

**REQUEST SPEECH ACT “THE RON CLARK STORY”
MOVIE**

THESIS

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**REQUEST SPEECH ACT “THE RON CLARK STORY”
MOVIE**

THESIS

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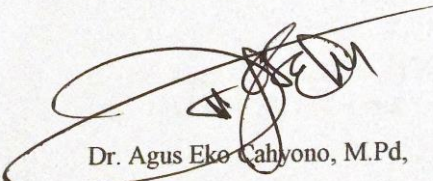
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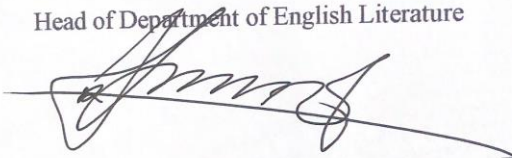
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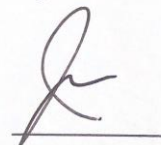
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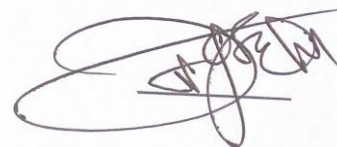
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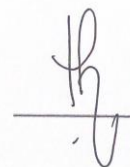
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MOTTO

“Don’t worry about other people’s opinions of you. God never told you to impress people; only to love them”

DEDICATION

This study especially dedicated to:

My beloved parents, my father Alm. H. Drs. Sumarno, M.Pdi and my mother Dra.

Hj. Tulus Wahyuni

My beloved brother, Ahmad Faiq Badry Romzy, Amd.Kep and my beloved sister

Imtiyaz Farras Mufidah, M. Akun, who always encourage me to finish the study.

To all the special people in my life I am deeply thankful and blessed for their
andeless love, prayers, and support.

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I realize that this research has many shortcomings and could be better. Hopefully, this research will be helpful for other researchers interested in the same topic.

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ABSTRACT

Mufidah, Isroul Mumtazil. 2023. *Request Speech act "The Ron Clark Story" Movie.*

Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Agus Eko Cahyono, M.Pd

Keywords : *Speech act, Interaction, Teacher-Student, Film*

This research examines the relationship between speech acts and the interpretation of linguistic expressions, explicitly focusing on the instructions used in speech acts such as admonishing, affirming, ordering, calling, promising, asking, and warning, especially within teacher-student interactions. The primary objective of this study is to identify and explain the various types and functions of request speech acts found in directive speech acts initiated by teachers in American movies, specifically through the analysis of "The Ron Clark Story" (2006). A qualitative approach was employed for this research, utilizing a systematic step-by-step method for data collection and analysis. The findings of this study indicate that the request speech acts depicted in the film "The Ron Clark Story" (2006) align with the five types of request speech acts outlined by Trosborg (1995: 187). Among these types, the most frequently used in the film is speaker-based conditions, while direct requests are less common. Moreover, the function of request speech acts in the American film "The Ron Clark Story" (2006) serves as a means to encourage and facilitate a novel learning experience that captures students' interest and enthusiasm for acquiring new knowledge. Additionally, the teacher in the film employs request speech acts to address family issues between students and their parents. Furthermore, these speech acts involve using questions to gather information about health problems. This type of speech act also exemplifies how a teacher effectively manages a rebellious student by choosing words that help them realize their mistakes, rather than resorting to harsh language.

ABSTRAK

Mufidah, Isroul Mumtazil. 2023. *Tindak Tutur dalam Film “The Ron Clark Story”*.

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Kata Kunci : *Tindak Tutur, Interaksi, Guru-Murid, Film*

Penelitian ini mengkaji hubungan antara tindak tutur dan interpretasi ekspresi linguistik, secara eksplisit berfokus pada instruksi yang digunakan dalam tindak tutur seperti menegur, menegaskan, memerintahkan, memanggil, menjanjikan, bertanya, dan memperingatkan, terutama dalam interaksi guru-siswa. Tujuan utama dari penelitian ini adalah untuk mengidentifikasi dan menjelaskan berbagai jenis dan fungsi tindak tutur permintaan yang ditemukan dalam tindak tutur direktif yang diprakarsai oleh guru di film-film Amerika, khususnya melalui analisis "The Ron Clark Story" (2006). Pendekatan kualitatif digunakan untuk penelitian ini, menggunakan metode langkah demi langkah yang sistematis untuk pengumpulan dan analisis data. Temuan penelitian ini menunjukkan bahwa tindak tutur permintaan yang digambarkan dalam film "The Ron Clark Story" (2006) sejalan dengan lima jenis tindak tutur permintaan yang digariskan oleh Trosborg (1995: 187). Di antara jenis tersebut, yang paling sering digunakan dalam film adalah kondisi berbasis speaker, sedangkan permintaan langsung lebih jarang. Selain itu, fungsi tindak tutur permintaan dalam film Amerika "The Ron Clark Story" (2006) berfungsi sebagai sarana untuk mendorong dan memfasilitasi pengalaman belajar baru yang menangkap minat dan antusiasme siswa untuk memperoleh pengetahuan baru. Selain itu, guru dalam film tersebut menggunakan tindak tutur permintaan untuk mengatasi masalah keluarga antara siswa dan orang tua mereka. Selanjutnya, tindak tutur ini melibatkan penggunaan pertanyaan untuk mengumpulkan informasi tentang masalah kesehatan. Jenis tindak tutur ini juga

mencontohkan bagaimana seorang guru secara efektif mengelola siswa yang memberontak dengan memilih kata-kata yang membantu mereka menyadari kesalahan mereka, daripada menggunakan bahasa yang kasar.

ملخص البحث

مفيدة، إسرو ل ممتاز. 2023. أعمال الكلام في فيلم "قصة رون كلارك". اطروحه. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف الدكتور أجوس إيكو كاهيونو ، دكتوراه في الطب

الكلمات المفتاحية : فعل الكلام ، التفاعل ، المعلم والطالب ، الفيلم

تبحث هذه الدراسة في العلاقة بين أفعال الكلام وتفسير التعبيرات اللغوية ، مع التركيز بشكل صريح على التعليمات المستخدمة في أفعال الكلام مثل التوبيخ والتأكيد والأمر والدعوة والوعد والسؤال والتحذير ، خاصة في التفاعلات بين المعلم والطالب . كان الهدف الرئيسي من هذه الدراسة هو تحديد وشرح الأنواع والوظائف المختلفة لأفعال خطاب الطلب الموجودة في أعمال الكلام التوجيهي التي بدأها المعلمون في الأفلام الأمريكية ، وتحديدًا من خلال تحليل "قصة رون كلارك" (2006). واستخدم نهج نوعي للدراسة، باستخدام أساليب منهجية تدريجية لجمع البيانات وتحليلها. تظهر نتائج هذه الدراسة أن أفعال خطاب الطلب المصورة في فيلم "قصة رون كلارك" (2006) تتماشى مع الأنواع الخمسة لأفعال خطاب الطلب التي حددها تروسبورغ (1995: 187). من بين الأنواع ، الأكثر استخدامًا في الأفلام هي الظروف القائمة على مكبر الصوت ، في حين أن الطلبات المباشرة أقل تكرارًا. بالإضافة إلى ذلك ، تعمل وظيفة فعل الكلام عند الطلب في الفيلم الأمريكي "قصة رون كلارك" (2006) كوسيلة لتشجيع وتسهيل تجارب التعلم الجديدة التي تجذب اهتمام الطلاب وحماستهم لاكتساب معرفة جديدة. بالإضافة إلى ذلك ، يستخدم المعلمون في الفيلم أعمال خطاب الطلب لمعالجة قضايا الأسرة بين الطلاب وأولياء أمورهم. علاوة على ذلك ، يتضمن قانون الكلام هذا استخدام الأسئلة لجمع المعلومات حول القضايا الصحية. هذا النوع من فعل الكلام هو أيضا

مثال على كيفية إدارة المعلم للطلاب المتمردين بشكل فعال من خلال اختيار الكلمات التي تساعد على إدراك أخطائهم ، بدلا من استخدام لغة مسيئة.

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CHAPTER I

INTRODUCTION

This chapter has five sub-chapters covering research background, research questions, interests, the scope and limitations of research, and the definition of key concepts.

A. Background of the Study

Linguistics has undergone significant development, with a recent resurgence of interest in the pragmatic aspects of language in human life (Wijana, 1996:3). Pragmatics, the study of language focusing on its real-world application (Kaelan, 2004:134), has gained prominence. This expansion of linguistic inquiry into pragmatics, encompassing form, meaning, and context, represents the final stage of broadening the discipline beyond its narrow focus on the biological aspects of language, as stated by Leech (1993:2).

Philosophers, including Austin (1962), Searle (1969), and Grice (1975), have extensively explored the role of language, giving significant attention to pragmatic studies. Structural analysis allows for a comparison that highlights two crucial aspects of pragmatic research: (1) the units of speech or sentences used to express various communicative functions, and (2) the multilingual units through which communicative functions are expressed.

May (1993:42) defines pragmatics as the study of language usage conditions shaped by the societal context. In a broader sense, Wittgenstein, cited by Kaela

(2004:136), asserts that the essence of language lies in its diverse applications across different contexts of human life. Wittgenstein concludes that words derive meaning from their usage in sentences, sentences serve a purpose within language, and speech is directed by its application in various human life contexts. Moreover, May (1993:38) provides a comprehensive definition of context as the environmental situation that enables participants to interact and comprehend language through substitution.

Among the theories examined within pragmatics, speech act theory is a prominent one. Pragmatics explores deixis, implications, assumptions, speech acts, and aspects of discourse structure (Levinson, 1983:27). Speech act theory posits that every utterance carries out an action (Austin, 1962; Searle, 1969), which can be analyzed at three levels: illocutionary acts (informing about something), perlocutionary acts (influencing others), and, primarily, illocutionary acts.

In the context of speech requests, they can be either direct or implicitly conveyed through indirect means. Speakers and interlocutors must employ appropriate strategies to make the request process smoother. Consequently, the author examines the request strategies employed by speakers and interlocutors to fulfill their requests effectively.

The research focuses on request speech acts in teacher-student interactions in American settings, specifically analyzing data from the film "The Ron Clark Story" (2006) to examine the demand strategies employed. Similarities between this research and previous studies lie in the analysis of request-directed speech acts,

while the difference lies in the data source, which is the realization of requests in teacher-student interactions in the film "The Ron Clark Story" (2006).

One relevant previous study conducted by Nuriadi (2018) focused on analyzing the types of speech acts performed in classroom interactions involving teacher-student communication. The study found that while students may have accurate communication skills, they lack precision when communicating with native speakers. This inaccuracy is attributed to the students' need for pragmatic competence, including knowledge of speech acts. Consequently, teachers should teach pragmatic competence by introducing speech rules for each speech action to help students avoid such mistakes.

Another study by El-Dakhs and Gusarova (2019) examined teacher-student interactions, contributing to theoretical foundations and pedagogical implications. Additionally, this research explores the criticism realization strategies in university-level teacher-student conversations, taking into account the impact of gender and teaching experience on teachers' criticism behavior. The results shed light on the influence of these social factors on university teachers' patterns of criticism.

El-Dakhs (2020) conducted a study focusing on presumptions in various contexts, particularly how gender and teaching experience affect the realization of speech acts in teacher-student interactions. The findings indicated a preference for indirect strategies, limited internal use of design, and minimal impact of gender and teaching experience on the realized systems. The results were interpreted based on politeness theory, English as a lingua franca, the specific context of teacher-student conversations, and existing literature.

Additionally, Thuruvan and Md Yunus (2017) conducted research on

presumptions, emphasizing pragmatics and classroom culture to understand how students perceive polite interactions when speaking English. The ongoing study aims to identify the types of demand strategies used by participants in making requests and explore the factors influencing their choice of strategy. The findings revealed that students were perceived as less polite when communicating with their peers compared to when interacting with teachers. Conversely, teachers tended to use less polite language with students due to their hierarchical power dynamic. This study provides valuable insights into classroom pragmatics in Malaysia, and future research should expand to urban schools for more comprehensive data in this field.

Overall, these studies contribute to the understanding of request speech acts and the dynamics of teacher-student interactions in different contexts, offering insights into pragmatic competence, criticism behavior, gender and teaching experience effects, and classroom culture.

Widiasri and Satyawati (2019) conducted a study analyzing assumptions in speech. Their focus was on identifying the verbal forms and functions of students' speech acts in the classroom, using the Hymes communication ethnography approach to understand their interactions. The findings revealed that directive verbal speech acts in the classroom took the forms of asking, ordering, and advising.

Building upon the existing research, further analysis can be conducted on the request speech act in the movie "The Ron Clark Story." This study introduces a difference by using film as the research object. The researcher chose this approach based on previous studies and selected different variables for film selection. In addition to the Requesting Speech Act, the researcher incorporates the theory of Hearer-oriented Conditions, Speaker-based Conditions, Direct Request, and the

Function of Speech Act.

To address current issues, the new research will focus on the request speech act in the movie "The Ron Clark Story." This will ensure the relevance of the study to present-day concerns, requiring the researcher to thoroughly examine the problem. By considering these factors, the upcoming research will delve into the Request Speech Act in the movie "The Ron Clark Story."

B. Research Question

Based on the background that has been shown, the problems identified are as follows:

1. What are types of directive requests are found on American movie (*The Ron Clark Story*).
2. What is the function of directive requests on American movie (*The Ron Clark Story*)

C. Objective of the Study

The objective of the study are as follows:

1. To describe the types of requests speech act contained in American films through the Ron Clark Story Movie (2006).
2. To describe the function of request speech acts contained in American films through The Ron Clark Story Movie (2006).

D. Scope and Limitation

This study focuses on speech act requests through the American film "The Ron Clark Story (2006)". Data was collected through film scripts, analyzing conversations; then, the data was coded based on datum numbers.

This research will not cover issues unrelated to speech act requests and will not use films other than the American film "The Ron Clark Story (2006)."

E. Definition of Key Terms

The following key terms were included in the research and were chosen based on the subject:

1. **Directive Speech Acts:** Instructions that show how to perform an action or achieve a goal.
2. **Teacher-student interaction:** The teacher and student are the objects of the research in the film and discuss the conversation between the teacher and student. Then in the discussion, look for directive requests in American cinema. Then interaction is the action of two or more people in a conversation between teachers and students in Hongkong and American films.
3. **Movie:** Comparison which compares the two objects studied by the researcher
4. **American Movie:** Object this study, which in the film are the same as the speech acts of interaction between teachers and students. The difference is only in the interaction between teachers and students in America. To take data from the film "The Ron Clark Story."

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the research used theory as the basis for research and analysis. There are several theories addressed for relevant sources, and there are several aspects related to research that can help answer research questions.

A. Pragmatics

Pragmatics is the study of language from the user's point of view, especially the choices they make, the barriers they face in social interactions, and the effects of using language on others in their communication (Crystal in Barron, 2003). In contact, speakers produce utterances and perform actions through statements. They are doing something with speech when speaking is critical because language is used to explain words and execute actions intended to have a function and an effect on the hearer. Actions performed through utterances are called speech acts (Yule, 1996: 47). Speeches produced by speakers in communication contain a deeper meaning than the actual meaning of the word or phrase itself. According to Yule (1996: 3), pragmatics is more dominant in analyzing what people refer to, namely by their words rather than the words or phrases in their meaning statements. Pragmatics also deals with the context or situation in which one can say something; therefore, the speaker must focus on the content. Leech (1983:6) argues that pragmatics studies meaning related to speech situations. The statement put forward by Leech and Yule (1996) then argues that pragmatics must also study aspects of context, such as what context with whom and what people say, when, where, and

under what circumstances will determine how they want to say it. Four things become a concern in pragmatics, as stated by Yule (1996:3):

1. Meaning in the study of speaker pragmatics.
2. Meaning in the context of pragmatic studies.
3. How to get communication beyond what is said, practical studies.
4. The expression of actual distances, functional studies.

Must consider pragmatics. These variables have the same meaning as pragmatics itself. The variables are implicature, speech acts, presuppositions, context, neighboring pairs, deixis, and distance. Speech acts, various verbal communications, and some pragmatics occur frequently in verbal and nonverbal communication. Speech acts are the study of how speakers and listeners use language, according to Yule (1996). Bach (1979) also explains that action in verbal communication has its message, so communication is not only about language but also about action. In conclusion, speech acts are acts of speech that occur, and activity refers to movement.

Speech Acts

Speech acts are a theory that assumes that the meaning of linguistic expressions can be explained by following the instructions that apply when performing speech acts, such as admonishing, affirming, ordering, calling, promising, asking, and warning. This is different from the theory, which states that language expressions have meaning depending on the similarity of the words in the sentence or not; speech acts here explain the

meaning of language in terms of the use of words and sentences when speaking. Searle (1979:13) discusses three different basic dimensions, namely illocutionary acts, illocutionary acts, and perlocutionary acts. Locutionary acts (acts of saying something) are speech acts to express something with words, phrases, and sentences according to the meaning contained. An illocutionary act (the act of doing something) is a speech act to do something with a specific purpose. Perlocutionary (influencing someone) is a speech act intended to affect the other person.

Then the form of speech is divided into two, namely direct speech and indirect speech. The direct address has a speech structure (declarative, interrogative, and imperative) and three general communication functions (statement, question, command, or request). Direct speech occurs when there is a direct relationship between structure and function in a sentence (Yule, 1996: 95). The same thing was also expressed by Wijana (1996: 30); formally, news sentences are divided into declarative, directive, compulsive, expressive, and representative news sentences.

1. Declarative

Affect an immediate change of affairs—paradigm cases: Blessing, Firings,
Marrying. E.g., I will marry you.

2. Directive

They are used by a speaker who attempts to get the addressee to act.
Paradigm cases: Commands, Request, Challenges, Orders, Invitations. E.g.
could you help me?

3. Commissive

Commit a speaker to some future action. Paradigm cases: Promises, Oaths, Pledges, Offering. E.g., I will always be with you.

4. Expressive

Express some psychological state. Paradigm cases: Greetings, Apologize, Congratulations, Thanksgiving. E.g., I'm glad to see you.

5. Representative

Commit a speaker to the truth of an expressed proposition. Paradigm cases: Assertations, Statement, Claim, Description, Suggestion. E.g I am the best teacher in this school

If all of these types of sentences are used conventionally, the utterances that are formed are direct speech acts. Furthermore, according to Yule (1996: 95–98), indirect speech occurs when there is no relationship between structure and function. In addition, speaking can express words in the news or interrogative sentences; if that happens, the speech formed is an indirect speech act.

Requesting Speech Act

A request is an expression or action of asking the recipient to do something for the listener. Trosborg (1995: 187) states that a request is an illocutionary act in which a speaker (the applicant) conveys to the listener (the recipient) that he wants the person being asked to perform an action that is very useful to him. The move is

a request for nonverbal action, namely a demand for goods and services, and a request for an object, an action, or some service, i.e., a request for information. A proposal is more polite than an order because a request is defined as asking someone to do something rather than telling someone to do something. In everyday life, people always make requests, indicating that they need the help of others. Other people often make requests, either directly or indirectly, to ask other people for something, such as asking for help, asking for permission, asking for directions, and so on. In this case, people need to use some means for their request to be successfully received by the recipient.

1. Indirect Request

Indirect requests are requests that do not require explicit illocutionary coercion. Usually, the speaker does not mention or define the desired action in speech, preventing the movement from invoking someone else as the intended agent. This type uses Thinking Strategies strategy. On the other hand, this type is used by speakers to call or talk about the other person without mentioning the name and identity of the person being talked about. Examples of this type, sentences or dialogue, often use the third person view.

Hearer-oriented Conditions

In this type of request speech act, the speaker is in a controlled position to decide whether to make a request, which indicates a condition oriented toward the speaker's request. This request uses two strategies: the ability (will) and the

suggestion formula.

1. Ability (Willingness)

Ability is the ability to do something. To express ability or capability in English, we can use the modal "can, could, or be able," which means "can." Then Willingness itself means Willingness, Willingness to do something. To state that we can use capital –will/would. Which means will / desire. We will have in common. The difference is that Will is used for the present tense (now) and would for the past tense. Example: 1. Can you open the garage? 2. Are you going there? Yes, I will.

2. Suggestion formula

Requests can be made with various "Suggestion formulas." When using this formula, the requester does not ask the listener any specific condition based on the listener to the listener but instead tests the listener's general cooperation by asking if any conditions could prevent the listener from performing the action specified by the proposition. By requesting a suggestion formula, the speaker makes his request temporary and underestimates his importance as the recipient of the action. Example: Why don't you come back here?

B. Speaker-based Conditions

This request becomes more direct in its demands by prioritizing the speaker's interests over those of the listener. There are two strategies in the speaker-based condition. They by using wishes/desires and needs/demands.

1. Wishes/desires

The speaker's statement of the meaning of possibility is politely expressed as a wish. Example: I wish to send your letter.

1. Needs/demands

The requested strategy randomly expresses speaker requests as requests. Example: I need to borrow your pens.

C. Direct Request

In direct requests, the speaker makes explicit illocutionary points from his speech (Trosbog in Amelia & Firdaus, 2018). Usually, in this section, we use performative or imperative statements. This direct request includes three request strategies, such as obligatory, performative, and critical. This type is often used in movie character dialogue as a sentence or command word other characters must obey. In addition, this is often a forbidden word not allowed to be used by film characters.

D. Function of speech act of Request

The theory proposed by Tsui (1994: 101), as discussed in Sulasi's work (2009), provides a comprehensive classification of requests based on their functions. According to this theory, requests can be grouped into five distinct categories, each serving a specific purpose in communication. These categories include requests for action, permissions, offers, invitations, and proposals. By examining the underlying motivations and outcomes of different request types, Tsui's theory sheds light on the intricate dynamics of language use and highlights the diverse ways in which individuals interact and seek cooperation in various social contexts. Understanding these functions of requests contributes to a deeper

understanding of pragmatics and its significance in human communication. Tsui (1994: 101) in Sulasi (2009) classifies request into five functions:

1. Request for Action

The request is to ask someone to do something. These activities are planned for the benefit of the speaker. A positive response requires the other person to take nonverbal action. Action requests are usually expressed as "Can/Can you do X?". We can also use "will" and "would" to ask someone to do something.

2. Request for Permissions

A request is a request for permission to do something. The demand for permission involves the speaker's appearance at a future activity intended for their benefit. It is difficult to refuse a request for approval because the action is in the speaker's interest and manageable. After all, the speaker did the action.

3. Offer

An offer is a request to offer something to be accepted or rejected. Action is needed for the future and is valid for listeners. Acknowledgments from listeners. Pay attention to the following words:

- Can I help you?
- Let me get you a chair.

The two statements above are the requirements of the offer. Actions serve the welfare of the audience. The speaker behaves as if future actions will benefit the listener.

4. Invitation

A request to invite somewhere, go, or come somewhere. Listeners can reject

or accept it, and it is helpful for listeners. Invitations are usually realized with "Would you like...?"

5. Proposal

It is a feedback request that the speaker and listener take non-verbal action, which is mutually beneficial. Suggestions are implemented through "Shall we/Shall we/Do...?", "Let's do it," and "Why not."

CHAPTER III

RESEARCH METHOD

The chapter addressed some aspects for research methods which include research design, research instrument, data and data source, data collection and data analysis.

A. Research Design

A qualitative approach was employed in this research as the data was derived from oral interactions between teachers and students depicted in selected films. The data was collected and analyzed by examining the interactions that took place during teaching. The data collection method utilized in this study followed a step-by-step approach for gathering and analyzing information. According to Creswell (2011), qualitative research involves a series of steps aimed at collecting and analyzing data to enhance understanding of a particular topic or issue. The research design adopted for this study is descriptive-qualitative, which entails presenting research findings and includes procedures for generating descriptive data such as speech or written text and observations of people's behavior (Bogdan and Biklen, 1992).

B. Research Instrument

The research instrument employed for data collection and analysis in this study was extracted from the American film "The Ron Clark Story" (2006). The focus was on capturing the speech acts in teacher-student interactions specifically

within the American context. The data was sourced from the movie itself.

This research was conducted as a descriptive study with the aim of gathering data from films to gain an accurate understanding of teacher-student conversations. Furthermore, it sought to explore the connections and distinctions between teaching practices in different countries.

The study design aimed to provide a precise depiction of the interactions under investigation, highlighting both the similarities and differences observed. In addition to utilizing descriptive methods, qualitative approaches were also employed. This methodology relies on data in the form of words rather than numerical values (Zoltan, 2007). The term "qualitative" is apt as one of the data types collected consists of sentences. The research was conducted using a qualitative approach as the analysis focused on describing phenomena through words, sentences, and utterances.

C. Data and Data Source

The data for this research was sourced from the American film "The Ron Clark Story" (2006). The data primarily consists of dialogues and speeches exchanged during conversations depicted in the film. The film transcripts serve as the secondary source of data. The film has a duration of 1 hour, 30 minutes, and 22 seconds. The objective of this research is to analyze the film transcripts and extract data related to directive requests, focusing on the variations in teacher-student conversations depicted in American films.

D. Data Collection

In this research, data collection was conducted with a deliberate focus.

However, the data collection process was limited due to the primary emphasis on the speaker's state and the interaction between the speaker and hearer in relation to requests. To initiate the data collection process, the researcher viewed the film multiple times to gain a comprehensive understanding of the storyline. Additionally, the researcher searched the internet for film scripts specifically from American cinema. During this process, the researcher carefully examined and marked the dialogues spoken by the characters that exemplified speech acts of requesting, particularly those related to speaker-based conditions and the interaction conditions of the hearer, based on the theories of Searle and Trosborg.

The subsequent step involved coding each type of data. The coding scheme included the data number, the titles of the American films selected, and the types of request speech acts employed by the characters, as determined by Searle's theory. Furthermore, the researcher utilized categories such as speaker-based conditions, interaction conditions of the hearer, types of request speech act conditions according to Searle's thesis, and request strategies based on the types of functions in Brown and Levinson's theory.

E. Data analysis

In this study, there are several steps involved in analyzing the data obtained from American films. Firstly, the researcher identifies all utterances that fall under the category of request speech acts, employing Searle's theory. Subsequently, the request data is categorized into groups based on speaker-based conditions and hearer interaction conditions, using Trosborg's theory. Following this, the researcher applies a coding system to mark the data, including the datum number,

film title, and type of request speech act (speaker-based and hearer-interacting conditions).

To address the research problem, the researcher conducts an analysis of the types of requests made using speaker-based conditions and interaction conditions with the speaker. Speaker-based conditions encompass wants, desires, demands, or needs, while the conditions focusing on the hearer involve abilities, willingness, and suggested formulas. The researcher then examines the politeness strategies employed in each datum, considering both speaker-based conditions and interaction conditions with the hearer, based on Brown and Levinson's theory.

As a result, the researcher can identify the factors influencing speakers in utilizing request speech acts based on the speaker's condition, while considering the function of speech act strategies.

CHAPTER IV

FINDING AND DISCUSSION

Research findings and discussion are described in this chapter. According to the previous chapter, the aim of this study is to analyze conversation directive request between teacher and students from American films. Furthermore, this study also explains how to learn teaching from American films through the selected films are manifested in the films "The Ron Clark Story (2006). The findings section discusses two research questions, namely explaining the types of request speech acts in the American films through conversations between teachers and students and then explaining the function of request speech acts in American films through conversations between teachers and students. In addition, the discussion section examines the analysis of research results.

A. Finding

Types and Functions of Request

The type of request speech acts that can be explained in this research was used the theory from Trosborg (1995: 187). Based on that theory the type of request speech acts was divided into 5 types, such as: Indirect request, Hearer-oriented Conditions, Speaker-based Conditions, Direct request, and Function of Request. Those theory was used to explained the type of request speech acts that used in the film of "The Ron Clark Story (2006)" through the conversation of teacher and student in those films. The explanation can be seen in the below:

1. Indirect Request

This type was a request without the ability of an explicit request illocutionary, the speaker is prohibited from mentioning or specifying the act of desire and avoiding mentioning the listener as the intended representative. In the films "The Ron Clark Story (2006), this request speech act often used in dialog between teacher and student. The explanation of this analysis can be seen in the below.

Datum 1

Student 1 : Yo, man, I told you
Student 2 : You got an "A" too!
Mr. Clark : **Now, give it up for your sizzle selves.**
Mr. Clark : It's ok to be proud of yourself for doing well on a test.
Student 3 : Come on, Let's go.
Student 4 : Oh, my good... my luck is number 13

(The dialogue of "The Ron Clark Story (2006)" movie at 00:51:22 --> 00: 51:39)

Context of datum 1

What is discussed in the conversation above is that Mr. Clark is handing out test papers to his students who have taken the test. Where many students got an A. But after the papers were distributed, there was a bell for recess, so what did Mr. Clark explain to his students not to let their students instead scatter out of class?

Analysis of datum 1

Based on datum 1, the highlighted part of the dialogue emphasizes using indirect requests as a speech act. In this dialogue, the teacher does not mention any specific student by name, indicating that it is directed toward all students collectively. The dialogue adopts a third-person point of view as a means of

delivering the message to the students. Additionally, the dialogue incorporates phrases as a medium to support the sentences, thereby assisting the teacher in effectively conveying the message to the students. The primary function of this request dialogue is to prompt action, as the teacher requests the students to take a test. **Datum 2**

Mr. Clark : None of you passed the test...
Mr. Clark : And there's going to be punishment
Mr. Clark : I want you to pass these all around
Mr. Clark : **Now let's get down to some presidential learnin'**
Mr. Clark : Start with George Washington straight from Mount Vernon
Mr. Clark : The first president and commander-in-chief

(From "The Ron Clark Story (2006)" movie at 00:49:07--> 00:49:49)

Context of datum 2

What is discussed in the conversation where Mr. Clark gives tests to his students is that Mr. Clark teaches by singing hip-hop songs to his students. At first, his students laugh at him for a long time, but then they instead follow along as he sings hip-hop songs.

Analysis of datum 2

Based on datum 2, the dialogue employs the speech act of indirect requests. The dialogue aims to convey information to students without directly mentioning their names in the class. Consequently, the teacher utilizes the third-person point of view to deliver the dialogue to the student.

The highlighted phrase, "Now let's get down to some presidential learnin'," is spoken indirectly by the teacher, effectively piquing the student's interest in the subject matter. This particular phrase helps transform the classroom atmosphere

into enjoyable and engaging. The use of indirect requests in "The Ron Clark Story (2006)" is not limited to mere mentions or random discussions about individuals or places; instead, they serve as an invitation to incorporate them as learning tools. This sentence indicates that indirect recommendations can assist teachers in discovering new and engaging learning methods that captivate students' interest and create a joyful learning environment. The function of the invitation is to encourage the students to embrace these learning tools.

Datum 3

Teacher : I was hoping we could have fun this year,
Teacher : And I think that we still can.
Teacher : But only after you learn to follow all of my rules
Teacher : **And you will follow all of my rules.**
Student : First of all, he a freak

(From "The Ron Clark Story (2006)" movie at 00:30:49 --> 00:31:11)

Context of datum 3

What is discussed in the conversation above is that Mr. Clark gives rules to his students because they are too arbitrary. So, he gives them the rules he makes for them. But still, his students think Mr. Clark is a freak because of the laws he made.

Analysis of datum 3

Based on data 3, the dialogue presents an indirect request expressed by the teacher. In the dialogue, "you" in the phrase "And you will follow all of my rules" refers to all the students in the class collectively. The teacher does not need to mention each student's full name or individual identity, as it would make the dialogue lengthy and imprecise.

Mr. Clark mentioned earlier, is a new teacher tasked with teaching rebellious students. The aforementioned dialogue serves as a means for Mr. Clark to assert his authority and emphasize the rules the students in his class are expected to abide by. In the dialogue, "government" refers to the influence that can shape a student's personality and behavior inside and outside the classroom. However, the primary function of this request dialogue is to offer an indirect approach, ensuring that the message is accurately delivered to the students without making them feel intimidated by the teacher.

Datum 4

Shameika's Mom: So, you're just going to drop into her life, and now know all about it, right?

Mr. Clark : **I just know she's a great student, a born leader, creative, intelligent.**

Shameika's Mom: Shemika? My Shamika?

Mr. Clark : Yes. If she tests well enough in May, I think we might be able to get her into Manhattan West for middle school.

(From "The Ron Clark Story (2006)" movie at 00:59:41 --> 01:00:00)

Context of datum 4

What is discussed in the conversation above, Shameika's mother protested to the school so that Mr. Clark doesn't interfere in his family affairs because what Shameika does is for his family. But with a good heart, Mr. Clark wants to tell Shameika's mother that Shameika is intelligent and does everything. However, because Shameika never does homework, her mother insists on not interfering in her family's affairs.

Analysis of datum 4

Based on datum 4, the above dialogue employs an indirect request as a speech act. The teacher addresses the parents during the conference to apprise them of their child's behavior in the classroom. The dialogue aims to encourage the parents not to give up on their child, despite the child's rebellious tendencies.

The excerpt from the dialogue, "I just know she's a great student, a born leader, creative, intelligent," pertains to a student named Shameika, who is under the guidance of Mr. Clark. The teacher employs this portion of the dialogue to persuade Shameika's mother regarding her child's transformed personality since being taught by Mr. Clark. By utilizing "she" as a third-person perspective, the dialogue exemplifies an indirect request speech act. This is further reinforced by Shameika's mother's astonishment upon receiving the information from Mr. Clark, as depicted in the aforementioned excerpt.

The primary purpose of this dialogue is to request action, as the teacher desires for his student, Shameika, to exhibit creativity, diligence, and intelligence.

2. Hearer-oriented Conditions

This type of request speech act that make the hearer become in a position of control in the term to decide whether to make the request or not, which indicates a condition that is oriented towards the hearer's request. The hearer-oriented condition was contained two type which include of ability (willingness) and Suggestory formula. In the films "Big Brother (2018) and "The Ron Clark Story (2006), this type was used to analysis the request speech act in that film. The explanation can be seen in the below.

a) Ability (Willingness)

Datum 5

Mr. Clark : **Can I have your attention, please?**
Mr. Clark : Before we start today, I would like to go over 3 rules for this class.
Mr. Clark : If you follow them, we will all have a lot of fun. If you don't follow them, there will be consequence.

(From "The Ron Clark Story (2006)" movie at 00:22:42 → 00:22:42)

Context of datum 5

Mr. Clark wants to announce to his students that he has 3 rules in his class that students must obey.

Analysis of datum 5

Based on data 10, the dialogue utilized the ability (willingness) as a request speech act, explicitly falling under a hearer-oriented conditional request. This is evident through the word "can" which signifies an instruction from the teacher. The purpose of the dialogue was to capture the student's attention in the classroom directly. Although the students' attention span was brief, the teacher achieved their objective.

In the movie, the teacher employed this type of request speech act to gain the students' attention. The students in the classroom complied with the teacher's request. The dialogue highlights the significance of students' attention during learning activities. Consequently, the teacher's desperate tone in delivering this dialogue stemmed from the fleeting nature of the attention they received. The primary function of this dialogue was to prompt the students to pay attention in class.

Datum 6

Mr. Clark : **Now, can anybody tell me the verb in this sentence?**
Student : Feels?
Mr. Clark : Yes, yes!
Student : You gonna puke now, Mr. Clark?
Mr. Clark : Yes!

(From "The Ron Clark Story (2006)" movie at 00:42:29,708 → 00:42:49,167)

Context of datum 6

Mr. Clark asked questions about the lesson he explained, then his students discussed other things, such as not paying attention to what Mr. Clark explained during the lesson in class.

Analysis of datum 6

In data 6, the dialogue employs a request speech act of ability (willingness) and falls under a hearer-oriented conditional request. The purpose of this dialogue is to prompt the students to take specific actions. According to data 6, the function of the request for action is accurately demonstrated by using the word "can," which is commonly employed to ask someone to do something or comply with an order.

This aspect is evident in the above dialogue, where the teacher requests the students to answer a question after explaining the subject matter. Additionally, the dialogue inspires students to feel confident when responding to the question. This type of request speech act can effectively engage students in the learning process and encourage their active participation in the classroom.

Datum 7

Mr. Clark : Remember, there are 2 variables in this equation.
Mr. Clark : Ok? So "x" equals...
Tayshwan : "x" equals...
Mr. Clark : Come on, **Tayshwan, you can do this.**
Tayshwan : Yo, not with you all up on me, man!
Mr. Clark : Yeah

(From “The Ron Clark Story (2006)” movie at 01:03:27,208→ 01:03:35)

Context of datum 7

Mr. Clark was explaining math lessons and asking questions for students to answer. Mr. Clark confirmed to Tayshwan that he could answer the question. Then Tayshwan answered the question asked by Mr. Clark.

Analysis of datum 7

Based on data 7, the dialogue exemplifies a hearer-oriented conditional request speech act, specifically falling under the category of ability (willingness). The dialogue serves as an encouragement from the teacher to the student to learn mathematics, particularly focusing on equations. The teacher not only motivates the student to take action but also offers assistance to ensure the student's successful comprehension.

This is evident through the use of the word "can" in supporting the teacher's dialogue, indicating a request for the student to engage in a specific task. In the mentioned dialogue, the name "Tayshwan" refers to one of Mr. Clark's students who tends to remain silent during class activities but easily gets upset, even over minor issues.

However, despite the dialogue's intention to request action, it becomes challenging as the student struggles to understand the teacher's explanations. This is demonstrated by the repetition of the student's dialogue. Consequently, towards the end of the dialogue, the teacher employs a hearer-oriented conditional request, specifically an ability (willingness) type, to effectively convey the request for action to the student.

b) Suggestory Formulation

Datum 8

Mr. Clark : Shameika, don't do that.
Mr. Clark : Shameika, don't.
Shameika : Or what? **What are you gonna do? Suspend me?
Go ahead. Suspend me. I wanna leave!**
Student 1 : We all wanna leave.
Student 2 : Me, too
(From "The Ron Clark Story (2006)" movie at 00:17:26 --> 00:17:44)

Context of datum 8

Mr. Clark was announcing that the class had no schoolwork, and then the students threw away the books one by one. "don't do that," said Mr. Clark, but the student still threw away the book, and then Mr. Clark took his book; then his students even disobeyed Mr. Clark, but Mr. Clark remains patient with his students.

Analysis of datum 8

Based on data 8, the highlighted dialogue employs the formation of suggestions, which falls under the category of hearer-oriented conditional request speech act. The conversation revolves around a student's request for a proposal. This can be observed in the highlighted excerpt, which includes a sarcastic statement and suggestive language. The scathing comment, "Go ahead. Suspend me. I wanna leave," is accompanied by the suggestion, "What are you going to do? Suspend me?"

This dialogue makes it apparent that the student is attempting to challenge the teacher. The purpose of the discussion is to request a proposal, which occurs when the student interrupts the teacher while discussing potential punishments for breaking the rules. It is evident from the conversation that Shameika, the student

mentioned, does not seem to care about the possibility of being suspended by the teacher. Shameika is portrayed as the most rebellious female student in the class.

Datum 9

Mr. Clark : You guys have one week till the state exams.
Student 1 : One week to show Mr. Turner...
Mr. Clark : And your parents... and yourselves what you can do.
Mr. Clark : And you guys **don't have anything you want to tell me?**
Student 1 : There's no way we're gonna pass those tests.
Student 2 : We always mess up.
Student 3 : Don't jump on us, man... sir.
Student 4 : I mean, it's nothing personal.
Mr. Clark : Everything we do in this personal, how we talk to each other, how we work together, and how we've prepared for these tests.

(From "The Ron Clark Story (2006)" movie at 01:09:46 →01:10:25)

Context of datum 9

In the class, Mr. Clark wants his students to prepare for next week's test to show Mr. Turner, their parents, and themselves, but the students are hopeless before the exam. Mr. Clark cheers them on for the exams they will face next week.

Analysis of datum 9

Based on datum 9, the dialogue utilizes suggestion formation as part of the hearer-oriented conditional request speech act. This type of speech act is employed in the conversation to request a suggestion from the teacher who is curious about what may have caused the student to receive a low score. The discussion incorporates the word "don't" and a question mark to convey the suggestion formation to the recipient.

The phrase "Don't have anything you want to tell me?" suggests that the student share any information that could potentially contribute to improving the

situation in the classroom. This dialogue highlights the function of the suggestion formation as a request for the teacher to offer guidance or assistance to help the student become a better individual. The suggestion formation serves as a means to foster positive interaction and communication between the teacher and the student.

Datum 10

Student 1 : Mr. Clark, I can't work on my paper right now. I kindly go make dinner.
Mr. Clark : I'll do it.
Student : You'll do what?
Mr. Clark : **I'll make dinner, and you work on your paper. All right?**
Student : Ok

(From "The Ron Clark Story (2006)" movie at 00:56:46 → 00:56:58)

Context of datum 10

Mr. Clark followed one of his smart students in class, namely Tayshwan, and arrived at his student's house to order Tayshwan to do the task. But Tayshwan couldn't do it today. Mr. Clark chuckles at the idea of telling Tayshwan to do it today. Then Tayshwan's aunt came and told Tayshwan to look after his younger siblings and provide dinner for them; that was the reason Tayshwan couldn't do the task. In the end, Mr. Clark is willing to make dinner for his siblings so that Tayshwan can do the task.

Analysis of datum 10

Based on datum 10, it is evident that the dialogue utilizes the suggestion format as a type of request speech act to effectively convey the intended message. The dialogue aims to provide a suggestion to the student regarding the proper way to

engage in the main activity at hand. Hence, the suggestion formation in this dialogue revolves around requesting the student to take action.

From the aforementioned dialogue, it is apparent that the function of the request is to seek the teacher's permission to ensure the student completes their homework diligently and on time. The suggestion formation is primarily found in the opening sentence, "I'll make dinner, and you work on your paper," and it is further supported by the agreement statement at the end, "All right?" This agreement statement serves as encouragement for the student to undertake the action in the correct manner.

c) **Speaker-based Conditions**

This was prioritizing the interests of the speaker over those of the listener, this request becomes more direct in its demands. This request speech act was divided into two type such as: wishes/desires and needs/demands. That two type was used to analysis the dialog or interaction between teacher and student in films of "Big Brother (2018)" and "The Ron Clark Story (2006)". The result of analysis will be explained in below.

a) **Wishes/ Desires**

Datum 11

Mr. Clark : I'm not going to ask who wrecked it.

Mr. Clark : Eyes right here.

Mr. Clark : **I was hoping we could have fun this year**, and I think that we still can, but only after you learn to follow all of my rules.

Mr. Clark : And I think we still can, but only after you learn to follow all of my rules. And you will follow all of my rules.

(From "The Ron Clark Story (2006)" movie at 00:30:39 → 00:31:06)

Context of datum 11

During class, Mr. Clark announced again that his rules must be obeyed, even

though his students were reluctant to listen. and Mr. Clark looks forward to having fun this year by sticking to the rules he's laid out.

Analysis of datum 11

Based on datum 11, the dialogue utilized wishes as a form of request speech act, which is a part of the conditions based on the speaker. In the dialogue, the wishes were used to change the condition or situation of the class by implementing rules set by the teacher. The teacher conveyed the wishes to the students to ensure their understanding of what the teacher wants and needs.

The highlighted dialogue reveals that the function of requesting permission through wishes was established through the word "want," which refers to the hopes or desires of someone. This type of request speech act can be utilized in educational or learning settings to foster interaction and guide students toward meeting the teacher's expectations by following given instructions.

Datum 12

Mr. Clark : That's what Dr. King wanted justice and freedom to feel like.

Mr. Clark : So, tonight, after we've gone over Dr. King's speech, **I want you all to start a journal about your dreams and aspirations.**

(The bells rings to break)

(From "The Ron Clark Story (2006)" movie at 00:25:45→00:25:55)

Context of datum 12

While in class, Mr. Clark relaxed and sat on the table, discussing lessons about speeches from Mr. King about a sense of justice and freedom after discussing

Mr.'s last speech. Mr. Clark gives students assignments in the form of journals about their dreams or goals.

Analysis of data 12

Based on datum 12, the dialogue utilized a type of request speech act known as wishes or desires, which falls under speaker-based conditions—used This type of request speech act to express wishes clearly. In the dialogue above, the teacher expressed their wish and related it to an action the students must undertake. The highlighted statement, "I want you all to start a journal about your dreams and aspirations," reflects the teacher's desire for the students to complete a task. The teacher politely communicated this wish, hoping the students would be willing to engage in the assigned task.

The dialogue likely occurred in a classroom setting, where the teacher aimed to ensure that all students complied with their expectations. Consequently, this function of requesting permission through speech acts is frequently employed in learning activities as a means to express wishes, taking into account the conditions or preferences of the speaker.

Datum 13

Mr. Clark : Honestly, we're getting along great.
Mr. Clark : **I want you all to take a good look around at your new, clean room.**
Student : Whatever.

(From "The Ron Clark Story (2006)" movie at 00:29:31 → 00:30:37)

Context of datum 13

After yesterday, Mr. Clark didn't give lunch rations because the students didn't obey his rules. Now, Mr. Clark was shocked when he opened the classroom door because the classroom was dirty, with lots of graffiti, messy chairs and desks, and lots of writing on the classroom walls. That's his student protest against Mr.

Clark. Mr. Clark did not give up on what his students were doing; he approached them and told them to clean the classroom.

Analysis of data 13

Based on datum 13, the dialogue employed a request speech act known as wishes or desires, a part of speaker-based conditions. In the mentioned dialogue, the teacher expressed their appetite, which was directly connected to the specific actions that the students were required to perform. The word "want" in the dialogue indicated the expression of desires, referring to the activities that were desired to be carried out.

Nevertheless, the dialogue served the purpose of requesting permission from the teacher in the context, aiming to capture the student's interest in what they were doing. Although they might not have explicitly stated their wishes or desire in the dialogue, they were still implied, as the words used supported this intention.

Datum 14

Mr. Clark : Julio?
Julio : Yes?
Mr. Clark : This is not for you to eat.
Mr. Clark : **I want you to watch the clock**, and every 15 seconds, bang the jar with the ruler, like that.

(From "The Ron Clark Story (2006)" movie at 00:40:26 → 00:40:38)

Context of datum 14

Mr. Clark is negotiating with his students because Mr. Clark will explain grammar lessons, and students are always bored with these lessons. Which was negotiated by Mr. Clark is that when grammar lessons take place, the students are quiet and listen; they can drink chocolate every 15 seconds. Mr. Clark told one of

his students to warn if it's been 15 seconds.

Analysis of datum 14

Based on datum 14, the dialogue conveyed the teacher's wishes, ensuring the students understood and followed the instructions correctly. The conversation utilized a request speech act in the form of wants or desires, which falls under speaker-based conditions. Although it did not explicitly mention the wishes or desires in the dialogue, the dialogue still falls within the realm of request speech acts.

The dialogue in question involves Julio, one of the students, and guides the student to fulfill the teacher's wishes through specific actions. The highlighted dialogue function as a request for permission, as the teacher "wants" the student to keep an eye on the clock every 15 seconds.

Datum 15

Mr. Clark : Together, we can get him excited about learning.
Mr. Clark : American history, Solar system, pre-algebra.
Mr. Clark : **I just want Julio to achieve his full potential.**
Woman : So, Mr. Clark are you married?
Mr. Clark : No.

(From "The Ron Clark Story (2006)" movie at 00:13:06 → 00:13:29)

Context of datum 15

Mr. Clark was visiting Julio's house to ask his mother to remind Julio to do his homework. Because Mr. Clark wants Julio to reach his full potential. Then when Mr. Clark talking to Julio's mother suddenly Julio from behind took his mother's bag to take the money in her mother's bag, even though Mr. Clark had told Julio's mother about what Julio had done to him, but his mother instead asked something

that was outside of talking about Julio, namely asking Mr. Clark.

Analysis of datum 15

Based on datum 15, the dialogue employed wishes or desires as a type of request speech act, which falls under speaker-based conditions. The discussion mentioned above aimed to express the teacher's wishes to the student's parents, specifically regarding improving the student's learning abilities. The cravings were conveyed to the student's parents as a proposal from the teacher to influence the student's personality and enhance their potential positively.

Although it did not directly address the dialogue with the student, it still revolved around the student's learning issues and offered potential solutions. The conversation in datum 15 exemplified the function of requesting permission since the teacher expressed their "want" to bring about a change in the student's personality.

b) Needs/Demands

Datum 16

Mr. Clark : Remember that I have eyes in the back of my head, so stop fighting
Mr. Clark : This is not a test. This is my phone number
Mr. Clark : **I want you guys to call me**, if you have any questions about homework, need any advice, or you are in trouble. That's 24/7
Mr. Clark : Pick up your math workbooks at the front of the class and we have a book report due tomorrow.

(From "The Ron Clark Story (2006)" movie at 01:02:55--> 01:03:22)

Context of datum 16

Mr. Clark was handing out papers, which weren't exam papers but his phone

number. Mr. Clark told them to call him when their homework got stuck or they needed his advice.

Analysis of datum 16

Based on datum 16, the dialogue utilized a request speech act in the form of needs or demands, which falls under speaker-based conditions. This type was evident in the conversation through the word "want," which represented the expressed needs or demands. Additionally, this type of request speech effectively conveyed the requests for needs or directions to the student and the movie's audience clearly and accurately.

Similar to datums 14 and 15, the purpose of the dialogue above was to serve as a request for permission, explicitly addressing the needs and demands expressed by the teacher. This function of requesting permission through speech acts was employed to assist in resolving the student's problems and provide guidance, serving as a medium for advice.

Datum 17

Mr. Clark : Can you hold up for a minute?
Mr. Clark : **I wanted to ask a favor of you.**
Student : Me?
Mr. Clark : **Could you empty your pockets, please?**
Student : I believe this constitutes an illegal search, sir.
Mr. Clark : Right on the desk.

(From "The Ron Clark Story (2006)" movie at 00:51:45 → 00:51:59)

Context of datum 17

When the recess bell rang, Mr. Clark intercepted one of his students as he was emptying his jacket pocket. Mr. Clark knows that his student is carrying a lot

of stuff, and Mr. Clark believes that his student bought these items with the stolen money in his mother's wallet. But his student denied that the goods were the result of an agreement between his student and his mother. But Mr. Clark couldn't believe it because how could that much stuff be possible?

Analysis of data 17

Based on datum 17, the dialogue employed the request speech act of needs/demands to express requests within the conversation. Firstly, the dialogue's phrase "I wanted to ask a favor of you" exemplified the request speech act by using the word "wanted" to express needs or demands. The function of the dialogue was to request action, as it aimed to prompt the student to fulfill the teacher's request.

Moreover, the dialogue's statement "Could you empty your pockets, please?" employed the needs request speech act by utilizing the word "could" to demonstrate and convey the form of a needs request speech act. This dialogue also pertained to the teacher's request for the student to follow their instructions.

4. Direct Request

In direct request, the speaker was created the explicit point of the illocutionary from his speech. Usually, in this part used performative or imperative statement. In the films "The Ron Clark Story (2006), this type was used to analysis the request speech act in that film. The result of the analysis can be seen in the explanation below.

Datum 18

Student : You what up, Mr. C?

Mr. Clark : Tell me, You guys have one week till the state exams.
Mr. Clark : **One week to show Mr. Turner and your parents and yourselves what you can do.**
Mr. Clark : And you guys don't have anything you want to tell me?
Student : There's no way we're gonna pass those tests. We always mess up.

(From "The Ron Clark Story (2006)" movie at 01:09:47 → 01:10:10)

Context of datum 18

Same as with context of datum 18, In the class, Mr. Clark wants his students to prepare for next week's test to show Mr. Turner, their parents, and themselves, but the students are hopeless before the exam. Mr. Clark cheers them on for the exams they will face next week.

Analysis of datum 18

Based on datum 18, the dialogue employed a direct request speech act to communicate the request to the individuals being addressed effectively. What was evident as the teacher mentioned the names of the people involved in the conversation. The dialogue mentioned above pertains to the teacher's request to ensure students feel comfortable and motivated to perform their best on the test.

The function of this dialogue is to request action, as the teacher wants the students to demonstrate their abilities to Mr. Turner, their parents, and themselves. The purpose is to showcase their capabilities and achievements.

Datum 19

Student : Yeah, dream big about what?
Student : Big butts? Oh, ho ho
Student : Dream about yo mama.
Student : Whoa!
Mr. Clark : Take your seats.
Student 1 : **Yo, teacher. Shameika's feeling sick today.**

Student 2 : Yeah, sick of damn teachers.

(From "The Ron Clark Story (2006)" movie at 00:16:49 → 00:17:03)

Context of datum 19

Class started after the bell rang, then Mr. Clark put up the words "Dream Big" but his students mocked it, but Mr. Clark didn't care and told his students to sit in their respective places, and then another student told him that Shamika was sick, and Shamika answered "Yeah, sick of damn teachers", Mr. Clark still doesn't care what his students say. Mr. Clark continues his studies.

Analysis of datum 19

Based on datum 19, the dialogue effectively utilized direct request speech acts, as evidenced by the inclusion of specific names or identities of the individuals being discussed. The discussion indicates that they employed direct requests to prank the teacher and deliver impolite statements to them. Additionally, indirect recommendations were used to clearly express requests about someone specific, mentioning the individuals involved.

The primary function of the dialogue above is proposals, which involves providing feedback and requesting the speaker to take non-verbal action.

Datum 20

Mr. Clark : It's up to you whether we eat or not.
Mr. Clark : **Shameika, this is a family, and families treat each other with respect.**
Mr. Clark : They never, ever, lie to one another. Did you cut in line?
Student : Come on, Meka! Come on. Let's go!
Mr. Clark : We are all just waiting, on you.
Shameika : Yeah
Mr. Clark : Thank you.

(From “The Ron Clark Story (2006)” movie at 00:28:06 →00:28:54)

Context of datum 20

Mr. Clark doesn't allow his students to get their lunch rations until they obey his rules. Even though they are starving, Mr. Clark keeps chuckling as he asks his students to comply with the rules he gives, and it isn't long before they are willing to comply with these rules. So, they can have lunch.

Analysis of datum 20

Based on datum 20, the dialogue above utilizes direct request speech acts to convey a request. This is evident as the teacher directly mentions the student's name while advising. The conversation pertains to the teacher's direct appeal to inform the student, aiming to guide them towards becoming better person.

In the mentioned dialogue, "Shameika" refers to the student who cut the line at the cafeteria instead of following the proper queue. This student has disregarded the rules, and the teacher knows it. Therefore, the teacher employs direct requests to deliver the advice intended for that student. The function of the dialogue above is a request for permission, as the teacher seeks approval to offer guidance and advice.

Datum 21

Student 1 : You figure that, by seventh, man, the odds are 10 to 1. That's big bucks, man. That's big bucks!
Mr. Clark : **What's Julio doing?**
Student 1 : Say, man, I don't know why you're going for the 24th.
Student 2 : Taking bets on you.
Mr. Clark : on me?
Student 2 : When you're gonna quit

(From “The Ron Clark Story (2006)” movie at 00:24:50 → 00:25:02)

Context of datum 21

When Mr. Clark was chatting with his students on the side steps of the classroom, he heard other students making noise under the stairs. He asked his students, "What's Julio doing?" The student next to him answered that they bet when Mr. Clark stopped teaching here.

Analysis of datum 21

Based on datum 21, the dialogue effectively conveyed a request through direct requests. This was demonstrated as the teacher specifically mentioned the student's name with whom they conversed. This direct request allowed the teacher to address the student directly and ask the intended question.

Furthermore, the dialogue pertains to the teacher requesting information regarding another student's activity. The teacher directs this question to the student they are speaking with. This dialogue serves as demanding action, as the teacher asks someone to provide information or perform a specific task.

B. Function of Request

A request is a directive speech act whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/she will perform the action in the normal course of events (Searle 1969). Tsui (1994: 101) in Sulasi (2009) classifies the request into five functions:

a) Request for Action

Datum 22

Teacher : Ron Clark, Ready for your first day?
Mr. Ron Clark: Yes mam
Teacher : I will be with you in a minute and I will introduce you to your class

(From “The Ron Clark Story (2006)” movie at 00:13 → 00:28)

Context of datum 22

In the morning at the new school Mr. Clark waiting from the school to introduce a new class for him. a few moments later, a teacher came from the school, called Mr. Clark and she would introduce a new class to Mr. Clark.

Analysis of datum 22

Based on datum 22, the dialogue presented utilizes a request-for-action approach to communicate the teacher's requests. From the conversation, it is evident that another teacher desires to introduce Mr. Clark as the new teacher for a class at the school. This request implies the immediate action of Mr. Clark addressing the students in the class. The dialogue employs a request-for-action strategy to convey these requests. The speech act used in the above conversation aims to introduce a new category for Mr. Clark. The word "will" can be observed in the discussion, indicating the future action that will take place.

Datum 23

Teeacher : Because this is our first day. I have a surprise for all of you
Student (Julio): What?
Teacher : **I will tell you.** Julio. If you turn around
Student (Julio): (Turn around)

(From: The Ron Clark Story (2006)” movie at 00:17:15 → 00:17:20)

Context of datum 23

In the morning in the class Mr. clark announced that Mr. Clark will give a

surprise to his students. Then Julio's student Mr. Clark shouted "What" but Julio sat down with his back to Mr. Clark. Julio's behavior was very impolite, therefore Mr. Clark told Julio to turn around in his sitting position.

Analysis Datum 23

Based on datum 23, the dialogue employs a request-for-action strategy to communicate a request involving a specific action. From the conversation above, it is evident that the teacher requested one of the students to adjust their sitting position as it was considered impolite to speak to the teacher with their back turned. This strategy aids in conveying the request precisely and respectfully. Consequently, the teacher appropriately uses dialogue to ensure students maintain politeness toward their teacher.

Datum 24

Teacher : Can I have your attention, please?

Teacher : **Before we start today, I would like to go over 3 rules for this class**

Teacher : If you follow them, we will all have a lot of fun. If you do not follow them there will be consequences.

Student : oohhhhh

(From "The Ron Clark Story (2006)" Movie at (00:22:45 → 00:22:55))

Context of datum 24

In the morning in class, Mr. Clark gave information to his students. That today there is no class because Mr. Clark wanted to give some of the rules he made for his students. So that students do not go around in class. Even though his students

refused, Mr. Clark tried to provide these rules for the good of his students.

Analysis datum 24

Based on datum 24, the dialogue above utilizes a request with an associated action. This is demonstrated by the teacher's intention for the students to pay attention to their instructions and establish classroom rules. Through their efforts, the dialogue pertains to the teacher's request that the students be aware of and follow the directions to foster their personal growth. The use of the word "would" in the request for action encourages the students to adhere to the rules set by the teacher. It implies a desire for the students to comply with the established guidelines.

b) Request for Permission

Datum 25

Mr. Clark : I love it here, but I've got to move on, Mam

Mr. Clark : Before they use that parking space for my grave New York public schools are desperate for good teacher. The newspaper says they're begging for them.

Mr. Clark : **Dad, every year, I tell my student to got what they want in life. Dream big. Take risks. It time I started living up to my own words. Im gonna miss u guys. But I gotta go.**

Mom Mr. Clark: We understand, sweetie. Good bye. People get killed in New York.

(From "The Ron Clark Story (2006)" Movie at (00:03:24 → 00:03:45)

Context Datum 25

In the morning at Mr. Clark's house. Mr. Clark said goodbye to his parents to allow him to leave the house to teach at the New York school. His parents had a hard time letting go of Mr. Clark, but it's Mr. Clark to achieve his dream of becoming a teacher.

Analysis Datum 25

Based on datum 25, the dialogue above employs a request for permission. Mr. Clark seeks approval from his parents to pursue his dream of becoming a teacher at a school

in New York. The dialogue centers around Mr. Clark's request for permission to leave home to fulfill his aspiration.

The function of Mr. Clark's request for permission is for his parents to grant him the authorization to venture out from home and pursue his dreams. It signifies his desire to seek their approval and support in becoming a teacher.

c) Offer

Datum 26

Mr. Clark : **So, now that you helped me move, I guess I have to be your drive you to the airport, fed your fish, never forget your birthday. Kind of friend.**

Mr. Clark's friend: Uh, not to mention my cover my weekend shift. Because I'm going to L.A with Jason's friend

Context Datum 26

At Mr. Clark's new residence, he was helped by his friend to lift some of his things to his new place such as a table etc. They were exchanging their opinions. After finishing Mr. Clark's friend helped him, Mr. Clark and his friend left their new place because it was 3 hours before they were due to work.

Analysis Datum 26

Based on datum 26, the dialogue above employs an offer. Mr. Clark requests assistance from his friend in relocating his belongings to his new place. The conversation revolves around the proposal made by Mr. Clark to his friend, seeking their help in this task.

The function of this speech act, an offer, is for Mr. Clark to ask his friend for assistance and for his friend to provide the requested help. It signifies Mr. Clark's reliance on his friend's support in moving his belongings.

d) Invitation

Datum 27

Mr. Clark : Tayshwan!! You ok?
Student : Yea, I'm cool
Mr. Clark : **I wanted to bring you this, you could bring up your math and english with some extra help tomorrow's Saturday. I could meet you at the coffee shop by the school. I'll buy you lunch.**
Student : (go from Mr. Clark)
Mr. Clark : I'll be there at noon

(From "The Ron Clark Story (2006) movie at 00:53:15 -> 00:53:55)

Context Datum 27

During school hours, Mr. Clark approached his student hangout, namely Tayshawn, Mr. Clark invited Tayshawn to the coffee shop and offered his students a free lunch to teach Tayshawn exam questions, because soon the exam would start.

Analysis Datum 27

Based on datum 27, the dialogue above involves an invitation. Mr. Clark extends an invitation to his students, inviting them to a coffee shop where he offers them a free lunch. This invitation's purpose is to assist the students with their exam questions.

The dialogue revolves around Mr. Clark's invitation to his students, urging them to join him at the coffee shop. The function of this speech act, an invitation, is for Mr. Clark to invite his students to gather in a more relaxed environment outside the classroom. This invitation intends to facilitate a productive session where Mr. Clark can help his students with their exam-related queries.

e) Proposal

The data are not found the object

B. Discussion

Based on the analysis carried out in the finding sub-chapter, the researcher can find out the data as a whole. The result of the data analysis can be seen in the table below:

No.	Type of Request Speech Acts	Amount Number
1	Indirect Request	4
2	Hearer-oriented Conditions	6
3	Speaker-based Conditions	7
4	Direct Request	4
Total		21

No.	Function of Request Speech Act	Amount Number
1	Request for Action	3
2	Request for Permission	1
3	Offer	1
4	Invitation	1
5	Proposal	The Data Are Not Found the Object
Total		6

Based on the information provided, several key findings can be drawn regarding the strategies and functions of request speech acts in American films, specifically "The Ron Clark Story" (2006). Speaker-based Conditions are prominently featured, encompassing wishes/desires and needs/demands, with a total of 7 instances of data. However, Direct Request and Indirect Request are lacking in both films, with only 4 instances of data.

In "The Ron Clark Story," the use of Speaker-based Conditions in request speech acts is evident, serving the purpose of establishing a learning system, transforming students' personalities, and resolving issues between students and their parents. Speaker-based Conditions prioritize the interests of the speaker over those of the listener, resulting in more direct and demanding requests. Within this category, two types are identified: wishes/desires and needs/demands. These two types are analyzed in the dialogue and interactions between teachers and students in the film.

In the case of Direct Request, the speaker explicitly expresses their request

in a specific manner, often employing performative or imperative statements. In the film "The Ron Clark Story," this type of request speech act is used to analyze requests made in the movie. For instance, in datum 19-21, the dialogue includes direct requests where the teacher mentions the student's name while asking them questions. This type of request is employed when the teacher addresses a specific student. Additionally, the dialogue references the teacher's request for information about another student's activities from the student engaged in conversation.

On the other hand, the indirect request involves a more implicit approach, avoiding explicit mention of the desired action and the intended recipient. In "The Ron Clark Story," this type of request speech act is frequently observed in dialogues between teachers and students. The teacher uses indirect requests when communicating with a student's parent, providing information about the child's behavior in the classroom. The purpose of such dialogues is to encourage parents not to give up on their child, even if the child has displayed rebellious behavior. The use of the indirect request is exemplified by the dialogue's reference to the student's mother as "she," taking a third-person perspective. This can be further observed in the reaction of Shameika's mother, who is shocked by the information provided by Mr. Clark, as depicted in the aforementioned dialogue segment.

Based on the findings presented in the sub-chapter, the analysis reveals three primary types of directive speech acts: commanding, requesting, and suggesting. Both films utilize request speech acts to establish accurate and effective communication between teachers and students from the initial encounter. The most frequently observed interaction in classroom activities involves teachers issuing

command utterances to prompt the desired actions from students. This dominant interaction or communication between teachers and students contributes to the development and implementation of an effective learning system within the classroom.

The exchange of dialogue in the films emphasizes the pivotal role of teachers as individuals who play a crucial part in imparting knowledge to students and considering social factors that may impact the learning process. The films explicitly depict instances where the gender and experience of the teacher influence the teaching and learning dynamics, as some students rudely treat the teacher despite knowing their seniority and level of expertise. This observation aligns with the theories proposed by Ahmad Syaifudin Azhari Priono Nuriadi (2018) and Dina Abdel Salam El-Dakhs, Fatima Ambreen, Maria Zaheer, and Yulia Gusarova (2019), suggesting that the type of speech act employed can guide students in speaking accurately and respectfully to their teachers, even when using English as their second language. Additionally, the social factors, such as the teacher's experience and gender, can impact the learning system in the classroom.

Therefore, it is essential for teachers to establish a well-designed and effective learning system that fosters respect from students. The request speech acts further facilitate the description of interactions between teachers and students during conversations. Typically, these types of request speeches are utilized when teachers and students engage face-to-face in the classroom, serving as a reflection of how students interact during the course. These findings are consistent with the theories presented in the previous research by Dewa Ayu Widiarsri, Made Budiarsa,

Nengah Sudipa, and Made Sri Satyawati (2019), emphasizing the utilization of request speech acts by both students and teachers to express interactions within the classroom. The previous research also highlights the frequent use of request speech acts in the classroom. As a result, both films accurately depict the prevalent use of request speech acts, as illustrated in the provided table. Moreover, the films demonstrate that the dominant strategy speakers employ is the direct request strategy in the form of imperative and immediate statements.

Based on the data presented in the table, it can be observed that request speech acts serve various functions in both films, namely "The Ron Clark Story (2006)" and "Big Brother (2018)". In the first film, request speech acts as a medium to stimulate and introduce new ways of learning that generate student interest and excitement toward acquiring new knowledge. Additionally, these speech acts are utilized by the teacher in the film to address familial issues between students and their parents. Furthermore, request speech acts are employed to gather information regarding health problems related to smoking and the consumption of seasoning powder. The depiction of request speech acts in "Big Brother (2018)" conveys the idea that teachers should always explore novel teaching methods or systems, as every student responds differently to various approaches, and their unique personalities must be understood and analyzed by teachers before instruction.

Moreover, "The Ron Clark Story (2006)" also showcases request speech acts that serve specific functions within the narrative. These include:

- The learning system employed in the film.
- The teacher's use of encouragement as a motivating factor.

- The strategies employed by the teacher when dealing with rebellious students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the result of the research based on the analysis of problems can be discussed, such as 1) What types of directive requests are found in American movies "The Ron Clark Story" and 2) What is the function of directive requests on American movies "The Ron Clark Story).

The purpose of this research is to describe the different types of request speech acts and their functions in teacher-student interactions depicted in American films, specifically focusing on "The Ron Clark Story." To gather the necessary data, the researcher watched the film multiple times to gain a comprehensive understanding of the storyline and consulted film scripts available on the internet. Dialogue showcasing request speech acts, categorized under speaker-based and hearer interaction conditions, were examined and marked using the theoretical frameworks proposed by Searle and Trosborg.

The research primarily involved analyzing the various types of request speech acts in the films' conversations between teachers and students, as well as discussing the functions of these speech acts within the context of teacher-student interactions. Trosborg's theory (1995: 187) served as the foundation for categorizing the request speech acts into five groups: indirect requests, hearer-

oriented conditions, speaker-based conditions, direct requests, and demand functions.

The findings of this research revealed that the film "The Ron Clark Story (2006)" encompasses all five types of request speech acts described by Trosborg (1995: 187). Among these types, the researcher identified that speaker-based conditions were the most prevalent, while direct requests were less frequently observed. Additionally, the function of request speech acts in the movie was depicted as a means to motivate and introduce innovative learning methods, igniting student interest and enthusiasm for acquiring new knowledge. Moreover, the teacher characters employed request speech acts to resolve familial issues and gather information related to health problems through questioning. Furthermore, the research highlighted how to request speech acts were utilized by the teacher to address rebellious behavior in a non-confrontational manner, guiding students toward recognizing their mistakes without resorting to harsh language.

B. Suggestion

This study possesses numerous deficiencies and constraints that should be taken into account by future researchers aiming to achieve more comprehensive and enhanced research outcomes. The limitations include the following:

- The scope of this study is restricted to a single film, lacking a broader perspective.
- Only speech act requests are examined about the American film "The Ron Clark Story (2006)," without incorporating other films.

Future researchers can build upon this study and improve its findings by considering these limitations.

Based on the result of this research, the researcher would like to make a suggestion, such as:

1. For the Reader

For the reader who wants to gain or know about the type of request speech act and the function of request that is used in the film, especially that used in "The Ron Clack Story (2006)", the researcher hopes this research can be a source for the reader in answering a question or satisfying their curiosity. The researcher, the reader, or the people can gain new knowledge, particularly about the learning system that is used in America, in terms of wanting to know the different methods of learning in that country, to be specific through the film that tells the story of a teacher's journey. From the movies, the reader can learn about different learning systems and how to handle rebellious students. The reader can learn about that through the subtitles in both films.

2. For the Next Research

The researcher hopes this research can be a reference or source of data for the next researcher who wants to do the same analysis with the researcher, especially on the topic of Directive Speech-Act on Teacher-Student Interactions in Hong Kong and American Films.

3. For English Teacher

The researcher wants to give suggestions to the teacher based on the two movies. From the films, the English teacher can learn something new and also get

new experiences that can be media or instruments for improving the learning system, such as the action that must be taken when facing the rebel student and getting to know the personality of the student to make a learning system that suits the student's characteristics.

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