in?

Kaye : Give us a quick go with that. We'll give it back, I promise.

Alex : Sure. Help yourself. All you have to do is pull it out of that stone.

Lance : Easy. Excuse me, ladies. (GRUNTS) Come on.

Alex : Stay here. Find something to defend yourself with.

Badders : Why? What are you gonna do?

Alex : What Merlin said. Gather some allies.

Kaye : Let me try again. Okay, ready.

Alex : I'm the only one who can pull the sword from the stone. I'm the once and future king. I'll pull it out and you can hold it if you both kneel and let me knight you.

Kaye : Oh, my God, you're such a nerd.

Lance : You're a king, are you? Really? Well, you're not royal. So what kind of a king are you?

Kaye : Maybe he's a Burger King.

Lance : He's too small to be King Kong.

Kaye : He could be the Lion King.

Lance : Come on, then, Simba. Let's see you pull it out.

Alex : You swear, if I do, you'll let me knight you both?

Lance : We swear.

Alex : Excuse me. Now, kneel.

Kaye : No way. I don't kneel. Not for anybody.

Lance : Do it. Then we get to play.

Alex : I knight thee, Lady Kaye.

Lance : Come on, then. Get on with it.

Alex : I knight thee, Sir Lance.

Lance : What are you gonna do now, Percy Jockstrap? Cast a spell? Summon a dragon?

Alex : Sort of.

Kaye : Move! Hide! Lance! Run! Lance! Get up! Move!

Bedders : There's another one.

Alex : Come on, Lance!

Lance : Run!

Alex : Faster! Go, go!

Kaye : Move!

Alex : Hurry!

Kaye : Tell me I'm dreaming this!

Badders : Help me!

Lance : They're still coming!

Alex : Go!

Kaye : Run!

Lance : Faster! Out of the way!

Alex : Run! Hurry!

Bedders : Wait! Wait! Help! They're right behind me!

Kaye : Come on, Bedders!

Bedders : Help!

Alex : Run!

Kaye : Bedders!

Bedders : Don't leave me behind!

Alex : Quickly!

Kaye : Help!

Lance : Help!

Kaye : Somebody help us!

Bedders : Help!

Kaye : There's no one here! Everyone's vanished!

Lance : What the flip's happened?

Kaye : Where's everyone gone? Why are all these cars empty?

Bedders : It's just like Merlin said! Everyone's disappeared!

Bedders : Alex, what are you doing? Alex! Run! Alex!

Alex : They're just made of bones! We can kill them!

Lance : There's two more!

Kaye : We can't outrun them.

Lance : What are we gonna do?

Alex : Hey, can anybody drive?

Alex : Hurry up, Bedders!

Lance : Come on!

Kaye : Get in!

Lance : Get off me!

Lance : We lost one!

Alex : It's catching up! On the left! On the left!

Kaye : Wait for it.

Alex : Whoa!

Lance : Oh!

Alex : Get the last one, and everything will go back to normal!

Kaye : Hold on!

Bedders : Where did you learn how to drive?

Kaye : Mario Kart.

Lance : What?

Alex : The traffic! Stop! Stop!

Alex : Kaye, thanks. You saved us.

Kaye : I was gonna say the same thing to you.

Lance : Yeah, me too. Until I remembered you tricked us into this in the first place. You're coming back to my house and you're not leaving until you explain exactly what just happened. Now, rewind. First, you want me not to smash your faces in?

Bedders : Yes, please. Then you want us to skip school tomorrow morning, go to Cornwall with this freak new boy, find your long-lost dad, kill some demon sorceress, and save Britain from slavery?

Alex : Yes.

Lance : And out of all the people in the entire world, even though there's already a royal family, you're actually the real, true king?

Alex : Trust me, I'm as shocked as you.

Lance : Well, there's one thing I don't get. Why would people like us... help people like you?

- Kaye : Yeah. Why would we like even be seen with you?
- Alex : Because you're the strongest people I know. In the heat of battle we had each other's backs. We just saved each other's lives without even thinking about it. And that's exactly what King Arthur did. He made his enemies his allies. He united the warring tribes of Britain and formed a band of loyal knights. And together, they defeated an enemy bigger than all of them. And think about it. King Arthur's most loyal knights were called Lancelot, Kay and Bedivere.
- Lance : So?
- Alex : So that's your names.
- Kaye : Oh, my God. He's right.
- Alex : The legend says Arthur's knights gathered at a round table so that they were all equal. And look... Quick, Bedders. Lift up the flaps. See? None of this happened by accident. This is destiny. This was meant to be.
- Morgana : So they think themselves knights? How deluded they are. The boy, Beddersvere, is meek. Nothing without his friend. The boy, Lance, is greedy. He plans to take the sword for himself. The girl, Kaye, is clever but callow. Beholden to the boy. And the boy himself, he clings to myth. Trusts in lies. I will prey on their weaknesses. Their faith will crumble. Their hope will turn to hate. Their quest will be their doom!
- Man : Oi! What do you think you're doing?
- Merlin : Bravo, Alexander. You've survived the night unscathed, emerged with two new allies, and formulated an excellent plan. To journey to Tintagel, find your long-lost father, who will then help you find the entrance to the Underworld and destroy Morgana.
- Alex : You think it's an excellent plan? really?
- Merlin : Of course it is. Tintagel Island is King Arthur's birthplace. It is strong in magic. The Mortes Milles cannot touch you there. Sir Lance, Lady Kaye. A pleasure to make your acquaintance.
- Lance : Do us a favor, Merlin. Don't talk to us. We're only here for the fights.
- Merlin : That's hardly the attitude of a knight, young man. Where's your respect for the Chivalric Code? Don't tell me you've never heard of the Chivalric Code. Driver! Stop this coach at once!
- Merlin : The Code is the cornerstone of a civilized society, the very credo upon which this nation was built. If you don't know the Code, then this entire enterprise is utterly hopeless!

Lance : What the hell is he on about?

Kaye : Excuse me, but why are we getting off the coach?

Merlin : Shortcut. Follow me. Quickly, no slacking.

Merlin : Halt! Now, pay close attention. The Chivalric Code is the set of rules by which all noble knights live. Obeying the Code from the moment the sword is drawn is what makes you pure of heart. And only a knight of pure heart can slay Morgana. You must commit the following to memory. Rule one. Honor those you love.

Lance : Easy.

Kaye : Yeah, because you love yourself.

Merlin : Rule two. Refrain from wanton offense.

Lance : What's "wanton"?

Badders : It's Chinese food, I think.

Merlin : It is not Chinese food. "Wanton" means deliberate or unprovoked.

Alex : It means don't be rude or swear or be nasty to people.

Lance : All right. Don't look at me.

Merlin : Rule three. Speak the truth at all times.

Lance : Easy, again.

Kaye : That's a lie.

Merlin : And finally, rule four. Persevere in any enterprise until the end. Break any of these rules from the moment the sword was drawn and your quest is lost before it has even begun. I trust that is not a problem.

Lance : Oi! Mini Merlin! What are you doing? We're not walking to Cornwall!

Merlin : Indeed, we are not.

Tour guide: And for centuries, historians have puzzled over the purpose of Stonehenge. Was it a temple? A burial ground? Some sort of astrological clock?

Merlin : No, it is not, you ignorant buffoon! Stonehenge is a transport hub. And just because the Romans knocked half of it down, does not mean it's broken.

Tour guide: Uh, excuse me! The general public's not permitted to approach the stones without the correct authorization! Hey, wait!:48:36 Security! Security!

Lance : Come on!

Merlin : You see? They're all linked. All the Paleolithic standing stones in the country. Built as a magical conveyance system, designed by yours truly. We are now on Bodmin Moor, 140 miles from Stonehenge and a mere, invigorating 20-mile walk due west to Tintagel Island!

Kaye : What did he just say?

Lance : Did he say a 20-mile walk?

Merlin : The most worthwhile path, my young friends, is seldom the easiest.

Alex : Come on, Bedders.

Bedders : I'm coming.

Kaye : Come on, Lance!

Lance : I hate this already.

Kaye : This is further than I've ever walked in my life. If I could get a signal, I'd be in an Uber, right now.

Merlin : Perfect. Let us stop here awhile.

Bedders : Oh, thank God!

Merlin : Not to rest. To train!

Lance : What?

Merlin : Alexander, hand me the sword. To learn the basics of swordcraft, you will need a weapon, each. A simple duplication spell for metallic objects should suffice. What are you doing, boy?

Bedders : I do magic tricks for a hobby, but I'm no good at duplication illusions. So, I'm gonna video what you do and try and copy it. merlin: I'll be most impressed if you succeed. Wow!

Merlin : Now, you have an army to fight, a demon to slay, a country to save. So, let us begin. Your weapons are heavy and cumbersome, but you are light and agile. Use this to your advantage. A grown warrior cannot block their whole body with their blade. Nor can they use its weight to hasten their speed. Use your wits. Be brave and resolute. And... good luck.

Lance : Good luck with what? What's he doing?

Merlin : I'll fetch some food. A reward for once you've vanquished your foes.

Lance : I'm not vanquishing anything. That's it for me. I'm off. Oi! Get off me!

Kaye : Hey!

Bedders : Block the branches. They're teaching us.

Kaye : I know. (YELLS)

Lance : Come on then! You want it? Try some of this! Ah!

Bedders : Look what it's doing.

Lance : Gotcha!

Morgana : Their quest will be their doom. The sword must be mine.

Alex : Help! Something's got me. Bedders, watch out!

Morgana : Meek.

Bedders : Lance! Kaye! Help!

Alex : Help! Quickly! It's gonna get the sword. I'm suffocating! Help!

Bedders : Help!

Lance : Hold them off.

Alex : Help! Help us! Lance, help. Help me.

Lance : If you're the once and future king, you can help yourself. No. Lance! No! Lance!

Bedders : Lance! What are you doing? Help!

Alex : They'll kill you. They'll kill us all. Lance, help! Help! No!

Lance : Come on, then! Come and get it. Let's see what you've got, you stupid twigs. Help me! I can't breathe! Help!

Kaye : It's pulling me under! Help! I can't breathe!

Alex : Bedders! Lance!

Lance : Help me!

Alex : Kaye!

Lance : Help!

Alex : Merlin!

Lance : Merlin! Help us!

Kaye : I can't breathe!

Lance : Merlin! Merlin! Help us!

Kaye : Help us! I can't breathe!

Bedders : Merlin. Look. Quickly!

Alex : Merlin! Merlin. Are you okay?

Merlin : She's even stronger than I feared.

Alex : We need beetle blood. Ground animal bone. Something to revive him.

Merlin : It's no use. I'm finished. Until sunrise, you are alone.

Bedders : Merlin. Don't go.

Alex : Merlin. If you'd helped me, we could've fought them off. You nearly got us all killed. Give me the sword.

Lance : No chance. Like I told you... I'm the king around here.

Alex : Kaye, please.

Bedders : What are we gonna do, Alex? Merlin's not coming back till sunrise. The Mortes Milles will come for us at sunset. And we haven't even got the sword.

Alex : Bedders. Please, I'm trying to think. Stop talking.

Bedders : No. You always tell me to stop talking, and what I'm saying is always right. And this time... This time I'm gonna do something about it.

Alex : Bedders, wait!

Kaye : The water's getting deeper.

Lance : I don't care.

Bedders : Give him back the sword. It's not yours. Alex drew it. It chose him. It's his.

Lance : Here we go again. That'll teach him.

Alex : Leave him alone! I said, leave him alone.

Lance : Why should we?

Alex : Because you always ruin everything. Because you're a liar and a cheat and a bully. You're a bad person.

Lance : I wish I'd never asked you to join in. All you ever cared about is yourself. Yeah? So what if I do?

Alex : I know why you're a bully and a cheat and a liar. I know why both of you are. It's because you're scared. You're scared you're a nothing. A nobody. You're scared you're not gonna get anywhere or be anyone. You think all that matters is how strong you are and how much money you've got.

Lance : Why don't you shut up and fight?

Alex : But it shouldn't be like that. That's why the sword came. That's what we're trying to change.

Lance : Yeah? Well, who made you better than everyone else? Who made you king?

Kaye : Lance, no!

Bedders : You broke it.

Kaye : You broke Excalibur.

Alex : You broke everything... That's right. Walk away. Look after yourself, just like you always do.

Kaye : Maybe you're right. Maybe he is a liar and a cheat and a bully. Maybe he is scared and selfish. Maybe we both are. But why wouldn't we be? That is how the world works. Nothing you or anyone does is ever gonna change that. I'm sorry we picked on you. I'm sorry he broke the sword. But we're not knights. We never were, and we never will be. You're better off without us.

Alex : No. You're wrong. We can't do this without you. You're Sir Lancelot and Lady Kaye. We need you!

Bedders : It's too late.

Alex : No, it's not. Give me my book. The book always knows what to do. The Lady of the Lake, Excalibur's guardian. She's in every body of water. So maybe she's in this one. If I'm the once and future king... if Lance and Kaye and Bedders are my loyal and brave and worthy knights, and if this is our destiny... then, Lady of the Lake... return Excalibur.

Lance : I thought something magic was gonna happen.

Alex : Oh, well. It was worth a try.

Lance : Hey. Hey!

Kaye : Alex! Bedders!

Bedders : Wow.

Lance : I think that's yours.

Alex : And this is yours.

Bedders : We're dry.

Alex : From now on, we stick together. As equals. No dishonor. No lying. No wanton offense. And no giving up. Swear it.

Bedders : I swear.

Kaye : I swear.

Lance : I thought we weren't supposed to swear.

Alex : Lance.

Woman : Hey. Are you kids okay?

Bedders : Thank you. Thank you, God.

Woman : You look like you've been through the wars. What was it, then? Activity day? School trip? Did you get separated or something?

Alex : Listen... this is gonna sound really weird, but if all four of us and these ponies disappear, don't worry. I promise we'll get them back to you.

Woman : I beg your pardon?

Kaye : Whoa. They just vanished.

Bedders : Alex, the sword.

Alex : Guys, I think we're gonna have to learn how to ride.

Lance : These ponies are way too small. They're for little girls. Those dead things were double the size.

Kaye : Do it like show jumpers on TV. Left rein to go left, right rein to go right, bounce up and down in the saddle.

Alex : They're coming. I can feel it.

Bedders : They're here!

Kaye : They're right behind us.

Alex : Go, go, gallop!

Lance : I don't know what I'm doing.

Bedders : I can't do this! I'm gonna fall off!

Alex : This way, into the forest! The trees will slow them down!

Lance : Come on, my little pony. Go faster!

Kaye : They're catching up!

Alex : I got one!

Bedders : He got one!

Kaye : Bedders has fallen off!

Alex : Go get him. We'll distract them. They'll follow the sword.

Kaye : Bedders, I'm coming for you!

Lance : Faster, Alex! Faster nothing.

Kaye : Come on, Bedders.

Bedders : Go, go!

Alex : Bedders, you made it.

Bedders : Oh, no.

Alex : Jump!

Bedders : I did it! I did it!

Alex : Ride! As fast as you can. I've got an idea. Get off. Follow me.

Lance : What's he doing?

Bedders : Alex!

Kaye : Let's go!

Bedders : There it is Tintagel Island. You know... we really should huddle together for warmth.

Lance : No way. I'm not huddling with anyone. I don't huddle.

Bedders : Good luck, Alex. Stay. Stay.

- Alex : Hello. I wonder if you can help me. My name's Alexander Elliot. I'm looking for my father.
- Woman : You don't remember me, do you? I'm Sophie. I'm your aunt. I'm your dad's sister. Sorry if I'm staring, but you look just like him.
- Alex : I have to talk to him. It's important. More important than anything in the world.
- Sophie : You came all the way here from London by yourself? Does your mum even know you're here? All right, then we have to call her.
- Alex : No, this is nothing to do with her. Please don't. This is something I have to do on my own.
- Sophie : what did your mum tell you about him?
- Alex : She said they were too young when they had me. He had other things going on in his life. She said he was battling demons. I didn't know what she meant... but I do now.
- Sophie : You do?
- Alex : It's okay. You don't have to lie to me. I know who he really was.
- Sophie : Then why would you want to find him?
- Alex : What do you mean?
- Sophie : He drank. He was angry at everything and everyone. He wasn't a good man, Alex. He lived here for a while, years back. That's when your mum brought you to see him. She thought he might've changed, but he hadn't. I don't even know where he is anymore. Like you said, he had his demons.
- Alex : But I meant real demons. Magical demons, like King Arthur fought. Like in the book he gave me. You don't understand. I'm the once and future king, and he knew. He wrote me this message and he's waiting for me.
- Sophie : But, Alex... your mum bought you this book. This is her writing.
- Badders : Alex, what happened?
- Kaye : Did you find him?
- Lance : What did he say?
- Alex : My dad's not here. And he's not a hero. He didn't care about me. And he didn't want to know me. He didn't even give me the book. My mum lied to me. It's all a lie. I hate her!

- Badders : Hey, Alex. I have to show you something. Hold out your hand. Now squeeze as hard as you can. And open your hand... I did it. I couldn't sleep, so I practiced and practiced, and now I can do it. I can do real magic. You can't give up, it's not allowed. We're Han and Chewie, Frodo and Samwise. We can't give up because... look how far we've come.
- Lance : He's right. You've survived three nights against the Mortes Milles. Hundreds of them. All leathery and on fire, with their faces half falling off and everything.
- Kaye : You got us here. You turned us from enemies into allies, just like King Arthur did, just like in the legend.
- Bedders : You drew Excalibur, Alex. Nothing else matters.
- Merlin : This book you covet, Alexander... Not bad. Pretty illustrations, but... not entirely accurate. Remember, legends are mere rumors whispered down the centuries. Written and rewritten, told and retold. Sometimes by the rich and powerful so they can hold on to power. The sword doesn't care who your parents are. It doesn't choose by birth or blood, Alexander, but by heart and mind. If your legends say different, then perhaps... you must write them anew.
- Alex : But we're right back where we started. We don't know where the entrance to the Underworld is and there's only one more night until the eclipse.
- Merlin : You're a king, Alexander. A leader not a follower. You need nothing but that which you already have.
- Alex : I've got it. I know. I know where it is.
- Woman : That's lovely.
- Alex : Excuse me, please. Sorry, this is an emergency.
- Kaye : Sorry.
- Lance : Stand back, please. We're on a mission. Clear some space, quick as you can. Thank you.
- Alex : It's the same place. Glastonbury Tor.
- Bedders : That's where Arthur fought Morgana.
- Alex : Lance, Kaye, go along the cliff, found the horses and tie them up at the top of the high street, then meet us at the amusement arcade. Bedders, you come with me. We're knights. We've got a quest to finish.

Alex : All clear. Do it, Bedders. Go.

Bedders : It's working.

Alex : Bedders, you're a genius.

Bedders : Hello.

Lance : Hello.

Kaye : Hello.

Alex : We'd like to buy some armor, please.

Kaye : Do you take 50p pieces?

Merlin : The sun sets. And if you do not defeat her, then it sets for the last time. For tomorrow, the moon masks the sun and all is lost. This battle is yours, not mine. Journey with care... be brave, chivalrous... and remember the Code.

Alex : There's no doorway. There's nothing here. I don't understand.

Lace : Alex, look.

Alex : Let me try something.

Bedders : This is too creepy.

Kaye : It's like no one's been down here for centuries.

Alex : Not since the Dark Ages, when Arthur trapped Morgana. We're the very first.

Bedders : Four doorways.

Kaye : Maybe we take one each.

Lance : What if it's a trick? What if she's trying to separate us?

Kaye : Right. We should stick together, whatever happens.

Alex : But... which door? Wait. The sword will tell us. It's this way, behind the vines. Look at the walls.

Kaye : They're moving.

Lance : They're coming for us.

Bedders : They're everywhere!

Lance : Stay close. Form a circle.

Kaye : There's too many!

Bedders : Lance! Kaye! Alex!

Alex : They've got me!

Lance : Alex, look! You have to go. Now. I'll hold them off. Now! Go get her!

Kaye : Alex! Alex, we're up here!

Bedders : Alex!

Lance : She's here! Be careful!

Alex : Let them go!

Morgana : Welcome, boy. I've been watching you. You've traveled so far. Fought so bravely. I've seen your world. How you live. The myths you believe. Who you trust. It's all lies. Merlin lied to you. Your mother lied to you. You have no noble blood, you have no army. You can't win. The world is rotten, Alexander.

Alex : That's not true!

Morgana : Oh, but it is. You sought the truth, child, and you have found it. You are nothing... but a lowborn serf. Know your place. I am the last living Pendragon. The land is mine. The sword is mine. You are mine.

Alex : You're right. I'm nothing. Take it. Lance, Bedders, Kaye, quickly! This way! Hurry! I think we did it.

Kaye : That was amazing.

Lance : All hail the once and future king.

Alex : No, please don't. Really, it's embarrassing. If they catch us with Excalibur, they'll take it away. We can't risk it.

Lance : You're right.

Bedders : Is the Lady of the Lake really in every body of water in the whole of Britain?

Kaye : Like even in a swimming pool?

Lance : Or a bucket of water?

Kaye : Or a puddle?

Alex : Stand back.

Lance : Guess that's a "yes," then. See you, sword.

Alex : See you when we see you.

Bedders : Where are you going, Alex? Aren't you going home?

Alex : I'm going over the walls. Then through the back window.

Bedders : Why?

Alex : I can't face her, Bedders. Not tonight. I'm too tired.

Bedders : What are you going to tell her?

Alex : The same as you. The truth.

Bedders : They won't believe us. No one will.

Alex : So what? It's over now. Good night, Sir Beddersvere. That was a great adventure.

Bedders : Yeah, it really was. Good night, Your Highness-ness.

Alex : It didn't work. She's not dead.

Merlin : No. You merely wounded her. Her fury and resolve are doubled and the eclipse is in six hours.

Alex : But why? I did everything you told me to do.

Merlin : Think, boy. Think!

Alex : The Code. It must be the Code. But... I refrained from wanton offense. I spoke the truth at all times. I persevered... "Honor those you love."

Alex : Mum.

Mom : Alex. How could you do this? The police have been looking for you. I've been worried sick. Oh, thank God you're back.

Alex : Mum, I've got something to tell you. We went on a quest to Tintagel. I met my Aunt Sophie.

Mom : I know. She called.

Alex : I know you lied to me about the book. I know... he didn't even sign it. You did. I know Dad didn't care about neither of us.

Mom : I'm so sorry, Alex. I'm sorry I lied, I just... I... I just... I wanted you to believe he was good. I thought that if you knew the truth, it would hurt you, change you.

Alex : No, I'm sorry. I'm sorry I was angry with you. Nothing's your fault. Nothing. You were just trying to protect me. But you don't need to

anymore. There's something I have to do. I have to go to school. And I have to take the sword.

Mom : Alex... we have to have a serious talk about that sword and this whole King Arthur thing.

Alex : We will. But I have to show you something first. Everything I said about the sword is true. I can prove it. But first, we have to promise never to lie to each other ever again. To always trust each other, whatever happens. Do you promise?

Mom : I promise.

Alex : I promise, too. Now, don't freak out, okay? Lady of the Lake... this is Alexander Elliot. If my quest is noble and true, please return Excalibur. All the time I was telling you to obey the Code, I'd broken it myself. Morgana's not dead.

Kaye : Oh, no.

Lance : You're kidding.

Alex : She's coming back... into the real world. That's why we need defenses. A fortress, a castle

Merlin : The Morte's Milles will rise from the land across the roadway. They'll attack head-on in a great and terrible multitude.

Alex : The eclipse gives us one advantage. It's not night or day. So this time, Merlin can fight beside us. But the five of us won't stand a chance on our own. We need to raise an army.

Principal : I'm relying on you three to set a good example. So when the entire school's out in the playground watching the eclipse, everyone behaves themselves. Is that clear?

Boys : Yes, Miss.

Girl : Okay, Miss.

Principal : Why are all these children walking towards us? And what on earth are you children doing, turning up to school in the middle of the morning dressed like that?

Alex : Saving Britain from eternal slavery by an ancient, undead evil, Miss.

(SNAPPING, CLAPPING)

Principal : Break is over. Quickly and quietly fall in line. Get in line. Break is over. Everyone, gather round. Quickly now. This boy has a very important announcement.

Alex : My name is Alexander Elliot. A few days ago, I found a sword in a stone. Then I found out it wasn't just any sword in a stone, it was the Sword in the Stone... Excalibur.

Alex : I know, I know, I know it sounds ridiculous, but it's true, and I can prove it. This boy, Mertin, is really the wizard, Merlin. And if you don't believe me, then just watch.

Merlin : How humiliating.

Lance : Quiet. Quiet. Listen. This country is in danger. A sorceress called Morgana has been sleeping under our soil for centuries, waiting for her moment to return and enslave us. And that moment has come.

Kaye : In two hours, there will be an eclipse. Morgana and her army of undead knights will attack the school. We need you to help us defeat her.

Badders : All you have to do is kneel and let Alex knight you. Everyone who does gets a sword and armor.

Kaye : This isn't a game. This is 100% for real. Flaming swords, fire-breathing horses. So, don't step up unless you're ready.

Alex : Me and Bedders used to hate Lance and Kaye. And they hated us. We were sworn enemies. But now we know that's how evil tricks you. It turns people against each other to distract them from itself. Because it knows that if we fight together, it doesn't stand a chance. So, who will stand with us today? Who will stand up to save their friends, their future, their country? Who will join us?

Merlin : Activa.

Principal : And, by the way, this is instead of lessons today.

Teacher 1: Excuse me, Pam, forgive us if we're speaking out of turn.

Teacher 2: I thought we were taking an hour out to watch the eclipse.

Teacher 3: No one said anything about any kind of historical reenactment.

Teacher 4: My Year 11's are meant to be off-timetable for intensive revision. I just had all of these made up.

Merlin : Ladies and gentlemen! If I could have your attention for a moment...

Alex : What's your name?

Boy : Hector.

Alex : I knight thee, Sir Hector.

Lance : Take a shield. Take a shield, move on to the next table.

Kaye : Take a sword. Good. Take a sword.

Badders : Set the barricades! Lay the ropes! Go, go, go!

Alex : Tie two ropes on each vaulting horse. Quick as you can, then get ready to hoist!

Marlin : Excuse me, ladies and gentlemen, I don't suppose I could possibly borrow everyone's car keys, could I?

Lance : Come on. First car on the left. You guys, first on the right. Keep it moving. Well done.

Kaye : One set of keys each. Go. Good. Go. Go.

Alex : And one!

Bedders : Left block.

Alex : And two!

Bedders : Upper block.

Alex : And three!

Lance : Right block.

Alex : And four!

Bedders : Legs wide.

Alex : And five!

Kaye : Use the weight of the sword.

Merlin : You must lure her. Trap her. Give me time to open a portal. Create a vortex. Then you must destroy her so that she can never return. It won't be easy, Alex.

Alex : We can do it, Merlin. We don't have any choice. We have to do it.

Kaye : Prepare for battle!

Students : Prepare for battle!

Kaye : They're through the gates. Wait for it. Wait for it. Now! Go! Go! Go!

Lance : Go! Go!

Kaye : Reverse! Reset!Reposition!

Lance : I've never driven backwards before!

Kaye : No!

Lance : Damn!

Kaye : Warn Bedders' battalion! They're coming through!

Bedders : Pull! Pull!

Students : Pull! Pull!

Bedders : Charge! Drop the horses! One! Two! Three! Four! Charge!

Boy : We need more men!

Alex : Get back!

Merlin : Sir Lance and Lady Kaye are overwhelmed! Sir Beddersvere fights man-to-man!

Alex : Sound the retreat! Fall back meet on the roof there's too many of them.

Lance : Move!

Kaye : Quicker! Come on! Barricade! Barricade!

Kaye and Lance: Barricade!

Alex : Build the barricade!

Kaye : Quickly!

Alex : Quickly!

Lance : My battalion, to the far corner. Come on. Take cover.

Alex : Come on. Take cover.

Lance : Keep moving! Good work! Go!

Kaye : Quickly.

Alex : Over there! Run!

Lance : Good work! Go!

Bedders : There's thousands of them.

Kaye : Where's Morgana? The barricade won't hold for long.

Lance : Maybe she's not coming. Maybe it's over.

Alex : Where's Merlin?

Morgana : Hello, Merlin. You've hardly aged a day. An army of children. Did you think I might take pity on them? After all these years, this is your plan? There you are.

Merlin : You have no pity. These children have more goodness and nobility than you can ever comprehend.

Morgana : But, Merlin, I have seen them in their heated hovels, with their toys and trivialities, with their ignorance of nature, of magic. Do you think these little rats are worthy of this land? Of that sword? Of my inheritance?

Alex : Merlin.

Lance : Merlin!

Merlin : Yes, I do. You and I are history, Morgana. The future is theirs, not ours.

Morgana : They have no future.

Alex : Let's go! Ready your ropes!

Bedders : Alex, don't die.

Alex : I'll do my best. Hey, come and get it! Over here! Come and get it! (GRUNTS) Bedders! Now!

Bedders : Help me!

Kaye : Go! Pull it!

Bedders : Pull! Pull! Take cover!

Boy : Come on!

Alex : Hey! Hey! Hey! Lance, Kaye, now! Choke her. Stop her breathing fire!

Lance : Ready? Do it! Grab the rope! Back me up!

Kaye : Hurry! Come on! Pull! Harder! Pull!

Lance : Don't let go!

Alex : Merlin, we've got her! We're ready! Someone throw me a jacket!

Boy : Get him a jacket!

Alex : Merlin, speak to me! Are you okay?

Merlin : I'm sorry. I've nothing left. I've failed you.

Alex : No, not yet, you haven't. Magic potion. Quickly. Ice cream, cherryade and chicken nuggets... liquidized.

Bedders : Alex, we can't hold her for much longer!

Kaye : So great! You were so good.

Lance : Well done! Well done!

Alex : Congratulations, we did it. You did it, well fought. We did it. Well done!

Merlin : Bravo! Congratulations.

Bedders : Yes!

Merlin : Heroes! Heroes all! Yes, yes! Heroes! Woo!

Lance : Yes! Yes! Yes!

Alex : Well done! Well fought! Well fought!

Merlin : I've seen many great battles in my time. The siege of Guinnion Fort, the Saxons halted on Badon Hill. But believe me, none were fought as bravely as yours against Morgana and the Mortes Milles. You have truly surpassed my every expectation.

Alex : Merlin, we won the battle, but Britain's still the same place it was before.

Kaye : Yeah, how can we ever change anything else?

Lance : And, even with the sword, who's ever gonna listen to us?

Bedders : It's true. We're just kids.

Merllin : That may be so. Yet know this. There is a wise, old soul within every child. And a foolish child in every old soul. Perhaps you have more battles yet to fight. They may not be against demons or undead knights, or won with swords or armies. But even if you do not wield Excalibur, you will still know what it stands for... what you stand for. Sir Beddersvere, I gave you the power of metal duplication. I was going to take it away, but now, I believe you can be trusted with it.

Bedders : Really? Seriously? Thank you, Merlin! I promise I'll never use it for anything but good.

Merlin : Sir Lance, Lady Kaye, you are brave, loyal and noble. You have learned to fight for others, not just fight for yourselves. You are truly Knights of the Round Table.

Lance : Thank you, Merlin.

Kaye : Thank you, Merlin.

Merlin : Alexander, I borrowed this book of yours, made a few alterations.

Alex : Thanks, Merlin.

Merlin : A land is only as good as its leaders. And you will make excellent leaders.

CURRICULUM VITAE

Audy Oktaviani Alifatul Inayah was born in Pasuruan on October 28, 1998. In the first grade of senior high school, she studies in Al-Izzah boarding school, after that in the second grade she moved to SMAN 1 Grati and graduated from there in 2016. She started her high education in 2016 at English Letters Department of UIN Maulana Malik Ibrahim Malang and finished in 2020. During her study, she joined a volunteer in Omah Wacan.