EXPRESSIVE SPEECH ACT ANALYSIS OF "SOFIA THE FIRST ONCE UPON A PRINCESS"

THESIS

Submitted in Partial Fulfilment of the Requirements
for the Degree of Bachelor
in English Language Education Department

By:

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ABSTRACT

Title	**:**	**Expressive Speech Act Analysis of "Sofia the First Once Upon a Princess"**
Author	**:**	**Titik Syahida**
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The study aims to find out types of expressive speech act used by Sofia as the main character in "Sofia the First Once Upon a Princess" film and the contribution of expressive for thanking and apologizing to EFL learners. This study used descriptive qualitative method with documentation to collect data such as films, film scripts which include the characters' name and dialog. The result of this study showed that 40 utterances and six types of expressive speech act. There are expressive for thanking 7 data (17.5%), expressive for apologizing 4 data (10%), expressive for greeting 12 data (30%), expressive for congratulating 5 data (12.5%), expressive for wishing 3 data (7.5%), and expressive for attitude 9 data (22.5%). It can be concluded that all types of expressive speech act are used by Sofia. Expressive for greeting has the dominant because Sofia is new member of the royal family that should be greeted to everyone. The expressive for thanking and apologizing has the contribution for EFL learners of Junior High School.

Keywords: *Speech Act, Expressive Speech Act, Film.*

DEDICATION

This thesis is dedicated to:

1. My almamater Universitas Islam Negeri Walisongo Semarang.
2. My beloved family who always prays, gives support and motivation.

MOTTO

اِنَّ اللهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمّْ

"Verily, Allah will not change the condition of a people until they change the condition of themselves."

(Q.S Ar-Ra"d: 11) (Researches, IFTA, & Guidance, 2000)

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The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 27th November 2023
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CHAPTER I

INTRODUCTION

This chapter presents of background of the research, research questions, research objectives, limitation of the study, and research significances.

A. Background of the Research

Language is one of the ways to communication. Language is used by humans to convey thoughts and opinions to others. We can communicate our goals to other people through language (Tomasello, 2023). There are so many languages in this world, English as the International language, Arabic, Mandarin, Indonesian, and other languages. Language is commonly used in various literatures such as novels, songs, and films.

Film is one of the literary works created by a person from the results of his imagination and creativity. Film is also a form of communication from mass media that is audio-visual and aims to convey moral value through the storyline, dialog between the characters, and socio-culture presented. A film can be said to be a good film if the speech acts conveyed by the characters can be conveyed well.

Speech acts is the basic form of communication. (Royanti, 2019) said that the purpose of communication is to transfer information from the speaker to the listener. Interactions between characters will be well understood by readers and audiences if the speech acts are conveyed clearly. If we ignore speech acts when communicating, there will be a miscommunication between the speaker and the listener (Tutuarima et al., 2018).

Theory of speech act is a philosophical phenomenon that addresses global communication conventions and social behavior (Nephawe & Lambani, 2020). Searle in (Yule, 1996) had the theory about speech act and classification speech acts into five types: directive, representative, declaration, commissive, and expressive. All of these types have respective uses. Expressive speech act is psychological statement of speaker's feeling and attitude. Expressive speech acts include thanking, apologizing, congratulating, praising, and blaming (Retnaningsih, 2013). In the film, the best example of expressive speech act is the conversation among the characters (Isnawati et al., 2015).

When the characters talk in the film, there is a dialog that is similar in real situations, so there are speech acts produced among characters. From this statement, the researcher wants to analyze what type of expressive speech acts used by the main character in the film "Sofia the First Once Upon a Princess" and the

contribution to English Foreign Language (EFL) learner of expressive for thanking and apologizing. Based on background's description, the researcher conducted this study entitled **"Expressive Speech Act Analysis of "Sofia the First Once Upon a Princess".**

B. Research Question

The problem formulation in this research are:

1. What types expressive speech act are used by Sofia as a main character in Sofia the First Once Upon a Princess?

2. What are the contribution of expression for thanking and apologizing to the English Foreign Language (EFL) learners?

C. Research Objectives

The aims of this research are:

1. To find out the types expressive speech act are used by Sofia as a main character in Sofia the First Once Upon a Princess

2. To explain the contribution of expression for thanking and apologizing to the English Foreign Language (EFL) learners

D. Limitation of the Study

This research focused to analyze expressive speech act that used by Sofia as a main character in "Sofia the First Once Upon a Princess". Searle proposed types of expressive speech act into thanking, apologizing, greeting, congratulating, wishing, and attitude. The researcher used the Searle's expressive speech act theory and Creswell theory to analyze the contribution of expressive for thanking and apologizing to English Foreign Language (EFL) learners.

E. Research Significance

Based on the research objectives above, the significance of this research are:

1. For Students

   Hopefully from this study can be useful in giving knowledge about the use of expressive speech act for the student and by watching the film they can say their feelings such as hi, sorry, thank, and complain/agree/disagree.

2. For Teachers

Hopefully from this study can be useful in getting learning source references for the teachers to teach student's diverse feelings.

3. For Next Researcher

Hopefully from this study can be useful for the next researcher as the references in give information about types of expressive speech act.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter contains previous studies, theoretical review contains of speech act, expressive speech act, film, synopsis film, and element of the film, also theoretical framework.

A. Previous Studies

Several relevant studies that have been conducted by some researchers as a reference and supporting the writer's research are:

1. Research conducted by Asmi Yuniati, Sayyidatul Fadlillah, and Muhammad Nafi Annury (Yuniati et al., 2018)

This research entitled "Directive Speech Act in The Movie "The Message" By Moustapha Akkad", conducted in 2018. This research purposes to explain classification and contribution of analysis directive speech act in the movie by Moustapha Akkad entitled "The Message". Using descriptive qualitative, the study has resulted those 213 utterances of directive of speech acts were successfully identified. There are: command (182 data or 85.44%), suggestion (19 data or 8.92%), request (10 data or 4.70 %), and order (2 data or 0.94%).

To collect and analysis the data, this research used theory from Creswell and Sugiyono. From the result, the writer also describes contribution of expression for giving command as learning media for the teachers and observation for the students. The similarity between this research and the writer's research is that the theory used to collect and analyze data is both from Creswell's theory. The difference is that the research question to classify the directive speech act and contribution expression for giving command, and the writer's research is find out types of expressive speech act and contribution of expressive for thanking and apologizing.

2. Research conducted by Niken Kurniasih and Sri Mulatsih (Kurniasih & Mulatsih, 2022).

This research entitled "Expressive Speech Acts Used by the Main Character in Encanto Movie Script", conducted in 2022. This purpose of this research is to identify the types of expressive speech act of Encanto Movie that describe the main character's utterances. The writers used qualitative method and analyze data descriptively. Searle's theory 1976 is theory that used by the writers to found some utterances the types of expressive speech act. Six types of expressive speech act

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are Expressive of Congratulating, Expressive of Greetings, Expressive of Thanking, Expressive of Apologizing, Expressive of Wishing, and Expressive of Attitudes.

This research resulted 48 utterances by the main character; Expressive of Thanking (4,17%), Expressive of Greetings (18,75%), Expressive of Wishing (14,58%), Expressive of Apologizing (14,58%), and Expressive of Attitudes (47,92%). It shows that expressive of attitude is the most expression that used by main character.

The similarity between this research and the writer's research is that both of them examine expressive speech act from a film and used Searle's theory 1976 in classification expressive speech act. The difference is that this research used framework of Searle 1976 to analyze the data. Meanwhile the researcher used the theory from Creswell to analyze the data.

3. Research conducted by Xiangting Xu (Xu, 2022).

This research entitled "Analysis of Speech Act "Greeting" in Film *Love Actually*" conducted in 2022. This research purposes to find out to what extent are different greeting styles displayed in terms of frequency

in Love Actually, and to know the politeness strategies of address chosen in Love Actually. The researcher used theory of Ebsworth et al. (2009) in categorized the greetings. To analyze how to address people in different context used theory Brown and Levinson's politeness strategy (1987).

This research resulted speeding greetings, introductory greetings, business greetings, and chatting greetings were the four most often used greeting styles for the first study question, while long greetings were rarely used. This is due to the fact that most of the characters are already familiar with one another and hence do not find much value in greetings. The social setting has a significant impact on politeness greeting techniques, which relates to the second research topic. Positive and bald on record techniques are frequently chosen by family members or friends, whereas negative politeness is more appropriate for outsiders.

The similarity between this research and the writer's research is that both of them examine speech act from a film. The difference is that this research used theory of Ebsworth et al. (2009) and theory Brown and Levinson's politeness strategy (1987) to categorized the

greeting and to analyze how to address people in different context. Meanwhile the writer's research used Searle's 1976 theory to categorized the expressive speech act and Creswell theory to analyze the data.

4. Research conducted by Hery Ricca and Ambalegin (Ricca & Ambalegin, 2022).

This research entitled "Expressive Speech Acts Found in Love at First Swipe Web Series" conducted in 2022. The researcher used the characters of web series entitled "Love at First Swipe" to find out expressive speech act. Searle (1979) & Ilie & Norrick (2018) is the theories that used by the researcher. To collecting the data that applied observational and non-participant using Sudaryanto's 2015 theory. The result of this research show that expressive speech act found 15 utterances, 8 data of complimenting, 3 data of thanking, 2 data of apologizing, 1 data of congratulating, and 1 data of welcoming.

The similarity between this research and the writer's research is that both of them examine expressive speech act from a film. The difference is that this research used Searle (1979) & Ilie & Norrick (2018) and Sudaryanto (2015) to analyze the data. Meanwhile the

writer's research used Searle's 1976 theory and Creswell theory to analyze the data.

5. Research conducted by Desya Kurnia Saputri, Issy Yuliasri, Hendi Pratama (Saputri et al., 2023)

This research entitled "The Comparison between Emily's and Gabriel's Expressive Speech Acts in the "Emily in Paris" Movie Series", conducted in 2023. This research purpose to compare native English speaker named Emily and non-native English speaker named Gabriel. In order to show the different expressive speech acts and effects in the Emily in Paris film series and to highlight any differences and similarities.

To analyze the data, the researcher used Searle's 1976 theory and supported theory of Illocutionary Force Indicating Devices (IFIDs) and also used S-P-E-A-K-I-N-G theory. This research has four research questions. First, expressive speech act used by Emily in movie series. The result is Emily has 100 expressive actions. Second, expressive speech act used by Gabriel in movie series. The result is Gabriel has 35 expressive actions. Third, the similarity two speech act that used by Emily and Gabriel. Fourth, the differences two speech act that used by Emily and Gabriel.

The similarity this research and the writer's research is that both of them examine expressive speech act from a film. The difference is that this research used Searle's 1976 theory and supported theory of Illocutionary Force Indicating Devices (IFIDs) and S-P-E-A-K-I-N-G theory from Dell Hymes. The research questions also different from the writer's research. The writer's research only uses the theory from Searle 1976 and to analyze the data use theory from Creswell.

B. **Theoretical Review**
1. **Speech Act**

In (Yule, 1996), John Austin stated that speech act is the theory to analyze the utterance effect in the speaker and listener relationship behavior. Meanwhile, John Searle, the student of John Austin, also stated that speech act is the actions that performed by the utterances. From here, it can be concluded that speech act is the theory to analyze the action effects that performed by the utterances in the speaker and listener relationship behavior. Austin and Searle in (Alghazo et al., 2021), stated that speech acts are realized by universal structures and that it universal in nature.

According to (Austin, 1962), speech acts have three types, namely *Locutionary Acts*, *Illocutionary Acts*, and *Prelocutionary Acts*. *Locutionary Acts* is the act to state something in its literal meaning. It is also can be defined as "*The Act of Saying Something*". It is divided into three parts: (1) *Phonetic Act* that is uttering some noises act; (2) *Phatic Act* that is uttering some words act; and (3) *Rhetic Act* that is uttering some words with a more or less fixed reference and sense act (Searle, 1968). Then, *Illocutionary Acts* is the act to state and do something. It is also can be defined as "*The Act of Doing Something*". It is divided into several parts like promises, warnings, commands, bets, and apologies. Meanwhile, *Prelocutionary Acts* is the act to affect someone. It is also can be defined as "*The Act of Affecting Someone*" (Austin, 1962).

However, Searle had a different view regarding the division of the speech acts types compared to Austin. He divided speech acts into five types, namely *directive*, *commissive*, *expressive*, *representative*, and *declarative*. *Directive* is the speaker's act to get the listener doing something. It is also can be defined as the expressions of what the speaker wants. It briefly can be called as

commands, suggestions, requests, and orders. *Commissive* is the speaker's act to promise themselves to some upcoming actions. It is also can be defined as the expressions of what the speaker intends. It briefly can be called as promises, pledges, refusals, and threats. *Expressive* is the act to state the speaker's feelings. It is also can be defined as the expressions of what the speaker psychologically states about pleasures, likes, joy, pain, dislikes, or sorrow. It briefly can be called as apologizing, blaming, congratulating, praising, and thanking. *Representative* is the speaker's act to believe something or not. It is briefly can be called as conclusions, assertions, and descriptions. Last, *Declarative* is the act that change the words through the utterance (Levinson, 1983).

Communication is the information, ideas, attitudes, or emotions transmission from a person or people to another. It is commonly used to transfer those information, ideas, attitudes, and emotions both in spoken and written form. It is also happened if there is vital item that support itself to be understood well by the speaker and listener. The vital item is language (Theodorson & Theodorson, 1969). Searle once again

stated that speech act is the communication basic unit. He also stated that speech act is the communication center since its development. He also stated that several speech acts have a vital role to lead interpersonal communication succession, especially in teaching and learning English process (Searle, 1979).

2. **Expressive Speech Act**

Expressive Speech act is part of speech act that state what is the speaker's feeling. Expressive speech act also kind of illocutionary act. Neal Norrick classifies types of expressive illocutionary act into nine types. There are Thanking, Congratulating, Apologizing, Lamenting, Welcoming, Forgiving, Condoling, Deploring, and Boasting (Norrick, 1978).

Searle 1976 in Kurniasih et al (2022) classifies expressive speech acts into six types (Searle, 1976). Here are types of expressive speech act:

a. Expressive for Thanking
   Expressing gratitude is regarded as one of the universals of interpersonal communication, particularly in the realization of the kindness principle. A statement of gratitude from the

speaker to the receiver is referred to as thanking, which is categorized as an expressive illocutionary act. Example: "Thank you for the gift".

b. Expressing for Apologizing

Apologizing is expression of deploring. Some meanings of apologizing include admitting mistakes, begging for forgiveness, explaining the truth, asking for forgiveness, expressing regret, and so on. Example: "I am sorry I left you".

c. Expressing for Greeting

Greeting is an expression of welcome. It is an action from the speaker to the listener. Example: "What's Up, Dude!"

d. Expressive for Congratulating

Expressive for congratulating shows the expression of the speaker's sympathy for what happened to the listener. Congratulating express pleasure at the listener's success. Example: "Good job Andy, you did well!"

e. Expressive for Wishing

Expressive for Wishing is the speaker's expression and wish for something to come true. Wishing can be in the form of hope and want. Example: "I wish you get well soon"

f. Expressive for Attitude

Expressive for Attitude is an expression about complaining, and criticizing for disagreeing with the attitude of the listener. Example: "I'm against with the idea"

3. **Film**

Film is one of the literary works created by a person from the results of his imagination and creativity. A film is an event or story that is captured with a camera as a series of moving images and broadcast on television or in a theater. To draw viewers' attention, they create a dialogue with performers inside and use expressions. As skilled the characters, they must be able to use their facial expression to convey their feelings and what they wish to convey to the audience (Rahmawati, 2021). The most powerful form of mass communication nowadays is film, which has dialogue from characters that relate to and mirror real-life events (Kurniasih & Mulatsih, 2022).

In (Oktavianus, 2015), Himawan Pratista classified genre film into ten types, there are Action, Drama, Historical Epic, Fantasy, Horror, Comedy, Crime and Gangster, Musical, Adventure, and War. *Action* are movies that show exciting, thrilling and dangerous scenes such as fighting scenes, shooting scenes, and other physical scenes. *Drama* films show storylines and settings similar to real life. The stories presented are usually very dramatic, full of conflict, and able to make the audience cry. *Historical Epic* is genre usually shows the story of the past with the setting of kingdoms, jungles, and using ancient accessories. The heroic actions of the main character are always the main interest of the audience.

Fantasy film is a fantastic movie, because the cinematography is very slick and the story usually involves magic, supernatural things, and other unrealistic things. *Horror* is a movie that can arouse the fear of the audience because it presents a scary story and surprises suddenly appear ghosts or other supernatural beings. This genre is usually combined with psychopathic thrillers. The setting is also dark themed with gripping audio. *Comedy* is the most popular

because it can evoke laughter from the audience and provide entertainment. Usually, comedy movies use exaggerated language and often happy ending. *Crime and Gangster* films are generally related to criminal acts such as robbery, gambling, gang rivalry, and other criminal things that happen in society.

Musical film refers to a combination of music, songs, dance choreography that is integrated into the story. The stories presented in this genre are very lighthearted, such as stories of romance, popularity, and wealth that are common in real life. *Adventure* is a feast for the eyes because this film tells a story of travelling, exploration of a natural tourist attraction that has a beautiful panorama and has never been visited before. *War* is Film genre related to war, such as war in the navy, air force or army, sometimes focusing on prisoners of war, covert operations, military education and training and others.

In the education, there are so many media that can be used as references in teaching and learning activities. One of the media is using audio visual media (films). In general, films are considered as entertainment media and persuasive. There are also other benefits of films as

learning media. Using films as learning media is very fun. (Rindawati et al., 2022) proved that film media can increase vocabulary mastery in students compared to before using movie media.

In watching films as learning media, students can also learn about foreign languages contained in the film in addition to learning the story in the film. The foreign language that is often used in films as a learning medium is English. English is an international language; therefore, many films use English subtitles. There are many benefits of watching English movies, one of which is enriching vocabulary.

4. Synopsis of Sofia the First Once Upon a Princess

Sofia the First is an American animated television film that premiered in November 2012. It was produced by Walt Disney Studios and directed by Jamie Mitchell (executive producer) and Craig Gerber (co-executive producer). It tells the life story of Sofia who is a little girl living in a village who becomes a royal princess because her mother is married to the king in the kingdom of Enchancia.

Flora, Fauna, and Merryweather are the fairies that introduce the begin story of Sofia, an eight-year-old girl who lives in the Dunwiddie village in the Kingdom of Enchancia with Miranda, her mother who is a shoemaker. One day, Sofia and Miranda are ordered for a shoe fitting for King Roland II of Enchancia. The king and Miranda experienced love at first sight and eventually married and made Miranda the new Queen of Enchancia and Sofia a royal princess. Upon arrival at the palace, everyone in the palace warmly welcomed Sofia and Miranda, except for Princess Amber, King Roland II's daughter, and Cedric the royal wizard. At the dinner table, Roland informs his new daughter that there will be a royal feast in celebration of her royal debut, relating that it is the best way to announce her arrival as a Princess Sofia.

After Sofia saw her new room, she changed her mind. She who was initially so enthusiastic about being a princess, began to worry and was not ready to be a princess because she knew being a royalty had great responsibilities and she had no experience in that. She went to see her mother and told her about her anxiety that she didn't want to join the royal party because she

couldn't dance and didn't want to disappoint anyone. Miranda said that everything would be fine. King Roland appears and presents Sofia with a special necklace and tells her to promise not to let go of it. Sofia, who was very happy with the gift, promised not to let go of the necklace. Sofia returns to her room and meets Cedric who stares mysteriously at Sofia's necklace.

The next day, Sofia, James, and Amber board a coach to fly to the Royal Preparatory Academy. There she meets with the headmaster: Flora, Fauna, and Merryweather. Sofia asks them to teach her how to be a real princess on the day of her royal debut party. While showing her around the school, they tell her that being a real princess is something that takes time. Everyone is instantly mesmerized by Sofia, which makes Amber jealous and persuades James to ask Sofia to ride the Enchanted Swing Set. Instantly everyone's smiles disappeared when Sofia started riding at high speed and fell into the fountain. Sofia is still smiling and walked away even though her dress were soaking wet. Sofia finds a baby bird that has fallen and helps it back into its nest. That's when Sofia's necklace glows and she hears the bird say thank you.

When arriving at the palace, Sofia is intercepted by Cedric and taken to his workshop to tell her that her necklace is the Amulet of Avalor, a powerful relic that can bring blessings or curses depending on the owner's behavior. Cedric asked Sofia to remove the necklace so that he could see it but she refused because she had promised not to let go of it. The next morning, she was startled out of her sleep by hearing Clover, Mia, Robin, and Whatnaught who were the animals Rabbit, Squirrel, and Two birds talking to each other. It was then that Sofia understood that it was the necklace given to her by the king that allowed her to understand the animals' speech.

Sofia is now confident because she has found new friends, even though they are animals. But she is happy because she is not alone anymore. She still stays away from James and Amber because of the past incident. Back at the palace, she is thrilled to find Ruby and Jane, her friends from the village, visiting the palace. During the visit, James came to apologize and promised to help her prepare for the royal party including attending the dance class. Upon arriving at the dance class, Amber teases Sofia again by giving her dancing shoes that make

her keep falling. Shortly before the party, Sofia meets Cedric to ask for a spell so she can dance, but Cedric slyly plans something to give Sofia a sleeping spell. James, Amber's twin scolds Amber for bullying Sofia and walks away leaving Amber in her room. Amber tries to call James but her dress gets caught and torn and decides to stay in the room.

At the ball, Sofia arrives elegantly and casts the spell given by Cedric, but she wonders why everyone is asleep. Sofia returned to her room feeling sad. Cinderella came suddenly because of the call from Sofia's necklace and said that she had to be with Amber to remove the sleeping spell. Finally, Sofia goes to Amber's room and works together to find a spell to wake up in Cedric's workshop. After arriving at the dance venue, Amber apologizes to Sofia and Sofia helps Amber sew her torn dress. After that they return to the party and Sofia casts a counter-spell and magically everyone wakes up and the party is back in full swing. The royal family dances nicely and they become a true family.

Source:

https://sofia.fandom.com/wiki/Sofia_the_First:_Once_Upon _a_Princess

5. **The Element of "Sofia the First Once Upon a Princess"**

Based on the synopsis above, the element of the film are as follow:

a. Setting

The setting of this film is in the Dunwiddie village in the Kingdom of Enchancia, in the Palace of Enchancia, Royal Preparatory Academy.

b. Characters

In this film, there are several characters such as Sofia, as a main character, Miranda, King Roland II, Prince James, and Princess Amber. The researcher classifies the characters into Protagonist, Antagonist, and Tritagonist. Protagonist include Sofia, Miranda, King Roland II, Baileywick, Flora, Fauna, Merryweather, Ruby, and Jane. Antagonist include Cedric. Tritagonist include Price James, and Princess Amber

(Annury, 2014) classify the characters into Major and Minor characters. Major character is the person as a story center, or as a main

character. In this film is Sofia. The people who live around the major character is known as minor character. In this film, the minor characters are Queen Miranda, King Roland II, Prince James, Princess Amber and so on.

c. Theme

The film is about the life journey of an ordinary little girl who turns into a royal princess because her mother marries a king. In addition to entertaining the audience, the film also teaches how to be a good sibling.

d. Point of View

The point of view used in this film is third person. This can be seen when the three fairies; Flora, Fauna, and Merryweather appear at the beginning of the film and start telling Sofia's origin story.

e. Plot

There are five plots that occur in this film.

1) Exposition

When Sofia and Miranda, who is a shoemaker, are called to the palace to fit the shoes of King Roland who eventually gets

married. Sofia and Miranda move into the royal palace and are warmly welcomed by everyone except princess Amber the older half-sister and Cedric the royal wizard.

2) Rising action

Princess Amber who is always nosy to Sofia because she is jealous that everyone is more interested in Sofia than her until she persuades Prince James, her twin to join in bullying Sofia. Sofia who is not confident because she does not know how to be a royal princess until she is given a special necklace by the King which makes Cedric the royal wizard plan to steal the necklace.

3) Climax

Prince James apologizes to Sofia and scolds Princess Amber for leaving her to the ball with a torn dress. Sofia casts a spell that she thought would make her good at dancing but instead put everyone to sleep. The sad Sofis is calmed by Cinderella who appears because of the light of her special necklace and tells her to cooperate with Amber in

finding a spell so that everyone wakes up again.

4) Failing action

Princess Amber apologizes to Sofia for being mean to her and Sofia helps Princess Amber to sew her torn dress. They return to the party venue and Sofia begins to recite a spell that magically wakes everyone up.

5) Resolution

The royal party returns to normal and everyone dances in pairs, including the new royal family. Finally, they become a real family.

C. Theoretical Framework

Figure 2.1 Theoretical Framework

Sofia the First Once Upon a Princess

↓

Expressive Speech Act

↓

Thanking, Apologizing, Greeting, Congratulating, Wishing, Attitude

↓

Expressive Thanking and Apologizing for EFL learners
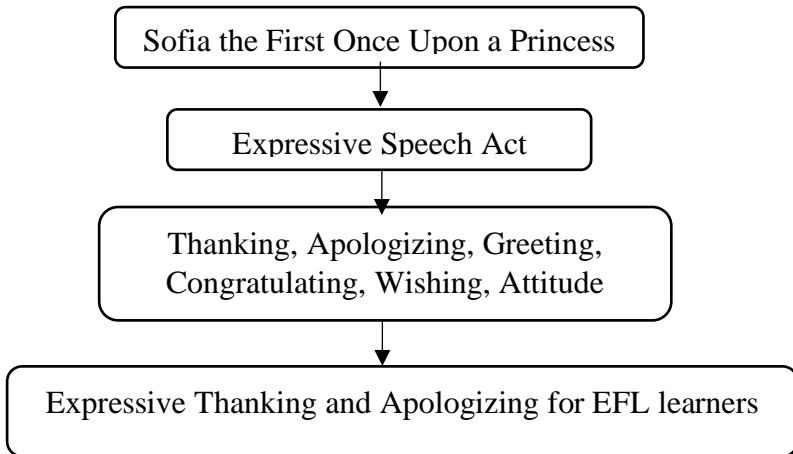
In the figure above describes the theoretical framework of this research. Through the film entitled "Sofia the First Once Upon a Princess" the author analyzes the types of expressive speech acts used by the main character. The types of expressive speech acts include Expressive for thanking, apologizing, greeting, congratulating, wishing, and attitude. In this study, the writer also explains the contribution of expressive speech acts of thanking and apologizing for EFL learners.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, data source, method of collecting data, method of analyzing data, and research procedure.

A. Research Design

This study used a descriptive qualitative method. According to (Creswell, 2012), descriptive research is a type of survey that tries to get perspectives or attitudes from to a particular audience. (Creswell, 2009) qualitative research it refers to the process of exploring and comprehending the meaning that individual or groups give to social or human issues. According the book of (Bungin, 2010), qualitative research studied the conditions of a phenomenon or social reality in society and people's perspectives on something, and it needs in-depth discussion.

Through the film "Sofia the First Once Upon a Princess", the researcher gives the analyze description about the types expressive speech act of main character in Sofia the First Once Upon a Princess and the researcher want to explain contribution of Expressive for thanking and apologizing to the English Foreign Language (EFL) learners.

B. Data Source

This study used two data in obtaining data, they are primary data and secondary data. The researcher used the film Sofia the First Once Upon a Princess as the primary data. To getting related research question, the researcher watching the whole of the film in Disney Apps or in YouTube. For the secondary data, the researcher used the script of Sofia film downloaded from the internet.

C. Method of Collecting Data

The most important step in the study is data collection technique (Sugiyono, 2017). In this study, the researcher used theory by Creswell to collect the data. The researcher used documentation as the instrument for this research.

Documentation is process searching the data. To obtain the data, the researcher used movie script, the book, newspaper, note, etc. include the data of character's name and dialogue conversation contain the types of expressive speech act and contribution of expressive for thanking and apologizing to the EFL learners.

D. Method of Analyzing Data

In a qualitative study, the processes of collecting analyzing the data, expanding and revising theories,

developing or refocusing research questions, and recognizing and addressing validity risks typically occur more or less concurrently, with each activity influencing the others. In addition, the researcher might need to revisit or change any design choices made throughout the study in response to fresh information. Compared to the more conventional design, qualitative research needs a broader and more complicated model of design (Best & Khan, 2014).

After completed collecting the data, the researcher used some steps to analyze the data according to Creswell (2012).

1. First, prepare and organize the data for analysis. In this study, the researcher uses film and film script as the media to analyze types of expressive speech act.

2. Second, explore and code the data. The film script given data coding in this research. The researcher only uses the main character in analyze the expressive speech act, therefore the researcher does not code all the characters. Nevertheless, the researcher code the types of expressive speech act, those are:

No.	Expressive Speech Acts	Code
1.	Expressive for Thanking	T
2.	Expressive for Apologizing	Ap
3.	Expressive for Greeting	G
4.	Expressive for Congratulating	C
5.	Expressive for Wishing	W
6.	Expressive for Attitude	At

Table 3.1 Coding of Expressive Speech Act

3. Third, coding to build description and themes. In this research coding of expressive speech act above help the researcher to describe the types of expressive speech act that used by main character.

4. Then, representation and reporting qualitative findings. The result of this study represents in chart and table as visual display.

5. Next, the researcher used describes qualitative in interpretation result of data analysis.

6. Last, validation findings accuracy. In Creswell (2012), validity classifies into member checking, external audit, and triangulation. In this research, used triangulation validity. Triangulation is process of strengthening data. The researcher examined each source of information and found evidence to support a theme. This ensures that the research accurate because the information obtained comes from various sources of information, individuals, or processes. In this way, it encourages researchers to develop accurate and credible reports. In this research, the researcher asks for help from advisor to find accurate validation of the data that has been taken.

E. **Research Procedure**

The following are some steps conducted in this research:

1. Documentation to collect the data of the film "Sofia the First Once Upon a Princess" and transcribed in the form of a script.

2. Analyzing the characteristics of expressive speech acts so that it can be classified into types of

expressive speech acts; thanking, apologizing, greeting, congratulating, wishing, attitude.

3. Classifying the types of expressive speech acts using a coding system to make it easier to analyze. For example;

    T/3

    Ap/2

    Note:

    T/Ap = Type of Expressive

    3/2   = Number of Data

4. Interpreting the data descriptively after the data is classified completely and to calculate the percentage of all findings, the researcher uses this formula

$$\mathbf{P = \frac{Fx}{N} \ X \ 100\%}$$

Note:

P   = Percentage

Fx   = The number of utterances of expressive
          speech act

N   = Total number of all utterances

100% = Constant number

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains of research finding and discussion about types of expressive speech act that used by Sofia as a main character in the film "Sofia the First Once Upon a Princess" and the contribution of expressive for thanking and apologizing for EFL learners.

A. Research Findings

Data of this research were taken in "Sofia the First Once Upon a Princess" film and collected film script from the internet, YouTube, and Disney Apps. The writer focuses in types of expressive speech act that used by Sofia as the main character. The following is a description of the data analysis to find out the research results completely.

1. **The types of expressive speech act that used by Sofia as the main character in the film.**

   The data that used by the writer based on Searle's theory; expressive speech act has six types. Film with 48 minutes duration there were 40 utterances. The researcher found all types of expressive speech act that used by Sofia as the main character. There are expressive for thanking, expressive for

apologizing, expressive for greeting, expressive for congratulating, expressive for wishing, and expressive for attitude. The following chart is presented to complete the findings:

**TYPES OF EXPRESSIVE SPEECH ACT**
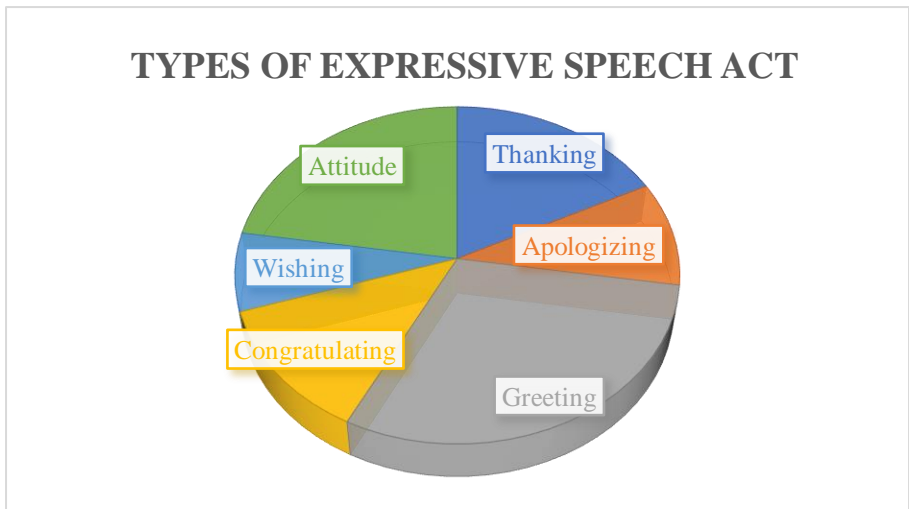
Chart 4.1 Types of Expressive Speech Act

The chart above shows the percentage and types of expressive speech acts uttered by Sofia in the film. The following table 4.1 presents the frequencies of expressive speech acts that are also used by Sofia as the main character:

No.	Types of Expressive Speech Act	Frequencies	Percentage
1.	Expressive For Thanking	7	17,5%
2.	Expressive for Apologizing	4	10%
3.	Expressive for Greeting	12	30%
4.	Expressive for Congratulating	5	12,5%
5.	Expressive for Wishing	3	7,5%
6.	Expressive for Attitude	9	22,5%
	Total Number	40	100%

Table 4.1 Frequencies and Percentage Types of Expressive Speech Act

Percentage:

Thanking $\quad\quad\quad : \frac{7}{40} \times 100\% = 17,5\%$

Apologizing $\quad\quad : \frac{4}{40} \times 100\% = 10\%$

Greeting $\qquad : \frac{12}{40} \times 100\% = 30\%$

Congratulating $\qquad : \frac{5}{40} \times 100\% = 12,5\%$

Wishing $\qquad : \frac{3}{40} \times 100\% = 7,5\%$

Attitude $\qquad : \frac{9}{40} \times 100\% = 22,5\%$

The table shows that greeting has the most shares than the other types. Then the second type is expressive for attitude. Next is type of expressive for thanking. Then there is expressive for wishing, followed by expressive for congratulating, and the last, smallest one is expressive for apologizing.

Based on research, there are six types of expressive speech act that used by Sofia as the main character. It is mean that realized in film "Sofia the First Once Upon a Princess" script are expressive for greeting, attitude, thanking, wishing, congratulating, and apologizing. From the table there are 40 utterances and expressive for greeting has the most dominant types that used with 12 data (30%). The second type with 9 data (22,5%) is expressive for attitude. Then there is expressive for thanking with 7 data (17,5%). Next is expressive for congratulating 5 data (12,5%). Expressive for

apologizing with 4 data (10%). The smallest data is expressive for wishing with 3 data (7,5%).

To make it easier to analyze the data, the researcher provides abbreviations in the form of alphabets such as "T" for thanking, "Ap" for apologizing, "G" for greeting, "C" for congratulating, "W" for wishing, and "At" for attitude. Here are the six types of expressive speech act that used by Sofia as the main character in the film:

a. Expressive for Thanking

Thanking is expression gratitude that used to show respect for something. But thanking is not always a means to express gratitude for anything, it is verbal expression that changes the situations (Beloufa, 2022). "Thank you" and "Thanks" are two utterances that usually used to express thanking, but both are different uses. "Thank you" is more formal than "Thanks". There are 7 utterances that used by Sofia in the film. Two of them showed below:

1) **King Roland II**: "Royal Prep. where all the princes and princesses from every kingdom go to learn our royal ways, including everything you'd need to know for the royal ball, which I'm very much looking forward to".

    Sofia: "Me, too. Thank you".

Context: The dialog express Sofia's gratitude toward King Roland II. Sofia thankful because she will attend Royal Prep School to make herself ready to be a Princess and she has been given a beautiful gift from the King.

2) **Princess Amber**: "Sofia, don't even think about touching those stinky shoes. I brought an extra pair just for you".

   Sofia: "Thanks, Amber"

   Context: The dialog express Sofia's gratitude toward Princess Amber. Sofia thankful because she was given special shoes to take dance class, and made her good at dancing.

b. Expressive for Apologizing

Apologizing is expression of regret. Apologizing is used when the speaker has made a mistake and admits that he/she is regretful for doing so, the speaker feels responsible for the mistake that has been made. (Hmouri, 2022) There are 4 utterances that used by Sofia in the film. Two of them showed below:

1) **Cedric**: "Ooh. Aww".

   Sofia: "Sorry, Mr. Ceedric".

   Cedric: "Cedric. Why can't you... your amulet".

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Context: The dialog express Sofia's apologize toward Cedric. Sofia apologized because she had bumped into Cedric while walking to her room. she wasn't paying attention to the walk because she was focused on her amulet.

2) **Princess Amber**: "A dancing spell put everyone to sleep?"

   Sofia: "I must have said it wrong. It's all my fault".

   Context: The dialog express Sofia's regret toward Princess Amber. Sofia regret because she had made everyone in the palace fall asleep because of the wrong spell she had cast.

c. Expressive for Greeting

Greeting is expression welcoming. An expression that results a response that significantly influences culture and other social factors is referred to be a greeting (Dhayef et al., 2023). Greeting also can define an inviting. There are 12 utterances that used by Sofia in the film. Greeting has the most portion that used by Sofia because Sofia is new member of the royal family that should greet everyone. Three of them showed below:

1) **Prince James**: "Hey, Sofia".

Sofia: "Oh, hi, James. What's going on?"

Prince James: "Have you tried the enchanted swing set? You don't have to kick. It swings itself. Go on. Try it."

Context: The dialog express Sofia's welcoming toward Prince James. Sofia welcoming because James greets to Sofia.

2) **Sofia: "Hey there!"**

   Prince James: "Good morrow, Sofia".

   Sofia: "Great morrow, Prince James!"

   Context: The dialog express Sofia's welcoming toward Prince James. Sofia greets Prince James at the first meet of them.

3) **Sofia: "Mr. Ceedric!"**

   Cedric: "It's Cedric".

   Sofia: "It's so great to meet a real live sorcerer".

   Context: The dialog express Sofia's greeting toward Cedric, the wizard of palace. Sofia greets Cedric at the first meet of them.

d. **Expressive for Congratulating**

Congratulating is expression when speaker feels pleasure and express congratulating. Congratulating can also

be used to praise the other. There are 5 utterances that used by Sofia in the film. Two of them showed below:

1) **Sofia**: "It's so great to meet a real live sorcerer. **That flower trick was amazing".**

   Cedric: "If by amazing, you mean a complete waste of my talents, then, yes, thank you. I should be out slaying dragons, battling ogres. But, no! King Roland has me doing parlor tricks when I should be..."

   Context: The dialog express Sofia's congrats toward Cedric. Sofia congrats because she amazed by Cedric's magic abilities.

2) **Cedric**: "Wormie! You're scaring the princess. Now, I make all the royal potions right here".

   Sofia: "Wow! This is really neat, Mr. Ceedric".

   Context: The dialog express Sofia's praise toward Cedric. Sofia praises because she amazed by the neatness Cedric's workshop

e. **Expressive for Wishing**

Wishing is expression hope or desire something from the speaker that want to become reality in the future. Wishing can also be hope and want. There are 3

utterances that used by Sofia. Here are two examples of them:

1) **Sofia: "Well, I was wondering, do you have a spell that can make me a good dancer? It's for the ball tonight. I don't want to look silly in front of everyone".**

   Cedric: "Mmm? Mmm. Yes. Everyone will be there. I have just the spell for you. Yes, I do. And here we are".

   Context: The dialog express Sofia's hope toward Cedric. Sofia hope that Cedric gives her a spell that can make her a good dancer. The dialog also express Sofia's hope to not look silly in front of everyone.

2) **Fauna**: "We're so excited you're here. We're always looking for a few good princesses".

   Sofia: "That's great because I need to learn to act like one by Friday".

   Context: The dialog express Sofia's hope toward The Headmaster in Royal Prep School. Sofia's hope she can learn about to be a good princess.

f. Expressive for Attitude

Attitude is an expression when speaker feels disagree or dislike with hearer's attitude. Expression

Attitude also can be form of complaint or critics. There are 9 utterances that used by Sofia. Three of them showed below:

1) **Queen Miranda**: "Oh, Sofia. I've never known you to turn down a party, especially one thrown just for you".

    Sofia: "But I don't know anything about being a princess. And I don't know how to dance. I'm going to trip and everyone's going to laugh at me".

    Context: The dialog express Sofia's disagree statement toward Queen Miranda, her mother. Sofia said disagree about refused the party because she doesn't know being a princess and don't know how to dance.

2) **Princess Amber**: "I can't go in there looking like this. You go on".

    Sofia: "Not without you. Come on"

    Context: The dialog express Sofia's disagree statement toward Princess Amber. Amber doesn't want to go back to the ballroom with torn dress and tells Sofia go back alone, but Sofia doesn't want go back alone without Amber.

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3) **Clover**: "Are you kidding? The girl screamed like a banshee yesterday. And I got sensitive ears".

Sofia: "I'm not going to scream".

Context: The dialog express Sofia's complaint toward Clover, a Rabbit. Sofia complaint because Clover said that Sofia scream to her yesterday, and Sofia complaint that she is not scream. The dialog happens in the morning and take place in the Sofia's room.

2. **The contribution of expressive for thanking and apologizing for English Foreign Language (EFL) learners.**

This research, apart from finding types of expressive speech act, also to explain the contribution for EFL learners of this research. Expressive for thanking and apologizing included of expressive speech act. Therefore, subject this research related to one of the learning processes and besides that, the research subject of this film tells the journey of a little girl whose life is changed into a princess, and because of her kindness, she is warmly welcomed by everyone. So, it was recommended for Students of Junior High School.

The use of the scientific approach based on the 2013 curriculum is in line with the attachment on process standards

for primary and secondary education in Minister of Education and Culture Regulation of Republic Indonesia Number 22th of 2016. The pedagogic dimension of learning with the use of the scientific approach is emphasized in curriculum 2013. Scientific approach which consists of observing, questioning, exploring, associating, and communicating can also be applied in all learning including ELT (English Language Teaching). One of the media for students to observing expressive for thanking and apologizing can use the film Sofia the First. In basic competence (3.1 and 4.1) there is a learning process curriculum about expressive for thanking and apologizing. This competence contains the student's ability to understanding social function, identifying text structure and language features so that can arrange short and simple oral and written interpersonal interaction texts involving the action of greeting, saying good bye, thanking, and apologizing.

The use of Sofia the First film as learning media can be done by teachers. First, the teacher makes students into several groups and asks them to watch the film and identify expressive for thanking and apologizing. Here the teacher can see the students' curiosity about the film and the

materials. The teacher will answer the students' questions when the students are done with their questions. The next activity is exploring. The students work in groups while continuing to observe the film. Then they will associate expressive thanking and apologizing in the real life. After that, each group is asked to present the results in front of the class because this is the communication stage. There are 4 meetings in basic competence (3.1 and 4.1). each meeting contains 80 minutes. Duration of the film is 48 minutes. It is still possible for students to finish the film in the next meeting.

B. Discussion

Based on the result of data analysis, there are six types expressive speech act that used by Sofia in the film, as follows: Expressive for thanking, expressive for apologizing, expressive greeting, expressive for congratulating, expressive wishing, and expressive for attitude. It means that all types of expressive speech act are used by Sofia. Expressive for greeting has the most portion than other because Sofia is new member of the royal family that should be greeted to everyone.

Expression greeting usually used by speaker to hearer at the beginning conversation.

There are two different greetings used by Sofia. Formal and non-formal greetings. Formal greeting is used when she greets King Roland II as her new father who is an honorable king. Non-formal greeting she uses when addressing her friends, her half-brothers, James and Amber. This is in line with the research by Xianting Xu about expressive greeting in the movie "Love Actually". (Xu, 2022) explained that in her research it was found that the social environment has a significant influence on the politeness of greeting techniques.

In this research, the researcher used the expressive for thanking and apologizing to explain the contribution one of the expressive speech acts to EFL learner. The result is expressive for thanking and apologizing interprets basic competence (3.1 and 4.1) of Junior High School. This competence contains the student's ability to understanding social function, identifying text structure and language features so that can arrange short and simple oral and written interpersonal interaction texts involving the action of greeting, saying good bye, thanking, and apologizing.

The researcher chose literature because she wanted to explain whether literature can be learning media for students. The result showed that literature can be a learning media for students and not only as a entertain media. This is in line with (Annury, 2014) research on the sense of humor in novel "The Old Lady Shows Her Medals" which shows many ways that literature contributes to children's education. Because education should be more than just imparting information; it is also about developing critical thinking skills and our awareness of the surrounding world.

CHAPTER V

CONCLUSION AND SUGGETION

This chapter is the last part of this research which present of conclusion and suggestion from the previous chapters that have been discussed.

A. Conclusion

Based on the result of research finding and discussion of research about types of expressive speech act used "Sofia the first Once Upon a Princess" film, it can be concluded:

1. This research shows the result that there are six types expressive speech act used by Sofia as follows: Expressive for thanking (17.5%), expressive for apologizing (10%), expressive greeting (30%), expressive for congratulating (12.5%), expressive wishing (7.5%), and expressive for attitude (22.5%). Expressive for greeting is more often used by Sofia as the main character.

2. This research can contribute to EFL learner in understanding expressive speech act. Expressive for thanking and apologizing interprets the basic competence (3.1 and 4.1). Therefore, to prove this research related to education, the researcher made a lesson plan.

B. Suggestion

Based on the data analyze and discussion, suggestions are presented below:

1. For the Teacher

   The researcher would like to suggest the teacher can use the film as the learning materials to teach the students. The use of media by the teacher is to avoid flatness while learning process is going on. The teacher also can use the scientific approach because it is in line with curriculum in material expressive for thanking and apologizing

2. For the Students

   The researcher would like to suggest the students to pay attention in understanding expressive speech act from the dialog in the film especially expressive for thanking and apologizing

3. For the other Researcher

   The researcher hopes if the other researcher interested with expressive speech act, they can use this researcher as a reference and give information to making it easier to write their research

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APPENDICES

Appendix 1

Script Movie - Sofia the First: Once Upon a Princess

IN FAIRY WORLD

<u>Flora</u>: Once upon a time...

<u>Merryweather</u>: Oh, I want to tell it!

<u>Fauna</u>: Me, too!

Flora: Okay. We'll all tell it.

Fauna: Wonderful!

Merryweather: Mmm-hmm.

Fauna: You start.

VILLAGE OF ENCHANCIA

Flora: Once upon a time, in the magical kingdom of Enchancia, there lived a young girl named <u>Sofia</u>. Sofia led a simple life, working at the village shoe shop with her mother, <u>Miranda</u>.

Fauna: One fateful day, they were summoned by <u>King Roland II</u>, who needed a new pair of royal slippers.

Merryweather: Oh, I hope they're blue!

Flora: No, red! We'll see. Sofia and her mother arrived at the castle. Sofia was very excited to meet the King.

Merryweather: Miranda placed a slipper on the King's foot. It was a perfect fit. And so were they! King Roland and Miranda were soon married.

Fauna: And what seemed like a storybook ending was really a storybook beginning.

Queen Miranda: Sofia! It's time to go! Come on, honey. The coach is waiting.

Sofia: Coming!

Ruby: Good luck, Sofia!

Jade: Don't forget about us!

Sofia: Bye, Jade! Bye, Ruby!

Jade: Bye, Sofia!

Ruby: Bye!

ON THE WAY TO THE PALACE

Sofia: Mom! We're almost there! I wonder what our room will look like.

Queen Miranda: Sofia, now that we're living in the castle, you're going to have your own bedroom.

Sofia: Yes!

AT THE PALACE

Arriving at the palace, Sofia and her mother were officially welcomed.

Prince James: Uh-oh. Looks like someone's not going to be the fairest in the land anymore.

King Roland II: Amber, James, I trust you'll do your best to make your new sister feel welcome.

Princess Amber: Of course, Father.

Sofia: Your Majesty.

Queen Miranda: King Roland II.

King Roland II: Queen Miranda.

Sofia: Hey there!

Prince James: Good morrow, Sofia.

Sofia: Great morrow, Prince James!

Sofia: Princess Amber, I'm so excited we're sisters!

Princess Amber: Stepsisters.

Queen Miranda: Amber, James, I know there aren't many fairy tales about kind and loving stepmothers. But I hope to change that. These are for you. I sewed them myself.

Prince James: It's our family crest.

Queen Miranda: That's right, James. Because that is what all this is really about, becoming a new family.

King Roland II: Sofia, welcome to the family.

Baileywick: All hail Queen Miranda and Princess Sofia!

All welcoming participants gave applause

Cedric: Grow ye, flora!

Cedric mispronounced the spell and lightning appeared.

King Roland II: Cedric. I said flowers, not showers.

Cedric: Oh. Excuse me, Your Highness. I'm still breaking in my new wand.

King Roland II: That's Cedric, our royal sorcerer. He comes from along line of royal sorcerers. So, we're stuck with him.

Cedric: Mmm. Ooh!

Sofia: Ooh. Rose petals.

Prince James and Princess Amber wave to the participants.

Sofia: Should I wave?

Princess Amber: Yes. You should wave.

Sofia: Right. Hi! Hello!

All the royal members entered the palace.

Princess Amber: We don't have to curtsy unless they're royalty.

Sofia: I think it's going to take me a while to get the hang of things around here.

Princess Amber: Just follow my lead and you'll be okay.

Sofia: Great.

Princess Amber: That means I lead. You follow.

Sofia: Okay. Following.

Servant #1: Oh, be careful, mate. That's the new princess' throne.

Cedric: Child! Watch where you're dawdling.

Sofia: Mr. Ceedric!

Cedric: It's Cedric.

Sofia: It's so great to meet a real live sorcerer. That flower trick was amazing.

Cedric: If by amazing, you mean a complete waste of my talents, then, yes, thank you. I should be out slaying dragons, battling ogres. But, no! King Roland has me doing parlor tricks when I should be...

Cedric disappeared.

Sofia: Mr. Ceedric?

Baileywick: I am Baileywick, the castle steward. It is my responsibility to make sure everything in the castle is where it should be, when it should be, and you, my dear, should be in the banquet hall, 30 seconds ago.

Sofia: Oh, right.

Baileywick: Off you go.

Sofia: Going.

ON THE DINNING TABLE

Sofia: Hmm.

Prince James: Mmm.

King Roland II: Sofia.

Sofia: Yes, Your Majesty?

King Roland II: Call me Roland or "You with the crown" or Dad. It's a tradition to provide an official welcome to every new member of the royal family. For your mother, it was the wedding. But for you, we will be throwing a royal ball in your honor at week's end.

Prince James: Brilliant!

Baileywick: James, manners.

Prince James: Sorry.

Sofia: A ball? Just for me?

Princess Amber: Father, why didn't I get a ball?

King Roland II: You did, Amber. When you and your brother were born.

Prince James: You don't remember?

King Roland II: Sofia, it will be your royal debut. And you and I shall dance the first waltz.

Queen Miranda: Oh, Rollie. You're so sweet.

Sofia: I have to dance?

King Roland II: Why, what better way to let everyone in the tree-kingdom area know that Princess Sofia has arrived!

IN THE SOFIA'S ROOM

Sofia: This is my room?

Baileywick: No, sweetie. This is your room.

Sofia: It's so huge.

Baileywick: Looks like the standard princess suite to me. You've got your canopy bed, window seat, playing area, reading nook. And in here, you'll find all your gowns and royal accessories.

Sofia: Wow.

Baileywick: Now, if you need anything at all, any time of day, all you have to do is ring this bell.

Marcie: Yes, mum. You rang?

Baileywick: Do you need anything?

Sofia: I don't know. Do I?

Baileywick: Well, when you know what you need, you know what to do. Good evening, Princess Sofia.

Sofia: 'Night.

Sofia sing about her problem.

IN FRONT OF QUEEN MIRANDA'S ROOM

Queen Miranda: Sofia?

Sofia: Oh, Mom!

Queen Miranda: What's the matter, sweetheart?

Sofia: I don't want a royal ball.

Queen Miranda: Oh, Sofia. I've never known you to turn down a party, especially one thrown just for you.

Sofia: But I don't know anything about being a princess. And I don't know how to dance. I'm going to trip and everyone's going to laugh at me.

Queen Miranda: You'll do fine. And besides, no one ever laughs at a princess.

Sofia: Says who?

Queen Miranda: Come here, Sofia. Just try the best you can. And if it's not good enough for all those stuffy dukes and duchesses, then that's their problem. Mmm-hmm?

King Roland II: Sofia, I have something for you. Consider it a welcome gift.

Sofia: It's beautiful.

King Roland II: It's a very special amulet, so you must promise to never take it off. That way you'll never lose it.

Sofia: I promise.

King Roland II: Now, you best run off to bed. You have princess school in the morning.

Sofia: Princess school?

King Roland II: Royal Prep. where all the princes and princesses from every kingdom go to learn our royal ways, including everything you'd need to know for the royal ball, which I'm very much looking forward to.

Sofia: Me, too. Thank you.

King Roland II: Good night, Sofia.

Sofia: 'Night.

Queen Miranda: Everything's going to be just fine

IN THE HALLWAY

Sofia accidentally bumps Cedric.

Sofia: Sorry, Mr. Ceedric

Cedric: Cedric. Why can't you … your amulet.

Sofia: Isn't it lovely? The King gave it to me. Well, good night!

Cedric: She has the Amulet of Avalor! But not for long.

IN THE CEDRIC'S WORKSHOP

Cedric: Oh, how could I have missed it? After all these years, I can't believe the Amulet of Avalor was right under my nose. Yes. Now, all I have to do is pry it from the princess and I'll finally have the power to take over the kingdom!

IN THE SOFIA'S ROOM

Sofia: Maybe I am ready to be a princess.

The next morning, the royal animals, a rabbit, a squirrel, and two bird came into Sofia's room and woke her up. Sofia wakes up and screams in surprise and Baileywick comes to chase away all the animals.

Baileywick: What is going on in here? This is a castle, not a farm. Out! Out, out! Shoo! Shoo! Shoo! Out! Out, out! Go on!

Breakfast will be ready in five minutes. And then it's off to school.

AT THE PALACE COUTRYARD

Coachman: Whoa! Steady now.

Sofia: Wow.

Prince James: Hey, Sofia.

Sofia: Hi! Wait for me. Why do the horses have... Whoo-hoo!

Prince James: Yeah!

Sofia: Amazing.

AT THE ROYAL PREP SCHOOL

Flora: Princess Sofia. Up here, dear. Welcome to the Royal Preparatory Academy. I'm Flora. And this is Fauna and this is...

Merryweather: Merryweather. We' re the head mistresses...

Flora: of Royal Prep.

Fauna: We're so excited you're here. We're always looking for a few good princesses.

Sofia: That's great because I need to learn to act like one by Friday.

Flora: Oh! Oh my! I'm afraid it will take a little longer than a few days to learn how to be a princess. You see...

All members royal prep sing together.

Flora: Time for your first class, dear.

Fauna: Good luck.

Flora: Class, we have a new student. How should we greet her?

Student #1: Good morning.

Student #2: Good morning.

Student #3: Good morning.

Princess Amber: Good morning.

Flora: Oh, dear.

Student #3: Let me help you with that.

Student #5: Here's your book.

AT THE ROYAL PREP SCHOOL GARDEN

Princess Amber: And then she dropped her forks all over the floor.

Sofia: Hi! I'm Sofia, Amber's sister.

Princess Amber: Stepsister.

Student #6: Wow. Nice amulet.

Sofia: Thank you.

Student #7: Are you going to wear it to your ball?

Student #6: We're all going.

Student #8: We can't wait.

Princess Amber leaves her friends and heads to Prince James who was playing ball.

Prince James: Hey, Amber. What's going on?

Princess Amber: I think it's time Sofia took a ride on the magic swing.

Prince James: I don't know, Amber. Father asked us to make her feel welcome.

Princess Amber: Isn't that how you welcome all the new students?

Prince James: Well, all right.

Prince James left the ball and headed toward Sofia

Prince James: Hey, Sofia.

Sofia: Oh, hi, James. What's going on?

Prince James: Have you tried the enchanted swing set? You don't have to kick. It swings itself. Go on. Try it.

Sofia: Swings itself. Never heard of that before. Hmm. Oh.

Student #3: Oh, no.

Princess Amber: Here we go.

Sofia was shocked by the swing which swung so high that it made her fall into the fountain and her dress was soaked.

Sofia: Whoa. Whoa! Whoa! Good one, James. You got me. Oh.

Student #3: Don't worry, the first day is always the hardest. He played the same prank on me.

Sofia: I better go dry off before the next class.

Prince James: Sofia, wait!

Student #3: I thought you said she was your sister.

Prince James: She is.

ON THE WAY TO SCHOOL

Sofia: What's that sound? Oh, look. A baby bird. It's all right, I can help. There you go. Just the two of you. The way it should be. Huh? I guess I gotta go back. Bye.

Sofia's amulet shines and she can hear the animal's sound.

Bird: Thank you! Thank you.

Sofia: Huh?

AT THE PALACE

After school, in front of the palace, Sofia got off the coach first.

Prince James: We shouldn't have played that prank. Sofia, wait!

IN THE HALLWAY

Cedric: Princess Sofia! Oh, how was your first day of school, my dear?

Sofia: Tougher than I thought it would be.

Cedric: Well, then, how would you like a private tour of my lair? I mean, workshop. You know, not even the King himself has seen it.

IN THE CEDRIC'S WORKSHOP

Cedric: Hmm? Just up the stairs. Come along. And this, my dear, is where the magic happens. Oh, that's just Wormwood, my raven. Now, you stop it, Wormie! You're scaring the princess. Now, I make all the royal potions right here.

Sofia: Wow! This is really neat, Mr. Ceedric. Hey, that looks just like my amulet.

Cedric: Well, I'll be a dragon's uncle, you're right. Oh, but if you had the Amulet of Avalor, you'd know, for it contains powerful magic. With each deed performed, for better or worse, a power is granted, a blessing or curse.

Sofia: Really?

Cedric: Well, yeah, you know, if it's the real amulet. But only a certified sorcerer, such as myself, could tell for sure. If you like, I can take a quick look at it.

Sofia: I don't know.

Cedric: Oh, I'll give it right back. I promise.

Sofia: But I promised never to take it off. And my mother says, a broken promise can never be glued back together.

Cedric: How irritatingly charming. Oh, well, look at the time. Hope you enjoyed the tour. I know how hard it can be adjusting to royal life. So, if you ever need any help, my door is always open. Ooh! I'll get that amulet.

THE NEXT MORNING IN THE SOFIA'S ROOM.

<u>**Robin**</u>: Well, should we wake her up?

<u>**Clover**</u>: Are you kidding? The girl screamed like a banshee yesterday. And I got sensitive ears.

Sofia: I'm not going to scream.

Sofia screams and Clover surprised that Sofia can hear the sound's animals

Clover: That's a relief. You can hear us?

Sofia: You can talk?

Robin: "Can he stop talking?" is a better question.

Clover: Hey! So, what are we dealing with here? Some kind of a magic spell or something?

Sofia: Hmm. With each deed performed, for better or worse, a power is granted, a blessing or curse. I helped a baby bird yesterday and I think the amulet gave me the power to talk to animals!

Clover: Oh. That is great, kid, 'cause there's a few things that I've been meaning to talk to you princesses about.

Robin: Clover, not now. She needs to get dressed for school.

Sofia: It's okay, Clover. Tell me.

Clover: Whoa, whoa, whoa. You ever heard of personal space, momma? Put me down.

Sofia: Oh, sorry. You're just so cute and cuddly I couldn't help it.

Clover: Yeah, well, please, help it. Okay. Now, why do you think us woodland creatures have been helping you princesses for all these years?

Sofia: I don't know. Tell me.

Clover: 'Cause we gotta eat. And you got the food.

Sofia and the animals singing together and eat together at the royal's garden until the coach calling.

Sofia: Time for school.

Clover: Mmm-hmm. Don't worry about the other kids, Sofia. You gotta keep your eye on the ball. You gotta keep your eye on the ball. And I'm talking about your royal ball, honey.

Sofia: You're right! I'm going to learn how to be the best princess ever. That I'll show them.

Clover: Yo! You go, princess.

When Sofia arrived at Royal Prep School, she learned various manners to be a good princess.

AT THE PALACE

Coachman: Take the horses in back. Give them something to eat.

Servant #2: I want the gold-ware, not the silverware.

Servant #3: Coming through to the kitchen.

King Roland II: This is a royal occasion, not a picnic.

Servant #3: Sorry, sir.

King Roland II: Make it work, everyone.

Queen Miranda: Sofia, how was school?

Sofia: I thought being a princess would be easy. But it's really hard.

Queen Miranda: Hmm. I know just what you need.

AT THE ROYAL GARDEN

Sofia: <u>Jade</u>! <u>Ruby</u>!

Queen Miranda: I thought you could use some familiar faces.

Sofia: Thanks, Mom!

Sofia run to her friends…

Sofia: Jade! Ruby! I'm so glad to see you.

Jade: Hi, Sofia!

Ruby: How many gowns do you have?

Sofia: Uh... Lots.

Jade: We've really missed you, Sofia.

Sofia: I've missed you, too.

Ruby: Oh, how many tiaras?

Sofia: Five. No, six. Oh.

Prince James: Here. Let me help you with that.

Jade: Prince James.

Sofia: What are you doing here?

Prince James: I'm sorry. I've been a royal dunce. But I want to make it up to you.

Sofia: How?

Prince James: Well, by teaching you all the royal stuff you need to know for the ball. We can start with how to pour the perfect cup of tea.

Ruby: Prince James poured me tea!

Prince James: Best curtsy I've seen all year. You're all set for the ball now. My work here is done.

Sofia: There is one more thing.

Prince James: What?

Sofia: I can't dance.

Prince James: Is that all? No problem. We have dance class with Professor Popov tomorrow.

Sofia: But the ball is tomorrow night.

Prince James: One class with Popov and you'll be dancing circles around all of us. Trust me. Okay?

Sofia: Okay.

AT THE ROYAL PREP SCHOOL IN DANCE CLASS

Princess Amber: Sofia, don't even think about touching those stinky shoes. I brought an extra pair just for you.

Sofia: Thanks, Amber.

Princess Amber: You're very welcome. Now, hurry up and get ready.

Professor Popov: Children, gather round. So you think you can waltz? We shall see about that. I need volunteer!

Prince James encourages Sofia to become a volunteer.

Professor Popov: Mmm. New girl. Excellent. Pop-pop-pop. Follow my lead. If you dare.

Sofia and Professor Popov dance well at the first until suddenly Sofia's shoes move on their own and make Sofia and Professor Popov was fall.

Princess Amber: Mmm.

<u>**Professor Popov**</u>: Oh!

Sofia: What's going on? Whoa! Oh.

On the coach, Sofia is angry with Princess Amber and silences her.

Princess Amber: Oh, Sofia. I must have grabbed a pair of Cedric's trick shoes by mistake. He's always leaving his stuff lying around the castle. Sorry about that. Coachman, can we get going? The ball starts in four hours. I'll barely have enough time to get dressed.

IN THE PALACE

Baileywick: Ah. Princess Sofia. The ballroom is almost ready.

Sofia: It's beautiful.

Baileywick: There's only one thing missing. A princess. It's your time to shine, Sofia and I can't wait to see your first waltz.

Sofia: I know. Mr. Ceedric.

IN THE CEDRIC'S WORKSHOP

Cedric: Hmm?

Sofia: Oh, Mr. Ceedric? Hi!

Cedric: It's Cedric.

Sofia: May I come in?

Cedric: Must you? What is it?

Sofia: Remember how you said if I ever needed any help?

Cedric: Of course, I remember. I was the one who said it.

Sofia: Well, I was wondering, do you have a spell that can make me a good dancer? It's for the ball tonight. I don't want to look silly in front of everyone.

Cedric: Mmm? Mmm. Yes. Everyone will be there. I have just the spell for you. Yes, I do. And here we are.

Sofia: Som...

Cedric: No, no, no. Not now! You must wait until the waltz begins. Then just say those three magic words and you'll become the best dancer in the kingdom.

Sofia: Thanks, Mr. Ceedric. I don't know what I'd do without you.

Sofia left the workshop.

Cedric: That makes two of us. Oh, come on. You didn't really think I gave her a dancing spell, did you? When she utters the magic words I gave her, everyone in the ballroom will fall into a deep sleep, even her dear old mom and dad. And I'll only wake them up if she hands over the amulet. And then the kingdom will be mine!

IN THE AMBER'S ROOM

Suzette: You look lovely, Miss Amber.

Marcie: Perfect as usual.

Prince James:I need to talk to my sister. Alone.

Suzette and Marcie: Mmm-hmm.

Princess Amber: How do I look?

Prince James: You gave Sofia the trick shoes on purpose.

Princess Amber: If I recall, you played a prank on her, too.

Prince James: What you did wasn't a prank. She needed those dance lessons. You're trying to ruin her ball. And I know why.

Princess Amber: Because she doesn't belong here?

Prince James: No. Because everyone likes her more than you. And after what you did today, so do I.

Princess Amber: You don't mean that.

Prince James: Yes, I do.

Prince James left the room and Princess Amber call him but her dress was soaked.

Princess Amber: Wait. James! Come back!

Princess Amber: Oh. My gown! Suzette! Marcie!

Princess Amber called the servant in front of her room but she heard them praising Sofia in Sofia's room. She feels sad and go back in her room.

Suzette: Look at you, Princess Sofia. Pretty, pretty, pretty.

Marcie: Sofia! You look beautiful!

Suzette: You look gorgeous.

Marcie: Prettiest princess in the palace.

AT THE BALLROOM

Baileywick: All hail Princess Sofia.

King Roland II: Sofia.

Sofia: Your Majesty.

Cedric: It's almost sleepy time!

King Roland II: Shall we dance?

Sofia: Somnibus Populis Cella. What?

Cedric: It's working. Soon everyone in the ballroom will be asleep. Oh, no!

Everyone fell asleep because of the spell that Sofia cast

Sofia: Mom? Mom? I must have said it wrong. Please wake up. Help! Help! Help! Someone. Anyone. Mr. Ceedric?

Sofia left the ballroom to look for help.

Sofia: Guards? Suzette? Marcie? Help! What have I done? Cinderella? What are you doing here?

Cinderella: Your amulet brought me here, it links all the princesses that ever were. And when one of us is in trouble, another will come to help. Why are you so sad, Sofia?

Sofia: I tried to use a magic spell to make myself a good dancer, but it put everyone to sleep. I should have just let them laugh at me. Can you undo the spell?

Cinderella: Only you can do that. But I think I can help you find your way.

Sofia and Cinderella sing together and Cinderella disappeared. Sofia goes to Amber's room.

Princess Amber: What do you want?

Sofia: I've done something terrible. Come on, I'll show you.

AT THE BALLROOM

Princess Amber: A dancing spell put everyone to sleep?

Sofia: I must have said it wrong. It's all my fault.

Princess Amber: No, Sofia. You wouldn't have needed the spell if I didn't give you those trick shoes. I was just jealous because everyone likes you more than me. Even my own brother.

Sofia: That's not true. You're the most popular princess at Royal Prep. You have no idea how happy I was when I found out we were going to be stepsisters.

Princess Amber: Sofia, we're sisters.

Sofia: How are we gonna wake them up?

Princess Amber: Hmm. Oh, I bet Cedric has a counter-spell in one of his books. Oh. But his workshop is always locked.

Sofia: Not if you have the key.

IN THE CEDRIC'S WORKSHOP

Sofia: Give me a boost. Got it.

Wormwood: Whoa!

Princess Amber: I forgot about Wormwood. He won't let us get near the spell book.

Sofia: We'll need more help.

Princess Amber: From who? Everyone's asleep.

Sofia: Not everyone.

Sofia called her animals friend to help them.

Clover: Just follow the plan.

Sofia: We have a plan?

Princess Amber: Hey. Those are the animals that used to help me clean my room. I wondered what happened to them.

They all work together to imprison the wormwood.

Robin': Get his beak!

<u>Mia the bluebird</u>: Got it.

Wormwood: Oh, you little... Ow! Ow! Ow!

Clover: Take that, birdbrain!

Wormwood: Stop it.

Princess Amber: Get the spell book!

Sofia: Got it. Oh.

Princess Amber: Claws off my sister!

Clover: Eye peck away. Get it.

Wormwood: Stop that!

Sofia: Amber, over here! Got him!

Clover: All right, sports fans, that may be the first time Amber's picked up a broom, but she sure knows how to use it.

Sofia: Let's find that counter-spell.

Princess Amber: Oh! Where is it?

Sofia: I don't know.

Clover: Yo, Wormwood! Why so quiet? Worried we'll tell the other ravens you got outsmarted by a rabbit?

Wormwood: Hardly! We'll see who has the last laugh. They'll never find the counter-spell.

Clover: Oh, they've got your master's spell book, birdbrain.

Wormwood: But the counter-spell book is hidden behind the painting. So the joke's on them.

Sofia: Thanks, Wormwood!

Wormwood: She heard what I said? No!

Sofia: Found it. Let's go.

AT THE BALLROOM

Sofia: What's wrong?

Princess Amber: I can't go in there looking like this. You go on.

Sofia: Not without you. Come on.

IN THE AMBER'S ROOM

Sofia: I've been fixing my dolls' dresses for years. There you go. Good as new.

Princess Amber: Thank you, Sofia.

Sofia: Guess I gotta go try to waltz now.

Princess Amber: Wait. There's something I can fix, too. I owe you a dance lesson.

Sofia: Oh.

Princess Amber: One, two, three. One, two, three. One, two, three. One, two, three. One, two, three. One...

AT THE BALLROOM

Sofia: Populi Cella Excitate. Amber, it's working.

King Roland II: Sofia, are you ready?

Sofia: I am.

Cedric: Merlin's mushrooms!

Sofia: Ow!

King Roland II: Sorry. I'm afraid I'm not a very good dancer. I never paid much attention in Popov's class. But you certainly did. You dance wonderfully.

Sofia: Thank you, Your Majesty. I mean, Dad. I had a little extra help from Amber.

Princess Amber: I taught her everything she knows.

Prince James: Huh? Mom, would you like to dance?

Queen Miranda: Of course, James. Ooh.

Sofia: I've been wondering, why do they call you "Roland the Second"?

King Roland II: Because my father, the former king, was also named Roland.

Sofia: So I guess that makes me Sofia the First.

King Roland II: I guess it does.

Types of Expressive Speech Act used by Sofia

Types of Expressive Speech Act	Utterances
Greeting	**Sofia** : Your Majesty.
	Sofia : Hey there!
	Sofia : Great morrow, Prince James!
	Sofia : Right. Hi! Hello!
	Sofia : Mr. Ceedric!
	Sofia : Hi! Wait for me
	Sofia : Hi! I'm Sofia, Amber's sister.
	Sofia : Oh, hi, James. What's going on?
	Sofia : Jade! Ruby! I'm so glad to see you.
	Sofia : What are you doing here?
	Sofia : Oh, Mr. Ceedric? Hi!
	Sofia : Your Majesty.
Attitude	**Sofia** : I think it's going to take me a while to get the hang of things around here.
	Sofia : But I don't know anything about being a princess. And I don't

		know how to dance. I'm going to trip and everyone's going to laugh at me.
	Sofia	: But I promised never to take it off. And my mother says, a broken promise can never be glued back together.
	Sofia	: I'm not going to scream.
	Sofia	: But the ball is tomorrow night.
	Sofia	: That's not true. You're the most popular princess at Royal Prep.
	Sofia	: Not if you have the key.
	Sofia	: Not everyone.
	Sofia	: Not without you. Come on.
Thanking	**Sofia**	: Me, too. Thank you.
	Sofia	: Thank you.
	Sofia	: Thanks, Mom!
	Sofia	: Thanks, Amber
	Sofia	: Thanks, Mr. Ceedric.
	Sofia	: Thanks, Wormwood!
	Sofia	: Thank you, Your Majesty. I mean, Dad. I had a little extra help from Amber

Congratulating	Sofia : …. That flower trick was amazing.
	Sofia : Wow! This is really neat, Mr. Ceedric
	Sofia : ... You're just so cute and cuddly I couldn't help it.
	Sofia : ... I don't know what I'd do without you.
	Sofia : … You're the most popular princess at Royal Prep. You have no idea how happy I was when I found out we were going to be stepsisters.
Apologizing	Sofia : Sorry, Mr. Ceedric
	Sofia : Oh, sorry.
	Sofia : I've done something terrible. Come on, I'll show you.
	Sofia : I must have said it wrong. It's all my fault.
Wishing	Sofia : Maybe I am ready to be a princess
	Sofia : That's great because I need to learn to act like one by Friday

	Sofia : Well, I was wondering, do you have a spell that can make me a good dancer? It's for the ball tonight. I don't want to look silly in front of everyone.

Appendix 3

LESSON PLAN

School   : SMPN 2 GUNTUR
Subject   : English
Class/Semester   : VII/1
Material   : Expression   Thanking   and
                    Apologizing
Time Allocation : 2 x 40 minutes (1 meeting)

A. Core Competences

1. Respecting and appreciating the teachings of the religion he/she professes.

2. Respecting and appreciating honest, disciplined, polite, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and the surrounding natural environment, nation, country, and region.

3. Understand and apply knowledge (factual, conceptual, and procedural)

4. based on his/her curiosity about science, technology, arts, culture related to visible phenomena and events.

5. Processing, presenting, and reasoning in the concrete realm (using, parsing, and abstract domains (writing, reading, calculating, drawing, and composing) in

accordance with what is learned at school and other similar sources in the point of view/theory.

B. Basic Competences

Basic Competences	Indicators
3.1 Identifying the social functions, text structures, and language features of oral and written interpersonal interaction texts involving the actions of greeting, saying goodbye, thanking, and apologizing, and responding according to the context of use.	3.1.1 Understanding social functions, text structures, and language features in giving Expression of Thanking and Apologizing 3.1.2 Identifying social functions, text structures, and language features in giving Expression of Thanking 3.1.3 Identifying social functions, text structures, and language features in giving Expression of Apologizing
4.1 Arranging short and simple oral and written interpersonal interaction texts involving the actions	4.1.1 Arranging short and simple oral and written interpersonal interaction texts which involve in

of greeting, saying goodbye, thanking, and apologizing, and respond to them by paying attention to social functions, text structure, and linguistic elements that are correct and contextually appropriate.	giving Expression of Thanking and Apologizing

C. Learning Objectives

After completing the lesson, Students are expected to be able to:

1. Finding the definition and the use of Expression Thanking and Apologizing correctly.
2. Determining the use of every single Expression Thanking and Apologizing correctly.
3. Finding the Expression Thanking and Apologizing in "Sofia the First Once Upon a Princess" film correctly.

4. Writing the short dialogue text of Expression Thanking and Apologizing using correct grammatically.

D. Learning Material

1. Social Function

Thanking is an expression to say thank you to someone who help us.

Apologizing is an expression to tell someone that you are have a mistake or something bad.

2. Text Structure

Thanking	Respond
Thank you	You are welcome
Thanks a lot	Don't mention it
Thank you very much	Anytime
Thank you so much	My pleasure
Many thanks	All right
Thanks for helping me	No problem

Apologizing	Respond
I'm sorry	It's fine
I apologize	It's okay
Sorry	Never mind
Forgive me	That's okay

I'm so sorry	It doesn't matter
Pardon me	Don't worry

3. Language Features

Intonation, Using word stress

E. Learning Method

Approach: Scientific Approach

Technique: Discussion and Role Play

F. Learning Media

Laptop

Movie

Paper

G. Learning Sources

1. YouTube: https://youtu.be/6EhI37f2c7Y?si=d-MAMFqe1nCgyux9

2. Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. 2016. *Bahasa Inggris When English Rings a Bell.* SMP/MTS Kelas VII. Jakarta: Kemendikbud**.**

H. Learning Activities

Activity	Description Activities	Time Allocation
Opening	1. Teacher greets to the students	10'

	2. Teacher invites students to pray together by asking one student to lead the pray	
	3. Teacher checks the student attendance	
	4. Teacher gives motivation to students	
	5. Teacher asks student's readiness to follow the lesson	
	6. Teacher tells the learning goal and learning material briefly	
	7. Teacher asks the student about their understanding	
Main Activity	• **Observing** Teacher plays the film and ask the students related in the film • **Questioning** Teacher gives opportunity to students to ask the learning material will be learning by students • **Exploring**	65'

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	1. Teacher guides the students to understand about material expression thanking and apologizing 2. Teacher tells short dialogue in giving and respond expression thanking and apologizing 3. Teacher asks the students to discussion - **Associating** 1. Teacher asks the students to identify the expression thanking and apologizing in a short dialog text individually 2. Teacher asks the students related to the dialog 3. Teacher asks the students to make a group discussion and gives a paper in each group 4. Teacher asks the students with their group to make short dialog related expression thanking and apologizing	

	5. Teacher gives instruction to the students to write the answer in the paper • **Communicating** 1. Teacher asks the student to practice their short dialog in front of class 2. Teacher gives applause and asks the students to give comment to their friend that had presented their work	
Closing	1. Teacher summarizes today's lesson 2. Teacher tells the learning material to the next meeting briefly 3. Teacher invites the students to pray together 4. Teacher says goodbye to the students	5'

I.   Assessment

CLASS GRADING FORMAT

Implementation Date :
              ……………………………………….
Class   :
              ……………………………………….

No	Student's Name	Rated Aspect															Total
		Knowledge					Attitude					Skill					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
Average																	

I. Assessment Knowledge

Example of Short Dialogue

Udin : Beni, your couch is very comfortable.

Beni : Thank you. I like this couch, too.

Edo : And I like the colour.

Udin : Yeah, I like dark brown, too.

Edo : And you have a very big TV. It's awesome.

Worksheet 1

Please underlined the expression thanking/apologizing in this short dialog!

Buyer: Excuse me, Ma'am. Is the chicken thigh still available?

Seller: I'm sorry, Ma'am, but the chicken thigh is already sold out. Maybe you can go to the seller there.

Buyer: Okay, then. Thank you, Ma'am.

Seller: Yes, you're welcome.

Worksheet 2

Illustration: Mom made chocolate brownies for Daffa. Daffa was so happy. However, Daffa couldn't eat the cake immediately because she had an appointment with her friend.

Make a simple dialog text about the illustration above!

Answer

....

....

....

....

....

II. Assessment Skills

a. Fluency

5 = Very smooth

4 = Smooth

3 = Fairly fluent

2 = Less fluent

1 = Not smooth

b. Pronunciation

5 = Almost perfect

4 = There is an error but it does not interfere with the meaning

3 = There are some errors and interfere with meaning

2 = Lots of errors and interferes with
meaning

1 = Too many errors making it difficult to
understand

c. Intonation

5 = Almost perfect

4 = There are some errors but they do not
interfere with the meaning

3 = There are some errors and interfere with
the meaning

2 = Lots of errors and interferes with
meaning

1 = Too many errors so difficult to
understand

d. Choice of words (diction)

5 = Very varied and precise

4 = Varied and precise

3 = Quite varied and precise

2 = Less varied and precise

= Not varied and precise

III. Assessment Attitude

a. Respect
5 = Never show disrespect
4 = Never show disrespect
3 = Several times showing disrespect
2 = Often shows disrespect
1 = Very often shows disrespect

b. Honest (honest)

5 = Never show dishonesty
4 = Never show dishonest attitude
3 = Several times showing dishonesty
2 = Often shows dishonesty
1= Very often shows dishonesty

c. Good communication (communicative)
5 = Never show uncommunicative attitude
4 = Never showed an uncommunicative attitude
3 = Several times showing uncommunicative attitude
4 = Often shows uncommunicative attitude
5 = Very often shows uncommunicative attitude

Demak, October 30 2023

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