

**POLITENESS STRATEGIES ON DIRECTIVE  
ILLOCUTIONARY ACTS IN “WONDER” MOVIE**

**THESIS**

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2022**

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IN “WONDER” MOVIE**

THESIS

Presented to  
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MALANG  
2022**

## STATEMENT OF AUTORSHIP

I state that the thesis entitled **Politeness strategies on Directive Illocutionary Acts in “Wonder” Movie** is my original work. I do not include any materials previously written or published by another person, except those that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

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## APPROVAL SHEET

This is to certify that Wilda Ningsih Habiba's thesis entitled **Politeness strategies on Directive Illocutionary Acts in "Wonder" Movie** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang as one of the requirements for the degree of **Sarjana Sastra (S.S.)**.

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## MOTTO

Acquire knowledge, and learn tranquility and dignity.

(Umar bin Khattab)

الصَّبْرُ يُعِينُ عَلَى كُلِّ عَمَلٍ

(Patience helps with each of your work)

## **DEDICATION**

I dedicate this thesis to my beloved parents, Mr. Moh. Kahar and Mrs. Rutmiyati, the greatest and best parents in the world. My father is the strongest person who always teaches me to be a strong woman and unyielding. My mother is the most patient woman who always supports and prays for my success. My sisters, Fitriyana, Sufil Lailiyah. My niece, Rofita Made A, and my nephews Moh. Alfarisyi and 'Afifi Shodiq Al-Faqih, as well as all my family who always supports me.

My honorable advisor, Abdul Aziz, M.Ed., Ph.D who leads me all this time. All my lectures and staff who have contributed to accomplish my thesis. All of my beloved friends that I cannot mention one by one who always support me. My future husband, then to everyone who helped me accomplished this paper. “Thank you very much for supporting me”.

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*Bismillahirrahmanirrahim...*

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This thesis will never be completed without some contributions and supports from many people. I would like express my profound gratitude to many people who contribute and motivate me to complete this thesis.

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6. For my friends in boarding house and all of my friends who helped me in finishing this thesis. Thanks for everything. May Allah bless you all.

Hereby, this thesis would not be perfect work without the constructive suggestions from all readers. The writer expects this thesis would give a valuable contribution as an empirical bases in the study of politeness strategies on directive illocutionary acts and especially for the next researchers who are interest in discussing the similar topics.

*Alhamdulillahirobbil Alamiinn...*

Malang, 14 Juli 2022

The Writer

## ABSTRACT

**Habiba, Wilda Ningsih. 2020. Politeness strategies on Directive Illocutionary Acts in “Wonder” Movie.** Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Abdul Aziz, M. Ed., Ph.D.

Keywords : Politeness strategies, directive illocutionary acts, wonder movie.

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In speech act, especially when making directive utterance, the speaker uses certain methods or strategies so that the speaker can do something in accordance with the speaker's wants. In this research, the author is interested in analyzing the politeness strategies on directive illocutionary acts used by the speaker in the Wonder movie by R.J. Palacio. The purposes of this research are: (1) to identify the types of directive illocutionary act used by characters in *Wonder* movies, (2) to describe the politeness strategies applied in the directive illocutionary act in *Wonder* movies.

The research method used in this study is a qualitative descriptive method for analyzing all research questions. The data used in this study in the form of utterances that are considered to contain directive illocutionary acts and then utterances that contain politeness strategies in directive illocutionary acts of all the characters in this movie. The method of taking a sample or data uses “*metode simak*”.

The results of the analysis in this study indicate that there are 102 data containing directive illocutionary acts in the "Wonder" movie based on theory of Searle (1969), namely: (1) commanding, (2) requesting, (3) suggesting, (4) forbidding, (5) questions, (6) permitting, and (7) encouraging. This study also found 37 data containing politeness strategies in directive illocutionary acts based on Brown & Levinson's theory (1987), there were 26 data of positive politeness strategies, namely: (1) intensify interest to hearer, (2) use in group identity markers, (3) joke, (4) include both speaker and hearer in the activity, (5) give or ask for reasons, and (6) give sympathy to hearer. Then, there are 11 data from negative politeness strategies, namely: (1) be conventionally indirect, (2) question, hedge, and (3) apologize.

Relatively, it can be concluded that speakers in the Wonder movie are more likely to use “questioning” type of directive illocutionary acts and tend to use “be conventionally indirect” of the politeness strategy in requesting, that is one types of directive illocutionary acts.

## ABSTRAK

**Habiba, Wilda Ningsih.** 2020. **Strategi Kesopanan pada Tindak Ilokusi Direktif dalam Film “Wonder” Movie.** Skripsi. Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Abdul Aziz, M. Ed., Ph.D.

Kata Kunci : Strategi kesopanan, tindak ilokusi direktif, film Wonder.

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Dalam bertindak tutur khususnya pada saat membuat tuturan directive, penutur menggunakan cara atau strategi tertentu agar penutur dapat melakukan sesuatu sesuai dengan keinginan penutur. Dalam skripsi ini, penulis tertarik untuk menganalisis strategi kesopanan di dalam tindak ilokusi direktif yang di gunakan oleh penutur dalam film Wonder karya R.J. Palacio. Tujuan dari skripsi ini adalah: (1) untuk mengidentifikasi jenis-jenis tindak ilokusi direktif yang di gunakan oleh semua pemeran dalam film Wonder, (2) untuk menggambarkan strategi kesopanan yang diterapkan dalam tindak ilokusi direktif dalam film Wonder.

Metode penelitian yang di gunakan dalam penelitian ini adalah metode deskriptif kualitatif untuk menganalisis semua pertanyaan penelitian. Data yang digunakan dalam penelitian ini berupa tuturan yang di anggap mengandung tindak ilokusi direktif lalu tuturan yang mengandung strategi kesopanan di dalam tindak ilokusi direktif dari semua tokoh yang berperan dalam film ini. Metode pengambilan sampel atau data menggunakan metode simak.

Hasil analisis dalam penelitian ini menunjukkan bahwa terdapat 102 data mengandung tindak ilokusi directif dalam film “Wonder” berdasarkan theory dari Searle (1969), yaitu: (1) memerintah, (2) permintaan, (3) menyarankan, (4) melarang, (5) Bertanya, (6) memperbolehkan, dan (7) meyakinkan. Penelitian ini juga menemukan 37 data mengandung strategi kesopanan dalam tindak ilokusi directif berdasarkan theory Brown & Levinson (1987), terdapat 26 data dari strategi kesopanan positif, yaitu: (1) meningkatkan rasa tertarik terhadap lawan tutur, (2) menggunakan penanda yang menunjukkan kesamaan jati diri atau kelompok, (3) membuat lelucon, (4) berusaha melibatkan lawan tutur dan penutur dalam suatu kegiatan, (5) memberikan dan meminta alasan, dan (6) memberikan rasa simpati kepada lawan tutur. Lalu, terdapat 11 data dari strategi kesopanan negatif, yaitu: (1) ungkapan secara tidak langsung sesuai konvensi), (2) menggunakan bentuk pertanyaan dengan partikel tertentu, dan (3) menggunakan permohonan maaf.

Secara keseluruhan, dapat disimpulkan bahwa penutur dalam dialog film *Wonder* lebih cenderung menggunakan bertanya dari tipe tindak ilokusi direktif dan cenderung menggunakan ungkapan secara tidak langsung sesuai konvensi dari permintaan, itu adalah salah satu strategi kesopanan.

## مستخلص البحث

حبيبا، وبلدا ننفسيه. 2020. المبدأ التوجيهي في الفعل المتضمن للقول الوظيفي في فيلم "wonder"، قسم الأدب الانجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

مشرف : عبد العزيز، الماجستير

الكلمة الأساسية : الفعل المتضمن للقول الوظيفي، المبدأ التوجيهي، فيلم

في الأفعال الكلامية خاصة عند استخدام القول الوظيفي، يستخدم القائل أساليب أو استراتيجيات معينة حتى يتمكن القائل من فعل شيء يوافق لرغبات القائل. في هذا البحث يهتم المؤلف بتحليل المبدأ التوجيهي في الفعل المتضمن للقول الوظيفي التي يستخدمها القائل في فيلم *wonder* من أر. جي بالاسيو. تتمثل أعراض هذا البحث فيما يلي: (1) تحديد أنواع الفعل المتضمن للقول الوظيفي الذي تستخدمه الشخصيات في أفلام *wonder* (2) لوصف استراتيجيات اللطف المطبقة في الفعل التوجيهي التوجيهي في أفلام *wonder*.

وأما منهج البحث يستخدم في هذه البحث هو المنهج الكيفي الوصفي لتحليل جميع أسئلة البحث. والبيانات المستخدمة في هذه البحث على شكل خطابات والتعبيرات أنها تحتوي على الفعل المتضمن للقول الوظيفي ثم كلمات منطوقة تحتوي على المبدأ التوجيهي في الفعل المتضمن للقول الوظيفي لجميع الشخصيات التي تأخذ دوراً في هذا الفيلم. وأما طريقة جمع البيانات تستخدم طريقة السماعية المسجلة.

حصلت نتائج البحث من هذا البحث إلى أن هناك 102 البيانات تحتوي على الفعل المتضمن للقول الوظيفي في فيلم "wonder" استناداً إلى نظرية سيرلي (1969) وهي: (1) أمر و (2) طلب و (3) اقتراح و (4) حظر و (5) طرح الأسئلة و (6) السماح و (7) الإقناع. وحصل من هذا البحث أيضاً من 37 بيانات تحتوي على المبدأ التوجيهي في الفعل المتضمن للقول الوظيفي أساساً على نظرية براون وليفنسون (1987)، كان هناك 26 من البيانات من المبدأ التوجيهي الإيجابي، وهي: (1) تنصيب المشاعر لاهتمام مقول القول، (2) باستخدام علامات التي أظهرت مساوية المجتمع، (3) عمل النكات، (4) محاولة إشراك القائل والمقول في أنشطة ما، (5) إعطاء الأسئلة والطلبات منه، (6) تقديم التعاطف مع مقول القول. ثم هناك 11 بيانات من المبدأ التوجيهي السلبي، وهي: (1) التعبير غير المباشر وفقاً للاتفاقية، (2) باستخدام شكل أسئلة مع جزئيات معينة، و (3) باستخدام الاعتذارات.

وعلى شكل عام يمكن أن نستنتج أن المقائل في فيلم *wonder* أكثرهم يعرضون استخدام الأسئلة من نوع الفعل المتضمن للقول الوظيفي ويميلون إلى استخدام التعبيرات بشكل غير مباشرة وفقاً لتناسب الأسئلة، وهو من المبدأ التوجيهي.



**Wilda Ningsih Habiba** was born in Situbondo on July 07, 1996. She graduated from MAN 2 Situbondo in 2014. During her study at the Senior High School, she actively participated in OSIS. She also joined volleyball extracurricular and got several achievements in this martial art. She started her higher education in 2015 at the English Letters Department of UIN Maulana Malik Ibrahim Malang and finished in 2020. During her study at the university, she joined UKM (Union in volleyball) and participated some competitions.

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents seven sections; they are background of the research, research questions, the objectives of the study, the scope and limitation of the study, the significance of the study, the definition of key term and research method.

#### **1.1 Background of the Research**

In communication, there is a rule made by the society themselves called politeness strategy. The politeness strategy is identical to save or care about the face or image of the addressee. Politeness is not only applied to old people to respect them but also to young people to honor them. Everyone has the right to receive treatment, both young and old. It shows who we are, whether we are good people or not, people who respect or not, because the words show the quality of who we really are (Murliati, 2013). Politeness is an important factor in enhancing effective relationships with others. When we speak politely, the addressee will feel more appreciated so that they feel comfortable, easy to understand the purpose of utterance, and make communication run smoothly.

The principle of politeness strategy is the act of saving face called redressive action. This action seeks to counteract the displeasure of the addressee as a result of the face-threatening act by making additions and alterations of the utterance in such a way as to clearly demonstrate to the addressee that the desire to carry out the face-threatening act is actually not intended by the speaker and that the speaker actually understands the desire of the speaker and the speaker



himself wants the wish of the addressee to be achieved. Basically, the goal of politeness strategy is to reduce the unpleasant effect on the face of the addressee, both positive and negative faces. The politeness directed toward a positive face of the interlocutor is called positive politeness, while the politeness directed for a negative face of the interlocutor is called negative politeness. Therefore, redressive action can manifest in two forms depending on pressure from the aspect of the face (negative or positive).

Politeness Strategy is the way to respect the interlocutor that has some strategies. However, Brown and Levinson (1987, p.70) provide limits on positive politeness and negative politeness. Positive politeness is a positive image aimed at the interlocutor. This politeness is an approach based on giving an impression to the interlocutor's face. The speaker also has the same desires as the interlocutor, namely by treating him as a member of the group, a friend, as a person whose desires and personality traits are known and liked. On the other hand, negative politeness is different from positive politeness. In essence, negative politeness is directed towards how to fulfill or save interlocutor's negative face. That is the interlocutor's desire to maintain what he considers of territory and self-determination. So, a negative politeness strategy contains assurances from the interlocutor that the speaker recognizes and respects (if forced to do so, there would be a little possible offense). The negative face of the interlocutor will not interfere or infringe the interlocutor's freedom of action.

In this study, the researcher did not only examine politeness strategies but also directive illocutionary acts in Wonder movie. Researcher examined directive

illocutionary acts which contained politeness strategies. Directive illocutionary act is one type of illocutionary act. In the discussion of speech acts, Searle (1975) divides speech acts into three types i.e. locutionary acts (an act of utterance something), illocutionary acts (an act of doing something), then perlocutionary acts (an act of affecting something). From the types of speech acts, illocutionary act is expressed as the most important and central action in the study and understanding of speech acts. Specifically, illocutionary acts have five classifications i.e. representatives, directives, commissives, expressives, and declarations (Searle, 1990, p.357-363) (Finegan, 1992, p.307). In this case, the researcher focused on analyzing only one type of illocutionary acts, it is directive illocutionary act.

Directive illocutionary act is one of the types of illocutionary act that happens when the speaker intends to request or ask the addressee to do something. It is important for the speaker to keep and save the addressee's face. According to Brown and Levinson (1987, p.61), face is the public self-image that every member wants to claim for himself. It is divided into two types, they are positive face and negative face. Negative face includes personal preserves and rights to non-destruction, such as freedom of action and freedom from imposition. While positive face is the desire that the self-image be appreciated and approved by the addressee.

There are several previous researches of politeness strategy and directive illocutionary act which have done by some researchers, like Trisnawati (2011) conducted a research entitled "Directive Illocutionary Acts in Relation to

Politeness Strategy in Historical Movie The King's Speech". Her research focused on examining what speech acts produced by the speakers in this movie and how politeness principles and the strategies can influence and give the reasons why speakers use certain directive illocutionary acts.

Dira (2013) conducted a research entitled "Directive Illocutionary Acts used by Main Characters in Alice in wonderland Movie Script". Her research focused on analyzing directive illocutionary acts in the dialogue by the main characters of the movie in the title. The other research was conducted by Reswari (2013) entitled "Politeness Strategy of Directive Utterances Used by Students of English Department of Muhammadiyah University of Surakarta in Microteaching Class". Her research focused on examining directive utterances which used by the students in microteaching class.

The other study is done by Safitri, Mujiono, and Herawati. (2015) entitled "A Study on Politeness Strategies of Characters in the Big Wedding Movie Directed By Justin Zackham". The focus in this research is analyzing politeness strategies in the Big wedding's conversation by characters. The next research by Saputri (2016) entitled "Illocutionary Acts in Relation to Politeness Strategies as Shown by The Seventh Semester English Education Students in Their Written Messages". The study focused in analyzing illocutionary acts and politeness strategies on content of student's messages to their lectures.

Oktamansah (2017) entitled "The analysis of Directive Illocutionary Acts in "Miracle Worker Film and its Application in Teaching Speaking at the Twelfth Grade of Man". His study focused in analyzing on directive illocutionary acts in

Miracle Worker film as an application in teaching speaking for the twelfth grade of man. Other research by Wafa and Vahmita (2017) entitled “Directive Illocutionary Act on English Teacher in Elementary School Sukoharjo 3 Probolinggo (Pragmatics Study)”. Their study focused on directive illocutionary acts for English conversation, especially in utterances between English teacher and the students in learning process in the class when English lessons.

Furthermore, the other research by Permana, and Citraesmana (2018) entitled “Directive Illocutionary Acts Used in the English Translation of The Holy Qur’an by Muhammad Asad: A Corpus Based Study”. This study focused on directive illocutionary acts in the contents of the English Translation of the holy Qur’an by Muhammad Asad.

Related to the explanation above, this current research focused on examining how the characters in *Wonder* movie use the politeness strategy on directive illocutionary acts in their utterances. The researcher chose *Wonder* movie as the data source for the following reasons. *Wonder* movie is a American comedy-drama about family, and friendship has taken from a real-life story based on *Wonder*'s novel by R.J. Palacio. In this movie, there is the most highlight story about a child who has a disability in the face. That makes him become a low self-esteem child. He is afraid to show himself in public. Luckily he (Auggie) has a harmonious family who always supports and encourages him. He experiences bullying in his school. Furthermore, This movie tells the story of his sister (Via), who also has problems with her friend (Miranda) because she is jealous of Via, who has a harmonious family. How all characters treat addressees

through their utterance makes the researcher interested in examining politeness strategies in directive illocutionary acts in this movie.

## **1.2 Research Question**

Based on the background of the study explained above, the researcher formulated some research questions as following:

1. What types of directive illocutionary acts are used by characters in *Wonder* movie?
2. How are the politeness strategies applied in the directive illocutionary acts in *Wonder* movie?

## **1.3 Objectives of the Study**

There are two objectives of the study elaborated as follow.

1. To identify the types of directive illocutionary act used by characters in *Wonder* movie.
2. To describe the politeness strategies applied in the directive illocutionary act in *Wonder* movie.

## **1.4 Scope and Limitation of the Study**

In this research, the researcher focuses on types of directive illocutionary acts, and the politeness strategies which are found in the *Wonder* movie. The researcher used the theory of Searle's (1969) to analyze the types of directive illocutionary acts in the movie. The researcher also analyzes the politeness strategy used Brown and Levinson's theory (1987).

### **1.5 Significance of the Study**

Theoretically, this research is expected to knowledge and information in linguistic language study, especially in politeness strategy on the directive illocutionary act. Practically, the result of this research could provide easier understanding for the implementation of the politeness strategies on directive illocutionary acts for the readers. Furthermore, expected to be a reference for the next researchers who want to do similar research.

### **1.6 Definition of Key Term**

1. Directive Illocutionary Acts is the utterances of speaker that makes addressee perform the action. According to Searle (1969) directive illocutionary acts consist of eight types, namely commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and wishing.
2. Politeness strategy is the rule to avoid FTA to the addressees, according to Brown and Levinson (1978) there are: off record, positive politeness, negative politeness, and on record .
3. Wonder Movie is related to apply politeness strategy on directive illocutionary acts. Furthermore, this movie has habitual is conducted by people in daily life.

### **1.7 Previous Study**

The research related to the study of politeness strategy on directive illocutionary conducted by the number of some researches. Research before has been explored by Trisnawati (2011) by entitled “Directive Illocutionary Acts in Relation to Politeness Strategy in The Historical Movie The King’s Speech”. The

purposes of this study are (1) to explain the classification of directive illocutionary into the type, mood, and function in the dialogue of *The King's Speech* by the speaker and listener in the movie, and (2) to analyze the principle and strategy of politeness used by a speaker in expressing directive illocutionary acts. This research used the theory of Austin, Searle, Leech, Grice, Vanderveken, and Brown and Levinson. The research also used descriptive qualitative method. The analysis indicates (1) from 51 utterances that contain directive illocutionary acts which 22 utterances of direct utterances, 29 utterances of indirect utterances. In addition, there are 48 directive illocutionary acts that are uttered literal, and 3 utterances that are not literal. Based on politeness, (2) from 23 directive illocutionary acts are explicit, and the other used implicit. The gap of this research is the object (the title's movie is different), the discussion is wider such as not only discuss about type of directive illocutionary act, but also in mood, and the function. Then, the study also discusses about principle and all of politeness strategies (four strategies: Bald on record, negative politeness, positive politeness, and off record ) by Brown and Levinson.

Dira (2013) investigates directive illocutionary acts used by main character in *Alice in wonderland* movie script. The research aims to analyze of the types, function, and the context situation on directive illocutionary acts in *Wonderland* movie script that contains substances of asking, questioning, prohibition, suggestion, and warning which used the theory by Bach and Harmish (1979) for pragmatic, Vanderveken (1990) theory for the functions of directive illocutionary acts, and Hymes (1972) theory for the contexts. The study also used qualitative

method. The gap that can take from this study is the object, and theory by Bach and Hamish. Bach and Hamish (1979) have six theory in directive illocutionary acts such as requestives, questions, requirements, prohibitive, permissives, and advisories.

Reswari (2013) examines politeness strategies of directive utterances used by students of English department of Muhammadiyah University of Surakarta in microteaching class. There are 3 goals in this study such as to know (1) the purpose of directive utterances, (2) the kinds of politeness strategies in directive utterances, and (3) the forms of language of directive utterances. Reswari used Brown and Levinson's theory for analyzing politeness strategy, and directive utterances of Searle's theory. The study used descriptive qualitative method to analyze. The writer found (1) 224 data of the purpose of directive utterances such as 131 data in commanding utterances (58,48%), 77 data in requesting utterances (34,37%), 5 data in suggesting utterances (2,23%), 7 data in inviting (3,13%), and 4 data in warning utterances (1,79%). (2) there are 224 data of the politeness strategies found of directive utterances are like 131 data in bald on record strategy (59,20%), 14 data in negative politeness (6,28%), 69 data in positive politeness (30,94%), 8 data in off record (3,59%). (3) for the form of directive utterance 224 data found, 201 data in imperative sentence (90, 13%), 16 data in interrogative sentence (7,17%), and 6 data in declarative sentence (2,70%). The differences of this study is the object which analyze is in the class not movie, and analysing about the politeness strategy. The writer analyzes all of politeness strategies from bald on record, negative politeness, positive politeness, and also off record.



Safitri, Mujiono, and Herawati. (2015) entitled “A Study on Politeness Strategies of Characters in the Big Wedding Movie Directed By Justin Zackham”. The aims of this study is to analyze the politeness strategies used in *The Big Wedding* movie by characters, and the reason the characters used it. In this research used Brown and Levinson’s theory, Brown and Levinson propose four politeness strategies, namely bald on-record, positive politeness, negative politeness, and off-record. The writer found eighty six utterances include of politeness strategies in the Big Wedding movie such as 29 utterances of bald or record, 38 utterances of positive politeness, 10 utterances of negative politeness, and 12 utterances of off record. The reasons of characters used the strategies because the maximum efficiency of the speaking is very important, giving a notice to hearer, giving deference, and using tautologies. This study only discuss about politeness strategy which using four of strategies (bald on record, positive politeness, negative politeness, and off record) and the object is different title.

Saputri (2016) has done a research by entitled “Illocutionary Acts in Relation to Politeness Strategies as Shown by The Seventh Semester English Education Students in Their Written Messages”. The researcher has two purposes in analyzing this research are like to analyze the types of illocutionary acts that were used by seventh semester students of English Language Education Study Program in their messages when they sent to their lectures, and analyze politeness strategies that were used by seventh semester students of ELESP in their messages when they sent to their lectures. This research used qualitative method, and used Searle’s theory for Illocutionary acts, and for politeness strategies used Brown and

Levinson theory. The result of this research is that (1) the types of illocutionary acts which is found by researcher are like assertive, directive, commissive, and expressive, then (2) there are two of politeness strategies used in this research, namely negative politeness, and bald on record. The gap of this study is one of the topic of this research is more general, it's about Illocutionary acts, and the object is writing not watching.

Oktamansah (2017) entitled "The analysis of Directive Illocutionary Acts in "Miracle Worker" Film and its Application in Teaching Speaking at the Twelfth Grade of Man". This study investigates the types of directive illocutionary acts in "Miracle Worker" film, and to explain applying directive illocutionary acts in the teaching speaking at the Twelfth Grade of Man. In this study, the researcher used Yule's theory to analyze the types of directive illocutionary acts and used descriptive qualitative method. In this analyzing also, the researcher found four kinds of directive illocutionary acts in *Miracle Worker* movie, namely 9 utterances of commanding, 4 requesting, 4 ordering, and 1 suggesting. The conclusion of this study that commanding is the dominant, and requesting is the lowest in his research of the utterances in the *Miracle Worker* film. Then, the researcher used the movie as a method to teach speaking in order to the students is easier to understand about directive illocutionary acts especially to give expression to command and request. The gap of this study that the study only used one topic (directive illocutionary acts) , and also the theory which is used different. The theory of Yule has 4 types of directive illocutionary acts, namely command, request, suggestion, and order.

Wafa and Vahmita (2017) entitled “Directive Illocutionary Act on English Teacher in Elementary School Sukoharjo 3 Probolinggo (Pragmatics Study)”. The goal of this research is to analyze the kinds of directive illocutionary acts used by English teacher, and to know the dominant of directive illocutionary acts used by English teacher in elementary school Sukoharjo 3 Probolinggo. The researcher chooses directive illocutionary acts because most of the utterances in learning activities use the kinds of question, ordering, asking, inviting, suggesting, and begging as communication strategies used by English teachers. This research used descriptive qualitative method and used Searle’s theory especially in analysing directive illocutionary acts. In this study, there are 99 data of this study, the researchers found 77 utterances of directive illocutionary acts such as 38 utterances of asking (49,35%), 25 utterances of ordering (32,46%), 4 utterances of requesting (5,19%), 2 utterances of inviting (2,59%), 4 utterances of advising (5,19%), and 4 utterances of begging (5,19%). Therefore, (1) there are 6 types of directive illocutionary acts in English conversation which is found in this study, such as asking, requesting, ordering, advising, inviting, and begging, and (2) the dominant of directive illocutionary acts used in English conversation by English teachers and students in the class is asking, because teacher give an asking not only to get information, but also to ask the students active during in learning process in the class. The object of this study is practice in the class. It makes the way of collecting data is different also.

Permana and Citraesmana (2018) conducted a research by entitled “Directive Illocutionary Acts Used in the English Translation of The Holy Qur’an

by Muhammad Asad: A Corpus Based Study". The aims of this research are (1) the kinds of directive illocutionary acts, and (2) their function seen in translation edition of the Holy Qur'an. In this study, the researcher used a mixed-method (qualitative and quantitative). The researcher also used Searle's theory for analysing directive illocutionary acts, here Searle divided types of directive illocutionary acts into eight, there are commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and wishing. The types of directive illocutionary acts were found by researcher in this study, such as commanding and requesting. Whereas about the function of illocutionary acts in translation edition of the Holy Qur'an, the researcher used Leech's theory. Leech has four theory about the function of Illocutionary acts, such as competitive, convivial, collaborative, and conflictive. For the function of Illocutionary acts which found in this study, namely competitive (asking, begging, ordering, demanding, etc.). The differences of this study are the object used that is English translation of the holy Qur'an, using mix method (qualitative and quantitative), and also discussing about the function of illocutionary acts.

## **1.8 Research Method**

This part presents some research method. First part is research design, second part is research instrument, third part is data and data source, fourth part is data collection, fifth part is data analysis.

### **1.8.1 Research Design**

In this research, the researcher chose a descriptive qualitative approaches as research design. The researcher used this method and explained the data

systematically is that so the result of the research is accurate and factual. From the research, the researcher assumed and identified the utterances or words that contained a politeness strategy on directive illocutionary act which used in the *Wonder* movie. The aim of descriptive research was "to describe systematically the facts and characteristics of a given population or area of interest, factually, and accurately" (Issac and Michael, 1981, p.46). Descriptive research has a certain characteristic in the literal sense such as explain situation or events. In this section related to qualitative data analysis is that the form of all data is utterance and words, not a number" (Wilkinson, 2000, p.7).

### **1.8.2 Research Instrument**

The instrument of this research is the researcher herself. The researcher watches the movie until finish. The researcher can identify data, and analyze the types and the function of directive illocutionary acts and politeness strategy on directive illocutionary acts which are found in *Wonder* movie.

### **1.8.3 Data and Data Source**

The data source used in this research is the *Wonder* movie that adopted from a novel by r.j. Palacio, 2012. *Wonder* movie is a movie taken from the story of a boy having a disability in his face and how he socializes with the environment around. The data of this research are the utterances of the characters in *Wonder* movie which contains directive illocutionary acts and politeness strategy used in it. The writer chose the movie also because the movie is a real story about someone's story has disability in his face, and he has harmoniuous family to support him because his characteristic is sensitive and inferior to others

who is perfect. From this movie also, the researcher can analyze the politeness strategy on directive illocutionary acts used by characters to reduce disappointment to the addressee including the main character.

#### **1.8.4 Data Collection**

Before taking the steps of taking data, the researcher downloaded the movie by title "Wonder" from the website in <https://www.lk21online.biz/nonton-wonder-2017/> and wrote down the conversations in the movie from watching. The method of taking the sample the object of this study uses "Metode data Simak". According to Sudaryanto (1993, p.133.), "Metode Simak" means the researcher pays good attention to the use of language (on the true-story movie "Wonder" among the utterances of all actors). The researcher collects the data uses several techniques. First, according to Jauhari (2010, p.135), the researcher uses observation technique because the researcher uses her sight sense to collect the utterances containing directive illocutionary acts by watching the movie in which before watching the movie, the researcher reads carefully the original script and read the synopsis also that's way more understand, then the researcher uses note-taking technique for collecting the data. The last step, the writer classifies and elaborates the obtained data based on the kinds of directive illocutionary acts and the politeness strategies on directive illocutionary acts used by the speaker in issuing directive illocutionary acts toward the addressee.

#### **1.8.5 Data Analysis**

In this research, the researcher uses identity method, especially speech act identity method to analyze the data because the indicator device of this study is

based on the reaction of the hearer as the effect of the utterances issued by the speaker (Sudaryanto, 1993, p.115). There are several steps consisting of several sub-steps the researcher uses to analyze the data. First, the writer collected all data by watching the movie. Second, analysis of the utterance of the all characters in the movie then classifies into categories types of directive illocutionary acts. Finally, identify the politeness strategy that used on directive illocutionary acts in *Wonder* movie.

## CHAPTER II

### REVIEW RELATED STUDIES

This chapter review the underlying theories of the study, also in this chapter will enlighten the readers about any relevant theories of this research. This research is used Searle's Theory, Pragmatic especially directive illocutionary acts, then Brown and Levinson's Theory for Politeness strategy.

#### **1.9 2.1 Definition of Pragmatics**

Pragmatic is related to the study of meaning. Appropriate of Leech (in Oka, 1993, p.8) states that pragmatic is the study of meaning related to speech situations. Therefore, a pragmatic approach to analyze meaning, speech situation is needed in the context of speech. Context is one of the important things in pragmatics like Wijana's opinion (in Nadar, 2009:4) that pragmatics is the study of meaning bound by context. Then, according to Levinson (in Nadar, 2009:4) that pragmatics is a study of language and contexts that are grammaticalized in the language structure. Therefore, what is examined in pragmatic refers to the study of meaning in the interaction between a speaker with other speakers.

On the other hand, Levinson (in Nadar, 2009, p.5) Pragmatics is a term for something specific that is being the object of conversation, and it has no clear meaning. The topic of pragmatics also cannot be explained directly to the actual conditions of the sentence uttered (Searle, Kiefer & Bierwisch, in Nadar, 2009, p.5). The role of context is very important in this case as the background of understanding by the speaker and the interlocutor so that the interlocutor can interpret easily what is meant by the speaker when speaking at a certain time



(Leech in Nadar 2009:6). The researcher concluded that pragmatic is the study related to context meaning and speech situation when the speaker and the addressee making conversation.

### **1.102.2 Definition of Speech Act**

A speech act is an utterance of the speaker which deliver meaning and addressee do something. According to Austin (1962) as a speech acts theory's originator that he delivered in his lecture at Harvard University in 1955 that speech act is basically, when a speaker is saying something, he also does something. When someone uses verbs such as name, promise, pronounce, apologize, for example, in utterance 'For the ship I name Elizabeth', 'I promise to see you later', 'I apologize for not attending in your party'. From the statement before not only say, but also do act name, promise, and apologize. That speech is called performative utterance, whereas the verb also is called a performative verb. (Nadar, 2009:11).

From Austin (1962) thoughts on performative speech, Searle (1975) develops the hypothesis that each utterance contains the meaning of action, and not only utterances which have performative verbs. Appropriate with Searle's opinion (1969, p.17) that a theory of language is part of a theory of action. It is simply because speaking is a rule-governed form of behavior. According to Searle (1975) that the smallest element in communication is speech acts such as making questions, describing, stating, explaining, apologizing, giving orders, thanking, congratulating, and others.

Furthermore, Searle stated in Renkema (1993, p.21) that the use of speech acts by people is to get the results. He also said that the relationship between form and function could be influenced by speech acts. In speech act theory, the form of language is seen as a form of acting, and it learns the meaning of speaker's intent. In addition to developing hypotheses, Searle (1975) also divides speech acts into three different kinds of acts, namely locutionary acts, illocutionary acts, and perlocutionary acts (Nadar, 2009, p.14).

### **2.2.1 Locutionary Acts**

Locutionary act is the act that indicates of actually uttering. It means the act of saying something which consisting of each word in a sentence is spoken precisely the same with an ordinary meaning. Austin (1967, p.99) also contends that the locutionary act is "showing the act of saying something". For example, "I make a cake". It means the person is indeed making a cake, nothing certain interpretation. The intention is to make a cake appropriate of the utterance.

### **2.2.2 Illocutionary Acts**

Illocutionary act is the conveying of words by the speaker with the intention to make the addressee to do something. According to Searle in Saputri (2016, p.13) that illocutionary acts commit something by saying the words (Searle, 1969). For example, "It's very nousy outside!". The sentence means, complaint implying that someone should understand they need a calm situation, that is an indirect request for someone/addressee to close the door or window. Illocutionary act is the act that has a communicative intention of speech, from the using language or what the speaker intends to say. One of the characteristics of

the illocutionary act is the act taken of saying something. For example: greeting (“Hello, Hi”), questioning (“it is cloudy”), apologizing (“I am so sorry for this disorder”), promising (“I promise I will come to your home”).

According to Searle, there are five categories of illocutionary acts (1979, p.12) such as assertives (speech act’s form that commit the speaker to the truth of the proposition expressed), directives (speech act’s form that make the addressee to do an action) , Commisives (speech act’s form that commit the speaker to do a promise or offer in the future), expressive (speech act’s form that has a function to express or show the speaker's feeling towards the situation), and declaration (speech act’s form that connects the contents of speech with reality). In this study, the researcher is more focus to discuss about the types of directive illocutionary acts.

### **2.2.3 Perlocutionary Acts**

The perlocutionary act is the locutionary that cause an effect. It means that perlocutionary acts produce some effects to the addressee of what the speaker says. According to Hufford and Heasley (1983, p.250) that perlocutionary act is the act which is done by the speaker when making utterances causes certain effects to the addressee and the other. For example: “The floor is slippery”, if the office boy talks this utterance to the visitor. The utterance of the office boy will give some effect to the visitor as addressee, such as when the addressee here that utterance, she/he will run carefully or avoid the slippery’s floor.

### 1.112.3 Directive Illocutionary Acts

The analysis of this research in watching the movie that entitled “Wonder” contains of many words in directive illocutionary messages, One of the focuses in this research is directive illocutionary act. Directive illocutionary acts is type of illocutionary acts which developed by Searle (1975) of Austin’s theory (1969) in speech acts (Nadar, 2009, p.12). Directive illocutionary acts intend to ask or order by the speaker to another person (the addressee) for doing something, such as command, request, suggest, invite, forbid and so on (Searle, “*Speech Acts: An Essay in the Philosophy of Language*”, 1969). Futhermore Searle (1969), cited from Hapikry Surya Permana and Elvi Citraresmana (2018) states that there are eight types of directive illocutionary act, they are:

#### 1. Commanding

Commanding is the speaker’s aim to ask or order the addressee to do something directly. Usually giving requests or orders are used by someone who has powerful towards powerless one.

#### 2. Requesting

Requesting can be defined as that speaker’s intention to ask or order the addressee to do something indirectly or politely. By making a request, the addressee can choose to accept or reject it, because he has the right to deny or reject it.

#### 3. Suggesting

Suggesting is the speaker's goal that can influence the addressee for doing something in some future action. It can also be an action done by the

speaker for the addressee by attaching or presenting ideas or plans to think about.

#### 4. Forbidding

Forbidding is usually used not to allow asking or ordering someone to do something. In other words, the speaker prevents the addressee from doing an act.

#### 5. Questioning

Questioning is the illocutionary expressed by the speaker to seek and get the answer, information, and reply from the addressee.

#### 6. Permitting

Permitting is to allow someone to do something, this is the opposite of prohibiting, and refusing. The performatives include: agreeing to allow, bless, approve, excuse, forgive, dismiss, authorize, exempt, consent to, license, permit, pardon, sanction, release, give leave or permission (Allan, 1986).

#### 7. Encouraging

Encouraging is giving support and courage done by the speaker towards the addressee to do something.

#### 8. Wishing

Wishing is an action in the form of prayer that refers to future actions. Usually, the expectations of the speaker contain something good happening in the future.

#### **1.122.4 Politeness**

In this section, the researcher will explain how the importance of politeness in communication for society. In the exchange of speech, speakers and listeners not only adhere to the cooperative principles that stated Grice (1975) but also heed the politeness principle. Further, according to Holmes (1992), politeness is a behavior that expresses positive concern for others. According to Yule (1996: 61) the two linguists, the underlying theory of politeness language strategies is the face concept. The face concept is important in the study of the use of language as a communication tool. The act of rescuing the listener's face is an act of principle politeness to reduce the unpleasant consequences of the listener's face, both positive and negative. Thus, redressive actions can take the form of positive politeness or negative politeness. Brown and Levinson (1987, p.70) limit positive politeness and negative politeness.

##### **2.4.1 Positive Politeness**

Positive politeness is a positive image aimed at the interlocutor. This politeness is an approach based on giving an impression to the interlocutor's face. The speaker also has the same desires as the interlocutor, namely by treating him as a member of the group, a friend, as a person whose desires and personality traits are known and liked. For reducing listener's disappointment, Brown and Levinson (1987, p.103) stated fifteen strategies of positive politeness:

Strategy 1 : Notice; attend to hearer's interest, wants, needs, and goods. The use of this strategy, usually the speaker pays attention to the condition of the addressee which includes physical changes, ownership of certain

items and others. For example: “Goodness your face is brighter.... By the way I came to ask your help”.

Strategy 2 : Exaggerate (interest, approval, sympathy with hearer). In this strategy, the addressee usually in the form of intonation, stress, or other aspects of prosodic. For example: “What a fantastic waterpark you have”.

Strategy 3 : Intensify interest to the hearer. For example, in an interaction, the speaker inserts an expression and also questions whose purpose is only to get the addressee involved and contribute to the interaction. For example: “It was a car that won the championship yesterday, isn’t it?”.

Strategy 4 : Use in-group identity markers. In this strategy, a marker that shows the similarity of identity or group such as son, friend, love, man, dude, guys, mate, and others. The use of this designation serves to soften the utterance's imperative power of the speaker to the addressee, and at the same time create a close relationship between the speaker and the. For example: “You can do it, friend”.

Strategy 5 : Seek agreement. The use of this strategy is that the speaker repeats a portion of the addressee's utterance to show that the speaker agrees and follows what information is spoken by the speaker. for example:

A: Ana went to New Zealand two weeks ago!

B: To New Zealand!

Strategy 6 : Avoid disagreement. In using this strategy, the speaker tries to avoid his disagreement with the addressee's utterance. For example:

A: What is she, short?

B: Yes, yes she is short, not really short but certainly not very tall.

Strategy 7 : Presuppose, raise, or assert common ground. The purpose of this strategy is to make a sign of friendship or interest in the listener, come up with a strategy to recondition the FTA by talking briefly about an unrelated topic. For example: "Isn't it a nice day?".

Strategy 8 : Joke. Jokes can be used to emphasize shared backgrounds or shared values. Joking is a technique from the basis of positive politeness to make the addressee comfortable. Then, jokes can minimize FTA from requesting. For example: "Ok if I tackle these foods now?".

Strategy 9 : Assert or presuppose the speaker's knowledge of and concern for hearer's wants. This strategy is one way to show that the speaker and addressee are cooperators, and thus has the potential to put pressure on the addressee to cooperate with the speaker is to emphasize or imply knowledge about the desires and wishes of the addressee to match one's own desires. For example: "Yes, I know you can't stand hanging out, but this one will provide benefits. Do come!".

Strategy 10 : Offer, and promise. This strategy is to reform the potential threats of the some face threatening acts in another way, the speaker can choose to emphasize his cooperation with the addressee. For example: "I will stay sometime next week".



Strategy 11 : Be optimistic. This strategy results in an presumptuous or optimistic expression of face threatening acts (might be a dramatic difference between positive politeness and negative politeness manners of conducting FTA). For example: “You’re going to lend me your motorcycle for the weekend”.

Strategy 12 : Include both speaker and hearer in the activity. The use of this strategy is speech that involves both the speaker and the listener, using the words "Let's" or "We". For example: “Let’s go to the party”.

Strategy 13 : Give or ask for reasons. This study is a way to imply assuming working together, how to show what help is needed. For example: “Why don’t you choose that bag?”.

Strategy 14 : Assume or assert reciprocity. Offering a reciprocal action, i.e. if the interlocutor does X then the speaker will do Y. For example: “I’ll go with you if you buy me food”.

Strategy 15 : Give gifts to the hearer (goods, sympathy, understanding, cooperation). The speaker can satisfy the positive desires of the addressee (the speaker who wants the addressee's wants, to some extent) by truly satisfying some of the desires of the addressee. For example: “You are not alone here, I can help you if you need help”.

#### **2.4.2 Negative Politeness**

On the other hand, negative politeness is directed towards how to fulfill or save interlocutor's negative face. That is the interlocutor's desire to maintain

what he considers of territory and self determination. So, a negative politeness strategy contains assurances of the interlocutor that the speaker recognizes and respects (if forced to do so, there would be a little of possible offense). The negative face of the interlocutor will not interfere or infringe the interlocutor's freedom of action. Brown and Levinson (1987) divided ten strategies for negative politeness to reduce the infraction toward the negative face of the hearer.

Strategy 1 : Be conventionally indirect. Expressions indirectly in accordance with the convention, usually this strategy is used to make an order or request. For example: "Can you open the door please?".

Strategy 2 : Question, hedge. This strategy uses the form of questions with certain particles. It says about membership that it was partly, or only true in certain things, or that it was more true and complete than might be expected. For example: "It was fantastic, wasn't it?".

Strategy 3 : Be pessimistic. In this strategy, the speaker uses it carefully and is not too optimistic in order to reduce the hearer's negative face. For example: "Perhaps you'd lend me your pen".

Strategy 4 : Minimise the imposition. This strategy is used to reduce the strength or power of the FTA (face-threatening act) of the speaker. For example: "I just wanna ask you to buy sugar".

Strategy 5 : Give deference. Giving deference has two points when it is done: First, because the speaker is humbles and abases himself. Second, the speaker raises the addressee (paying him positive face of a certain type, that is what satisfies the addressee's want to be treated

as superior). For example: “Excuse me mom, would you mind if I open the window?”.

Strategy 6 : Apologize. This strategy is one way to improve the FTA, by apologizing the speaker can show reluctance and adjustment. For example: “I’m sorry, but I really accidentally spilled water on your shirt”.

Strategy 7 : Impersonalize speaker and hearer. This strategy is one way to show that the speaker does not want to impinge the addressee, so as not to mention the speaker and addressee. For example: “Please do this task now”.

Strategy 8 : State the face-threatening acts as a general rule. This strategy is one way of separating speakers and addressee from special coercion in the FTA, by declaring the FTA as an example of general social provisions, regulations, or obligations. For example: “Passengers will please use save belt”.

Strategy 9 : Nominalize. Nominates the statement. For example: “Your amazing appearance deserves the highest rating”.

Strategy 10 : Go on record as incurring a debt, or as not indebting hearer. The speaker can fix the FTA with debt to the addressee, or by denying addressee's debt, by means of expressions such as Following. For example: “I’ll forever be very grateful to you if you arrive late maybe something bad will happen”.

## CHAPTER III

### FINDINGS AND DISCUSSION

#### 3.1 Findings

Table 1. Table types of directive Illocutionary acts

No.	Types of Directive Illocutionary Acts	Data
1.	Commanding	18
2.	Requesting	22
3.	Suggesting	5
4.	Forbidding	1
5.	Questioning	50
6.	Permitting	3
7.	Encouraging	3
8.	Wishing	-
<b>TOTAL</b>		<b>102</b>

Table 2. Types of Positive Politeness Strategies on directive illocutionary acts

No.	Types of Positive Politeness	Data
1.	Notice, attend to hearer (his interest, wants, needs, goods)	-
2.	Exaggerate (interest, approval, sympathy with hearer)	-
3.	Intensify interest to hearer	3
4.	Use in group identity markers	8
5.	Seek agreement	-
6.	Avoid disagreement	-
7.	Presuppose/raise/assert common ground	-
8.	Joke	1
9.	Assert or presuppose speaker's knowledge of and concern for hearer's wants.	-
10.	Offer, promise	-
11.	Be optimistic	-
12.	Include both speaker and hearer in the activity	8
13.	Give (or ask for) reasons	5
14.	Assume or assert reciprocity	-

15.	Give sympathy to hearer	1
<b>TOTAL</b>		<b>26</b>

Table2. Types of negativePoliteness Strategy on directive illocutionary act

No.	Types of Negative Politeness	Data
1.	Be conventionally indirect	9
2.	Question, hedge	1
3.	Be pessimistic	-
4.	Minimise the imposition	-
5.	Give deference	-
6.	Apologize	1
7.	Impersonalize speaker and hearer	-
8.	State the FTA as a general rule	-
9.	Nominalize	-
10.	Go on record as incurring a debt, or as not indebteding hearer.	-
<b>TOTAL</b>		<b>11</b>

### 3.2 Conversation and Analysis

#### Data 1: Code A1/00:03:18/Conventionally indirect in Requesting

Nate : He said he doesn't want to go.

Isabel : But he's ready.

Nate : No, he's not ready.

Isabel : I cannot home school him forever. Every year that we wait, it'll just be harder to start. This is the first year of middle school for everyone. He will not be the only new kid.

Nate : Okey, well, he's gonna be the only new kid that looks like him.

Look! **Will you stop folding towels for just one second and please listen.** It's like leading a lamb to the slaughter. And you know it.

**Context:**

The dialogue told about the conversation between two people; they are Nate (Auggie's father) and Isabel (Auggie's mother). The conversation happened in their bedroom at night. They discussed about Auggie who would study at the school. The speaker (Nate) tried to explain to Isabel that Auggie was not ready to study at the school. He did not agree to his wife's plan because he was worried about Auggie's unequal situation with his other friends. Meanwhile, Isabel believed that Auggie was ready and they did not defer again. Isabel thought that this was the right opportunity to send Auggie to study in the school, because this year was the first year of middle school for everyone so Auggie was not the only new kid.

**Analysis:**

Based on the context above, the utterance contained the directive illocutionary act in the form of requesting. Nate delivered his desire for the addressee to do something indirectly and use polite way. Nate said "**Will you stop folding towels for just one second and please listen**". It means Nate asked Isabel to stop folding towels decently and order her to listen. From the case, the speaker expressed his aim to order indirectly by using a question at the beginning. Then, the question at the beginning is one of polite way to order the

addressee to do something (stop folding towels). The speaker's utterance in directive illocutionary act included in characteristics of negative politeness strategy categorized as conventionally indirect. The speaker used a question at the beginning indirectly to order the addressee to do something (stop folding towels). Rather than using imperative sentences to ask Isabel to do something, Nate used interrogative sentence to minimize this command.

**Data 2: Code A2/00:04:51/Joking in Permitting**

Mr. Tushman : Mrs. Pullman, so good to see you again. And you must be Auggie. What a pleasure to meet you. **I'm Mr. Tushman. You can laugh about that. Tushman. I've heard 'em all. Tushy. Butt man. Butt face (Chukles) oh. Mr. Tuchus.**

**Context:**

The dialogue occurred in front of the school in the morning. The participants of the dialogue were Mr. Tushman (a headmaster), Isabel (Auggie's mom), and Auggie. In this conversation, Mr. Tushman just spoke, because the time Mr. Tushman greeted coming his guest, they were Auggie and his mom (Isabel). They came to survey the school for Auggie studied.

**Analysis:**

Based on the context, the utterance of Mr. Tushman contained directive illocutionary act in the form of permitting. Mr. Tushman's utterance allowed the addressee to do something like a laugh, the proofing of Mr. Tushman's statement in permitting it in sentences, "I'm **Mr. Tushman. You can laugh about that**". From the words especially "can", it means that Mr. Tushman allowed addressee

(Auggie) to laugh cause his name is unique (similar to one of the human organs' name) , and he was aware that. He didn't mind if Auggie would laugh because of that. The directive illocutionary acts in the conversation contained characteristics of positive politeness categorized in joking. The speaker made a joke about his name, and from his utterance, it made the addressee laugh.

**Data 3: Code A4/00:05:53/Encouraging; Conventionally indirect in Requesting**

Mr. Tushman : They were in the elementary school so they know their way around and they'll give you a nice tour.

Isabel : **It will be fine.**

Mr. Tushman : **Why don't you guys take Auggie 'round the school a bit, huh?Just be back here in, uh, a half hour!**

**Context:**

The participants of the conversation involved were Mr. Tushman, Isabel, and Auggie in Mr. Tushman's office. In this dialogue, Mr. Tushman convinced Auggie that he correctly chose some students to accompany Auggie's tour so that the tour will be a nice tour. Besides, Isabel also convinced Auggie to that point.

**Analysis:**

Based on the context, the conversation above contained two kinds of directive illocutionary acts which different, those are encouraging and requesting. First, the utterance of Isabel "**It will be fine**" is encouraging. She convinced Auggie to follow what Mr. Tushman told. She knew that Auggie's afraid to meet



the other kids, all of about his condition. Therefore, Isabel gave Auggie courage by her expression so that Auggie follows a tour with other kids/students there.

Second, the utterance of Mr. Tushman, “**Why don’t you guys take Auggie ‘round the school a bit, huh? Just be back here in, uh, a half-hour!’**”, it is a requesting. It means that Mr. Tushman ordered the students indirectly to bring Auggie to take a walk around the school a bit and tell him a few rooms in the school. In the utterance used ambiguity word which it has two meanings, it’s like a question, yet it’s an asking. From the case, the directive illocutionary act included in characteristics of negative politeness strategy categorized as conventionally indirect. The speaker asked the addressee to do something indirectly by using questions at the beginning. In the case, Mr. Tushman asked his students to do something (giving a tour to Auggie).

**Data 4: Code A5/00:07:36/Conventionally indirect in Requesting;**

**Questionin**

Charlotte : I auditioned for Annie on Broadway. I got two callbacks for Molly, but I guess they went in a different direction.

Julian : **Hey, Charlotte! Don’t you ever stop talking?** So, this is the cafeteria. The food here is okay for school food. **Or do you eat special food?**

**Context:**

The dialogue occurred in the canteen. The participants of the conversation were the students on duty from Mr. Tushman (Julian, Charlotte, Jack) and Auggie as a new student. When the students gave a tour to Auggie, Charlotte as a senior

student often told about herself and Broadway, it made Julian disturbed, and he asked her to stop talking. There, Julian recognized some of the rooms to Auggie.

**Analysis:**

Based on the context above, the utterances contained two kinds of directive illocutionary acts which are different, those area requesting and a questioning. In this case, Julian uttered two kinds of directive illocutionary acts in a sentence and has the purpose of a different object. The first utterance, “**Hey, Charlotte! Don’t you ever stop talking?**”. The statement is requesting because it is an ambiguous word that has two meanings. The utterance was begun with the question of which the real purpose is the speaker asked the addressee indirectly to do something (stop talking). Using a question at the beginning of a sentence is one of the polite ways, and that included in requesting. The directive illocutionary act of Julian’s utterance is included in characteristics of negative politeness strategy categorized as conventionally indirect. Julian uttered his purpose to ask indirectly by using the question at the beginning. The second utterance, “**do you eat special food?**”. The utterance is a directive illocutionary act in questioning. After Julian explained a room, he gave Auggie a question like above to get information about whether Auggie eats special food or not.

**Data 5: Code A6/00:08:31/Conventionally indirect in Requesting**

Jack : **Why don’t you get out of the way, so he can check it out?**

Julian : Okay.

**Context:**

The dialogue happened in the laboratory. The participants involved were Jack, Julian, Charlotte, and Auggie. The situation is still introducing a few classrooms, laboratories, and something in the room by the students (Jack, Julian, and Charlotte) to Auggie (freshman year).

**Analysis:**

Based on the context above, the utterance contained directive illocutionary act in the form of requesting. Jack delivered his desire for the addressee to do something. Jack said, “**Why don’t you get out of the way so he can check it out?**”. The speaker used ambiguity word, which is contained two different meanings. The speaker gave a question. Indeed, he asked the addressee to do something. It means Jack ordered Julian to get out of the way in order to Auggie could check it out. Using the question at the beginning sentence indicates that the speaker asked the addressee indirectly to do something, and that is one of polite way. Then, the directive illocutionary act by Jack’s utterance also included in characteristics of negative politeness strategy categorized as conventionally indirect. Jack’s utterance was indirectly giving a command to the addressee.

**Data 6: Code A7/00:08:55/Question, hedge in Questioning; Use in-group identity markers in Commanding**

Charlotte : **You know what an eraser is, right?**

Jack : **Dude, you have to say something.**

Auggie : Yeah, I know what an eraser is.

**Context:**

This conversation happened in the laboratory. In this conversation, Charlotte was defending Auggie, and she believed that Auggie knew about an eraser. Charlotte asked Auggie to persuade Julian. Yet, Auggie was still silent. Finally, Jack spoke and ordered Auggie to talk so that he would not be underestimated.

**Analysis:**

Based on the context above, the dialogue has two kinds of directive illocutionary acts; those are questioning and commanding. The utterance stated by Charlotte, “**You know what an eraser is, right?**” is the directive illocutionary act in questioning. She gave a question to Auggie in order to get information from Auggie that Auggie knew about an eraser. This utterance also contained a negative politeness strategy categorized in question, hedge. The speaker used the question with a particular particle such as “right” at the end of a sentence. Next, the utterance stated by Jack, “**Dude, you have to say something**” is directive illocutionary act in commanding. It means Jack commanded Auggie to do something so that he said something or answered Charlotte’s question. The directive illocutionary act here contained a positive politeness strategy categorized in use in-group identity markers. Using identity in this sentence is the word “dude”. The function of this calling is to make a closeness to the Addressee.

**Data 7: Code A10/00:09:31/Commanding; Conventionally indirect,  
Include both speaker and hearer in the activity in Requesting**

Charlotte : Not rude question. Besides, he was born like that, Mr. Tushman said.

Julian : Yeah, I know. I just thought maybe he was, like, in a fire, too.

Jack : **Hey, Julian, shut up.**

Julian : **You shut up!**

Charlotte : **Why don't we all shut up?**

Auggie : No, I wasn't in a fire.

**Context:**

The situation inside the conversation was bad because Julian asked by rude questions to Auggie. The other friends, such as (Jack and Charlotte) tried to remind and stop Julian for asking a sensitive question that hurt Auggie.

**Analysis:**

Based on the context above, the utterances by Jack, Julian, and Charlotte contained directive illocutionary acts in commanding and requesting. The speakers delivered their desire for the addressee to do something. Jack said, "**Hey, Julian, shut up**". It means Jack gave a command to Julian to stop asking. This utterance is directive illocutionary act in commanding. Then, Julian's utterance, "**You shut up!**". It means, in these words Julian did not accept the word from Jack so he also ordered Jack to shut up because he was still curious about the answer from Auggie. This utterance of Julian is directive illocutionary act in commanding. For Charlotte's utterance, "**Why don't we all shut up?**". In this utterance, Charlotte asked them (Julian and Jack) to stop talking and keep silent.

The utterance of Charlotte referenced directive illocutionary act in requesting. The speaker used an ambiguous word that has two different meanings, questioning and asking. If the speaker used that expression to ask a question, then she needs an answer. However, in this utterance, the speaker used that expression of question indicated that the speaker indirectly asked the addressee to do something (stop talking/keep silent) in a polite way. The utterance also included in characteristics of negative politeness strategy categorized in conventionally indirect. The speaker used a question indirectly to ask the addressee to do something (stop talking/keep silent) and included the characteristics of positive politeness strategy in including both speaker and hearer in the activity, because there is the word "we" as a call involving speakers and hearers in the activity.

**Data 8: Code A13/00:10:43/Intensify interest to hearer in Suggesting**

Isabel : Well I know it's hard, but you have to understand that, he probably feels badly about himself. **And when someone acts small, you just have to be the bigger person, all right?**

Auggie: Right.

**Context:**

The conversation occurred in the kitchen while they were preparing dinner (Isabel, Nate, Via, and Auggie). In this conversation, Isabel as a parent gave Auggie advice as they were discussing about one of the friends assigned to accompany him for the tour.

**Analysis:**

Based on the context above, the utterance of the speaker contained directive illocutionary act in suggesting. The speaker utterance aims to influence the addressee to do something in the future, such as developing ideas or plans for thinking. In the conversation, Isabel said, “**And when someone acts small, you just have to be the bigger person, all right?**”. From the utterance, Isabel suggested Auggie become the bigger person (more mature, and strong). It means they will think before act because she tried to change Auggie’s mindset to do it in future action. The speaker’s utterance in directive illocutionary act included in the characteristic of positive politeness strategy categorized as intensifying interest to the addressee. When Isabel spoke, she slipped in a phrase such as "all right" at the end of her utterance because it aimed to make the addressee more involved in the interaction in the conversation.

**Data 9: Code A15/00:11:35/Give (or ask for) reasons in Questioning**

Isabel : Auggie, I do believe that this is the best year for you to start school because everybody is going to be new. But if you really don’t wanna go...

Auggie : No, It’s Okay. I wanna go.

Isabel : You do?

Auggie : Mmmmm

Isabe : **What changed your mind?**

Auggie : Well they have a really good science elective. And I need a better science teacher.

**Context:**

The conversation that happened in the dining room was made by Isabel and Auggie. The topic of conversation above was Isabel suggesting Auggie to study in the school this year. Yet, She's not forcing Auggie to do what she expected. That was unpredictable that Auggie agreed. All people in that family were surprised, and Isabel asked him again why he accepted.

**Analysis:**

Based on the context, the utterance of the speaker (Isabel) contained directive illocutionary act in the form of questioning. The speaker's intention to ask something for the addressee to get the answer, reply, or information from the addressee. In the case, Isabel said, "**What changed your mind?**". It means, Isabel asked Auggie to get the answer about Auggie's reason that had changed his mind. The utterance of Isabel also is included in characteristics of positive politeness strategy categorized as giving (or asking for) reasons. From Isabel's words of a question that she asked for a reason regarding the changing thoughts of Auggie.

**Data 10: Code A17/00:13:36/Conventionally indirect in Requesting**

Nate : **Should we lose this?** Come on, costumes are for Halloween. Prepare for blastoff. I Love you.

Auggie : Love you, too.

**Context:**

The conversation took place in front of the school that was done by Auggie and his father (Nate). When Nate drove Auggie to the front of his school,



he tried to get Auggie to take off the astronaut helmet that Auggie always wears around.

**Analysis:**

According to the conversation above, the utterance of the speaker (Nate) contained directive illocutionary act in requesting. The speaker delivered his desire for the addressee to do something indirectly or politely. From the utterance, Nate said “**Should we lose this?**”. Nate as the speaker used ambiguity word that has two different meanings. In words, it’s like a question, but actually it’s an asking word. Nate asked Auggie to do something indirectly about taking off the astronaut helmet he was wearing. If it is a question, the speaker will need an answer, but it is more about the action that the addressee takes after hearing it. Then, Nate as the speaker also used the expression of the question at the beginning of a sentence, which is one of the polite ways of asking the addressee to do something. In Nate’s utterance that was containing directive illocutionary act included in characteristics of negative politeness strategy categorized as conventionally indirect. Nate as the speaker asked Auggie as the addressee to do something indirectly (remove the astronaut helmet).

**Data 11: Code A27/00:37:10/Give (or ask for) reasons in Questioning**

Jack : I wanted to go to Wayne Middle. The one with the great sports teams.

Auggie : **Then why’d you come here?**

Jack : They gave me the scholarship.: I wanted to go to Wayne Middle. The one with the great sports teams.

**Context:**

The conversation happened in the canteen. The participants of the conversation were Jack and Auggie. In the conversation, Jack told of his school dream before he went to school there, and he also told Auggie why he went there.

**Analysis:**

Based on the context, Auggie's utterance contained directive illocutionary act in questioning. The speaker conveyed his desire in question for the addressee to obtain the information, answer, and reply from the addressee. Auggie said, "**Then why'd you come here?**". Auggie used directive illocutionary act in questioning to get the answer about Jack's reason went to school there because before Jack had the dream of going to school somewhere else. In the utterance of Auggie also was included in characteristics of positive politeness strategy categorized as giving (or asking for) reasons. The utterance of Auggie in the conversation above asked a reason from Jack about Jack's reason entered the school.

**Data 12: Code A29/00:41:30/Questioning; Give (or ask for) reasons in**

**Questioning**

Justin : **Come on, there's not one person in your family who would applaud you?**

Via : My grandmother.

Justin : There you go. Bring her.

Via : I can't.

Justin : Well, then I'll applaud you.

Via : **Why are you being so nice to me?**

Justin : Because you're an only child. We have to stick together. Think about it. Okay? And your grandmother's still cheerin' you on.

**Context:**

From the conversation above, Via and Justin were having a conversation in the field of the school. They're talking about an audition for an upcoming stage. During the conversation, Justin offered to give Via applaud because no one came to give her applaud.

**Analysis:**

Based on the context above, the conversation showed that there are two directive illocutionary acts in questioning that used by the speakers. Firstly, Justin as the speaker used directive illocutionary act in questioning. His utterance, **"Come on, there's not one person in your family who would applaud you?"**. In the utterance, Justin asked Via about who would applaud her. Justin conveyed his desire in questioning for the addressee to do something. He asked to get an answer from Via.

Secondly, Via as the speaker used a directive illocutionary act in questioning. She was confused because Justin's good manner was different from everyone else's. Via said, **"Why are you being so nice to me?"**. Via delivered her desire through questioning to Justin to get Justin's answer because of Justin's excellent behavior. Via's utterance in directive illocutionary act also is included in characteristics of positive politeness strategy categorized as giving (or asking for)

reasons. Via's asking showed that she had asked for an explanation and Justin's reason why he was being so kind to her.

**Data 13: Code A30/00:45:28/Give (or ask for) reasons in Questioning**

Julian: **Why do you hang out with him so much, Jack?**

Miles : Yeah.

Jack : I dunno. Tushman asked me to be his welcome buddy and now he just follows me around everywhere.

**Context:**

The conversation occurred in the classroom. The participants of the conversation were Julian, Miles, and Jack. Julian and other kids were talking about Auggie's ugliness, especially about his face. In the ensuing conversation, Julian was asking Jack about his closeness with Auggie.

**Analysis:**

Based on the context above, the utterance of Julian, "**Why do you hang out with him so much, Jack?**". It contained directive illocutionary act in form of questioning and a positive politeness strategy in giving or asking for reasons. Julian was a speaker who used directive illocutionary act in form of questioning to get an answer of Jack. Then, Julian also used one of the positive politeness strategy, it's giving or asking for a reason. From the utterance, Julian asked at once the reason why Jack often hangs out with Auggie.

**Data 14: Code A34//00:54:10/Requesting, Use in group identity markers in Requesting**

Julian : **Oh, hey, Jack, come sit with us.**

Amos : **Yeah, come on, man.**

**Context:**

The conversation happened in the canteen. It began when Jack intended to sit down with Auggie, but Auggie refuse. The other friends like Julian and Amos request Jack to sit down together.

**Analysis:**

Based on the conversation above, the utterance of both speakers contained directive illocutionary act in requesting. Julian's utterance contained directive illocutionary act in form of requesting. His utterance, "**Oh, hey, Jack, come sit with us**", the speaker delivered his aim for the addressee to do something. In this case, Julian purposed to ask Jack sit down together with them. Then, from the Amos's utterance ," **Yeah, come on, man**". He used directive illocutionary act in requesting. His purpose for the addressee (Jack) to do something. He asked Jack to sit down together. He also used positive politeness strategy in group identity markers when called the addressee "**man**". Using of the term son, love, mate, dude, friend, man, guys, and others serves to soften the utterance's imperative power of the speaker to the addressee, and at the same time, create a close relationship between the speaker and the addressee.

**Data 15: Code A35/00:55:18/Give (or ask for) reasons in Questioning**

Auggie : Okay, I just... **Why are you sitting here then?**

Summer : Because I want some nice friends for a change.

Auggie : Me, too.

Summer : Cool beans.

**Context:**

The conversation in data 15 occurred in the cafeteria, which was witnessed by another student. The participants of the conversation were Auggie and

Summer. Summer is the only student who wants to be friends with Auggie. In this conversation, Summer trusted Auggie to be his friend, because Auggie's so careful to pick friends and people he trusted after the events he'd been having with Jack. He trusted Jack as his friend, but Jack talked about his ugliness behind him.

**Analysis:**

Based on the data 15, Auggie's utterance, "**Why are you sitting here then?**". In that utterance contained directive illocutionary act in form of questioning. The speaker conveyed a question to the addressee for getting an answer, information, or a reply from the addressee. In this case, Auggie as a speaker gave Summer a question so that he can get an answer, information or a reply of Summer. Afterwards, the utterance of Auggie included in characteristics of positive politeness strategy in strategy 13. It's giving or asking for reasons. Auggie proffered Summer the question at once asked Summer's reason why she sat with him.

**Data 16: Code A40/01:04:35/Commanding; Include both speaker and addressee in the activity in Requesting**

Auggie : That was awesome!

Summer : **Hey, look, there's Jack Will.**

Auggie : **Let's find another hill.**

Summer : You can't just keep avoiding him forever, Auggie.

Auggie : **Come on, let's go!**

**Context:**

The conversation happened when Auggie and Summer played a sled in Skeleton Hill. They spent their holiday playing together. The conversation made by Summer and Auggie, the conversation started when Summer saw Jack there alone, and she told Auggie, but Auggie took Summer to avoid him.

**Analysis:**

Based on the context above, there are three utterances of the speaker contained directive illocutionary acts. The first utterance of Summer contained directive illocutionary act in the form of commanding. The speaker asks or orders the addressee to do something indirectly. In this utterance, Summer said, “**Hey, look, there’s Jack Will**”. Summer ordered Auggie to look the other way directly because there was a friend of them, he’s Jack. The second utterance of Auggie contained directive illocutionary act in the form of requesting. The speaker conveyed his aim for the addressee to do something indirectly and politely. In this utterance, Auggie said, “**Let’s find another hill**”. It’s mean, Auggie conveyed his aim to Summer to do something (moved to another hill) indirectly, because he didn’t want to be with Jack. In the utterance also included in characteristics of positive politeness strategy categorized as include both speaker and addressee in the activity. Auggie as the speaker used the word “Let’s” to included himself and Summer in the activity (took Summer to move to another hill).

The last utterance also of Auggie, in this utterance Auggie used directive illocutionary act in the form of requesting. From his utterance, “**Come on, let’s go!**”. Auggie overemphasized his utterance to ask Summer to move from the

place. Then, Auggie's utterance in directive illocutionary act included in characteristics of positive politeness strategy categorized as include both speaker and addressee in the activity. There's the word "Let's" as a form that Auggie included himself with his addressee (Summer) in the activity.

**Data 17: Code A41/01:06:37/Conventionally indirect in Requesting**

Mr. Browne : New Precept. Your deeds are your monuments.

Archaeologists found these words inscribed on the walls of an ancient Egyptian tomb. **Can anybody tell me what they mean? Summer?**

Summer : Oh, uh... I think it means that the things we do are the things that matter most.

**Context:**

The conversation happened in the classroom during the lesson. As the lesson progresses, the teacher and students will interact to discuss the lesson being discussed at the time. That's exactly what Mr. Browne and his students did. Mr. Browne repeated and asked one of his students.

**Analysis:**

Based on the context above, the utterance of the speaker (Mr. Browne) contained directive illocutionary act in requesting. The speaker delivered his desire in requesting for the addressee so that to do something. Mr. Browne's utterance, "**Can anybody tell me what they mean? Summer?**". In the statement, Mr. Browne (as the speaker) indirectly asked the addressee to do something (explaining the question). He'd rather appoint Summer to do it. Then, in a



sentence that begins with the question is a polite way to get the addressee to do something. From the case, the utterance of Mr. Browne also was included in characteristics of negative politeness strategy categorized as conventionally indirect. The speaker (Mr. Browne) indirectly asked the addressee (Summer) to do something (explaining the question).

**Data 18: Code A43/01:06:36/Include both speaker and hearer in the activity in Requesting; Questioning; and Conventionally indirect in Requesting**

Nate : **Look, let's all calm down for a second.**

Via : You know, you've been really good at leaving me alone my whole life. So, **why are you suddenly so interested, huh?** Are you bored now that Auggie's in school? Your thesis not going well?

Isabel: **Nate, could you please excuse us?**

Nate : Izzy, she doesn't mean it.

**Context:**

In the data 18 showed that conversation took place in living rooms conducted by Via, Isabel, and Nate. There's a debate between Via and Isabel. Nate as a father and a husband who mediated the issue. The debate is because Via did not tell about the stage held at her school. Isabel was disappointed that she wasn't considered by her daughter.

### **Analysis:**

Based on the context, the utterances of the speakers above contained of three directive illocutionary acts, those were two requestings and questioning. The directive illocutinoary acts that were used by the speaker also, there were included in characteristics of positive politeness strategy categorized as including both speaker and hearer in the activity and negative politeness strategy categorized as conventionally indirect. Firstly, the utterance of Nate. He said, “**Look, let’s all calm down for a second**”. It’s mean, From Nate’s utterance, he asked his addressees (Via and Isabel) to speak more calmly without emotion, to quickly find a solution. He used directive illocutionary act in the form of requesting. The utterance was also one of a kind of positive politeness strategy in strategy 12. It’s trying to include both speaker and addressee in the activity. Nate used this strategy in his utterance to include himself and the addressees (Isabel and Via) using “Let’s”.

Secondly, the utterance is from Via. She said, “**why are you suddenly so interested, huh?**”. She used directive illocutionary act in questioning, ‘cause Via tried to get the information of Isabel’s reply. Thirdly, the last utterance by Isabel used directive illocutionary act in requesting. Isabel said, “**Nate, could you please excuse us?**”. From this utterance, Nate knew that the meaning of that question was a command. Isabel gave an order by using a question without hoped to get an answer from the addressee (Nate). Then, using a question in order was a polite way. Isabel’s utterance in directive illocutionary act was also included in characteristics of negative politeness strategy as conventionally indirect. Isabel

asked Nate to leave them (Isabel and Via) indirectly because Isabel needs some time to talk privately with Via.

**Data 19: Code A44/01:10:47/Questioning, Include both speaker and hearer in the activity in Requesting**

Auggie : **What are they saying down there?**

Nate : They, my friend, are saying a lotta things. None of which concern us. **Let's see your new *Minecraft* world.** 'Cause we might be moving to it.

**Context:**

The conversation in data 19 continues of the data 18. Besides the debate, Nate left Isabel and Via to talk between a mother and the daughter. Nate decided to go to see Auggie. Apparently, Auggie was in front of his bedroom and asking Nate about what's going on downstairs. Nate switched Auggie's conversation and asked him to move to see the *Minecraft World* he created.

**Analysis:**

Based on the context above, the utterance of the speaker contained directive illocutionary act in the form of questioning. Auggie said, "**What are they saying down there?**". He wanted know about what his family's talking down. He asked his father (Nate) to get the information of Nate's reply. Next utterance of Nate, he used directive illocutionary act in the form of requesting. The speaker delivered his desire for the addressee to do something. He said, "**Let's see your new *Minecraft* world**". In this case, Nate delivered his desire for Auggie to ask him to see his new Minecraft World. While indirectly, Nate asked

Auggie to leave the place so as not to look at the events down (the debate between Via and his mom). Seeing his new Minecraft world is just a diversion. In the utterance also contained a positive politeness strategy in including both speaker and hearer in the activity. Expressing speaker and addressee cooperation as indicated by the use of “Let’s”. Nate used this strategy because he didn’t want Auggie to see his mom and his sister arguing.

**Data 20: Code A49/01:18:27/Intensify interest to hearer in Encouraging**

Miranda : Mr. Davenport.. I’m really sorry, but I can’t go on tonight I don’t feel well. I think I might throw up.

Mr. Davenport : **Okay, everybody gets nervous. You know, when I did my Hamlet, I threw up every night. You’re gonna be fine. Just do it. You’ll have all of spring break to recover.**

Miranda : Mr. Davenport, you’re not listening. I’m not going on.

**Context:**

The conversation happened in preparation for the performance in the backstage. The participants of this conversation were Miranda and Mr. Davenport (her coach in the drama). Suddenly, Miranda as the main actor asking her coach not to perform. One of her reasons was she had to give the opportunity to her best friend Via to perform.

**Analysis:**

Based on the context above, the utterance of Mr. Davenport contained directive illocutionary act in the form of encouraging. Mr. Davenport as the

speaker gave courage for the addressee (Miranda) to do something. He said, **“Okay, everybody gets nervous. You know, when I did my Hamlet, I threw up every night. You’re gonna be fine. Just do it. You’ll have all of spring break to recover”**. In this case, Mr. Davenport gave Miranda the courage to perform. Even he told his experience when he did his Hamlet. Mr. Davenport told Via about his experience so that Via felt calm because everything would be all right. The utterance of Mr. Davenport also included in characteristics of positive politeness strategy as intensify interest to the addressee. Mr. Davenport inserted the statement **"You know"** the purpose was only to make the addressee (Miranda) more involved in the interaction.

**Data 21: Code A52/01:26:49/Questioning; Give sympathy to hearer, and**

**Intensify interest to hearer in Suggesting**

Mr. Browne : **Hey, hey, hey. Why are you running in the hallway?**

**Auggie, you okay?**

Auggie : Yeah. Everything’s fine. I’m late for class.

Mr. Browne : Hey, hey, hey, hey. **Auggie, you know if you need help you can ask for it. You’re not alone.**

Auggie : I know.

**Context:**

When seeing kids running in the hallway, Mr. Browne as a teacher scouring them. The topic of this conversation was asking a question about Auggie’s condition after seeing other kids running from him. Mr. Browne was worried because he looked Auggie’s face was sad.

**Analysis:**

The utterances above consist of two directive illocutionary acts. Both expressions were made by Mr. Browne. The first directive illocutionary act was uttered by Mr. Browne by saying, “**Hey, hey, hey. Why are you running in the hallway? Auggie, you okay?**”. Mr. Browne used directive illocutionary act in form of questioning. He asked Auggie to get the information what had happened. He also saw the sadness in Auggie's face. For the second utterance, Mr. Browne used directive illocutionary act in form of suggesting. For the second utterance by Mr. Browne, besides containing the directive illocutionary act in the form of suggesting also contained a positive politeness strategy. Mr. Browne said, “**Auggie, you know if you need help you can ask for it. You’re not alone**”. In this case, Mr. Browne’s aim to get Auggie to do something in the future action by attaching forward a plan to think about. Mr. Browne as a teacher is responsible for his students. He suggested Auggie not to hesitate to ask him for help because he really cares. The positive politeness strategies contained in the utterance of Mr. This Browne, those are giving sympathy to the addressee and intensifying interest to the addressee. In his utterance, he inserted the insertion of the utterance “**You know**” in order to make the addressee (Auggie) more interested and involved in the interaction.

**Data 22: Code A53/01:27:41/Apologize in Questioning; Questioning**

Mr. Tushman : You understand? We take bullying very seriously at this school. There is zero tolerance.

Julian's mother : **Excuse me, can you explain what's going on here?**

Wasn't Julian the one who got punched in the mouth? If there's any bullying going on, it isn't my son.

Julian's father : **You wrote that, Julian?**

Julian : Yes, sir.

**Context:**

The conversation occurred in Mr. Tushman's office. The participants of the conversation were Mr. Tushman, Julian's father, Julian's mother, and Julian. Julian's parent were called to discuss exactly what Julian does. Julian was into bullying on a student there named Auggie.

**Analysis:**

In data 22, there are two utterances contained directive illocutionary acts. The first utterance by Julian's mother. Her utterance contained directive illocutionary act in form of questioning. Julian's mother uttered, "**Excuse me, can you explain what's going on here?**". Julian's mother asked Mr. Tushman to get an answer about something that was happening, so the school called them to come. She utterance included one of the characteristics of a negative politeness strategy as apologize. Before asking, Julian's mother used a polite way of apologizing "**Excuse me**" to appreciate the addressee. The second utterance by Julian's father. His utterance contained directive illocutionary act in questioning. He said, "**You wrote that, Julian?**". It means, Julian's father asked Julian directly to find out the truth from Julian's answer. The utterance of Julian's father just contained directive illocutionary act.

**Data 23:Code A55/01:29:52/Include both speaker and hearer in the activity in Requesting; Requesting**

Julian's Mother : I will be sure to tell that to the real world. Thank you for this. We won't be back in the fall.

Julian : Mom. I like this school. Mom, I have friends, Dad.

Julian's father : **Let's go, Julian.**

Julian's mother : **Come on.**

**Context:**

When Julian's parents were called by Mr. Tushman as the headmaster to the school to discuss and warn about any behavior, Julian has exhibited. The headmaster's intended was to call Julian's parents to help Julian correct his attitude. Julian's parents had a reverse response, they didn't accept that his son would get a punishment, so they decided to stop Julian go to the school there again.

**Analysis:**

Based on the context above, the utterance of both speakers contained directive illocutionary act in requesting. Julian's father contained directive illocutionary act in form of requesting. His utterance, "**Let's go, Julian**". The speaker delivered his aim for the addressee to do something. In this case, the purpose of Julian's father was to ask Julian to leave headmaster's office. Then, he also used positive politeness strategy in including both speaker and addressee in the activity (leave the headmaster's office). In his utterance, "Let's" is a form of a word to include the speaker and addressee. The last utterance by Julian's mother,



“**Come on**”. She also used directive illocutionary act in form of requesting. Her purpose for the addressee (Julian) to do something (followed her to get out and leave the headmaster’s office).

**Data 24: Code A57/01:33:53/Use in group identity markers in Questioning.**

Jack : **Hey, dude, you wanna go outside?**

Auggie : Why?

Jack : We can watch this movie any time.

**Context:**

The conversation occurred at the camp. The participants of the conversation were Jack and Auggie. Jack was the speaker conveyed his feeling. He was bored with the activities at the camp so he took Auggie out.

**Analysis:**

Based on the context above, there is one utterance included of directive illocutionary act, it’s in questioning by Jack. Jack’s utterance, “**Hey, dude, you wanna go outside?**” contained directive illocutionary act in questioning. Jack’s utterance had the meaning of asking in the question sentence. He asked Auggie to go outside because he was bored. Jack’s utterance in directive illocutionary act was also included in characteristic of positive politeness strategy categorized as using in group identity markers. The group identity marker in his utterance is “**dude**”. Dude is one call to a friend, this call meant to get more relationship to friend or to get good relationship between the speaker to the addressee.

**Data 25: Code A58/01:35:04/Include both speaker and hearer in the activity, and Use in group identity markers in Requesting; Questioning; Commanding**

Boy : Maybe it'd an orc.

Jack : **Dude, let's go.**

Eddie : **Go where?** Hey, talking to you, Gollum.

Auggie : **Hey! Leave him alone.**

Eddie : What are you gonna do about it?**Get outta my way.**

Auggie : No.

**Context:**

The conversation happened in the weald. The participants of the conversation were Boy, Jack, Eddie, and Auggie. Boy and Eddie were senior in that school. Boy and Eddie were seniors at that school. At first, they caught Auggie and Jack in the weald and didn't follow the events at the camp. Eventually, they interrupted Auggie and Jack, which Auggie is a bullying material because of his different face.

**Analysis:**

Based on the context above, the utterance of the speakers consist of some directive illocutionary acts. The first utterance is by Jack by saying, "**Dude, let's go**". He used directive illocutionary act in form of requesting. The speaker delivered his purpose for the addressee to do something in indirect or polite way. Usually the addressee has the choice to accept or reject it. In this case, Jack's purpose asked Auggie to leave the place in polite way. There is a polite word in

the utterance which does not offend the addressee. Jack used words “**Dude**” and “**Let’s**”, those included of characteristics of positive politeness strategy in four and 12 strategy. In strategy four, use in group identity markers. The use of the term son, love, mate, dude, friend, man, guys and others serves to soften the utterance’s imperative power of the speaker to the addressee, and at the same time create a close relationship between the speaker and the addressee. The word “**dude**” is one that he’s a close friend. Jack called Auggie by the name because he considered Auggie his close friend. Then, in strategy 12 is including both the speaker and the addressee in the activity. Jack used the word “**Let’s**” to include himself and the addressee (Auggie) in the activity (asking to leave the place).

The second utterance is by Eddie by saying, “**Go where?**”. The utterance of Eddie just contained of directive illocutionary act in form of questioning. He tried to get an answer from the addressee (Auggie and Jack). The third utterance is by Auggie by saying, “**Hey! Leave him alone**”. Auggie’s utterance also just contained of directive illocutionary act in form of commanding. He ordered the addressee (Eddie) directly not to disturb Jack. The fourth utterance by Eddie by saying, “**Get outta my way**”. In utterance of Eddie contained of directive illocutionary act in form of commanding. The speaker orders someone to do something in indirect. It’s usual used by powerfull one to powerless one. In this case, Eddie used directive illocutionary act in commanding, because he felt himself a senior, so he had the power to order Auggie (powerless one) directly to get out from his way.

**Data 26: Code A59/01:35:31/Use in group identity markers in  
Questioning and Commanding; Requesting; Commanding**

Amos : **Yo,Jack, what's up, man?**

Eddie : What's this? More little freaks?

Amos : What you call us, hick?

Eddie : **Come on, prep boy.**

Girl : **Guys, stop! Guys, stop it! Just stop, please! Stop!**

Amos : **Jack,Just go!**

**Context:**

When the seniors were harassing. Suddenly, Amos and his boys came to help Jack and Auggie. The conversation in the data 26 conducted by Amos, Eddie, and Girl in the weald. From the intonation, the conversation indicated a quarrel. A girl whose Eddie's friend was trying to get boys to stop fighting.

**Analysis:**

The utterances above consist of some directive illocutionary acts and politeness strategy on directive illocutionary acts. The first directive illocutionary act was uttered by Amos by saying, "**yo, jack, what's up, man?**". Amos used directive illocutionary act in form of questioning. Amos asked to Jack what was happening. Actually, the sentence is small talk. The real purpose is to help Jack. Amos also used a positive politeness strategy. It is using in-group identity markers. He called Jack "Man" so the addressee felt that he was a close friend, because the call "Man" is one designation that serves to soften the imperative utterance power of the speaker to the addressee.

The second directive illocutionary act was uttered by Eddie by saying, “**Come on, prep boy**”. Eddie used directive illocutionary act in form of requesting. In requesting, the addressee has the choice to accept or reject the request from the speaker. In this case, Eddie asked the addressee (Amos and his friends) to fight. The third directive illocutionary act was uttered by Girl by saying, “**Guys, stop! Guys, stop it! Just stop, please! Stop!**”. She used a directive illocutionary act in form of commanding. She ordered the addressee directly to stop fighting. In her utterance also contained of positive politeness strategy in using in group identity markers. The use of the call “**guys**” is one designation that serves to build closeness between the speaker and addressee. She called her friends “**guys**” so that the addressee felt that they were considered as close friends. She’s aim is only to make them stop fighting.

The fourth directive illocutionary act was uttered by Amos by saying “**Jack, Just go!**” Amos used directive illocutionary act in form of commanding. Amos cares about his injured friend (Jack), so he tells Jack directly to go running away. The speaker asked or ordered someone to do something directly. Amos cared about his injured friend (Jack), so he ordered Jack directly to go running away.

**Data 27: Code A60/01:35:56/Use in group identity markers, and Include both speaker and hearer in the activity in Requesting; Questioning**

Jack : **Oh, man! Dude! Come on! Let’s go! Let’s get out!**

Auggie : **Are you okay?** Dude, you’re bleeding.

**Context:**

Jack and Auggie escaped on the orders of Amos because Jack was unharmed. Both ran away from the scene. Because of the rush, Auggie fell. Jack was trying to help Auggie and run again to get away from them.

**Analysis:**

In data 27, there are two utterances contained of directive illocutionary act by Jack and Auggie. Jack was a speaker that used directive illocutionary act. His utterance contained of directive illocutionary act in form of requesting. The speaker delivered his intention to the addressee to do something politely. In this case, Jack asked Auggie to run together to get out. Jack's utterance, "**Oh, man! Dude! Come on! Let's go! Let's get out!**". The statement also refers to positive politeness strategy in strategy 4 and 12; those are using in-group identity markers and include both speaker and addressee in the activity. Jack used group identity markers in calling his friend "man". The calling served to create a closeness to his friend. Then, Jack also used strategy 12 to include himself and the addressee (Auggie) in the activity. The incriminating mark among Jack and Auggie of Jack's utterance is "Let's". Afterwards, the utterance of Auggie. The utterance of Auggie just contained of directive illocutionary act in form questioning. Auggie said, "**Are you okay?**". He asked about Jack's condition. Auggie tried to get an answer of Jack about Jack's condition by a question.

**Data 28: Code A61/01:36:25/Questioning; Use in group identity markers  
in Questioning**

Jack : **They follow you?**

Amos : I think we lost ‘em.

Jack : **How did you guys know we needed help?**

Amos : We saw them follow you out of the lodge.

Miles : I think they were seventh graders. They were huge.

**Context:**

Auggie and Jack worked out to escape and find a safe place. They also met with Amos and his gang there. The conversation above talked about what had happened before. And then Jack asked them how they knew he needed help. Apparently, they were following the seniors because the seniors were following Jack and Auggie out of the camp in secret.

**Analysis:**

Based on the context above, there are two utterances included one of the types of directive illocutionary act, it’s in questioning by Jack. When Jack said, “**They follow you?**”. Jack as a speaker used directive illocutionary act in questioning to ask and get the information of the addressee. Jack feared the seniors would still follow them and would strike back. Next utterance of Jack, “**How did you guys know we needed help?**”. In the utterance, Jack also used directive illocutionary act in questioning. Jack uttered his desire to get an answer for the addressee because he’s wondering how they knew that he need help. Then, Jack’s utterance in directive illocutionary act is one of the characteristics of positive politeness strategy categorized as using in-group identity markers. The group identity marker in this utterance is “**guys**”. Guys are one call to a friend, this call meant to get more relationship to other friends.

**Data 29: Code A63/01:42:54/Conventionally indirect in Requesting**

Mr. Tushman: Without further ado, this year, I am very proud to award the Henry Ward Beecher medal to the student whose quiet strength has carried up the most hearts. So, **will August pullman please come up here to receive this award?**

Jack : You're the best, dude!

**Context:**

The data 29 above is just a speech conducted by Mr. Tushman as the headmaster in front of students, the parents of students, and graduates during graduation. Mr. Tushman announced the Henry Ward Beecher medal giving addressee to a student whose good behavior and be a good role model for his friends.

**Analysis:**

Based on the context, the conversation just is conveyed by Mr. Tushman to announce a final award to one of the students. Mr. Tushman's utterance contained of directive illocutionary act in requesting. He delivered his desire for the addressee to do something. Mr. Tushman said, "**will August pullman please come up here to receive this award?**". It means, Mr. Tushman asked his addressee to do something indirectly. From the indirect utterance, Mr. Tushman asked Auggie to do something (come forward) because he was an honor student who deserves an award.

Mr. Tushman's utterance was called requesting because his utterance was ambiguity meaning (question and requesting to do something). In the context



above, his utterance lead smore to the request for the addressee to do something. His utterance required no answer but action. And also, the use of the question expression at the beginning of a sentence is a polite way to convey an order. Because of it, the utterance also was included in characteristics of negative politeness strategy categorized as conventionally indirect. Mr. Tushman as a speaker used question expression at the beginning of a sentence to order Auggie (the addressee) to do something (come forward) indirectly.

### **3.2 Discussion**

The result of this study showed that there are 102 data of directive illocutionary acts used by the characters in *Wonder* movie. Those 102 data are divided into 8 types of directive illocutionary acts. Those are 18 data of commanding, 22 data of requesting, 5 data of suggesting, 1 datum of forbidding, 50 data of questioning, 3 data of permitting, and 3 data of encouraging. Related to the second research problem of this study, there are 37 data of directive illocutionary acts used politeness strategies which are divided into 26 data using positive politeness strategies and 11 data using negative politeness strategies. The positive politeness strategies consist of 3 data of intensifying interest to hearer, 8 data of using in group identity markers, 1 data of joking, 8 data of including both speaker and hearer in the activity, 5 data of giving (or asking for) reasons, and 1 data of giving sympathy to hearer. While, the negative politeness strategies are divided into 9 data of be conventionally indirect, 1 data of questioning, hedge, and 1 datum of apologizing.

Being conventionally indirect is one of negative politeness strategies that is most frequently used in the "Wonder" movie because this strategy is used by the speaker to make an asking and ordering indirectly so that the addressee understands what is meant by the speaker so that the addressee don't feel compelled to do it.

Related to previous studies there are some who used the same theory but different objects, it was found in previous studies by Permana (2018) used theory of (Searle, 1969) for directive illocutionary act in translation. Wafa and Vahmita (2017) used theory of (Searle) for directive illocutionary act in academic context. The next study by Trisnawati (2011), Safitri, et al. (2015) used theory of (Brown & Levinson, 1987) for all of politeness strategies in movie. Reswari (2013) for all of politeness strategies, and Saputri (2016) for two politeness strategy (negative politeness, and bald on record), they used theory of (Brown & Levinson, 1987) especially in academic context. This research does not point out all of politeness strategies but only limits two of all politeness strategies, "Positive politeness strategy and Negative politeness strategy" because both strategies can realize "redressive action" in which these actions can counteract the potential face damage of the FTA so that it can make the speaker maintain the continuity of a harmonious relationship with the addressee (Brown and Levinson; 1987, pp. 69-70).

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter is the last chapter from this study consist of two section. First section is the conclusion based on research findings above. Then, second section is the suggestion for the future researchers who will conduct relevant study.

#### 5.1 Conclusion

Based on the findings that have been analyzed and discussed above about politeness strategies on directive illocutionary acts used by characters in “Wonder” movie. From this research one hundred and two data were found from the types of directive illocutionary acts. Actually the directive illocutionary act consists of 8 types, but only 7 types used in this movie, those are; (1) commanding there are 18 data; (2) requesting there are 22 data; (3) suggesting there are 5 data; (4) forbidding there is 1 data; (5) questioning there are 50 data; (6) permitting there are 3 data; (7) encouraging there are 3 data.

There are thirty-seven data found in the politeness strategy in the directive illocutionary act. In this study only used two strategies of politeness strategy, namely positive politeness strategy and negative politeness strategy. For positive politeness strategies found twenty-six data used by the characters in the "Wonder" movie, those are; (1) Intensify interest to hearer there are three data; (2) Use in group identity markers there are eight data; (3) Joking there is one data; (4) Including both speaker and hearer in the activity there are eight data; (5) Give (or ask for) reasons there are five data; (6) Give sympathy to hearer there is one data.

Then, for negative politeness strategies found eleven data used by the characters in the “Wonder” movie, those are; (1) Be conventionally indirect there are nine data; (2) Question, hedge there is one data; and (3) Apologize there is one data.

From the analysis, it can be concluded that the most intention of directive illocutionary acts that used by characters in “Wonder” movie is questioning, because the questions used by the characters in this movie are not only intended to ask but have some purpose meaning. Whereas the most frequently strategies that used of politeness strategy on directive illocutionary acts by the characters in “Wonder” movie is be conventionally indirect. They used this strategy to make an asking or ordering indirectly so that the addressee understands for himself what is meant by the speaker so that the addressee don't feel compelled to do it.

## **5.2 Suggestion**

Based on the study, the researcher realizes that this study still has many shortcomings. Therefore, the researcher suggests to the next researcher to conduct further research with different aspects in relevant topics in the field of politeness strategy on directive illocutionary acts such as in literary works or comparative analysis of politeness on directive illocutionary act in various languages and cultures.

The researcher also expects that this study will not only be useful for future researchers, but it is also useful for all readers and anyone who wants to understand and explore the politeness strategy on directive illocutionary acts for all contexts such as in the movie, literary works in different languages.

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## APPENDIX I

Appendix data of directive illocutionary acts and politeness strategy which used by characters in “Wonder” movie.

### 1. Kinds of directive illocutionary acts, those are:

- |               |                |
|---------------|----------------|
| 1. Commanding | 5. Questioning |
| 2. Requesting | 6. Permitting  |
| 3. Suggesting | 7. Encouraging |
| 4. Forbidding | 8. Wishing     |

### 2. Types of politeness strategies this research are two:

#### 1. PP: Positive politeness strategies, those are:

- |   |   |
|---|---|
| 1. Notice, attend to hearer (his interest, wants, needs, goods) | 10. Offer, promise                                  |
| 2. Exaggerate (interest, approval, sympathy with hearer)        | 11. Be optimistic                                   |
| 3. Intensify interest to hearer                                 | 12. Include both speaker and hearer in the activity |
| 4. Use in group identity markers                                | 13. Give (or ask for) reasons                       |
| 5. Seek agreement   | 14. Assume or assert reciprocity                    |
| 6. Avoid disagreement   | 15. Give sympathy to hearer                         |
| 7. Presuppose/raise/assert common ground                        |   |
| 8. Joke   |   |



9. Assert or presuppose speaker’s knowledge of and concern for hearer’s wants.

**2. NP: Negative politeness strategies, those are:**

- 1. Be conventionally indirect
- 2. Question, hedge
- 3. Be pessimistic
- 4. Minimise the imposition
- 5. Give deference
- 6. Apologize
- 7. Impersonalize speaker and hearer
- 8. State the FTA as a general rule
- 9. Nominalize
- 10. Go on record as incurring a debt, or as not indebting hearer

Code	CONVERSATION	Types of Directive Illocutionary Acts								Types of Politeness Strategy		EXPLANATION
		1	2	3	4	5	6	7	8	PP	NP	
A1	<p>Nate : He said he doesn’t want to go.</p> <p>Isabel : But he’s ready.</p> <p>Nate : No, he’s not ready.</p> <p>Isabel : I cannot home school him forever. Every year that we wait, it’ll just be harder to start. This is the first year of middle school for everyone. He will not be the only new kid.</p>		V									<p>The conversation occurred in the bedroom of Nate and Isabel, the participants were Auggie’s parents, Nate (Auggie’s father), and Isabel (Auggie’s mom). Nate was the speaker of this conversation used directive illocutionary act in requesting. Then, Nate’s utterance in requesting contained of negative politeness conventionally indirect. He commanded Isabel indirectly by using ambiguity words.</p>

	<p>Nate : Okey, well, he's gonna be the only new kid that looks like him. Look! <b>Will you stop folding towels for just one second and please listen.</b> It's like leading a lamb to the slaughter. And you know it.</p>										
A2	<p>Mr. Tushman : Mrs. Pullman, so good to see you again. And you must be Auggie. What a pleasure to meet you. <b>I'm Mr. Tushman. You can laugh about that. Tushman. I've heard 'em all. Tushy. Butt man. Butt face (Chukles) oh. Mr. Tuchus.</b></p>					V			8		<p>The conversation occurred when Mr. Tushman gives a welcome to Auggie and his mother in front of the school. Mr. Tushman was the speaker used directive illocutionary act in permitting. He permitted Auggie to laugh because his name resembles one of the human organs. Mr. Tushman used directive illocutionary act that contained of positive politeness in jokes. He made his words in directive illocutionary acts become funny.</p>
A3	<p>Mr. Tushman : And then in the spring, we have a science fair and from what your home school teacher tells me, you'll get first prize. Isabel : <b>You hear that, Auggie?</b> Mr. Tushman : Then right before</p>										<p>The conversation occurred in headmaster's room. The participants of this dialogue were Mr. Tushman, Isabel, and Auggie. Here, the speakers used directive illocutionary act in questioning. The speakers asked something to get an answer from the addressee.</p>

	<p>graduation, whole class takes a trip to a nature reserve in Pennsylvania. It is the highlight of the year. I promise you. Oh good, they're here.</p> <p>Auggie : <b>Who are they?</b></p> <p>Mr. Tushman: Well, I thought it would be helpful for you to meet some of our students 'fore you start school,</p> <p>Auggie. <b>What do you think?</b></p>					V						
A4	<p>Mr. Tushman : They were in the elementary school so they know their way around and they'll give you a nice tour.</p> <p>Isabel : <b>It will be fine.</b></p> <p>Mr. Tushman : <b>Why don't you guys take Auggie 'round the school a bit, huh?</b> Just be back here in, uh, a half hour!</p>		V				V				1	<p>The conversation occurred in the headmaster's room. The participants were Mr. Tushman, Isabel, and Auggie. This conversation contain two of directive illocutionary acts. Isabel was the speaker used directive illocutionary act in encouraging. Then, Mr. Tushman was the speaker who also used directive illocutionary act in requesting. The utterance of Mr. Tushman in requesting contained of negative politeness conventionally indirect. He used ambiguity words when spoke. His utterance was begun by a question which it has another meaning.</p>
A5	<p>Charlotte : I auditioned for Annie on</p>											<p>The conversation happened in one of the classrooms. The participants were</p>

	<p>Broadway. I got two callbacks for Molly, but I guess they went in a different direction.</p> <p>Julian : <b>Hey, Charlotte! Don't you ever stop talking?</b> So, this is the cafeteria. The food here is okay for school food. <b>Or do you eat special food?</b></p>		V							1	<p>Charlotte, Julian, Jack, and Auggie. The first utterance, Julian as the speaker used directive illocutionary act in requesting. Julian's expression in requesting contained of negative politeness. He uttered conventionally indirect. The utterance used ambiguity word to the addressee. For the second utterance, Julian used directive illocutionary acts in questioning.</p>
A6	<p>Jack : <b>Why don't you get out of the way, so he can check it out?</b></p> <p>Julian : Okay.</p>		V							1	<p>The conversation happened in the laboratory. The participants of this conversation were Jack, Julian, Charlotte, and Auggie. Jack was the speaker used directive illocutionary act in requesting and it is included negative politeness categorized in conventionally indirect.</p>
A7	<p>Charlotte : <b>You know what an eraser is, right?</b></p> <p>Jack : <b>Dude, you have to say something.</b></p> <p>Auggie : Yeah, I know what an eraser is.</p>	V			V				4	2	<p>The conversation occurred in the laboratory consist of some participants; they were Charlotte, Jack, Auggie, and Julian. Charlotte was the speaker who used directive illocutionary act in questioning. The directive illocutionary act that used by Charlotte contained of negative politeness strategy in question. Then, Jack was the speaker who used directive illocutionary acts in</p>

												commanding. Jack's utterance in commanding contained of positive politeness categorized in using group identity markers.
A8	<p>Auggie : <b>Is... Is your name Jack or Jackwill?</b></p> <p>Julian : You thought his name was Jackwill?</p> <p>Jack : Yeah, a lotta people call me by my first and last name. I don't know why.</p>				V							The conversation happened in a laboratory. The participants of the conversation were Auggie, Julian, Jack, and Charlotte. Auggie was a speaker who used directive illocutionary act in questioning about the truth of Jack's name. He asked to know about the truth of Jack's name, and there is intention so that Jack can confirm it.
A9	<p>Julian : Actually, I've got a question for Auggie. <b>What's the deal with your face?</b></p> <p>Jack : Dude.</p> <p>Julian : <b>I mean were you in a car crash or something?</b></p> <p>Charlotte : Julian!</p>				V							The participants of this conversation were Julian, Jack, Charlotte, and Auggie in the laboratory. Julian was the speaker who used directive illocutionary act in questioning. He's curious about Auggie's face. He asked because he wants to know and get the answer from Auggie.
A10	<p>Charlotte : Not rude question. Besides, he was born like that, Mr. Tushman said.</p> <p>Julian : Yeah, I know. I just thought</p>											The participants of the conversation were Charlotte, Julian, Jack, and Auggie in the laboratory. The first utterance by Jack. He used directive illocutionary act in commanding to make Julian stop asking Auggie. The second utterance by Julian,

	<p>maybe he was, like, in a fire, too.</p> <p>Jack : <b>Hey, Julian, shut up.</b></p> <p>Julian : <b>You shut up!</b></p> <p>Charlotte: <b>why don't we all shut up?</b></p> <p>Auggie : No, I wasn't in a fire.</p>	V	V						12	1	<p>he used directive illocutionary act in commanding also. In the third utterance of Charlotte, she used directive illocutionary act in requesting. Then, charlotte's utterance in requesting contained of positive politeness include both speaker and addressee in the activity by "we", then also negative politeness in categorized conventionally indirect.</p>
A11	<p>Isabel : <b>Do you wanna tell us yet how you felt about the tour? Today?</b></p> <p>Mr. Tushman went out of his way to tell me how sweet those kids were and that Julian is apparently quite the dream.</p> <p>Auggie : No</p>				V						<p>This conversation occurred in the kitchen. The participants of the conversation were Auggie's mom and Auggie. Isabel was the speaker who used directive illocutionary act in questioning. She asked about Auggie's feeling after follows the tour.</p>
A12	<p>Isabel : Not a dream? <b>Is he one of those kids that acts one way in front of grownups and then another way in front of kids?</b></p> <p>Auggie : Yeah, I guess.</p>				V						<p>The conversation is made by Isabel and Auggie in the kitchen. Isabel used directive illocutionary act in questioning. She asked and investigated about Julian's character.</p>
A13	<p>Isabel : Well I know it's hard, but you have to understand that, he probably</p>			V					3		<p>This conversation occurred between Isabel and Auggie in the kitchen. Isabel</p>

	feels badly about himself. <b>And when someone acts small, you just have to be the bigger person, all right?</b> Auggie : Right.											as the speaker used directive illocutionary act in suggesting. In her utterance was found positive politeness in categorized intensify interest to the addressee.
A14	Nate : Look at me, Auggie. That kid sounds like a real jerk. <b>If someone pushes you, push back. Don't be afraid of anyone.</b>			V								This conversation occurred between Nate and Auggie in the dining table. Nate as a father and also the speaker used directive illocutionary act in suggesting. He suggested Auggie to be a strong man.
A15	Isabel : Auggie, I do believe that this is the best year for you to start school because everybody is going to be new. But if you really don't wanna go... Auggie : No, It's Okay. I wanna go. Isabel : You do? Auggie : Mmmmm Isabel : <b>What changed your mind?</b> Auggie : Well they have a really good science elective. And I need a better science teacher.										13	The participants of the conversation were Isabel and Auggie in the dining room. Isabel was the speaker who used directive illocutionary act in questioning. The utterance of Isabel in directive illocutionary acts contained positive politeness in giving and asking reasons. Isabel asked to know about Auggie's reason why he approves.
A16	Nate : I know I am, but technically			V								This conversation occurred in front of the school by Nate and Auggie. Nate was the

	<p>most dads aren't, so... and neither are these helmets. <b>Hey. Two rules. First, only raise your hand once a class, no matter how many answers you know. Except for science. Crush that one.</b></p> <p>Auggie : Check.</p> <p>Nate : Second, you're gonna feel like you're all alone, Auggie. But you're not.</p> <p>Auggie : Check.</p>										<p>speaker used directive illocutionary act in suggesting. In this case, Nate developed Auggie's thoughts to cause reactions to take action in the future.</p>
A17	<p>Nate : <b>Should we lose this?</b> Come on, costumes are for Halloween. Prepare for blastoff. I Love you.</p> <p>Auggie : Love you, too.</p>		V							1	<p>This conversation occurred by Nate and Auggie in front of the school. In utterance of Nate here, the utterance contained of directive illocutionary act in requesting and negative politeness in categorized conventionally indirect.</p>
A18	<p>Mr. Browne : <b>Everyone's gonna come up with two things that they think everybody else should know about them.</b> All right? I'll go first. Number one, I used to work on Wall Street. For a long time. And two, I left</p>	V									<p>The conversation happened in the classroom. The participants of this conversation were the teacher (Mr. Browne) and all the students. Mr. Browne was the speaker who used directive illocutionary acts in commanding. He as a teacher that has a</p>



	<p>Wall Street to pursue my dream and teach. Boom, who's next? Yes.</p> <p>Julian : Julian Albans. And I think it's cool how you're pursuing your dream.</p>										power commands the students to tell about two things of their self.
A19	<p>Via : <b>Auggie, you're supposed to knock. I'm serious this time.</b></p>	V									Via said the utterance in her bedroom. In this utterance, Via used directive illocutionary act in commanding. She ordered Auggie to knock before enter 'cause that is Via's private place.
A20	<p>Isabel : <b>Hi... How was your first day of school?</b></p> <p>Nate : Earth to Auggie. We asked you a question. <b>Come on, how was your day?</b></p> <p>Auggie : Good</p>		V								The conversation happened in the dining room. The participants were Isabel, Nate, Auggie, and Via. Isabel was the speaker who used directive illocutionary act in questioning. She asked Auggie about his experience in the first day of school. Nate was the speaker also spoke, he used directive illocutionay act in requesting. He asked Auggie to answer with repeated Isabel's question.
A21	<p>Auggie : <b>Is it always gonna matter?</b></p> <p>Isabel : I don't know. Honey, listen... Look at me. We all have marks on our face. I have this wrinkle here from your first surgery. This is the map that</p>					V					The conversation occured in the Auggie's bedroom between Auggie and his mother (Isabel). Auggie was the speaker who used directive illocutionary act in questioning. He asked about his difference as a problem.

	shows us where we're going. And this is the map that shows us where we've been. And it's never ever ugly.										
A22	Via : Miranda! Wow. Look at you. Miranda : Hey, Via. Via : <b>I've texted you, like, 1.000 times. When'd you get back from camp?</b> Miranda : Two weeks ago.				V						The conversation occurred in the school. The participants of the conversation were Via and Miranda. Via was the speaker who used directive illocutionary act in questioning. She asked to Miranda to get the information the time that Miranda has come back from camp.
A23	Justin : <b>Thinking about signing up?</b> Via : <b>For what?</b> Justin : The drama club. The study theatre in the fall and do a play in the spring. Via : Um... No, not really. I'm not a theatre nerd.				V V						The conversation was done by Justin and Via in front of pasteboard. There are two of directive illocutionary acts in the conversation. First, Justin as the speaker used directive illocutionary act in questioning. He asked to Via about her thinking for join theater. Second, Via as the speaker used directive illocutionary act in questioning. Via asked about the reasons to join.
A24	Nate : <b>How was your first day?</b> Via : It was... It was really good.				V						This conversation happened in the Via's bedroom between Nate and Via. Nate in his utterance used directive illocutionary act in questioning. He tried to know by asking about Via's feeling in the first day.
A25	Miranda : <b>Via? What are you doing</b>				V						This conversation happened in the theater

	<p><b>here?</b></p> <p>Via : Just trying something new. You?</p> <p>Miranda : Uh, same.</p>											room. The participants of this conversation were Miranda and Via. Miranda was the speaker who used directive illocutionary act in questioning. She's wondering what Via's doing in the place.
A26	<p>Teacher : Very good, Auggie. <b>Jack you okey?</b></p> <p>Jack : Yeah, yeah, refraction.</p> <p>Teacher : <b>Good. Clear your desks. Pop quiz.</b></p> <p>All : Groaning.</p>	V				V						The conversation occurred in the class. The participants of this conversation were the teacher and the student. There are two of directive illocutionary act in the conversation by the teacher. Firstly, the teacher used directive illocutionary act in questioning. She asked about Jack's feeling, because Jack seen dumbfounded. Secondly, the teacher used directive illocutionary act in commanding in her utterance. She ordered his student to clean up their desks 'cause the teacher will conduct pop quiz.
A27	<p>Jack : I wanted to go to Wayne Middle. The one with the great sports teams.</p> <p>Auggie : <b>Then why'd you come here?</b></p> <p>Jack : They gave me the scholarship.</p>					V				13		The conversation occurred in the canteen. The participants of this conversation were Jack and Auggie. Auggie used directive illocutionary act in questioning. The utterance of Auggie also contained of positive politeness categorized in giving and asking reasons. The utterance of Auggie showed that he wanted to know about Jack's reason entered in the school.
A28	<p>Justin : Oh (Chuckles) So you do pay attention. Okay, that's a start.</p>											The conversation happened in the school between Justin and Via. In this utterance, the speaker (Justin) used directive

	<p>Uh... I'm a good listener so tell me something. <b>Who are you gonna audition for?</b></p> <p>Via : Um, I'm not really the Our Town type.</p>					V						illocutionary act in questioning. He asked Vis's reason to follow the audition.
A29	<p>Justin : <b>Come on, there's not one person in your family who would applaud you?</b></p> <p>Via : My grandmother.</p> <p>Justin : There you go. Bring her.</p> <p>Via : I can't.</p> <p>Justin : Well, then I'll applaud you.</p> <p>Via : <b>Why are you being so nice to me?</b></p> <p>Justin : Because you're an only child. We have to stick together. Think about it. Okay? And your grandmother's still cheerin' you on.</p>					V				13		The conversation was done by Via and Justin in the field of the school. There are two of directive illocutionary acts in the conversation. First, Justin as the speaker used directive illocutionary act in questioning. Second, Via as the speaker used directive illocutionary act in questioning. Then, the utterance also contained of positive politeness categorized in giving and asking reasons. Via asked to Justin about Justin's reasons to become so nice.
A30	<p>Julian : <b>Why do you hang out with him so much, Jack?</b></p> <p>Miles : Yeah.</p>					V				13		The conversation was made by a number of students in the classroom; they were Julian, Miles, Jack and others. Julian used directive illocutionary act in questioning

	Jack : I dunno . Tushman asked me to be his welcome buddy and now he just follows me around everywhere.											and the utterance was found positive politeness in categorized of giving and asking reasons. Julian asked about Jack's reasons to hang out with Auggie so much.
A31	Via : <b>Come on, get ready. It's almost time for the Halloween parade.</b> Auggie : You're supposed to knock! Go away!	V										This conversation between Via and Auggie in the Auggie's bedroom. Via was the speaker used directive illocutionary act in commanding. She asked Auggie to prepare for the Halloween parade.
A32	Via : Mom says you won't say what happened. <b>Did someone say something?</b> Auggie : Someone always says something! Via : <b>Well tell me what happened.</b> Auggie : It's none of your business! Via : You took my day with Mom, so it is my business. Auggie : I heard Jack Will talking about me behind my back. He said he'd kill himself if he looked like me.	V			V							In this conversation, Via asked Auggie to tell about something that has happened. She used directive illocutionary act in asking and commanding. The first, Via gave a question for Auggie, because Auggie changed becomes reserved, and Via asked Auggie to tell something to happen directly. She has a power to make Auggie tell because she is his old sister and she also has a strength reason which Auggie had annoyed her day with her Mom.
A33	Auggie : <b>What about the the</b>				V							The conversation happened in the parade street. Via and Auggie came to the



												ordered other students to keep silent.
A37	<p>Summer : <b>So what happened with Jack Will?</b></p> <p>Auggie : Promise you won't tell?</p>				V							The conversation occurred in the canteen between Summer and Auggie. Summer was the speaker used directive illocutionary act in questioning. She is curious until she asked to Auggie.
A38	<p>Auggie : <b>Hey. What's that in your case? A machine gun?</b></p> <p>Justin : Er, no. It's a fiddle.</p> <p>Auggie : <b>You should tell people it's a machine gun. That's way cooler.</b></p> <p>Justin : You know what? That's a great idea, you're right.</p>			V								The conversation occurred when Via invited her friend to her house. The participants of this conversation were Auggie and Justin. In the first utterance, Auggie used directive illocutionary act in questioning. He's curious about something in Justin's case. The second utterance, Auggie used directive illocutionary act in suggesting. She suggested Justin to lie and say that in the case is machin guy so that cooler.
A39	<p>Isabel : <b>You're welcome to stay if you want, Justin.</b></p> <p>Justin : Oh, thank you very much. It was nice meeting you.</p>					V						The conversation was made by Isabel and Justin. Isabel was the speaker who used directive illocutionary act in permitting. Isabel's utterance showed that she permitted Justin to eat together tonight.
A40	<p>Auggie : That was awesome!</p> <p>Summer : <b>Hey, look, there's Jack Will.</b></p> <p>Auggie : <b>Let's find another hill.</b></p> <p>Summer : You can't just keep avoiding him forever, Auggie.</p>	V	V							12		The conversation occurred in the Skeleton hill. Auggie and Summer played together. Summer was the speaker used directive illocutionary act in commanding. She ordered Auggie directly to see another direction 'cause there is Jack. Then, Auggie was the speaker used directive illocutionary act in

	Auggie : <b>Come on, let's go!</b>		V						12		requesting. He asked Summer to go to another hill to avoid Jack. From two utterances that were uttered by Auggie contained characteristics of positive politeness in include both speaker and addressee in the activity.
A41	Mr. Browne : New Precept. Your deeds are your monuments. Archaeologists found these words inscribed on the walls of an ancient Egyptian tomb. <b>Can anybody tell me what they mean? Summer?</b> Summer : Oh, uh... I think it means that the things we do are the things that matter most.		V							1	The conversation occurred in the classroom. The participants were a teacher (Mr. Browne) and all the students. Here, Mr. Browne used directive illocutionary act in requesting. He ordered all the students to tell him about the mean of his words at first. The utterance also contained of negative politeness strategy categorized as conventionally indirect. The speaker gives an intruction indirectly.
A42	Jack : This is gonna sound stupid, but... <b>do you know why Auggie stopped liking me?</b> Summer : You should ask him.				V						This conversation made by Jack and Summer. In his utterance, Julian used directive illocutionary act in questioning. He asked to Summer about Auggie because since Halloween, Auggie never talk to him anymore.
A43	Nate : <b>Look, let's all calm down for a second.</b> Via : You know, you've been really good at leaving me alone my whole		V						12		The conversation occurred in the living room. The participants of this conversation were Via, Isabel, and Nate. In the conversation, there are three of directive illocutionary acts (two



	<p>life. So, <b>why are you suddenly so interested, huh?</b> Are you bored now that Auggie's in school? Your thesis not going well?</p> <p>Isabel : <b>Nate, could you please excuse us?</b></p> <p>Nate : Izzy, she doesn't mean it.</p>				V					1	<p>utterances in requesting, and an utterance in questioning), and also two politeness strategies, such as positive politeness categorized include both speaker and hearer in the activity and negative politeness categorized conventionally indirect.</p>
A44	<p>Auggie : <b>What are they saying down there?</b></p> <p>Nate : They, my friend, are saying a lotta things. None of which concern us. <b>Let's see your new <i>Minecraft</i> world.</b> 'Cause we might be moving to it.</p>				V				12		<p>The conversation was made by Auggie and Nate in front of Auggie's bedroom. In the conversation was found two directive illocutionary acts (questioning, requesting), and politeness strategy in positive politeness categorized include both speaker and addressee in the activity.</p>
A45	<p>Auggie : <b>So, are we going to see the play?</b></p> <p>Isabel : Um.. I hadn't realized what the play was and I don't think it will be of any interest to a kid your age.</p> <p>Via : Yeah, uh, you'd get totally bored.</p>				V						<p>The conversation happened in the dining room, Auggie used directive illocutionary act in questioning. He asked to his mother and his sister to attend in Via's performance. He asked explanation to come/not.</p>

A46	<p>Auggie : You're gonna be fine, girlie.  Isabel : Daddy's gonna meet me there.  Take care of your brother.  Isabel : Daddy's gonna meet me there.  <b>Take care of your brother.</b>  Via : Yeah.  Isabel : Okay. All right.</p>	V										<p>The conversation occurred in front of the house (Auggie's family) when Isabel's going to check out her pets. The participants of the conversation were Auggie, Isabel, and Via. Isabel was one of the speakers used directive illocutionary act in commanding. She ordered via to take care Auggie as her brother.</p>
A47	<p>Auggie : <b>Did Daisy really bite Mom?</b>  Via : Well, um, she was whimpering.  And then Mom tried to pick her up and Daisy bit her.  Auggie : <b>Do you think the vet can fix her?</b>  Via : She was in a lot of pain, Auggie.  She's really old.</p>				V							<p>The conversation happened in the living room. The conversation was made by Auggie and Via. They discussed about their pet that was sick. In the conversation, there are two directive illocutionary acts that conveyed by Auggie. Auggie used directive illocutionary acts in questioning.</p>
A48	<p>Via : <b>Auggie? I want you to come to my play. Okay?</b>  Auggie : Really?  Via : Really?</p>	V										<p>The conversation between Via and Auggie in the house. Via the speaker used directive illocutionary act in requesting. She asked Auggie to see her performance.</p>
A49	<p>Miranda : Mr. Davenport.. I'm really sorry, but I can't go on tonight. I don't</p>						V			3		<p>The conversation happened in the backstage. The participants were Miranda and Mr. Davenport. Mr. Davenport was</p>

	<p>feel well. I think I might throw up.</p> <p>Mr. Davenport: Okay, <b>everybody gets nervous. You know, when I did my Hamlet, I threw up every night. You're gonna be fine. Just do it. You'll have all of spring break to recover.</b></p> <p>Miranda : Mr. Davenport, you're not listening. I'm not going on.</p>										<p>the speaker used directive illocutionary act in encouraging. Then, the utterance also contained of positive politeness categorized intensify interest to the addressee.</p>
A50	<p>Miranda : I'm really sorry, but Via knows all the lines. She can do it.</p> <p>Mr. Davenport : <b>Then go find her then.</b> Thank you.</p>	V									<p>The conversation happened in the backstage. The conversation was made by Miranda and Mr. Davenport. In the conversation, Mr. Davenport was the speaker who used directive illocutionary act in commanding. Mr. Davenport ordered Miranda to look for Via to change her.</p>
A51	<p>Via : Well, I don't even know if I'm gonna remember all of my lines.</p> <p>Miranda : <b>You'll be great. Justin'll help you through it.</b></p>						V				<p>The participants were Via and Miranda in the changing room. Miranda was the speaker who used directive illocutionary act. She gave support to Via and encouraged her with her utterance.</p>
A52	<p>Mr. Browne : <b>Hey, hey, hey. Why are you running in the hallway?</b></p>				V						<p>The conversation occurred in the hallway. The participants of the conversation were Mr. Browne and</p>

	<p><b>Auggie, you okay?</b></p> <p>Auggie : Yeah. Everything’s fine. I’m late for class.</p> <p>Mr. Browne: Hey, hey, hey, hey.</p> <p><b>Auggie, you know if you need help you can ask for it. You’re not alone.</b></p> <p>Auggie: I know.</p>			V					3 & 15	<p>Auggie. In the conversation, there are two directive illocutionary acts that conveyed by Mr. Browne as the speaker. The utterance of Mr. Browne on directive illocutionary acts are found in questioning and suggesting. Then, the directive illocutionary act that found in suggesting contained positive politeness categorized as give sympathy to the hearer and intensify interest to the addressee.</p>
A53	<p>Mr. Tushman : You understand? We take bullying very seriously at this school. There is zero tolerance.</p> <p>Julian’s mother : <b>Excuse me, can you explain what’s going on here?</b></p> <p>Wasn’t Julian the one who got punched in the mouth? If there’s any bullying going on, it isn’t my son.</p> <p>Julian’s Dad : <b>You wrote that, Julian?</b></p> <p>Julian : Yes, sir.</p>				V				6	<p>The conversation happened in the Mr. Tushman office. The participants were Julian’s mother, Julian’s father, Julian, and Mr. Tushman. The conversation has two directive illocutionary acts in requesting and questioning. In the utterance contained of negative politeness categorized of conventionally indirect and apologize. Then, Julian’s father used directive illocutionary act in questioning. He asked the clarification of Julian.</p>
A54	<p>Mr. Tushman : It’s just a two-day suspension. <b>You’ll stay home from</b></p>			V						<p>The participants of this conversation were Mr. Tushman, Julian’s mother, Julian’s</p>

	<p><b>the nature preserve trip.</b> That's all.</p> <p>Julian's mother : <b>Two days for a couple of notes from a kid?</b> After all the money that we have poured into this school?</p>					V					<p>father, and Julian in Mr. Tushman's office. In the conversation, Mr. Tushman was the speaker used directive illocutionary act in forbidding. He forbade Julian to participate in the nature preserve trip as a punishment. Then, Julian's Mom used directive illocutionary act in questioning. She didn't accept his son's get a punishment like that.</p>
A55	<p>Julian's mother : I will be sure to tell that to the real world. Thank you for this. We won't be back in the fall.</p> <p>Julian : Mom. I like this school. Mom, I have friends, Dad.</p> <p>Julian's father : <b>Let's go, Julian.</b></p> <p>Julian's mother : <b>Come on.</b></p>								12		<p>The conversation occurred in Mr. Tushman's office. The participants were Julian's Mom, Julian, Julian's father, and Mr. Tushman. Julian's mother was the speaker used directive illocutionary act in requesting, she asked Julian to go together. The utterance of it contained of positive politeness categorized of include both speaker and addressee in the activity. Then, Julian's father also was the speaker used directive illocutionary act in requesting. He asked Julian to go out with him and his wife also.</p>
A56	<p>Isabel : All right. <b>I want you to close your eyes, because I have a surprise for you.</b></p> <p>Nate : <b>Do you take request?</b></p>	V									<p>The conversation was made by Isabel and Nate in their house. From that conversation, Isabel was the speaker used directive illocutionary act in commanding. She ordered Nate directly to close his eyes at the first utterance, and</p>



		V										
A59	<p>Amos : <b>Yo, Jack, what's up, man?</b></p> <p>Eddie : What's this? More little freaks?</p> <p>Amos : What you call us, hick?</p> <p>Eddie : <b>Come on, prep boy.</b></p> <p>Girl : <b>Guys, stop! Guys, stop it! Just stop, please! Stop!</b></p> <p>Amos : <b>Just go!</b></p>	V	V			V				4	4	<p>The conversation happened in the weald. The participants of the conversation were Amos, Eddie, Girl, Jack, Auggie, and Boy. There are four directive illocutionary acts that used by the speaker. The directive illocutionary acts (a questioning, a requesting, and two commandings) the utterance also contained of two positive politeness categorized of use in group identity markers.</p>
A60	<p>Jack : <b>Oh, man! Dude! Come on! Let's go! Let's get out!</b></p> <p>Auggie : <b>Are you okay?</b> Dude, you're bleeding.</p>		V			V				4 & 12		<p>The conversation was made Jack and Auggie when escaped in the weald. Jack was the speaker used directive illocutionary act in requesting. He asked Auggie to go out by polite way. In the utterance of Jack contained of positive politeness categorized of use in group identity markers and include both speaker and addressee in the activity. Then, Auggie was the other speaker who used directive illocutionary act in questioning. He's worried about his friend's condition (Jack).</p>
A61	<p>Jack : <b>They follow you?</b></p>					V						<p>The conversation was made by Jack,</p>

	<p>Amos : I think we lost ‘em.</p> <p>Jack : <b>How did you guys know we needed help?</b></p> <p>Amos : We saw them follow you out of the lodge.</p> <p>Miles : I think they were seventh graders. They were huge.</p> <p>Jack : Thanks, guys.</p>				V				4		<p>Amos, and Miles when they escaped. Jack was the speaker used directive illocutionary acts in questioning, and one of the utterances of Jack contained of positive politeness categorized of use in group identity makers.</p>
A62	<p>Isabel : <b>How are you?</b></p> <p>Auggie : Good. And guess what? I got in a fight.</p> <p>Isabel : Oh my God, you’re bleeding! <b>Are you okay?</b></p> <p>Nate : <b>What happened?</b></p> <p>Isabel : Auggie got in a fight.</p> <p>Nate : That’s terriblr. I’m sorry.</p>				V						<p>The conversation occurred in front of the school. The participants of the conversation were Isabel, Nate, and Auggie. In the conversation are found three of the directive illocutionary acts that used by Isabel and Nate. They used directive illocutionary act in questioning. They asked Auggie ‘cause they want to know the actual Auggie’s condition.</p>
A63	<p>Mr. Tushman : Without further ado, this year, I am very proud to award the Henry Ward Beecher medal to the student whose quiet strength has carried up the most hearts. <b>So, will</b></p>		V							1	<p>The conversation occurred in the school halls when graduation. The participants were Mr. Tushman, teachers, students, and parents of students. Mr. Tushman was the speaker used directive illocutionary act in requesting. The utterance of Mr. Tushman on directive illocutionary act contained of negative</p>



	<b>August pullman please come up here to receive this award?</b> Jack : You're the best, dude!											politeness categorized of conventionally indirect.
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## SCRIPT OF WONDER MOVIE

(Conversation 1)

Nate : He said he doesn't want to go!

Isabel : But he's ready.

Nate : No, he's not ready!

Isabel : I cannot homeschool him forever. Every year that we wait. It'll just be harder to start. This is the first year of middle school for everyone. He will not be the only new kid.

Nate : Okey, well, he's gonna be the only new kid that looks like him. Look! Will you stop folding towels for just one second and please listen. It's like leading a lamb to the slaughter. And you know it.

(Conversation 2)

Mr. Tushman: Mrs. Pullman, so good to see you again. And you must be Auggie. What a pleasure to meet you. I'm Mr. Tushman. You can laugh about that. Tushman. I've heard 'em all. Tushy. Butt man. Butt face (Chuckles) oh. Mr. Tuchus.

(Mr. Tushman's office) And then in the spring, we have a science fair. And from what your home school teacher tells me, you'll get first prize.

Isabel : you hear that, Auggie?

Mr. Tushman: Then right before graduation, whole class takes a trip to a nature reserve in pennsylvania. It is the highlight of the year. I promise you, oh good, they're here.

Auggie : Who are they?

Mr. Tushman: Well, I thought it would be helpful for you to meet some of our students 'fore you start school, Auggie. What do you think?

Auggie : Other kids now?

Mr. Tushman: They were in the elementary school so they know their way around and they'll give you a nice tour.

Isabel : It will be fine.

Mr. Tushman: Auggie, this is Jack Will, Julian and Charlotte. Guys, this is Auggie Pullman.

Charlotte, Julian, Jack: Hi

Auggie : Meeting kids is harder than meeting adults. Everyone makes the same face at first, but kids aren't as good as hiding it. So I usually look down. You can learn a lot about people from their shoes. I think there are trust fund kid, hand-me down kid.. uh-oh, crazy kid.

Charlotte: I act in TV commercials.

Isabel : Really?

Charlotte: Yeah. Tide.

Mr. Tushman: Why don't you guys take Auggie 'round the school a bit, huh? Just be back here in, uh, a half hour?

(Conversation 3)

Charlotte: I started when I was two. Local spots mostly. Then when I was three I booked my first national. Nestle Quik. It was hard, because I'm lactose intolerant. Anyway, have you ever heard of a spit bucket?

Julian : So this is our homeroom. We have Mr. Browne. My mom says he's a little weird.

Charlotte: Then I was in the chorus of the Radio City Music Hall Christmas Spectacular. I auditioned for Annie on Broadway. I got two callbacks for Molly, but I guess they went in a different direction.

Julian : Hey, Charlotte! Don't you ever stop talking? So, this is the cafeteria. The food here is okay for school food. Or do you eat special food?

Charlotte: Wow! This reminds me of my guess spot on *Law & Order*.

Julian : So the science elective is supposedly really hard. So you probably won't be spending much time here. No offense, but if you've never been in a real school before.

Jack : Dude, he's been home schooled.

Julian : Okay, I'm just saying. Science is supposedly really hard. But you're taking it, too, right? Hey, maybe you could fail together.

Jack : Why don't you get out of the way, so he can check it out?

Julian : Okay. I mean, there's nothing much to see. Desks. Chairs. The incubator. Bunsen burners. Those are some really gross science posters. Oh! And this is an eraser.

Charlotte: He knows what an eraser is.

Julian : How am I supposed to know what he knows? He doesn't say anything.

Charlotte: You know what an eraser is, right?

Jack : Dude, you have to say something.

Auggie : Yeah, I know what an eraser is. Is... Is your name Jack or Jackwill?

Julian : You thought his name was Jackwill?

Jack : Yeah, a lotta people call me by my first and last name. I don't know why. Got any other questions?

Julian : Actually, I've got a question for Auggie. What's the deal with your face?

Jack : Dude.

Julian : I mean were you in a car crash or something?

Charlotte: Julian!

Julian : What? Tushman said we could ask questions if we wanted to.

Charlotte: Not rude question. Besides, he was born like that, Mr. Tushman said.

Julian : Yeah, I know. I just thought maybe he was, like, in a fire, too.

Jack : Hey, Julian, shut up.

Julian : You shut up!

Charlotte: why don't we all shut up?

Auggie : No, I wasn't in a fire. And the word's "supposedly".

Julian : What?

Auggie : You said that science is supposedly reallt hard. Twice. The word's "supposedly" with a "D". Maybe my mom can home school you, too.

(Conversation 4)

Isabel : Do you wanna tell us yet how you felt about the tour? Today? Mr. Tushman went out of his way to tell me how sweet those kids were and that Julian is apparently quite the dream.

Auggie : No.

Isabel : Not a dream? Is he one of those kids that acts one way in front of grownups and then another way in front of kids?

Auggie : Yeah, I guess.

Isabel : Well I know it's hard, but you have to understand that, he probably feels badly about himself. And when someone acts small, you just have to be the bigger person, all right? Auggie : Right.

Isabel : Via, I'll get the pizza.

Nate : Look at me, Auggie. That kid sounds like a real jerk. If someone pushes you, push back. Don't be afraid of anyone.

Auggie : Why are we whispering?

Nate : Because I'm afraid of Mom. You just gotta be a bigger person. And rise above it. it's that easy.

Isabel : Auggie, I do believe that this is the best year for you to start school because everybody is going to be new. But if you really don't wanna go.....

Auggie : No. It's okay. I wanna go.

Isabel : You do?

Auggie : Mmm-hmm.

Isabel : What changed your mind?

Auggie : Well they have a really good science elective. And I need a better science teacher.

Nate : Oh!

Isabel : Oh, WOW. There's that.

Nate : Whoa! Whoa!

Via : Are you gonna take that, Mom?

Isabel : Can I get some backup here? You gonna let him talk to your wife like this?

Nate : I'm not gonna let him talk to my wife like that.

Auggie : Please!

Nate : Get him! Come on, Via.

Nate, Isabel, Via: Get in there (Indistinct Conversations)

(Conversation 5)

Isabel : I'll meet you right here after school. Okay? Right here. I love you.

Auggie : Love you, too.

Isabel : I'll see you later.

Via : Can you here me?

Nate : We're gonna have a little man-to-man. Now, I gotta stop here, because past this point is a No Dad Zone and you don't wanna walk up with your parents because it's not cool.

Auggie : But you're cool.

Nate : I know I am, but technically most dads aren't, so... and neither are these helmets. Hey. Two rules. First, only raise your hand once a class, no matter how many answers you know. Except for science. Crush that one.

Auggie : Check.

Nate : Second, you're gonna feel like you're all alone, Auggie. But you're not.

Auggie : Check.



Nate : Should we lose this? Come on, costumes are for Halloween. Prepare for blastoff. I Love you.

Auggie : Love you, too.

Nate : Have fun.

Auggie : Bye.

Isabel : Dear God, please, make them be nice to him.

(Conversation 6)

Friend 1 : Uh... Saved.

Auggie : Sorry.

Mr. Browne: Everybody find your seats? Yes? Finding our seats. Great. All right, now some of us are lucky enough to know each other. Yeah? And, and others are new. Hi there. Okay, my name is Mr. Browne and you're late.

Julian : Yeah. I'm so sorry. I was just helping set up chairs for the assembly.

Mr. Browne: Don't worry about it. Can anybody tell me what this word means? Anybody? No? Precepts are rules for really important things.

Charlotte: Like mottos.

Mr. Browne: Like mottos, or like famous quotes. Or like, um, lines from a fortune cookie. Right? Precepts can help motivate us. They can help guide us when we have to make decisions about really important things. Okay? "So why are you talkin' to me about precepts", "this early in the morning, Mr. Browne?". Well, let me tell you. Because precepts can also tell us a lot about ourselves. Who is it that I aspire to be? That is the

question that we should be asking ourselves all the time. What kind of person am I? So this is what we're gonna do. Um, everyone's gonna come up with two things that they think everybody else should know about them. All right? I'll go first. Number one, I used to work on Wall Street. For a long time. And two, I left Wall Street to pursue my dream and teach. Boom, who's next? Yes.

Julian : Julian Albans. And I think it's cool how you're pursuing your dream.

Mr. Browne: Thank you very much, Julian. Let's hear your two things.

Julian : Okay. One, I just got Battleground Mystic on my Wii and it's totally awesome. And number 2, we got a ping pong table this summer.

Mr. Browne: Amazing. Any questions for Julian?

Friend 2: Is Battleground Mystic multiplayer or single player?

Mr. Browne: Let's not ask those kinds of questions. Okay, ah....

Auggie : Hi.. My name's August Pullman. Auggie. And, um.. I have a sister named Via and a dog named Daisy. I love *Star Wars*. And I just said three things. Yeah.. Sorry.

Mr. Browne: That sounds like a bonus to me. Three things. Thank you very much, Auggie, that was perfect. Who's next?

Julian : Oh! I actually have a question for Auggie. What's the deal with the braid in the back of your hair? Is it like a Padawan thing?

Charlotte: What's a Padawan thing?

Julian : Oh. It's from *Star Wars*. Padawan is a Jedi apprentice. Who's your favorite character, Auggie?

Auggie : Boba Fett.

Julian : What about Darth Sidious? Do you like him?

Mr. Browne: Okay, can we talk about Star Wars at recess? Yes? All right. Who wants to read this month's precept?

All : Me! Me! Me! Me! Me! Me! Me!....

Mr. Browne: What about you? What's your name?

Summer : Summer.

Mr. Browne: Want to give it a shot?

Summer : "When given the choice between being right or being kind, "choose kind".

(Conversation 7)

Julian : Hey, can I sit there?

Auggie : Sure.

Julian : You eat like the Sarlacc monster, my young Padawan.

(Conversation 8)

Ms. Petosa : Newton's first law of motion. An object in motion will stay in motion unless... It's okay, I didn't expect you to know that on the first day.

Auggie : Acted on by another force.

Ms. Petosa : Acted on by another force. Very good. Here's how it works. A moving object will only change its speed or direction if something else causes it to do that.

(Conversation 9)

Julian : Hey Darth Hideous, did you hear? Padawan braids were lame 15 years ago. Supposedly. With a "D". Dude

Miles : More like they were always lame.

Julian : See you tomorrow.

Miles : Later, Barf Hideous!

(Conversation 10)

Isabel : Hey..

Auggie : Hey, Mom.

(Conversation 11)

Via : Auggie, you're supposed to know. I'm serious this time. Wait, did someone make fun of it?

Nate : I for one, had a great day. Just trying to lighten the mood. Right, Daisy? Right. Good girl.

Isabel : Well I went to, um, Kinko's today to see if they could get my thesis off this.

Nate : You're gonna finish your dissertation?

Via : What is that?

Isabel : It's a floppy disk.

Via : a what?

Nate : Come on! You, it, a floppy.... These kids today. It's basically an iPhone. You know, it doesn't play music or, you can't call, but...

Isabel : They couldn't get the file.

Nate : That's okay. You'll find a place.

Via : Well I think it's great, Mom.

Isabel : Maybe. Thank you. So Auggie...

Auggie : Yeah?

Isabel : Hi... How was your first day of school?

Nate : Earth to Auggie. We asked you a question. Come on, how was your day?

Auggie : Good

Nate : Good how? Good like it was good?

Isabel : Or good like it was bad and you just don't wanna tell us?

Auggie : It was good, okay? I just don't know what you want me to say? It was good!

Nate : Okey, okay, hey! If you're mad at mom about going to school, it was my idea, too.

Auggie : Why can't I just say "good" like anybody else?

Nate : Battin' a thousand today.

Via : Are they gonna ask about my day?

(Conversation 12)

Isabel : That is not the way we leave the table. Hey, come on. Talk to me. Sit down. Take that off, please.

Auggie : I'm sorry.

Isabel : It's okay. It'll be okay.

Auggie : Why do I have to be so ugly?

Isabel : You are not ugly, Auggie.

Auggie : You just have to say that because you're my mom.

Isabel : Oh, because I'm your mom, it doesn't count?

Auggie : Yeah.

Isabel : Because I'm your mom, it counts the most because I know you the most. You are not ugly and anyone who cares to know you will see that.

Auggie : They won't even talk to me. It matters that I look different. I try to pretend that it doesn't, but it does.

Isabel : I know.

Auggie : Is it always gonna matter?

Isabel : I don't know. Honey, listen... Look at me. We all have marks on our face. I have this wrinkle here from your first surgery. This is the map that shows us where we're going. And this is the map that shows us where we've been. And it's never ever ugly.

Auggie : But what about your grair hair?

Isabel : That's compliments of your dad, I think. And as though we summoned him.

Auggie : How was your day?

Nate : My day is really good right now. So they went to Florida, where Gollum was living in Miami. And...

Isabel : Oh, you know what it is? Daddy doesn't have his glasses on. You're making this up.

(Conversation 13)

Via : Miranda! Wow. Look at you.

Miranda : Hey, Via.

Via : I've texted you, like, 1.000 times. When'd you get back from camp?

Miranda : Two weeks ago.

Via : Two weeks?

Miranda : Sorry, it's been crazy. You know?

Via : Yeah, no, that's okay. What'd you do to your hair?

Miranda : Do you like it?

Via : Yeah. Yeah. It looks wild.

Miranda : Just trying something different, you know. I'll catch you later.

(Conversation 14)

Justin : Thinking about signing up?

Via : For what?

Justin : The drama club. The study theatre in the fall and do a play in the spring.

Via : Um... No, not really. I'm not a theatre nerd.

Justin : Well, that's too bad. I am. I'm Justin by the way.

Via : Sorry, that was... That was rude. Um... I'm Via. Olivia.

Justin : First days suck, don't they?

Via : Yeah. Yeah, they do.



Justin : My mom tried to walk me here from the subway. I literally had to ditch her at the traffic light.

Via : My mom still doesn't think I can use a MetroCard.

Justin : You an only child, too?

Via : Yeah. Yeah.

Justin : They never listen. This one time I told my mom. I wanted to take guitar lessons and play like Jimi Hendrix.

Via : What happened?

Justin : Well it was nice to meet you, Via. Olivia.

Via : Yeah. It was nice to meet you, too, Justin.

Justin : Maybe, I'll see you around. Though not onstage, clearly.

(Conversation 15)

Via : Come in.

Nate : Good night, honey.

Via : Where's Mom?

Nate : She fell asleep.

Via : Oh. Okay. How's Auggie?

Nate : There's some bully, you know. How was your first day?

Via : It was... It was really good.

Nate : It was good?

Via : Yeah.

Nate : Say hi to Miranda for us.

Via : I will.

Nate : Sweet dreams.

Via : Good night.

(Conversation 16)

Miranda : Via? What are you doing here?

Via : Just trying something new. You?

Miranda : Uh, same.

(Conversation 17)

Photographer: Hey, hey. What's your name? (Observe intently)

Mr. Browne: Auggie. Nice boots. (represent)

Photographer: Great. Thanks. Okay, Everybody, here we go. We're skooching and say "cheese".

All : Cheese!

(Conversation 18)

Auggie : I'm sorry if my staring made you feel weird.

Graunting: Yeah...

(Conversation 19)

Ms. Petosa : In order for any of us to see, we need light. So right now light is bouncing off this card traveling through the air, through the glass, to your eye. But what if we added water?

All : Whoa!

Ms. Petosa : Whoa, indeed. Any time light passes from one material or medium to another, it bends. This bending of light is also known as...

Auggie : Refraction.

Ms. Petosa : Very good, Auggie. Jack you okey?

Jack : Yeah, yeah, refraction.

Ms. Petosa : Good. Clear your desks. Pop quiz.

All : Groaning.

(Conversation 20)

Julian : Hey, Jack, come sit here.

Jack : In a sec.

Miles : Where's he goin'?

Jack : Hey... Thanks for your help today.

Auggie : No problem.

Jack : And don't worry, I got a couple wrong so Ms. Petosa wouldn't know.

Auggie : I'm not worried. The worst they can do is kick me out.

Jack : Not loving school either, huh?

Auggie : Oh, it's great.

Jack : I wanted to go to Wayne Middle. The one with the great sports teams.

Auggie : Then why'd you come here?

Jack : They gave me the scholarship.

Auggie : Well, if you need help in science, you can come to my house after school. You know, if you want.

Jack : Great. Thanks! What's wrong?

Auggie : I just don't like eating in front of people.

Jack : What do you mean?

Auggie : It's a long story, but when I eat, I think I chew like some prehistoric swamp turtle.

Jack : No joke? Me too!

Auggie : Now there's tuna on your face.

Jack : Yeah! Tuna, man!

Auggie : No, no, no, let me show you how it's done.

Jack : Dude, that's even more gross.

(Conversation 21)

Auggie : I'm going as Boba Fett this year.

Jack : I like Halloween, but christmas is still the best holiday.

Auggie : No way. Halloween is the best.

Jack : A pillowcase of candy versus two weeks off school. You're nuts. You see. Even your dog agrees.

Auggie : Hey, Mom, is it okay if Jack comes over?

Isabel : (Nod and smile)

Jack : Yes.. Thanks, Mrs. P. I mean, you get snow on christmas.

Auggie : But you can get snow on Halloween.

Jack : How? If you live in Alaska. Or there's a blizzard.

Isabel : I've got to be cool.

(Conversation 22)

Jack : You ever thought about having plastic surgery?

Auggie : No, I've never thought about it. Why? Dude, this is after plastic surgery! It takes a lotta work to look this good.

(Conversation 23)

Mr. Davenport : Okey, everybody, if you can't see the camera, the camera can't see you. Now let's improv like we know what we're doing.  
Okey, everybody say, "Stella!"

All : Stella!

(Conversation 24)

Justin : So I can't figure you out.

Via : What?

Justin : Um, I can't figure you out.

Via : Oh?

Justin : Most theatre people won't stop talking about themselves. But you don't talk.

Via : I... I listen.

Justin : Me too.

Via : I know.

Justin : Oh (Chuckles) So you do pay attention. Okay, that's a start. Uh... I'm a good listener so tell me something. Who are you gonna audition for?

Via : Um, I'm not really the Our Town type.

Justin : Oh come on. Don't be the "run lights girl". Should be Emily.

Via : The lead?

Justin : Look, your family can't cheer for you in a booth.

Via : Oh, they're pretty busy. I don't think they would cheer for me anyway.

Justin : Come on, there's not one person in your family who would applaud you?

Via : My grandmother.

Justin : There you go. Bring her.

Via : I can't.

Justin : Well, then I'll applaud you.

Via : Why are you being so nice to me?

Justin : Because you're an only child. We have to stick together. Think about it. Okay? And your grandmother's still cheerin' you on.

(Conversation 25)

Auggie : Mom, Daisy ruined my Boba Fett costume!

Isabel : What? Where have you been? It's very late.

Via : I'm sorry.

Auggie : She threw up all over it.

Isabel : Okay, well, you'll just have to wear. Your costume from last year.

Auggie : But I told Jack. I was going as Boba Fett, not Ghostface.

Isabel : Well, tomorrow is Halloween. And all the shops are closed. And my artistic hands are busy making meatloaf. So you do the math.

Auggie : Fine!

Via : Do you need some help, Mom?

Isabel : What?



Via : Some help.

Isabel : Oh, uh, yes, thank you. Er, mince that rosemary, please. Where did you say you were?

Via : I, uh... I went to Coney Island.

Isabel : How about you stay home from school tomorrow? Hmm? It's Halloween. We can make it a 3-day weekend. Spend some time together.

Via : Yeah. Yeah, that would be really nice.

Isabel : Yeah? Okay, good. Peppers? I don't want peppers. Peppers give daddy gas.

(Conversation 26)

Miles : It really does look like him.

Julian : This part right?

Amos : Yeah.

Julian : I mean, he's always reminded me of, like, the shrunken head, you know?

Amos : Or an Orc,

Julian : Yeah. If I looked like him, I'd swear I'd put a hood over my face every day.

Jack : If I looked like him, I think I'd kill myself.

Julian : Why do you hang out with him so much, Jack?

Miles : Yeah.

Jack : I dunno. Tushman asked me to be his welcome buddy and now he just follows me around everywhere.

Julian : Well, that must stink! That must atink.

(Conversation 27)

Isabel : Always blows my mind how much Daddy looks like Patrick Swayze in this movie.

Via : Ew, no!

Isabel : Honey, tell me what's going on with Miranda?

Via : It's not just the pink hair. She's just... She won't even talk to me.

Isabel : I had a friend in high school. We went through this exact some thing. And what I did, which fixed it almost immediately...

Via : Yeah.

Isabel : Was, um, to eat an entire jack-o'-lantern bucket of candy. (Answer the phone) Honey, I have to go, your brother just threw up at school.

(Conversation 28)

Via : Come on, get ready. It's almost time for the Halloween parade.

Auggie : You're supposed to knock! Go away!

Via : Mom says you won't say what happened. Did someone say something?

Auggie : Someone always says something!

Via : Well tell me what happened.

Auggie : It's none of your business!

Via : You took my day with Mom, so it is my business.

Auggie : I heard Jack Will talking about me behind my back. He said he'd kill himself if he looked like me.

Via : Jack Will? Isn't he the nice one?

Auggie : There are no nice ones! I wish I'd never gone to school in the first place!

Via : But you were liking school. I know you were.

Auggie : I hate it, okey? I hate it.

Via : Auggie, I'm sorry, but you're not the only one who has bad days.

Auggie : Bad days? Do people avoid touching you? When a person accidentally touches you, do they call it "the plague"?

Via : No.

Auggie : Jack Will was all I had. So just don't compare your bad days at school to mine, okay?

Via : Okay. Hey. Did you notice that Miranda doesn't come around any more?

Auggie : What?

Via : You didn't. Shocker. Yeah she went away to camp this summer and now she doesn't like me anymore.

Auggie : Why?

Via : Because school sucks. And people change. So if you wanna be a normal kid, Auggie, then those are the rules. So let's go trick-or-treating. Okay? Because right now we're each other's best friends.

Auggie : Really?

Via : Yes. So come on. I'll let you have all my halloween candy.

Auggie : I'll trade you my apples.

Via : Okay, no. I know that I said that you could have all my candy, but I was really just saying that to get you out of the house.

Auggie : What about the chocolate?

Via : No.

Auggie : And the smarties? Gummis, licorice, the Reese's, the Hersheys.

Via : No.

Auggie : And everything else.

Via : All right, I'll let you have all my candy.

(Conversation 29)

Jack : Hey, Auggie! You feeling better? Are you okay, Auggie?

Auggie : Yeah.

Jack : Sure? 'Cause you're acting really weird.

Auggie : I'm okay, Jack, okay?

Jack : Okay.

(Conversation 30)

Jack : They want me to do what?

Mom's Jack : Give a tour through the school.

Jack : But Mom, it's summer vacation.

Mom's Jack : I know. But your teachers told Mr. Tushman you're known as a good egg.

Jack : No, I'm a bad egg.

Mom's Jack : You're a good egg. And I'm actually really proud they thought of you for this.

Jack : Mom, enough with the guilt.

Mom's Jack : And you know they gave you a scholarship, right?

Jack : Mom... Who else is doing it?

Mom's Jack : Uh, Charlotte and Julian.

Jack : No.

Mom's Jack : Why, what's wrong?

Jack : Charlotte will just talk about Broadway the whole time. And Julian is the biggest phony on the planet. So I'm sorry, but no.

Mom's Jack : Jack, it's for that boy.

Jack : Who?

Mom's Jack : The one from the ice cream shop.

Jack : Oh..

Mom's Jack : Yeah. So if a nice kid like your little brother cries when he sees him, what kind of a chance do you think he has in middle school?

Jack : Okay..

Mom's Jack : Thank you, Kiddo.

(Conversation 31)

Jack : Hey, what's wrong?

Auggie : Go away.

Julian : Oh, hey, Jack, come sit with us.

Miles : Yeah, come on, man.

Charlotte : I wonder what happened.

Ximena : Maybe Jack touched Auggie and couldn't wash his hands in time. Jack finally got "the plague".

Charlotte : That's not very nice.

Other friend : What? We didn't start it.

Ximena : Where you going?

Summer : Hi. I'm Summer.

Auggie : I know. We're in the same homeroom. You don't have to do this.

Summer : Do what?

Auggie : You don't have to be my friend. I know Tushman talked to you.

Summer : I don't know what you're talking about, Auggie.

Auggie : I know Tushman talked to some kids before school started and told them, they had to be friends with me.

Summer : He didn't talk to me.

Auggie : Yeah, he did.

Summer : No, he did not.

Auggie : Yeah, he did.

Summer : No, he didn't, I swear on my life!

Auggie : Okay, okay. You don't have to get mad.

Summer : I don't like being accused of things, okay?

Auggie : Okay. I'm sorry.

Summer : You should be.

Auggie : He really didn't talk to you?

Summer : Auggie!

Auggie : Okay, I just... Why are you sitting here then?

Summer : Because I want some nice friends for a change.

Auggie : Me, too.

Summer : Cool beans.

Auggie : But you'll get "the plague".



Summer : Good.

Ximena : Summer has “the plague”.

Charlotte : Shut up!

Summer : So what happened with Jack Will?

Auggie : Promise you won’t tell?

(Conversation 32)

Miranda : I got it! I got the part!

Her Friend : Congratulations.

Miranda : Thank you.

Justin : She got it! She got the part! Oh, my God! Bet she got Emily.

Via : Yep.

Justin : What’d you get?

Via : Emily’s understudy.

Justin : I’m not saying poison or anything, but just a little Benadryl to knock Miranda out before the show.

Via : Okay, enough.

Justin : Look, just learn her lines and it'll give us an excuse to hang out more. We can start rehearsing the kissing scene on page 110.

Via : Wait. George and Emily? There is no page 110.

Justin : So I'm thinking, I really wanna kiss you right now. But I don't know how you'll respond. What's wrong?

Via : I'm not an only child.

(Conversation 33)

Via : Mom?

Isabel : One sec, Via. Auggie, let's go! I thought you were at the library.

Via : Er, um... Yeah, change of plans.

Justin : Hi, I'm Justin.

Isabel : I'm Isabel.

Auggie : Daisy threw up again. Bucket loads.

Isabel : Bucket loads.

Via : Um, Justin, this is my little brother Auggie.

Justin : Hey, dude!

Auggie : Hey. What's that in your case? A machine gun?

Justin : Er, no. It's a fiddle.

Auggie : You should tell people it's a machine gun. That's way cooler.

Justin : You know what? That's a great idea, you're right.

Isabel : We're on our way to the grocery.

Auggie : Mom's making... What's it called?

Isabel : Feijoada.

Auggie : Feij... Mom's making feijoada.

Isabel : It's Dad's favorite. You're welcome to stay if you want, Justin.

Justin : Oh, thank you very much. It was nice meeting you.

Isabel : Nice to meet you, too.

Via : Bye, Auggie..

Isabel : Nothing to see here.

Via : It's a gene. Well, it's sort of two genes, but two genes that are identical and the trouble is that both of my parents carry the gene at the same time, which is... Well essentially, he won the lottery. Backwards or something. and in another world, I'd look like him. I'm sorry for telling you that I was an only child.

Justin : Sometimes it's nice to hide a little. I get it. It's okay.

(Conversation 34 in calling)

Auggie : Hello?

Miranda : Major Tom, is that you?

Auggie : Miranda!

Miranda : It's so great to hear your voice again.

Auggie : Sorry, Via's not here.

Miranda : I was actually calling to say hello to you. How have you been?

Auggie : Good. Did you know I'm going to a regular school now?

Miranda : No way. Do you like it?

Auggie : Yeah, I guess. It's not as hard as Mom's home school.

Miranda : Yeah, I'll bet. How are the kids? Are they nice?

Auggie : No. But I made one friend. Her name's Summer. We started a summer names club. Summer, August. Get it?

Miranda : Good for you, Auggie. Um, where's Via, anyway?

Auggie : She's out with her boyfriend.

Miranda : Really?

Auggie : Yeah. We met him last week. He's super nice.

Miranda : I've missed you, Major Tom.

Auggie : I miss you too, Miranda.

Miranda : And can you tell Via that I've missed her, too?

Auggie : Well, but why don't you just tell her yourself?

Miranda : Listen, I gotta go, my mom's calling me, but, um,... you know that you can call me any time, right?

Auggie : Yeah

Miranda : Okay, so call me any time.

Auggie : I will

Miranda : Merry Christmas, Auggie.

Auggie : Merry Christmas, Miranda.

(Conversation 35)

Auggie : That was awesome!

Summer : Hey, look, there's Jack Will.

Auggie : Let's find another hill.

Summer : You can't just keep avoiding him forever, Auggie.

Auggie : Come on, let's go!

(Conversation 36)

Miles : What about you?

Julian : Christmas was awesome. We drove up into the mountains where they had the most amazing snow I've ever seen. It was like powder.

Miles : Nice.

Julian : What about you, Jack?

Jack : I went up Skeleton Hill. It was the best.

Amos : Skeleton Hill? I hate that place!

Julian : Should be called Garbage Hill.

Miles : I know, right? I left my old lightning sled up there last time I was up. It was the crappiest piece o' junk. Went back the next day and someone had taken it.

Julian : Hey, maybe a homeless guy wanted to go sledding.

Miles and Amos : yeah.

(Conversation 37)

Mr. Browne : New Precept. Your deeds are your monuments. Archaeologists found these words inscribed on the walls of an ancient Egyptian tomb. Can anybody tell me what they mean? Summer?

Summer : Oh, uh... I think it means that the things we do are the things that matter most.

Mr. Browne : Excellent. Anybody else?

(Conversation 38)

Jack : Hey, Summer.

Summer: Hey. You okay?

Jack : Yeah. Fine. Just... this is gonna sound stupid, but... do you know why Auggie stopped liking me?

Summer: You should ask him.

Jack : I have, but ever since Halloween, he just won't talk him.

Summer : I mean....

Jack : You know what? I don't care. Sorry.

Summer : Ghostface

Jack : Wait, wait, what?

Summer : That's all I can tell you.

(Conversation 39)

Ms. Petosa: Okay... Now that we've finished our test, I want you all to start thinking about our fifth grade science fair projects which you will need to work on to have ready after spring break. Okay? Now it could be about anything. The point is to create something you're excited about. Something you're proud to show. Mr. Will? Mr. Will... Something more important to think about?

Jack : No.

Ms. Petosa: So, it'll be teams of two. Your partner will be your tablemate.

Julian : Uh, Ms. Petosa? I know we're supposed to be in pairs, but Jack, Amos and I had this science fair project idea that we wanted to work on together.

Ms. Petosa: Okay, maybe we can switch.

Jack : Uh, no.

Ms. Petosa: Sorry?

Julian : What?

Jack : No, um, it's okay. I'll stay with who I've got. I'll stick with Auggie.

(Conversation 40)



Julian : Hey! What did you do that for?

Jack : Dude, I don't want to switch.

Julian : Why not? Do you really wanna be partners with that freak?

(Conversation 41)

Via : What's so wrong with me not telling you about a stupid play? I'm not even in it. I'm just doing the lights.

Isabel : Well your boyfriend is in it. And don't you think we would like to see him?

Via : No, I don't!

Nate : Look, let's all calm down for a second.

Via : You know, you've been really good at leaving me alone my whole life. So why are you suddenly so interested, huh? Are you bored now that Auggie's in school? Your thesis not going well?

Isabel : Nate, could you please excuse us?

Nate : Izzy, she doesn't mean it.

Isabel : Nate!

(Conversation 42)

Auggie : What are they saying down there?

Nate : They, my friend, are saying a lotta things. None of which concern us. Let's see your new *Minecraft* world. 'Cause we might be moving to it.

(Conversation 43)

Auggie : So, are we going to see the play?

Isabel : Um... I hadn't realized what the play was. And I don't think it will be of any interest to a kid your age.

Via : Yeah, uh, you'd get totally bored.

Auggie : Are you and Dad going?

Isabel : Daddy'll go. And I'm gonna stay here with you.

Via : What? So now you're gonna punish me by not going?

Isabel : Well, you didn't want me to go in the first place, remember?

Via : Well, now that you know about it, of course, I want you to come.

Auggie : What are you talking about?

Both : Nothing.

Auggie : You're lying.

Isabel : It's just something to do with Via's school, honey.

Auggie : You just don't want your fancy high school friends to know your brother's a freak, huh?

Isabel : Auggie!

Via : Auggie, that's not true.

Auggie : Stop lying to me, I'm not an idiot, I know what's going on!

(Conversation 44)

Via : Auggie, come on!

Auggie : It's okay, I don't wanna go to your stupid high school anyway. I don't care.

Via : Auggie, not everything in the world is about you.

Auggie : What's wrong?

(Conversation 45)

Auggie : You're gonna be fine, girlie.

Isabel : Daddy's gonna meet me there. Take care of your brother.

Via : Yeah.

Isabel : Okay. All right.

(Conversation 46)

Auggie : Did Daisy really bite Mom?

Via : Well, um, she was whimpering. And then Mom tried to pick her up and Daisy bit her.

Auggie : Do you think the vet can fix her?

Via : She was in a lot of pain, Auggie. She's really old. Auggie? I want you to come to my play. Okay?

Auggie : Really?

Via : Really.

(Conversation 47)

Isabel : This is perfect.

Nate : Here we go. Good seats.

Isabel : Here. See if you can find Via's name in there, honey. Glasses. Oh, no! I think I forgot my glasses.

Nate : Auggie, you're missing a great episode of Hoarders, right here. Starring your mom's purse.

(Conversation 48)

Justin : You ready?

Miranda : Are you supposed to be in the girls' dressing room?

Justin : Just wanted to wish you good luck.

Miranda : “Break a leg”, not “Good luck”. You too. Anyone cheering you on tonight?

Justin : Uh, yeah, my mom invited the entire block. It’s gonna be really embarrassing. You?

Miranda : Uh, my dad is on his belated honeymoon. And my mom’s in a funk. But maybe she’ll come tomorrow.

Justin : Well, um, Via’s family will cheer you on. You’ll be great tonight.

Miranda : Mr. Davenport... I’m really sorry, but I can’t go on tonight. I don’t feel well. I think I might throw up.

Mr. Davenport: Okay, everybody gets nervous. You know, when I did my Hamlet, I threw up every night. You’re gonna be fine. Just do it. You’ll have all of spring break to recover.

Miranda : Mr. Davenport, you’re not listening. I’m not going on.

Mr. Davenport: Are you kidding me?

Miranda : I’m really sorry, but Via knows all the lines. She can do it.

Mr. Davenport: Then go find her then. Thank you.

(Conversation 48)

Via : Is this... Is this really happening?

Miranda : Yes, you’re going on as Emily. Only you don’t have much time.

Via : Well, I don’t even know if I’m gonna remember all of my lines.

Miranda : You'll be great. Justin'll help you through it.

Mr. Davenport: Where is she? Via, you're on in two minutes.

Via : Why, why are you doing this?

Miranda : I told you. I feel sick. Hey, it's okay. Hey, break a leg.

Mr. Davenport: Hmm. Your stomach flu got better fast.

Miranda : Sorry sir, just jitters. I'll be ready by tomorrow night.

Mr. Davenport: She's doing very well.

(Conversatian 49)

Nate : Via! Oh, my God! That was incredible!

Via : It was just a play. It wasn't "just" anything.

Nate : You were amazing!

Auggie : You were great, Via! Amazing!

Via : Oh, Auggie.

(Conversation 50)

Isabel : And then there was the nurse...

Nate : Yeah.

Isabel : ...who farted, and I don't use that word a lot, about 100 times.

Nate : Honey, that was you. To put it delicately. I don't know how else to say.

Isabe : It's not true.

Auggie : Busted now!

Isabel : No, it's not... Anyone? Raise your hand if you wanna change the subject and save us from this story.

Justin : All right, I will. I will. Um, what is that?

Nate : Oh that is Jack and Auggie's science fair project. Not to be confused with an eyesore in the middle of the room.

Miranda : No, but what is it?

Nate : Well, I don't know. I guess it's like a... Yeah.

Auggie : Follow me, you'll see.

Miranda : Oh, okay.

Auggie : Come on!

Justin : All right.

Nate : Sweet. What?

Isabe : Are you kidding me? I cannot believe you just did that.

Auggie : Go, go, go. Okay. But just no kissing.

Justin : Seen a lotta horror movies end this way.

Auggie : We're gonna open the apertures in 3, 2, 1.

Justin : It's a camera obscura.

Via : Yeah. He's ten.

(Conversation 51)

Summer : Oh, my God, that was so cool.

Charlotte: Cinema history come to life.

Jack : All right, people, single file.

Auggie : Step right up for an amazing camera obscura.

Julian : Step right up to witness Earth's greatest mystery, the volcano.

Jack : Okay, we're gonna open the apertures in...

Auggie and Jack: 3, 2, 1!

Kids : Whoa!



Girl : That's awesome!

(Conversation 52)

Mr. Browne: Hey, hey, hey. Why are we running in the hallway? Auggie, you okay?

Auggie : Yeah. Everything's fine. I'm late for class.

Mr. Browne: Hey, hey, hey, hey. Auggie, you know if you need help you can ask for it. You're not alone.

Auggie : I know.

Mr. Browne: Amos. You know something about this?

Amos : (Nod)

(Conversation 52)

Mr. Tushman: You understand? We take bullying very seriously at this school. There is zero tolerance.

Julian's Mom: Excuse me, can you explain what's going on here? Wasn't Julian the one who got punched in the mouth? If there's any bullying going on, it isn't my son.

Julian's Dad: You wrote that, Julian?

Julian : Yes, sir.

Mr. Tushman: That one note was on the back of a class photo. Your son photoshopped Auggie out of it.

Julian's Mom: No. No, he didn't. I did. Of course, I didn't think that he would bring it to school. But when our friends come over and they see that picture, I want them to ask about our son not the Pullmans'.

Mr. Tushman: Mrs. Albans. When we pressed Auggie, he showed us these other notes that your son left in his locker and his desk.

Julian's Mom: Okay, look, if no one else is gonna have the courage to say it, then I guess I will. These kids are too young to be dealing with this sort of thing. Julian has had nightmares because of that kid. Did you know that?

Julian's Dad: Sarah.

Julian's Mom: We had to take him to a child psychologist to help him deal with his night terrors.

Mr. Tushman: It's just a two-day suspension. You'll stay home from the nature preserve trip. That's all.

Julian's Mom: Two days for a couple of notes from a kid? After all the money that we have poured into this school?

Julian's Dad: We have a lot of friends on the school board, Mr. Tushman.

Mr. Tushman: Oh.. Well, I have more.

Julian's Mom: So what would you have us do? Bend over backwards for every single person in the world? Nobody can get their feeling hurt ever? You are not doing these kids any favors.

Mr. Tushman: Mrs. Albans, Auggie can't change the way he looks. So, maybe we can change the way we see.

Julian's Mom: Yes, I will be sure to tell that to the real world. Thank you for this. We won't be back in the fall.

Julian : Mom. I like this school. Mom. I have friends, Dad.

Julian's dad: Let's go, Julian.

Julian's Mom: Come on.

Julian : Mr. Tushman. I'm really sorry.

Mr. Tushman: I know you are, Julian.

(Conversation 53)

Isabel : The sound of joy!

Nate : Ah...

Isabel : All right. I want you to close your eyes, because I have a surprise for you.

Nate : Do you take request?

Isabel : Not before 9:45. Okay.. open your eyes.

Nate : No! Are you... You finished your thesis!

Isabel : Let's get drunk.

Nate : Wait, wait, wait. Hold on.

Isabel : Wait a minute. A double surprise, surprise.

Nate : Go ahead.

Isabel : Nothing's gonna. Jump out at me, is it?

Nate : No.

Isabel : Givin' me the eyes. What's in here? I'm kind of scared...

Nate : Good, right?

Isabel : I'm just gonna keep that in the box for now.

(Conversation 54)

Jack : Hey, dude. You wanna go outside?

Auggie : Why?

Jack : We can watch this movie any time.

(Conversation 55)

Eddie : What do we got here? Couple of losers stinkin' up the woods. Holy crap! Look at his face!

Boy : He's a freak!

Eddie : I've never seen anything that ugly in my life.

Boy : Maybe it's an orc.

Jack : Dude, let's go.

Eddie : Go where? Hey, talkin' to you, Gollum. This the one mask to rule them all? My precious.

Jack : Hey, what's your problem?

Eddie : Your boyfriend's my problem.

Auggie : Hey! Leave him alone.

Eddie : What are you gonna do about it? Get outta my way.

Auggie : No.

Eddie : I said get outta my way!

Auggie : I said no!

Amos : Yo, Jack, what's up, man?

Eddie : What's this? More little freaks?

Amos : What you call us, hick?

Eddie : Come on, prep boy.

Girl : Guys, stop! Just stop, please! Stop!

Amos : Just go!

Jack : Oh, man! Dude! Come on! Let's go! Let's get out!

Auggie : Are you okay? Dude, you're bleeding.

Jack : What was that? Something's coming. Amos?

Amos : Jack...

Jack : Over here!

Auggie : Amos, come on!

Jack : They follow you?

Amos : I think we lost 'em.

Jack : How did you guys know we needed help?

Amos : We saw them follow you out of the lodge.

Miles : I think they were seventh graders. They were huge.

Jack : Thanks, guys. You totally saved our butts.

Augie : Yeah, thanks, guys.

Amos : You know, it was cool how you stood your ground, little dude.

(Conversation 56)

Isabel : Hi! Oh, my gosh, I missed you so much! Mmm.

Friend : See you later, Auggie!

Auggie : Bye!

Isabel : How are you?

Auggie : Good. And guess what? I got in a fight.

Isabel : Oh my God, you're bleeding! Are you okay?

Nate : What happened?

Isabel : Auggie got in a fight.

Nate : That's terrible. I'm sorry. Did you win?

Isabel : Nate!

Nate : Well, I'm getting a vibe like maybe he won. Did you?

Auggie : Yeay. And guess what? They were seventh graders.

Miles : See you later, buddy!

Auggie : Bye!

Nate : Fighting is bad, Auggie.

Jack : Bye, Mr. And Mrs. P.

Nate : Goodbye.

Jack : See you at graduation, Auggie.

(Conversation 57)

Nate : Looking sharp.

Auggie : Thanks, Dad.

Nate : I'm talking about me. Hey! Ah, you look good, too. I think it's safe to say the Pullman men are crushing it today. You've come a long way, huh?

Auggie : Yeah.

Nate : Auggie, I am proud of you for sticking it out.

Auggie : You didn't think I would, did you?

Nate : 'Course I did. Okay, well, come on. I mean, when you started you were still wearing the astronaut helmet in public.

Auggie : I love that helmet. I wish I knew where it was.

Nate : It's in my office.

Auggie : What? Dad! That was a gift. You had no right to hide it!



Nate : Auggie, Auggie, please, don't be mad. You gotta understand, you were wearing it all the time. I never got to see you anymore. I missed your face. I know you don't always like it, but I love it. It's my son's face. I wanna see it. Do you forgive me?

Auggie : No. Yes.. Does Mom know?

Nate : No. God, no, she'd kill me. But I can maybe find it, if you need it back.

Auggie : That's okay.

(Conversation 58)

Auggie : Mom..

Isabel : Yes?

Auggie : Thank you.

Isabel : For what?

Auggie : Making me go to school. I was so mad at you sometimes. But I'm really happy to be here.

Isabel : You really are a wonder, Auggie. You are a wonder.

(Conversation 59)

Mr. Tushman: Thank you, choir. That was beautiful. Ladies and gentlemen, boys and girls, graduates. Final award this morning is the Henry Ward Beecher medal to honor students who have been notable or exemplary. Usually, it's a "good works" a service award. But I came upon a passage that he wrote which made me realize that good works come in many forms."Greatness, "he wrote, "lies not in being strong but in the

right using of strength. He or she is the greatest whose strength carries up the most hearts by the attraction of his own. Without further ado, this year, I am very proud to award the Henry Ward Beecher medal to the student whose quiet strength has carried up the most hearts. So, will August pullman please come up here to receive this award?

Jack : You're the best, dude!

Auggie : (Take a walking)

Mr. Tushman: Congratulations. Here you go. That's for you.