CHAPTER 4

FINDING AND DISCUSSION

This chapter discusses the results of the data analysis that cover illocutionary acts used by the main character, Erin Gruwell in *The Freedom Writer* movie. Firstly the writer analyzes the data by using Searle's illocutionary act classification (assertive, directive, commissive, expressive, and declarative). Secondly, the writer analyzes the functions of illocutionary acts (competitive, convivial, collaborative, and conflictive). Thirdly, the *characteristic of the act* table is the characteristics which are the meaning are taken from *Oxford Advanced Learner's Dictionary of Current English Fifth Edition*. There are four data in this analysis which is taken from *The Freedom Writer* movie. The data are Erin Gruwell's dialogue with her students and with her department head of Woodrow Wilson High School Long Beach California, with the head of beach unified school district, with her husband, and with the head of Board Education.

4.1 Findings

No	Data	The Types of	The
		Illocutionary	Functions of
		Acts	Illocutionary
			Acts
1.	I brought my lesson plans	Assertive	Collaborative
2.	I'd love it if you'd look them over	Directive	Competitive
3.	Well, actually, I chose Wilson because of	Assertive	Collaborative
	the integration program.		
4.	I have the lyrics to this song printed out	Assertive	Collaborative

5.	I want you to listen to this phrase.	Directive	Competitive
6.	I have up on the board.	Assertive	Collaborative
	It's an example of internal rhyme.		
7.	I'm a teacher, it doesn't matter what color I	Assertive	Collaborative
	am.		
8.	We were discussing the Holocaust	Assertive	Collaborative
9.	We can try, the books are just sitting here.	Assertive	Collaborative
10.	I'm having a little trouble getting books and	Assertive	Collaborative
	things for the kids.		
11.	So, a little extra money will give me a little	Assertive	Collaborative
	more freedom to do what I want.		
12.	My principal only listens to my department	Assertive	Collaborative
	head, and she's not very supportive.		
13.	I'm thinking trips.	Assertive	Collaborative
14.	Most of them have never been outside of	Assertive	Collaborative
	Long Beach.	,	
	They haven't been given the opportunity to		
	expand their thinking about what's out there		
	for them, and they're hungry for it.		
15.	Everyone in this room has a chance to	Assertive	Collaborative
	graduate.		
	For some, you'll be the first in your family.		
	The first with a choice to go to college.		
16.	But you'll each have the chance, and you did	Assertive	Collaborative
	that, not me.		
17.	These students, this class, they've become a	Assertive	Collaborative
	family.		
18.	Room 203 is a kind of a home for them.	Assertive	Collaborative
	Their trust is all wrapped up in us being		
	together as a group		

19.	I saw a picture just like this once in a	Assertive	Collaborative
17.		Assertive	Conaborative
	museum. Only it wasn't a black man, it was		
	a Jewish man. And instead of the big lips, he		
	had a really big nose, like a rat's nose. But		
	he wasn't just one particular Jewish man,		
	this was a drawing of all Jews, and these		
	drawings were put in the newspaper by the		
	most famous gang in history.		
20.	They wiped out everybody they didn't like,	Assertive	Collaborative
	and everybody they blamed for their life		
	being hard. And one of the ways they did it		
	was by doing this. See, they'd print pictures		
	like this in the newspapers. Jewish people		
	with big, long noses. Blacks with big, fat		
	lips. They'd also publish scientific evidence		
	that proved Jews and blacks were the lowest		
	form of human species. Jews and blacks		
	were more like animals, and because they		
	were just like animals it didn't really matter		
	whether they lived or died. In fact, life		
	would be a whole lot better if they were all		
	dead. That's how a holocaust happens.		
21.	You can write about whatever you want, the	Assertive	Collaborative
	past, the present, the future. You can write it		
	like a diary, or you can write songs, poems,		
	any good thing, bad thing, anything.		
22.	But you have to write every day.	Directive	Competitive
	· · ·	Commissive	Collaborative
23.	And they won't be graded.	Commissive	Conaborative
	And I will not read them unless you give me		
	permission.		

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24.	I didn't mean to overstep your authority.	Assertive	Collaborative
	I justI don't know how to make them		
	interested in reading with these.		
25.	With all due respect, All that program is	Assertive	Collaborative
	doing is warehousing these kids Until		
	they're old enough to disappear.		
26.	This is called the Line Game, I'm gonna ask	Assertive	Collaborative
	you a question. If that question applies to		
	you, you step onto the line, and then step		
	back away for the next question.		
27.	We're each gonna make a toast for change.	Commissive	Collaborative
28.	From this moment on Every voice that told	Assertive	Collaborative
	"You can't" is silenced. Every reason that		
	tells you things <mark>will neve</mark> r change,		
	disappears. And the person you were before		
	this moment, that pers <mark>on's turn is over.</mark>		
29.	We're gonna be together junior and senior	Assertive	Collaborative
	year.		
30.	You know what's gonna happen when you	Assertive	Conflictive
	die? You're gonna rot in the ground, and		
	people are gonna go on living, and they're		
	gonna forget all about you.		
31.	You're dead, and nobody, nobody is gonna	Assertive	Conflictive
	wanna remember you, because all you left		
	behind in this world is this.		
32.	No, I'd rather just deal directly with	Assertive	Collaborative
	someone in power.		
33.	Jamal, Jamal, get her backpack.	Directive	Competitive
34.	All right, Jamal, enough. Jamal! That's	Directive	Competitive
	enough! You know what? I want you to		
<u> </u>			

	move to this front seat right here now.		
	Switch with Ben.		
35.	All right, you know what? I want you all to	Directive	Competitive
	move to this side of the room, you in the		
	back, up here, Sindy and all of you, move to		
	the back.		
36.	Close the magazine.	Directive	Competitive
37.	I'd like you to rewrite these sentences using	Directive	Competitive
	the proper tenses and spelling on page four		
	of your workbooks.		
38.	Close the workbooks	Directive	Competitive
39.	Stand on the line if you've lost a friend to	Directive	Competitive
	gang violence. Stay on the line if you've lost		
	more than one friend.		
40.	Okay, guys, gals, listen up! This is what I	Directive	Competitive
	want you to do. I wa <mark>nt each of you t</mark> o step		
	forward and take one of these Borders bags,		
	which contain the four books we're gonna		
	read this semester.		
41.	But, before you take the books, I want you	Directive	Competitive
	to take one of these glasses of sparkling		
	cider, and I want each of you to make a		
	toast.		
42.	Eva, this is The Diary of Anne Frank, not	Directive	Competitive
	Die Hard, keep reading		
43.	For our assignment I want you to write a	Directive	Competitive
	letter to Miep Gies, The woman who helped		
	shelter the Franks.		
	In the letter, I want you to tell her how you		
	feel about the book.		
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	Tell her about your own experiences.		
	Tell her anything you like, but I want the		
	letters to be perfect, so be prepared to do		
	more than one draft.		
44.	So, take a minute. Pull yourself together and	Directive	Competitive
	come inside.		
45.	I want a new evaluation.	Directive	Competitive
46.	Can you please sit back down?	Directive	Competitive
47.	Please sit back in your seats.	Directive	Competitive
48.	Please read the first sentence on the board.	Directive	Competitive
49.	Okay, why don't you just use the next blank	Directive	Competitive
	page?		
50.	Look, we're still at the restaurant, if you	Directive	Competitive
	wanted to drop by, we haven't even ordered		
	dessert yet.		
51.	You have to see them, if you get in soon,	Directive	Convivial
	come by, it's only 9:30 now.		
52.	Well, if I do my job, they might be lining up	Commissive	Collaborative
	at the door.		
53.	So, I'm going to try my best to get	Commissive	Collaborative
	permission, all right?		
54.	We're gonna play a game, all right? It's a lot	Commissive	Collaborative
	of fun, I promise.		
55.	It's just temporary, I promise.	Commissive	Collaborative
56.	Thank you.	Expressive	Convivial
57.	My name is Erin Gruwell, welcome to	Expressive	Convivial
	Freshman English.		
58.	Hi! Sorry I'm late.	Expressive	Convivial
59.	I heard about your brother's conviction, I'm	Expressive	Convivial
	sorry.		
		I	

"I brought my lesson plans"

The sentence above is uttered by Gruwell when she comes for the first time in Woodrow Wilson High School in Long Beach California. She meets with Mrs. Campbell, the department head of the school. In this dialogue she conveys to Mrs. Campbell that Gruwell wants her to know that she already prepares the lesson plans and to show that she is ready to teach. The utterance is including into assertive because what Gruwell says is in the case to be truth. The function of the utterance is collaborative, because in this context Gruwell just reports to Mrs. Cambell about her lesson plans as the indication that she is ready to teach.

Data 2

"I'd love it if you'd look them over"

The sentence above is said by Gruwell when she meets Mrs. Campbell as the department head of the school for the first time. Gruwell asks politely and requests her to look over the lesson plans in order to show that Gruwell is ready to teach. The utterance is including into directive because the speaker attempts the hearer to do something. The function of the utterance is competitive, because in this context Gruwell is asking Mrs. Campbell to check the lesson plans.

"Well, actually, I choose Wilson because of the integration program".

In this dialogue, Gruwell shows her belief and she conveys to Mrs. Campbell that she chooses Wilson because of the integration program which makes all students of different tribes may study in Wilson. She feels to be challenged and loves to teach in Wilson. It is including into assertive because Gruwell wants the hearer to know the truth about her belief. The function of the utterance is collaborative, because in this context she asserts to Mrs. Campbell that she really wants to teach in Wilson High School.

Data 4

"I have the lyrics to this song printed out".

In this dialogue, Gruwell conveys her idea to her students about studying some lyrics of 2Pac Shakur and she already prints them out. It is including into Assertive because she wants the students to know the truth about her idea. The illocutionary function of the utterance is collaborative, because in this context Gruwell is announcing to her students about the lyrics of 2Pac Shakur's songs, and she wants them to study the lyrics.

"I want you to listen to this phrase".

The utterance above when Gruwell orders the students to listen to the 2Pac Shakur's song which is played in the tape by her. It is including into directive because it is attempt by the speaker to do a particular action. The illocutionary function of the utterance is competitive, because in this context Gruwell is ordering the students to listen the song, and she wants them to study while they are also listening music.

Data 6

"I have up on the board, it's an example of internal rhyme"

In the dialogue above shows that Gruwell states to the students that she already writes the rule of internal rhyme that they should learn in the blackboard. It is including into assertive because Gruwell states something to be truth about the lesson. The illocutionary function of the utterance is collaborative, because in this context she is instructing to the students that she already writes about internal rhyme which they will learn about.

Data 7

"I'm a teacher, it doesn't matter what color I am"

The dialogue is illocutionary act which is including into assertive because it shows something true. This expression shows Gruwell's convey about her status as white teacher. She wants to convey Eva as Latino student that no matter what color he is. She says it because Eva has wrong perception about white people. The utterance has collaborative function because this illocutionary act is indifferent to the social goal. In this context, Gruwell is asserting to Eva that no matter what color person has to be a teacher.

Data 8

"We were discussing the Holocaust"

The dialogue above shows that Gruwell conveys her idea about discussing the Holocaust with her students to Mrs. Campbell. It is including into assertive because Gruwell conveys something true about her activity in the class. The illocutionary function of the utterance is collaborative, because in this context Gruwell is reporting to Mrs. Campbell that Gruwell ere discussing about Holocaust with the students and she wants to show that the students need to be told a history which little much relates to them.

Data 9

"We can try, the books are just sitting here"

In the dialogue above shows that Gruwell asserts firmly to Mrs. Campbell that they need to share to the students the books from the library in order to expand their knowledge but it is banned by Mrs. Campbell. It is including to assertive because Gruwell says something is being the case as to be truth about the book. The illocutionary function of the utterance is collaborative, because in this context Gruwell is asserting that the students need to read the book from the library and the teacher must help her attempts to come true.

Data 10

"I'm having little trouble getting books and thing for the kids"

The dialogue shows that Gruwell is conveying to her husband that she gets trouble of getting book for her students. It is including into assertive because she says something as the truth. The illocutionary function of the utterance is collaborative, because in this context she is just announcing to her husband that she actually need extra attempt to get the books for her students.

Data 11

"So, a little extra money will give me a little more freedom to do what I want"

In this utterance, Gruwell asserts to her husband that she can do what she wants when she gets more money to buy the books for the students. It is including into assertive because she says something truth about her belief to get extra money. The illocutionary function of this utterance is collaborative, because Gruwell is asserting to her husband about getting more job to get money in order to get books, so she can use the money freely to buy some books for her students.

"My Principal only listens to my department head, and she's not very supportive"

The dialogue is illocutionary act which is including into assertive because it shows something true. This expression shows Gruwell's convey to Dr. Cohn, the head of Beach Unified School District that she doesn't get help in the school to make her students interesting in studying even her principal of the school who also just listens to the department head. The utterance has collaborative function because this illocutionary act is indifferent to the social goal. In this context, Gruwell's reporting that she needs help from other people in serving books for her students.

Data 13

"I'm thinking trips"

The utterance shows when Gruwell meets the head of unified school district, Dr. Cohn. She conveys her idea about her willing to make a trip for her students to go outside Long Beach. It is including into assertive because she shows something true. The illocutionary function of the utterance s collaborative, because in this context Gruwell is just announcing her idea to Dr. Cohn about her willing to get her students in a trip.

"Most of them have never been outside of Long Beach. They haven't been given the opportunity to expand their thinking about what's out there for them, and they're hungry for it"

In this dialogue, Gruwell asserts firmly about her belief to Dr. Cohn that her students really need to go outside of Long Beach because they never do it before, and also it can expand their knowledge than just fight with other students of different racial gangs inside Long Beach. It is including into assertive because she shows something true about her belief. The illocutionary function of the utterance is collaborative, because in this context Gruwell asserts her belief to be known by Dr. Cohn that her students hungry for expand their knowledge.

Data 15

"Everyone in this room has a chance to graduate. For some, you'll be the first in your family. The first with a choice to go to college"

In this dialogue, Gruwell conveys her belief to her students that they all will gate chance to get more high education and become the first in their family who will go to college. It is including into assertive because she shows her belief to as the truth. This illocutionary function of the utterance is collaborative, because in this context she just asserting that all of her students will get chance to graduate and get chance to go to college.

"But you'll each have the chance, and you did that, not me"

The dialogue above shows that Gruwell asserts to her students that everyone in the classroom will get the chance by their own effort and they will do that by themselves, not helped by Gruwell. It shows that the utterance is including into assertive because Gruwell shows her belief to be known by her students and se says something true about her belief. The illocutionary function of the utterance is collaborative, because Gruwell is asserting that her students will get the chance by their own effort.

Data 17

"These students, this class, they've become a family"

In this utterance, Gruwell conveys her belief that classroom 203 is a place where she and the students become a family to each other. She says this sentence in front of Karin Polacheck, the head of board education. It is including into assertive because Gruwell says something true about the condition of the classroom. The illocutionary function of the utterance is collaborative, because in this context Gruwell is announcing to Karin that the classroom and the students become the family.

Data 18

"Room 203 is a kind of home for them. Their trust is all wrapped up in us being together as s group"

The dialogue above as the more explanation of data 17 that Gruwell asserts firmly about her belief toward the classroom 203 in front of Karin Polacheck. She says that the classroom is being important for the students because they become a group together than before which they fight each other to defend their racial gangs. It is including into assertive because Gruwell says something true about the classroom. The illocutionary function of the utterance is collaborative, because in this context Gruwell is asserting that the classroom is important for her students and she wants to be together with them in junior year.

Data 19

"I saw a picture just like this once in a museum. Only it wasn't a black man, it was a Jewish man, and instead of the big lips, he had a really big nose, like a rat's nose. But he wasn't just one particular Jewish man, this was a drawing of all Jews, and these drawings were put in the newspaper by the famous gang in history"

Tito, a Latino student draws a picture of black man and gives it hand by hand to the entire class until stops to Jamal, a black student. Jamal feels embarrassed. Knowing the crowd of the class Gruwell takes the picture and describes the same thing about Jewish man. The bold dialogue is including into assertive because it shows something true. Gruwell describes what Tito does just like what people done toward Jewish man. In the contrary, Jewish man drawing has happened. The function of this illocution is collaborative because in this context, Gruwell is reporting that what Tito does is nothing than what had happened with Jewish man history.

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"They wiped out everybody they didn't like, and everybody they blamed for their life being hard. And one of the ways they did it was by doing this. See, they'd print pictures like this in the newspapers. Jewish people with big, long noses, Blacks with big, fat lips. They'd also publish scientific evidence that proved Jews and blacks were the lowest form of human species. Jews and blacks were more like animals, and because they were just like animals it didn't really matter whether they lived or died. In fact, life would be a whole lot better if they were all dead. That's how a holocaust happens"

After describes the picture, then Gruwell also tells about holocaust tragedy. She compares the holocaust with the problem happens in the classroom. This utterance is including into assertive. In this context, Gruwell is asserting that had ever happened a big tragedy than what the students do to insult each other. It is including into collaborative function because this illocutionary act is indifferent to the social goal.

Data 21

"You can write about whatever you want, the past, the present, the future. You can write it like a diary, or you can write songs, poems, any good thing, bad thing, anything"

The dialogue above shows that Gruwell describes to the students that they can write the journal like she mentions above. It is including into assertive because she says something true about the journal. The illocutionary function of the utterance is collaborative, because in this context Gruwell is instructing to the students about what things the students should write in the journal.

"But you have to write everyday"

Gruwell gives the students journals for each of them and she orders them to write everything in the journal every day. The utterance shows the directive because it causes the hearer to take a particular action. The function is as competitive because the illocutionary goal competes with the social goal. In this context, Gruwell is ordering them to write their problem in the journal so she is able to know her students' problem.

Data 23

"And they won't be graded, and I will not read them unless you give me permission"

Gruwell gives journals for her students and they must write every day. She guarantees that she will read the journal if they give permission for her to write by put the journals in the cabinet which is available in the classroom. It is including into commissive because the point is to commit the speaker to some future course of action. In this context, Gruwell is instructing them to write in the journals so she can write their diaries and understands her students' problem. So, the function is as collaborative because the illocutionary goal is indifferent with the social goal.

Data 24

"I didn't mean to overstep your authority. I just...I don't know how to make them interested in reading with these"

Gruwell claims to Mrs. Campbell that her students need to read books especially which are contain of gangs story but Mrs. Campbell disagrees with her idea and considers Gruwell does not obey the regulation. In this utterance is including into assertive because it shows something true. The function of this utterance is collaborative because the illocutionary goal is indifferent with the social goal. In this context, Gruwell is asserting to Mrs. Campbell that her students really need books of gangs' story, because no one in the school uses the facilities because the students are gang members who just can fight.

Data 25

"With all due respect, all that program is doing is warehousing these kids until they're old enough to disappear"

Gruwell claims to Dr. Cohn that the program which runs this time just warehoused the students because there is no program which can expand their knowledge outside school. It is including assertive because it shows something true. The function of this utterance has the function as collaborative because the illocutionary goal is indifferent with the social goal. In this context, Gruwell is asserting her idea to make a trip to expand her students' knowledge about everything outside the school.

Data 26

"This is called the Line Game, I'm gonna ask you a question. If that question applies to you, you step onto the line, and then step back away for the next question"

The dialogue shows Gruwell describes about a line game to her students that they are going to do. It is including into assertive because the speaker shows something true about the game. The illocutionary function of the utterance is collaborative, because in this context Gruwell is instructing how the line game is played.

Data 27

"We're gonna make a toast for change"

After summer break, the students back to school and they are welcome by Gruwell and she prepares the sparkling cider for them to toast. In this moment Gruwell guarantees to them that they will toast together. It is including into commissive because Gruwell will take some future action together with her students. The illocutionary function of the utterance is collaborative, because in this context Gruwell is announcing to the students about her idea to make a toast together.

Data 28

"From this moment on every voice that told "You can't" is silenced. Every reason that tells you things will never change, disappears. And the person you were before this moment, that person's turn is over"

After announcing the toast, Gruwell speeches and assert to the students that they can reach what they want and they can change to the better future. It is including into assertive because Gruwell says something true about she just asserts. The illocutionary function of the utterance is collaborative, because in this context she is asserting that the students will get better future after they pass freshman semester well.

"We're gonna be together junior and senior year

Gruwell states that she is going to be together with her students after she gets refusal from the department head, then finally she is allowed by the board education. It is including into assertive because it shows something true. The function of this utterance is collaborative because the illocutionary goal is indifferent with social goal. In this context, Gruwell is announcing to her students that she succeeds in standing for her students' willing to be together with her in junior year.

Data 30

"You know what's gonna happen when you die? You're gonna rot in the ground, and people are gonna go on living, and they're gonna forget all about you"

After telling about Holocaust, some students still argue that they do something right by defending their gangs and fighting. They also argue that they will die to be respected because of defending their gangs. In this moment, Gruwell describes what is going to be when they die. It is including into assertive, because Gruwell says something true the condition of people when they die. The illocutionary function of the utterance is conflictive, because in this context Gruwell tries to threat the students by explain the condition of death.

Data 31

"You're dead, and nobody, nobody is gonna wanna remember you, because all you left behind in this world is this"

In this dialogue, Gruwell more asserts about the data 30 that when the students die and consider them die and to be respected, they are actually wrong because Gruwell asserts that people will forget about everything when the students die because all they left behind is bad deed. In this context, bad deed is about their fighting in defending their own gangs. It is including into assertive, because Gruwell asserts something true. The illocutionary function of the utterance is conflictive, because in this context Gruwell is also threatening the students that what they do is useless and people will forget about them when they die.

Data 32

"No, I'd rather just deal directly with someone in power"

Gruwell refuses the suggestion of Dr. Cohn to obey the school's regulation. She asserts that she needs directly someone who has big authority. It is including to assertive because it shows something true. It has function as collaborative because the illocutionary goal is indifferent with social goal. In this context, Gruwell s asserting firmly that she need directly someone who has big authority in education to support her idea of making some new ways to make her students interesting in studying.

Data 33

"Jamal, Jamal, get her backpack"

The bold dialogue is including into directive because it causes the hearer to take a particular action. Gruwell orders Jamal to get back Gloria's bag and he also makes mess in the classroom. The function of this utterance is competitive because the illocutionary goal competes with the social goal.in this context, Gruwell is ordering Jamal to get back Gloria's bag, and not to make mess in the classroom.

Data 34

"All right, Jamal, enough. Jamal! That's enough! You know what? I want you to move to this front seat right here now" The dialogue is including into directives because it causes the hearer to

take a particular action. After Gruwell tries to deliver a lesson by covering song's lyric, many of the students rebel her order and underestimate her as white who teaches rap lyric to black students. The classroom becomes unconditional, so she orders Jamal to move from his chair which he firstly sits according to his tribes. The function of this utterance is competitive because Gruwell is ordering Jamal to move from their seats in order to reduce his naughty.

Data 35

"All right, you know what? I want you all to move to this side of the room, you in the back, up here, Sindy and all of you, move to the back"

After ordering Jamal to move, then Gruwell also orders the others to move from their territory. It is including into directives because it causes the hearer to take a particular action. In this context, she is ordering them to switch their seats in order to reduce mess they make in the classroom. It indicates the function of the utterance is competitive.

"Close the magazine"

Gruwell orders Gloria to close her magazine and orders her to read a sentence in the blackboard. It is including into directives because it causes the hearer to take a particular action. In this context, it has function as competitive because she is ordering Gloria to close the magazine because she always reads the magazine in the classroom.

Data 37

"I'd like you to rewrite these sentences using the proper tenses and spelling on page four of your workbooks"

After ordering Gloria to read the sentence in the blackboard, then Gruwell also orders all students to rewrite the sentences in the board. It is including into directives because it causes the hearer to take a particular action. The function of the utterance is competitive because the illocutionary goal competes with the social goal. In this dialogue, Gruwell is ordering them to write a proper sentence.

Data 38

"Close the workbooks"

In the classroom Tito draws a black man in order to insult Jamal, and it is known by Gruwell and makes her angry. So, she orders them to close the workbook and discuss Tito's picture. It is including into directives, because it makes the hearer to take a particular action. The function of this utterance is competitive because the illocutionary goal competes with the social goal. In this context, Gruwell is ordering them to close the workbooks and wants to discuss the mess which is made by Tito.

Data 39

"Stand on the line if you've lost a friend to gang violence. Stay on the line if you've lost more than one friend"

The line game which is made by Gruwell succeeds to show every students who applied with the question she commands. Then, the question goes to serious questions. The bold dialogue shows that Gruwell orders them to respect their friends who became victims in gangs' violence. It is including into directive because it causes the hearer to take a particular action. The function of this dialogue is competitive because the illocutionary goal competes with the social goal. In this context, Gruwell is ordering them to pray for their friend which also she already knows little by little her students' problem by doing the game.

Data 40

"Okay, guys, gals, listen up! This is what I want you to do. I want each of you to step forward and take one of these Borders bags, which contain the four books we're gonna read this semester"

In the sophomore semester, the students already respect each other and love Gruwell. She also brings more books to be read in this semester. She orders them to take the bag contains of books they are going to read. It is including into directives because it causes the hearer to take a particular action. Te function of the dialogue is competitive because the illocutionary goal competes with the social goal. In this context, Gruwell is ordering them to read more books because she already knows that they start to love reading.

Data 41

"But, before you take the books, I want you to take one of these glasses of sparkling cider, and I want each of you to make a toast" Instead of preparing more books, Gruwell also prepares some drinks and

she orders them to make a toast for their changes. It is including into directives because it causes the hearer to take a particular action. It has function of competitive because by the dialogue Gruwell is ordering them to make a toast for their changes, and in this context Gruwell wants them to be happy with their changes.

Data 42

"Eva, this is The Diary of Anne Frank, not Die Hard, keep reading"

One of the books which Gruwell gives is The Diary of Anne Frank. Eva, a Latino student feels so curious with the ending of the book and she asks Gruwell what is going to happen with the story. But, Gruwell does not tell her the ending instead orders her to keep reading until the end. The bold dialogue is including into directives because it causes the hearer to take a particular action. It has function or competitive because in this context Gruwell is ordering Eva to read the entire story until the end then she will understand the story by herself.

Data 43

"For our assignment I want you to write a letter to Miep Gies, The woman who helped shelter the Franks. In the letter, I want you to tell her how you feel about the book. Tell her about your own experiences.

Tell her anything you like, but I want the letters to be perfect, so be prepared to do more than one draft"

In the end of semester, Gruwell gets an idea to give them assignment which is to write a letter to Miep Gies, a woman who helps Franks. She orders the students to write the letter perfectly. It is including into directives because it causes the hearer to take a particular action. The function of the bold dialogue is competitive because in this context Gruwell is ordering them write a letter to Miep Gies about their feeling of The Diary of Anna Frank then send it to be read by Miep Gies herself.

Data 44

"So, take a minute. Pull yourself together and come inside"

The dialogue is said by Gruwell when Andre, one of her black students gets an F for her test. Andre gets and F because he seldom to attend the classroom because his brother is jailed of gang's violence. He cries when Gruwell asks him to make a new evaluation and about his brother. When he cries, Gruwell advices him to be calm and comes in the class again before he does the evaluation. It is including into directive because Gruwell wants Andre to take a particular action. The illocutionary function of the utterance is competitive, because Gruwell is asking him to be relax in order to face his problem.

"I want a new evaluation"

After Gruwell advices Andre to put himself in a relax condition, then she orders him to redo his evaluation and make a best one. The dialogue is including into directives because it causes the hearer to take particular action. The function is competitive because in this context Gruwell is ordering Andre to make a new evaluation. She also ensures him that everyone in the class also faces their problem and not to be failed with their study.

Data 46

"Can you please sit back down?"

That dialogue is when the first tie Gruwell teaches the students. Andre and Jamal make some riots in the classroom and she is still requesting politely to them to sit back to their seats. It is including into directives because it causes the hearer to take a particular action. It has function of competitive because the illocutionary goal competes with the social goal. In this context, Gruwell is asking them politely to not make a mess in the classroom.

Data 47

"Please sit back in your seats"

Gruwell still requests politely to Jamal to sit back to his seats because he fights with Andre. It is also including into directives because it causes the hearer to take particular action. In this dialogue it has competitive function which is in this context Gruwell is asking Jamal to stay in his seats while lesson is running.

Data 48

"Please read the first sentence on the board"

Gruwell requests Gloria to read the sentence in the board, because Gloria does not pay attention to her and just reads her magazine. It is also including into directives because the hearer takes a particular action from it. The function is competitive because in this context Gruwell is asking Gloria to not just reading the magazine but pay attention to the lesson.

Data 49

"Okay, why don't you just use the next blank page?"

After Gloria reads the sentence, Erin orders them to rewrite the sentences but Gloria misses her page. Then Gruwell advises her to use the next blank page for her writing. It is including into directives because it causes Gloria to take a particular action. The function is competitive because in this context Gruwell is asking Gloria to use next blank page. Although it is not the right page but she still asks her to use then she can write in that page.

Data 50

"Look, we're still at the restaurant, if you wanted to drop by, we haven't even ordered dessert yet"

Gruwell and her students have dinner in the hotel where she works. Then she also recommends her husband to join with them. It is also including into directives because it causes the hearer to take a particular action. In this dialogue it has function as competitive because in this context Gruwell is asking her husband to join the dinner and have fun together.

Data 51

"You have to see them, if you get in soon, come by, it's only 9:30 now"

Gruwell not only asks her husband to join the dinner but also invites him to come soon. It is also including into directive. The function of the utterance is convivial because the illocutionary goal coincides with the social goal. In this context, Gruwell is inviting her husband to have a good time together with her and her students.

Data 52

"Well, if I do my job, they might be lining up at the door.

Mr. Gelford is also a teacher in the Woodrow Wilson High School, but he teaches honor students. He says that the students will stop coming because of gang's fight. Here, Gruwell commits that if she does her job students will line up to her lesson. It is including into commissive because the point is to commit the speaker to some future course of action. In this context, Gruwell asserts firmly and believes that the students will stay to study if she teaches them. That is why the function is collaborative because it is indifferent with social goal.

Data 53

"So, I'm going to try my best to get permission, all right?" Gruwell gives the students a book about gangs to be read by them. Because the book consists of violence she commits them to try her best to get permission for the book. It is including to commissive because the point is to commit the speaker to some future course of action. In this conext, Gruwell assert that she really will try her best to get permission so they can read the book as the part of curriculum. So, the function is collaborative because the illocutionary goal is indifferent with the social goal.

Data 54

"We're gonna play a game, all right? It's a lot of fun, I promise"

Gruwell makes a game to give different situation in the classroom. She promises that the students will like the game and they will play together with the game. It is including into commissive because the point is to commit the speaker to some future course of action. In this conext, she asserts that the game is really fun. It is also as the different way to catch their attention in studying. So, its function is collaborative because the illocutionary goal is indifferent with the social goal.

Data 55

"It's just temporary, I promise"

Gruwell takes another part time job to get more money to buy books for her students. She says to her husband and promises him that it is just temporary. It is also including into commissive because the point is to commit the speaker to some future course of action. In this context, she is asserting to her husband that she will do the job until she gets more help for the sources. So, the function is collaborative because the illocutionary goal is indifferent with the social goal.

Data 56

"Thank you"

In the dialogue is the first time Gruwell comes to the Woodrow Wilson High School. She meets Mrs. Campbell and she gives her a cup of coffee. So, Gruwell says thanks for her kindness. It is including into expressive because the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. In this context, Gruwell thanks to Mrs. Campbell and in order to respect her. So, the function is convivial because the illocutionary goal coincides with the social goal.

Data 57

"My name is Erin Gruwell, welcome to Freshman English"

For the first time in the classroom Gruwell greets and welcomes the students. The bold dialogue is expressive because the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. In this context, Gruwellis greeting them in order to get closer to her students for the first time she is teaching. So, the function is convivial because the illocutionary goal coincides with the social goal.

"Hi! Sorry I'm late"

Gruwell is late to be home and there is already her husband at home. She apologizes because of her late. The bold dialogue is expressive because the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. In this context, Gruwell is apologizing to her husband and tries to make it better by ordering some foods for them. So, the function is convivial because the illocutionary goal coincides with the social goal.

Data 59

"I heard about your brother's conviction, I'm sorry"

Gruwell hears about Andre's brother's conviction and she condoles to him. The bold dialogue is expressive because the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. In this context, she shows her sympathy to Andre. So, the function is convivial because the illocutionary goal coincides with the social goal.

4.3 Analysis

4. 3. 1 The types of illocutionary acts which is spoken by Erin Gruwell in *The Freedom Writers* movie.

The types of illocutionary acts that can be found in the dialogue of Erin Gruwell in The Freedom Writers movie are assertive, directives, commissives, and expressive. The most dominant illocutionary act which is used by Erin Gruwell is assertive which contains 27 data. Erin Gruwell uses assertive illocutionary acts in the form of **convey** which has 9 data in data 1, 3, 4, 8, 10, 13, 15, and 17. In the form of **description** which has 5 data in data 19, 20, 21, 26, and 30. In the form of claim which has 2 data in data 25, and 26. In the form of state which has 2 data in data 6 and 29. And the last is in the form of assert which has 9 data in data 7, 9, 11, 14, 16, 18, 28, 31, and 32. The second dominant type is directive which has 22 data. Gruwell uses directive illocutionary acts in the form of ordering which has 13 data in data 5, 22, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, and 43. In the form of **request** which has 5 data in data 2, 45, 46, 47, and 48. In the form of advising this has 2 data in data 44, and 49. In the form of inviting, it has a datum in datum 51, and the last in the form of **recommend**, which has a datum in datum 50. The third dominant type is commissive which contains 6 data in the form of commitment which has 2 data in data 52, and 53. In the form of promise which has 2 data in data 54, and 55. And the last is in the form of guarantee which has 2 data in data 23, and 27. For the forth type is *expressive* which contains 4 data in the form of **thanking** which can be found in data 56, in the form of welcoming which has a data in data 57, in the form of apologize

which can be found in data 58, and the last is in the form of **condolence** which can be found in data 59.

4. 3. 2 The Function of Illocutionary Acts which is spoken by Erin Gruwell in *The Freedom writers* movie.

Then, the functions of illocutionary acts which can be found in the dialogue of Erin Gruwell in this movie are *collaborative, convivial, competitive, and conflictive*. The most dominant functions which can be found in the dialogue of Gruwell are *collaborative* which has 31 data. It is found in data 1, 3, 4, 6, 7. 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 32, 52, 53, 54, and 55. The second dominant function is *competitive* which has 21 data. It is found in data 2, 5, 22, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, and 50. For the third dominant functions is *convivial* which has 5 data in data 51, 56, 57, 58, and 59. The forth dominant function is *conflictive* which has 2 data in data 30, and 31.

After analyzing 59 data which is found in the dialogue of Erin Gruwell in *The Freedom Writer* movie, it can be seen that the most dominant type of illocutionary acts is assertive, and for the dominant function of illocutionary act is collaborative.