THE ANALYSIS OF SOCIOLINGUISTICS ASPECT OF ABUSIVE LANGUAGE IN THE “WILD CHILD” MOVIE
BY LUCY DAHL

GRADUATING PAPER

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MOTTO
If we just try, to be nice

Then the world would be a better place for us”

(Jason Mraz)

DEDICATION

I dedicate this graduating paper to:

❖ My beloved parent, thanks for everything.

❖ My lovely brother (Rukhin), Old Sister (Mis), and young sister (Na’im), thanks a lot.
- My nephews (Fiqi and Kholid), thanks for the smile and happiness for me.
- My best friends “Unyu Family” (mamam Endhar Novita Sari, kak Siti Khotimatun, si Ririn Susilowati), I love you all and may Allah bless all we do.
- My friends all members of (KKN group 13 Ganden), thanks for the experiences that we through together.
- For my husband (Ana Sukriyanto), who make me understand about the essence of love, thank you so much.
- All my beloved people who cannot be mentioned one by one
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All praise due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the writer can finish this graduating paper successfully. The incredible blessings make realize that nothing is difficult in the eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved Prophet Muhammad SAW who we hope his blessing in Judgment day.

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Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.
Salatiga, August 28, 2014

The writer,

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ABSTRACT


Keywords: Sociolinguistic, Abusive Language

The aims of the study expounds the analysis of sociolinguistic aspect of abusive language in “Wild Child” movie, the researcher’s problems of study are the forms of abusive language in “Wild Child” movie and the differences between American and British in using abusive language in “Wild Child” movie. The cultural analysis of speaker in using abusive language gives deeply information about sociolinguistic aspect in the “Wild Child” movie. It is a descriptive analysis research, the research object is taken from the dialogue of movie, the data source primary is “Wild Child” movie and the secondary are several references. To collect the data, the writer does some steps are watching, finding, collecting, explaining, and drawing conclusion. In data analysis, the writer had found the form of abusive language in “Wild Child” movie by word and phrase. The writer finds five forms of abuse and explains the difference between American and British in using abusive language in “Wild Child” movie.
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CHAPTER 1
INTRODUCTION

A. Background of the Study

Language is one of the most important things that are possessed by human in the world. It can be in the form of sounds, motion, and other symbol that are understood by human. We need language to communicate with other people, to convey our mind or our opinion, to express our feeling and emotion, so we know that there are so many functions of language. Moreover the thing that we have to remember is that languages used by human ranges. In this regard, Chaer and Agustina (2004: 14) said as follows:

That diversity is one of the natures of language, although a language has the same pattern each other, however because a language used by heterogeneous speaker that is the background of sociality and different habit. .... So, the use of English language in London is not same as the English language used in Birmingham, Canada, Australia, as well as in America.

From that point, we are able to know that there is a close relationship between the human’s culture and their using language. The culture that I mean here is some results which human get during learning from their environment, for example from the society, school, family, and friends. In this case, Nababan (1984: 49) said that culture is a system of rules of communication and interaction that allows a community happening,
maintained, and preserved (Chaer and Agustina 2004: 164). Still culture is not only about communication, but also about habits, attitudes, thing, and so on. Therefore, Koentjaraningrat (1992) said that the relationship between language and culture is subordinate, that where the language is under the scope of culture (Chaer and agustina 2004: 165)

For one of the functions of language is a means of communication and interaction are possessed by humans, so the language can be learned by combining a wide variety of disciplines. Associated with it, the researcher wants to examine the language by using the two disciplines, namely sociology and linguistics. Sociology is the study of the social aspects while linguistics is the study of the language along with its elements. As we already know, many other disciplines besides these two but the researcher is intends to examine the relationship between language and social aspects. So, the researcher decides to use sociolinguistic in this research. From the explanation above, we can conclude that similar to the statement Chaer and Agustina (2004: 4) said that sociolinguistics is the branch of linguistics that is interdisciplinary in sociology, with the object of research is the relationship between language social factors within a speech community.

As we talk about language and speech community, of course it will lead us to think about the variations in the language used by the speakers. Language is something that is free or bound, have a variety of properties that are very active, so the language is always evolving to suit the environment and the time of the speaker. It also makes the language as a tool for expressing thoughts, emotions and feelings. Speakers will choose the right language or words to convey what can be understood correctly. In this case, the feeling is conveyed not only the feelings of pleasure. Expressing feelings of sadness,
upset, or angry, speakers will use abusive language so as to feel relieved. But even so, the choice of words still is influenced by social status, culture, and customs of the speaker. So there is still a prevailing norm in the use of abusive language.

Additionally, for this study, researcher will take a film as independent variable. The title of movie is *Wild Child* by Lucy Dahl, this movie tells about a young rich girl’s life who has name is Poppy Moore. She is an American and has a best life, but there is a problem with her fellowship. It causes her mother was gone when she was child. She always gets everything what she wants and doing anything. Her father and little sister are very sad about her habits and attitudes, so that her father decide to send her to Abbey Mount School, England.

The researcher wants to analyze the language that is used by the major character and some casts in that movie, especially the abusive language that is used by them. Based on the explanation above, the researcher gives a title of this study with “THE ANALYSIS OF SOCIOLINGUISTICS ASPECT OF ABUSIVE LANGUAGE IN THE *WILD CHILD* MOVIE BY LUCY DAHL”.
B. Problem of the Study

Based on the explanation above, the problems of study are formulated as follows:

1. What are the forms of abusive language in the Wild Child movie?
2. What are the differences between American and British in using abusive language in the Wild Child movie?

C. Object of the Study

From the problem of study that the researcher arranged above, the objects of study are composed as follows:

1. To classify the forms of abusive language in the Wild Child movie by Lucy Dahl.
2. To find out the differences of British and Americans abusive language in the Wild Child movie by Lucy Dahl.

D. Benefit of the Study

From this research, the researcher expects to get many benefits that are useful. It has benefits theoretically and empirically:

1. Benefits of Theory
   a. This study will make us more knowledgeable about sociolinguistics, especially in terms of language variation.
   b. This study will make us more understand about abusive language that used by Americans and British people.

2. Benefits of Empiric
a. This study gives us a deep comprehension about the relation of language and culture.

b. This study makes us to more be patient while we received an abusive language from other people.

c. This study will give some little benefits to us, so we can socialize easier in the citizen.

d. The result of this study can be used by other researcher as the first reference.

E. Definition of the Key Term

1. Language

Language is a very complex thing and it cannot yet be fully accounted for by anyone within one wholly consistent and comprehensive theory (Corder 1973: 19). There are so many linguists who have different opinion about language. Language, as Bloomfield (1914) conceived it, is a set of signals, and the structure of the set can be studied by the linguist without commitment to any theory about what there is a signal or how it is possible for human beings to signal (Dinneen 1967: 244).

So language should not be bound by theory anyone, because it is something that continues to grow both individually and society. We can see that the language used in the past, not necessarily used in the present. On the other hand, the language continues transformed by human world, especially teenagers. Language constantly changes, from increasing new word to the change in the meaning of a word that already exists. As was said by Corder (1973: 20), “language is a concrete object which can be handled physically like a tool”.

Additionally, language has many functions for society. As we have discussed earlier, language is a tool, which is for humans, language is a tool to communicate with each other. According to Poedjosoedarmo (2003:  170), language has functions as follows:

- Language as a communication tool
- Language as a transmitter of politeness
- Language as a transmitter of respect
- Language as a self-recognition tool
- Language as the tool conveys a sense of solidarity
- Language as the support of the nation's independence
- Language as a means of expressing off steam
- Language as the nation's civilization visualization

2. Culture

Culture is a way of life of a group of people --the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next (Wikipedia).

So it could be said the culture is something that is earned or acquired by humans through a process of learning from its environment. Someone will know how to dress, cook, read, write, search for food, work, sing and talk through learning from others.

Obviously, we know that society is very important for us. Association also has a very active role in the development of a language. Sometimes we can see a lot happening in the creation of a new word in the teenage society. It is often called the
language of Slang. So it cannot be denied that the association may also affect the use of abusive language within a community. As the basis of Halliday’s model of language is the act of interaction between the subject (Child or Adult) and his environment. The environment is seen as social fabric where the individual is placed as a social being (Atkinson, Roca & Kilby, 1982: 344).

3. Sociolinguistics

Sociolinguistics consists of two words, namely sociology and linguistic, sociology is the study of the social aspects while linguistics is the study of the language along with its elements. Chaer and Agustina (2004: 4) said that sociolinguistics is the branch of linguistics that is interdisciplinary in sociology, with the object of research is the relationship between language social factors within a speech community

In the other word, sociolinguistics is a discipline which is a branch of linguistics. It learns about the relationship between language and society. Language as a communication tool and society is language users that use it to express their thoughts, opinions and feelings. According to Holmes (1992: 1)

Sociolinguistics studies the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the way it is used to convey social meaning.

Sociolinguistics has so many function for us to communicate with other people, it will give us guidance in communicating with the show discussed, language diversity, or what style of language should we use when we talk to certain people (Chaer & Agustina 2004: 7).

4. Abusive Language
Abusive language is often associated with taboos, which is something that is forbidden to say. Associated with it, Wardhaugh (1992: 236) said as follows:

Taboo is one way in which a society expresses. Its disapproval of certain kinds of behaviors believed to be harmful to its members, either for supernatural reasons or because such behavior is held to violate a moral code. Consequently, so far as language is concerned, certain things are not be said or certain objects can be referred to only in certain circumstances.

Abusive language is a language used by a person in a situation when angry, upset, disappointed, and sad. Sometimes in speech, there is a difference of opinion which led to a quarrel. At that time, people will use swear words and rude. Maybe for a person who receives, it is a painful thing. However, for those who say it is a tool to remove the inner emotions.

Hymes (Rahardi, 2010: 33) suggests that there are eight components that impacting upon code chosen in speaking. He calls it components of speech (setting, participant, ends, act sequences, keys, instrumentalities, norms, and genres). Although in the communication generally, humans do interacts each other to build, develop, and devolve the culture, but sometimes people in quarrel that is caused by differential opinion. In that situation, the user of abusive language (crude words and ridicule) expressing all of kinds of dislike, spite, and disappointed (Rohmadi, 2006: 109)

Wijana & Rohmadi (2006: 109) said that, for the people affected, utterances that use abusive language may be perceived as an emotional attack. But for those who say, expressions with invective is a tool of liberation from all forms and unpleasant heart’s situations.

5. Movie
A film, also called a movie or motion picture, is a series of still images which, when shown on a screen, creates the illusion of moving images due to phi phenomenon. This optical illusion causes us to perceive continuous motion between separate objects viewed rapidly in succession (Wikipedia).

Fajerin said that in line with the development of science and technology the use of media, whether it is visual, audial, projected still projected motion media and media can be carried out jointly and simultaneously through one tool called Multi Media. Example: today is the use of a computer is not only projected motion media, but can draw on all types of media that are interactive. There are various types of learning media, including:

- Visual Media: graphs, diagrams, charts, charts, posters, cartoons, comics
- Audial media: radio, tape recorders, language laboratories, and the like
- Projected still media: slides; over head projector (OHP), in focus and the like
- Projected motion media: movies, television, video (VCD, DVD, VTR), computers and the like.

F. Literary Review

1. The Description of Wild Child Movie
Directed by: Nick Moore
Produced by: Tim Bevan
            Eric Fellner
            Diana Phillips
Written by: Lucy Dahl
Starring: Emma Roberts
          Alex Pettyfer
          Natasha Richardson
          Linzey Cocker
          Aidan Quinn
          Shirley Henderson
Music by: Michael Price
Cinematography: Chris Seager
Editing by: Simon Cozens
Studio: Studio Canal
        Relativity Media
        Working Title Films
Distributed by: Universal Pictures
Release dates: August 15, 2008
Running times: 98 minutes
Country: United States
        United Kingdom
        France
Language : English
Budget    : $ 20 million
Box Office: $ 21, 972, 336
2. The Biography of Author

**Lucy Dahl** is a British screenwriter and daughter of Welsh author Roald Dahl and American artist Patricia Neal. She wrote the screenplay for *Wild Child* and served as a consultant to *Charlie and the Chocolate Factory*, based on her father's book of the same name. She is also a content contributor to the online food and wine magazine *Zester Daily*.

Lucy Dahl was born on August 4, 1965 in England as Lucy Neal Dahl. She is a writer, known for *Wild Child* (2008), *Making 'Wild Child'* (2008) and *There is Something About....Dahl* (2007). She has been married to John LaViolette since June 30, 2002. She was previously married to Michael Faircloth. She has two daughters with her ex-husband. She also has three Younger sisters. They are Tessa Dahl, Theo Dahl and Ophelia Dahl. Her older sister, Olivia Twenty Dahl (b. April 20, 1955 - d. November 17, 1962), died from complications of the measles at the age of seven (before Lucy was born). Lucy has two daughters, Roald Dahl and Patricia Neal.

Lucy’s mother, artist Patricia Neal, was pregnant with her when she suffered a stroke in February 1965, and was in a coma for 21 days. Her father, author Roald Dahl, designed rehabilitation techniques for his wife, which restored her to full function. Lucy was born a healthy, normal baby.
3. The Synopsis of Wild Child Movie

Poppy Moore is a teenage girl who was 18 years old. She is an American girl who lives in Malibu, California with his sister (Molly) and father (Gerry). Her mother died when she was 12 years old in an accident. Poppy is growing up without a mother's love, it makes her behavior becoming unfocused and disorganized. She is always doing things that are contrary to her father as a protest at the loss of the mother. In the other side that, his father was a wealthy business man, so it made him not have the free time to give each other attention.

However the relationship between Poppy and her father was not good, she and Molly are very close, although Molly was unable to do anything when his older sister do things that are disliked his father. Poppy and Molly has a different character, Poppy who is cheerful, wasteful, sloppy, prom queen, wild, rebellious character opposite to his sister who is quiet, diligent, humble, and obedient.

One day is the appointed day, his stepmother will move and stay with them. However when the goods are being sent down by the officer from the car, Poppy getting ready with her friends to scramble and get it for free. Suddenly, poppy ran and jumped into the sea with some her stepmother’s clothes. It is a form of protest to his father because she did not allow him to marry again

After knowing what had been doing by Poppy, Gerry was very angry and he decided to send her to one of the girls' school in England called Abbey Mount School. Abbey mount is the most famous schools in the United Kingdom and have very strict regulations. This school is located in a rural and isolated from city life.
Poppy was very shocked when knowing the condition of the school that she will enter, all made of brick, and that annoyed her is the rainfall in the UK is relatively very high. She was not ready to face it all, let alone away from America, as well as Gerry who reluctantly leaves his daughter, but it is also for the good of Poppy, namely that personality can change for the better.

The first day of Poppy until at the Abbey Mount School, many other students who saw her with wonder because of the way Poppy dressed very fancy, like other American girls. Poppy took a long time to adapt to the new environment and her roommates, but it turns out is exactly what makes Poppy trip turned into a more mature girl.

Poppy is like in the wrong place when she is in the girls' boarding school, because according to Poppy, the students are old-fashioned and too many rules. Initially, she wanted to get out of there, especially there are also all the people do not like her. Poppy is also hostile to Harriet, student council president who self-power, but eventually, Poppy can be friends with her kind roommates. They even agreed to help Poppy for exclusion from school, so she can return to the United States.

Poppy thinks about a way that can make her expelled from school, Poppy should be a trouble-maker, and its peak is when she planned to kissing with Freddie, the principal child who was on vacation. Whereas Abbey Mount school prohibits the student courtship. According to her, it was an effective way for her to be brought promptly before the Honour Court and expelled, but in fact, Poppy falling in love with Freddie.
Harriet who also likes Freddie became furious and making plans that could make poppy expelled. She set fire to the kitchen and told me that the school is doing that is poppy. Poppy exposed to the highest court and virtually expelled. New problems arise when an e-mail complaint ever send to friend Poppy in Malibu spread at school. When she sent that e-mail Poppy still hates her roommates who are now a friend. All of a sudden away from Poppy, even Freddie is usually there to support the Poppy.

When the high court is underway, Harriet tried to drop the blame to Poppy, so he issued. However, in the middle of the session he said something wrong which shows that he who has done it, burn the school kitchen. It made everyone shocked and eventually Poppy is not expelled from school.

Initially, Poppy was eager to get out of that school, but eventually she realized that her place was at Abbey Mount, with her love and her best friends.

G. Research Methodology

The methodology arrangement of this research as follows:

1. Research Method

   The researcher uses descriptive analysis method in this research, because that method is suitable to examine a literature like movie. The result of analysis can be explained clearly and specifically using that method. Descriptive analysis method is a method that is used to describe about the research result.

2. Time and Place of Study

   This research will do at the library to get references of literary review. The researcher needs some theories to strengthen the object that is examined. The
researcher has to compile it from printed book, e-book, journal, graduating paper, and so on. After that, the movie will be analyzed at home. In addition, the researcher conducted it in 3 months.

3. Technique of Collecting Data

The technique of collecting data that is used by the researcher is reading for understanding. Here, the researcher read the script of movie accurately to get a deep understanding about the point of the movie. This technique is very suitable to find out the data from a literature. Therefore, the researcher can get the completed data. According to the researcher, this technique is very compatible with descriptive analysis method.

4. Technique of Data Analysis

The steps that are used by the researcher are below:

1) The researcher looking for the script of Wild Child movie

2) The researcher pursues some theories from a book, journal, graduating paper, and etc

3) The researcher reads all of the script accurately to get a deep understanding

4) The researcher compiles the remarks that are identified the data of study

5) The researcher analyzes and give a description about the data

6) The researcher makes a conclusion from the result of data analysis

H. Graduating Paper Outline

This graduating paper consists of five chapters. Each chapter has different elements. The detail is as follow:
Chapter one tells about introduction. The writer explain about general background of the problem, problem of study, object of study, benefit of study, clarification of the key term, research method, and graduating paper outline. Chapter two describes about literary review of related information about Abusive Language. The writer use some books for make it be reference which will explain more about sociolinguistics aspect of abusive language. Chapter three discusses about the explanation of data analysis that will present clearly, systematically, and specifically. It will give an image of the answer for some questions of this study. Chapter four presents Research Result and Discussion. It includes the analysis of the abusive language in the Wild Child movie. Chapter five consists of conclusion and recommendation. It contents all of data analysis and some suggestion of the problems that have discussed. The last part is bibliography and appendix.
BAB II
THEORITICAL REVIEW OF ABUSIVE LANGUAGE

A. Language

Language is something that cannot explain definitely, because it relates with human’s behavior in society and their communication. If there is a person who says that language is a communication tool with each other, it is true because the one of functions of language is as a communication tool. Corder (1973: 20) said as follows:

Language is something we ‘know’. We ask someone if he ‘knows’ French or German, or if he ‘knows’ some word or other. It is also something we ‘do’. We write, read, and speak well or badly.

Based on the Corder’s opinion above, we can know that language is anything we do in our communication, sometimes we write a letter and read a magazine or newspaper, it included communicate by use a language, so a language is not just limited on speaking, but also writing and reading. Chaer (2003: 33- 59) suggests that there are 12 characteristics of language as follows:

1. Language as a System

Language consists of some components that are composed based on particular pattern and construct a unity, it is not disordered. Like the example below:

- The cat sits on the table
- Sits cat the table on the

As an English speaker, we will soon find out that the first sentence is a structure of the corresponding English sentences, while the second sentence is not a sentence in English because the structure does not fit the pattern.
2. Language as a Symbol

Symbol is something that can represent an idea, mind, feeling, object, action and those are not conventional or immediately. Humans always use a symbol in their life, Earns Cassirer said that humans are symbolic creature (*animal symbolicum*), because there are almost none activities that can escape without a symbol. Especially the language that used by them, the symbols of language are realized in a form of sound that consists of units of language, like a word or group of some words.

As we learn about the symbol that formed a picture or color, we also need to learn about the symbol that formed a sound. For example, in English “the one of animals that has four legs and used as a transportation tool” is called a *horse*, in Javanese it is called *jaran*, in Indonesian it is called *kuda*, and in Netherlands it is called *paard*.

3. Language is Sound

Language is a symbol system in the form of sound. According to Kridalaksana (1983: 27) *sound* is an impression on the nerve center as a result of the vibrations of the eardrum are reacting to the changes in air pressure. Then the sound of the language are the sounds that produced by the human vocal organs, but it does not mean that all of the sounds that produced by the human organ called the sounds of language, such as yelling, sneezing, coughing, and so on.

4. Language is Meaningful

Language is a tangible symbol that symbolizes the sound of a concept, or an idea that be conveyed in the form of sound. It can be said that the language has a meaning unit tangible language morpheme, word, phrase, clause, sentence, and discourse. All of these units have meaning, so all speech has no meaning cannot be called a language.
5. Language is Arbitrary

Language called arbitrary because there is no obligatory relationship between the language symbol and the concept or the meaning that meant by these symbols. If there is a connection between the symbol and the thing it represents, then there will be no variation in the languages of the world, although there are variations of a language, there will not be too many differences between the languages that used by humans.

6. Language is Conventional

However, the language is arbitrary, but its use is conventional. That is, all members of the community adhere to the conventions of the language that a particular symbol used to represent the concept it represents. So that the arbitrary nature of the language contained in the symbol of the relationship between sound and concept for which it stands, it contained in the adherence properties of conventional speakers to use the symbol in accordance with the concept that it represents.

7. Language is Productive

Language is said to be productive because although the elements of the language is limited, but it can make the units of language with an unlimited number, although in relative terms in accordance with the system prevailing in that language.

8. Language is Unique

Every language has its own characteristics that are not possessed by other languages so it makes each language is unique. If the uniqueness occurs in the group of language, therefore do not referred to as a unique, but it is referred to as a hallmark of clumps or groups that language.
9. Language is Universal

Language is also universal. It means languages have common characteristics that can be associated with the properties of other languages. The most common feature of the language is the language that has a sounding language consisting of vocals and consonants.

10. Language is Dynamic

Language is the one thing that cannot escape from human life, because human beings are cultured. Even when dreaming, people still use the language. In the other side, human’s life is not static and is always changing. It causes a language in change, so that called dynamic languages.

11. Language is Variety

If we want to understand the variations of the language, we need to consider three things.

a. Idiolect is a variation of a language that has individual properties. As we know that, each person has a characteristic in the language.

b. Dialect is a variation of the language used by a group of people in a particular place or time.

c. Peaceful, is a variation of the language used in situations, circumstances, or specific purposes.

12. Language is Humane

According to the research of linguists, language is only possessed by humans, because communication tools in animals is limited, cannot grow and productive.
Based on the explanation of characteristics above, we can conclude that the definition of language is very comprehensive and complex. Because the function of language is not just for communicate, but also as a tool to express our feelings, our identity, and as a mirror of notion’s civilization. Language as an identity, identity of a particular group is characterized by Dialect, which can identify where they came from. It can be seen from the way of pronunciation, word forms, the term is in use, a particular idiom, or talk strategy as a whole. Associated with it, language can be the size of the civilization of a nations, it can be known through the vocabulary used. A developed nation will experience a growth in the number or shape of the high word (Poedjosoedarmo 2003: 187).

B. Culture

We often hear that the definition of culture is something that is already familiar and considered a habit by a group of people. Taylor said that culture has a very broad sense, includes knowledge, belief, art, morals, law, custom (habit), and other traits obtained from members of the community (Sulaiman 1995: 10).

Therefore, it means that all things derived from community called culture. Like the Malinowski’s concept, there are sevenths elements of culture in the world (Sulaiman 1995: 13) as follows:

1. Language

A symbol of sounds used by certain people to communicate in order to realize social interaction and determined by a collective agreement indirectly.

2. Technology system
The development of science and technology education in a community becomes a clear picture of the culture and we can use it to measure the civilization.

3. Livelihood system

The culture of a society can be seen from their livelihood systems, whether Farming, Fishermen, Merchants, and so on. It will affect the development of their culture, for example, people whose livelihoods will trade more advanced than the Fishermen, because the level of social interaction of Merchants are more higher.

4. Social organization

The social organization are contained in a society can be very influential on the development of culture. It is because people are more easily share knowledge within an organization that is always force them to interact.

5. Knowledge system

A result that be obtained from an advanced culture is the high knowledge, which is owned by a community. A forward culture that will determine the shape of the education system and it is used by school.

6. Religious

A society can interpret the values and views of their own lives, while religion is part of the reality of everyday human expression. Religious content and provide direction to the development of media arts as a form of expression and creativity of the artists.

7. Art

The things that belong to the culture are activities with its products, also the values of a society. Some things such as philosophy, literature, and other arts are important aspects in an effort to get to know a culture (Yusuf 1991: 32).
Based on the elements above, we can know that there are so many things that can we will get from society, especially the language that we used. The environment can influence our development of language. The result is not surprising that everyone can learn many kinds of language.

Culture also has a system, which can be understood as an idea or notion of people who live together and form a community group. The system serves to organize human actions and it has ten characteristics (Sulaeman 1995: 15) as follows:

1. Function
2. Unit
3. Boundary
4. Structure
5. Environment
6. Relation
7. Process
8. Input
9. Output
10. Exchange

All of the characteristics of the system above should complement each other simultaneously to perform a purpose. Culture is a system of ideas or the idea of people who live together in a society.

C. Sociolinguistics
1. The Definition of Sociolinguistics

According to Hickerson (1980: 81):

*Sociolinguistics* is a developing subfield of linguist, which takes speech variation as its focus, viewing variation or its social context. Sociolinguistics is concerned with the correlation between such social factors and linguistics variation (Chaer and Agustina 2004: 4).

Associated with it, *Sociolinguistics* is the study of the relationship and the influence of environmental factors and the society towards the language they use. Fishman said that sociolinguistic study is qualitative, so *Sociolinguistics* more in touch with details for the actual use of language, such as the description of the patterns of use of language (dialect) in a particular culture, use of language choice, subject, and background conversations (Chaer and Agustina 2004: 5).

In addition to the term *Sociolinguistics*, there are also linguists who use the term *Sociology of language*. Many people who think that the two terms have the same intent, but many also assume that they are different. Nababan (1884: 3) said that *Sociolinguistic* research is coming from the field of linguistics, while the *Sociology of language* is the study coming from the field of sociology (Chaer and Agustina 2004: 4).

2. Sociolinguistics Issues

In the book that is written by Dittmar, they write about the result of the first Sociolinguistics Conference in California that decided there are sevenths Sociolinguistics Issues as follows (Chaer and Agustina 2004: 5):

a. The social identity of speaker
The social identity of speaker can be known from the question what and who is that speaker, and how the relationship between the speaker and the interlocutors. For examples: teacher, parents, students, etc.

b. The social identity of interlocutor

The social identity of interlocutor can be known from measure the social identity of speaker. For examples: governor, teacher, students, etc.

c. The social environment

Social environment where the conversation event occurs can be in the living room in a family, in the mosque, on the football field, in the library, or on the side of the road, where conversation event occurs can affect the choice and style in the speaking.

d. Diachronic and synchronic analysis of social dialects

Diachronic and synchronic analysis can be shaped description of the patterns of social dialects used by the conversation, that applies to a particular period or prevailing at the time is not limited. Social dialect speakers wear according to their position as members of certain social classes in society.

e. The social judgment

Each speaker using behavior of speech, will adjust its shape according to their social class.

f. Level or range of linguistic variation

Heterogeneous speech community members, its cause there are a variety of social and political functions of the nation, and there are degrees of perfection of code,
then people call the language as a communication tool to be very varied and each has a function.

g. Practical application of sociolinguistic research

Practical application of sociolinguistic research is the topic to discuss the usefulness of sociolinguistic research to solve practical problems in the community. For examples are problems of language teaching, language standardization, translation, overcoming social conflict as an effect of language conflicts, and so on.

3. Language in Sociolinguistics

Since the first many researchers who study the function of language, and until now many people who argue that the function of language is a tool to communicate to others in a society. Language is a tool to convey feelings, ideas, ideas, thoughts, and concepts, but according to Chaer and agustina (2004: 15), language functions in sociolinguistics not only limited as a means of communication. Because as pointed out by Fishman that something which a problem sociolinguistics is "who speak what language to whom, when and to what end", so that the functions of the language should be viewed in terms of the speaker, the listener, topics, codes, and the message contained in the talks.

4. Language and Culture

In the Chaer and Agustina’s book, there is an explanation according to Nababan about culture (1984), there are four definitions of culture as follows:

a. Definition that based on culture as a controller and binding society
b. Definition that based on culture as the things that are got by human from learn and education (nurture).

c. Definition that based on culture as the behavior and attitude of human

d. Definition that based on culture as a communication system used by society to get cooperation, unity, and the survival of human society

Associated with the definition above, Goodenaugh (Chaer and Agustina 2004: 164) writes:

Culture, consists of standards for deciding what is, standards for deciding what can be, standards for deciding how one feels about it, standards for deciding what to do about it, and standards for deciding to go doing it.

Koentjaraningrat suggest that language is a part of culture, in the other word the relation between language and culture is subordinated, where language under the scope of culture. Language only owned by a man and it grow along with the development of society (Chaer and Agustina 2004: 164).

D. Swearing Language

1. The Definition of Swearing Language

According to Najmi, Swearing Language is the language that often heard and spoken spontaneously. Usually, they are intended to express when people feel so angry, depressed, joking, hateful, frustrated, disappointed, surprised, or excited. It has the most common seventh functions as follow:

a. Expressing anger

b. Expressing amazement

c. Expressing annoyance

d. Expressing intimacy
e. Expressing insult

f. Expressing disappointment

g. Expressing regret

So swearing language is a variation of the language used by a person to convey the variety of their feelings and can be used in different contexts. Swearing language can be shaped abusive language, taboo language and slang.

According to the opinion from the anonym journal:

Swearing Words is the bad or dirty words used by someone or person who has a strong emotion or attitudes in order to curse, to insult or to mock, to offend someone or something, which cannot be accepted socially and be interpreted literally (Hughes 1991).

Meanwhile, Anderson (in Karjaleinin, 2002) gave another opinion about swearing. He breaks the swearing into several categories. They are (a) sexual organs, sexual relations, (b) religion, church, (c) excrement, (d) death, (e) the physically or mentally disabled, (f) prostitution, (g) narcotics and crime.

2. The Types of Swearing Language

Based on the anonym journal, Steven Pinker in his book titled *The Stuff of Thought* (2007) breaks profanity down into five types:

a. Dysphemistic swearing is one type of swearing that is an exact opposite of euphemism.

b. Abusive swearing is one type of swearing used for abusing or intimidating or insulting others.

c. Idiomatic swearing is one type of swearing used for swearing without really referring to the problem.

d. Emphatic swearing is a type of swearing that has a function to emphasize something with swearing.

e. Chatartic swearing, it is a type of swearing used when something bad or unwanted condition happens such as: coffee spilling, hitting another car, etc for the speaker.

3. Verbal Abuse

According to Anderson, she said that verbal abuse is often more difficult to see since there are rarely any visible scars unless physical abuse has taken place. However, it is often less
visible simply because the abuse may always take place in private. The victim of verbal abuse lives in a gradually more confusing realm. In public, the victim is with one person. While in private, the abuser may become a completely different person. There are characters of verbal abuse:

a. Verbal abuse is hurtful and usually attacks the nature and abilities of the partner

b. Verbal abuse may be overt (through angry outbursts and name-calling) or covert (involving very subtle comments, even something that approaches brainwashing)

c. Verbal abuse is manipulative and controlling

d. Verbal abuse is insidious

e. Verbal abuse is unpredictable

f. Verbal abuse is not a side issue

g. Verbal abuse expresses a double message

h. Verbal abuse usually escalates, increasing in intensity, frequency, and variety

E. Abusive Language

1. The Definition of Abusive Language

Abusive language is often associated with the swearing and taboo language, a language which negatively impressed by the prevailing social values in the society, because of its rough form of the word. So, its use is rare, this language is only used by people who are in a particular social class. Actually abusive language also includes language variation, which serves as a means to express feelings. Krisdiana (2013: 1) said as follow:

Abusive language was a dirty language that are used to insult, mocking, to shows annoyance and to express angry feeling to humorously between friend and it was part of language variety.

From the statement above, we know that each person ever used an abusive word, but there are differences in word choice between people of high and low social class. According to Krisdiana (2013: 2):
Abusive language was part of language variation, it includes coloniqual variation (informal language)…. Now days, many people likes watch film, in the film we often find a dirty language such as abusive language.

According to Wijana and Rohmadi (2006: 110) “Abuse words have a central position in the activities to communicate verbally as a means to carry out the function of emotive language (to express feelings)”.

Here the kinds of Abusive language by Mcenery theory (Krisdiana 2013: 4):

a. Animal terms of abuse
b. Sexist terms of abuse
c. Racist terms of abuse
d. Homophobic terms of abuse
e. Intellect- based terms of abuse

2. The Examples of abusive Language

Below are some examples of abusive language:
a. Shit
b. Stupid
c. Moron
d. Horse face
e. Loser
f. Crazy

F. The Wild Child Movie

*Wild Child* is a 2008 British-French-American teen romantic comedy-drama film starring *Emma Roberts, Alex Pettyfer* and *Natasha Richardson*. Wild Child is Richardson's last film appearance. This movie was first published on August 15th, 2008 in the United Kingdom. The movie was directed by Nick Moore and the screenplay was written by Lucy Dahl.
Wild child movie tells about the story of the world of a teenage girl living in luxury, she named Poppy Moore. She is an American girl who lives in Malibu, California with his sister and father (Gerry). Her mother died when she was 12 years old in an accident. Poppy is growing up without a mother's love, it makes her behavior becoming unfocused and disorganized. She is always doing things that are contrary to her father as a protest at the loss of the mother. In the other side that, his father was a wealthy businessman, so it made him not have the free time to give each other attention.

Therefore his father could no longer cope with the Poppy's attitude, he decided to send his daughter to school in England, where his wife ever went to school there as well. This time is where the metamorphosis story of Poppy Moore begins, who initially she was a wayward girl, spoiled, and the queen of the party into a sweet girl who is polite and happy, it is caused she was friends with the girls who are innocent and the English kind.

The spoilt brat in question is 16 year old Poppy (Emma Roberts) who is uprooted from her pampered, shallow LA life by her despairing father (Aidan Quinn) and shipped off to the foreign world of early curfews, stern matrons, mandatory lacrosse, endless rain and various other English stereotypes under the watchful eye of headmistress Natasha Richardson. From Poppy's story, we can learn about the abusive language used by the Americans and British.

There are many abusive words that use, either to express feelings of annoyance, ridicule, or joking. This movie has an energy and honesty about it: it is lively, funny and smart and the characters are appealing.
BAB III
THE ANALYSIS OF INTRINSIC ELEMENTS

A. Theme

The theme of this movie is the world of teenage girl with its complex problem. It is the transition from the age of children toward adults but it is resolved well. It consists of a story about friendship, love, defiance, and betrayal, the friendship story between the five main characters (Poppy, Kate, Drippy, Kiki, and Josie). It can be seen in this dialogue:

Drippy : Shut up and listen.

"I think, deep breath, I kind of love them like proper friends I've known forever. "They've made me say words like "horridious" and "herbal." "Which is sort of whack, and I'd probably hate them if I wasn't one of them. "But I like that I am now one of them."

Apart from some atrocious spelling mistakes, it's all a bit more kosher, don't you think?

Kate : And now she's going to get thrown out.

The dialogue above show about the friendship of them, and the complex problem can be seen in the Poppy’s saying below:

Poppy : Thank you, Mrs Kingsley. I won't insult everybody by trying to defend myself or my actions. So, I think it's safe to say that I've really messed up. And I apologise profusely. But I'm also so grateful to you all. I tried really hard to get out of this school, and only now do I realise just how much I want to stay. I've learnt so much being here. Being with all of you. And in some ways being with my mom, who I found out was actually a student here. I've had a hole in my heart for five years, and somehow being here, it slowly started to heal. I know I may have
looked like a California girl, but in my heart I've discovered that I really am an Abbey Mount girl.

B. Plot

The story line is often called the plot. It is a series of events that connects a story. The events in the story are not only in the form of physical actions, but also non-physical. Physical actions, such as speech, gestures; while the non-physical actions, such as attitude, personality, and the way of thinking.

In addition, the plot of the Wild Child movie is Linear, the story continues from the start to the end of the story. In this movie, we can understand what the main topic in the movie because the scenes run continuously. The plot of the Wild Child movie is as follow:

❖ Exposition

This movie tells the story of the complex problems of a teenage girl. Poppy Moore is the daughter of a man who is successful in business. Her mother had died when she was 12 years old. It all makes her personality does not match the growth expected, she became rebellious teen and wild partying. Her father decided to send her to one of the girls' boarding school in England. The school called Abbey Mount where his wife ever school. He hopes that his daughter can change her attitude.

❖ Rising Action

Poppy had to be obedient to her father. She was willing to go to England. However, after seeing the condition of Abbey Mount and students studying there, she was not able to stay too long. Poppy plans to find a way to make her expelled from the school.

Poppy met Kate, Kiki, Josie, and Drippy whom initially did not liked each other and want to help Poppy can be expelled from the school, but over time, they became close friends. Poppy also met Harriet who already hated her from the beginning, what else after knowing that Freddie (the person preferred by Harriet) fell in love with Poppy.

❖ Climax

While all is almost running normally, suddenly appear some problems. Harriet disseminates the emails in the name of Poppy, the emails that contain insults sentences for her best friend and Freddie. It is the cause of misunderstanding between them. Poppy shunned and isolated.

At the deteriorating situation, Poppy knowing that her boyfriend was having an affair with her own close friends. It makes Poppy getting sad. Not only that, an accident occurred. A fire in the kitchen school and there found a Poppy’s matchbox. Freddie accuses her as arsonists.

❖ Falling Action
Poppy has to face the honor-court because she was suspected arsonists. At the time of the trial is in progress, Harriet tried to discredit Poppy. However, when she was busy talking slander, suddenly she said something suspicious inadvertently. She talked about the Poppy's matchbox that found in the kitchen after the fire, the reality is no one knows about the invention of matches except Poppy, Freddie and Mrs. Kingsley. Automatically, it makes everyone suspicious, and finally Harriet admitted that she had burned the school kitchen. Poppy realizes that actually she started to like living in the Abbey Mount, with good friends. Especially, she was the same school with her mother. It makes a wound in her heart began to heal.

❖ Resolution

Finally, Poppy is not out of the school. She is happy to stay at the Abbey Mount. In fact, she managed to bring her school's lacrosse team take 1st place. It makes the whole school community is very proud. Poppy is a girl who originally spoiled, sloppy, and dissidents, being a girl is sweet, kind, independent, and cheerful.

C. Characterization

Judging from the character described in the story, we identify the protagonist, the antagonist and the tetragonist character:

1. The Protagonist Character

The protagonist is the main character that is an important figure at the center of the play’s action and meaning. Generally, it is introduced to the audience very early. This kind of character that the author expects a good figure and positive character, as generous, honest, humble, defense, ingenious, clever, independent, and loyal friend (Diyanni 2004: 92). In their life, few people who have good character entirely. In addition to goodness, people have weaknesses. Therefore, there is also the protagonist character that represents two sides of different personalities. For example, there are characters that have a profession as a thief. He was evil, but he was so dear to his wife and children so that the child and his wife so dear to him. In the Wild Child movie, they are as follow:

1.1 Poppy Moore

Poppy described as a child born to a rich family, so she became a teenage girl who spoiled and wild, but she's also smart and agile girl. Because the loss of her mother, she became unruly girl and it is a form of protest against his father. Poppy is a beautiful girl, modern rich girl who can get anything she wishes. So do not be surprised if it all makes her friends jealous, although actually she is a kind person, faithful, and a lover. We can know the Poppy’s characterization through the following dialogues:


Poppy : Let's go. - Yawn. The boarding school threat again.

Gerry : I don't even recognise you any more. All this is to stop right now!
Poppy: So what? Big deal!

Poppy: Well, at least they speak American there, right?
Molly: But who's going to cut the crusts off my sandwiches?

Poppy: You're going to be fine, Moll. I promise.

Kate: Just put it away before Matron catches you. Your trunk?
Poppy: Hasn't been delivered yet.

(POPPY EXCLAIMS)

No. No, no, no. Not the new season Gucci. No. The Choos. No! This is all only hand-washable. This is ridiculous.

- Why... - What? I might get thirsty.

Kate: You know, in the UK we have this amazing thing. It's called a tap.

Poppy: Dear Ruby, oh, my God.
Two weeks in this place and I'm going out of my mind. These girls are all ugly losers who think a mani-pedi is some kind of Latin greeting.

1.2 Freddie Kingsley

In the *Wild Child* movie, Freddie is the principal’s son and a person who falls in love with Poppy. They relate closely, the collaboration of Poppy and Freddie character is very match. Freddie is a man who was a quiet, not reckless, obedient, smart, and handsome. We can get a description from those following dialogues:

Freddie: Just English.

And I am sober and sensible, and you, my sweet friend, are overexcited and concussed. I go back to school tomorrow, but I'll be back on the 18th.

How about I see you then?
- Okay. - I'll make a deal. No more head-fry behaviour. I sense it might be your forte.

Poppy: I won't fry your head if you don't poach my heart. - Deal.

Poppy: And so I threw the whole lot over the cliff.
My dad went mental, as Drippy would say. Drippy says I was crazy, but Kate said she would have done exactly the same in my
position. Sorry, chattering away like this. Feel free to shut me up.

**Freddie** : Well, remind me never to get on your bad side. But the thing is, I'm pretty sure you don't have one.

### 1.3 Jennifer Logan (Drippy)

In this film, Drippy is described as the one of Poppy’s best friends in the Abbey Mount is Drippy, even though she is a girl who is messy, a bit stupid and narrow-minded but she was a loyal friend. Drippy is an English girl, very innocent. She has curly and blonde hair. Although she is beautiful, her hobby is eating and indifferent about appearances. Her characterization can we see from the dialogue as follow:

- **Kate** : Why did you order the Creme Eggs, you idiot?
- **Josie** : Why did you only get two, Drippy? Now, we’ve got to quarter them.
- **Kate** : He believed us till then.
- **Drippy**: Oh, yeah, right. Maybe if you hadn’t asked me what Keith’s report was about. Where’s Poppy?

- **Drippy** : I want something that says, “Elegant, "but at the same time incredibly slutty and available." In fact, I'm not that bothered about elegant.

### 1.4 Kate

Kate is a beautiful girl that kind. She is one of popular students in Abbey Mount School. She included the four best friends of Poppy. They meet in the first day when new semester will begins. Firstly, Poppy does not like Kate, because her opinion is all of the students of the school who not fashionable but they place in the same room, and Kate available to help Poppy to get out from the school. Kate is a diligent, smart, discipline, and patient girl.

The following is a dialogue that shows about Kate’s characterization:

- **Kate** : Watch it, Wee Willie Winkie, you’ll set us all alight.
  Now, I've had a word with the girls. True, some of them took a little more convincing than others. But it’s decided. We’re going to help you. We’re your very own crack unit. Operation Freedom. Kiki, please explain.
- **Kiki** : Right. We’ll commence with an entry-level basic favourite. Just to get warmed up.

- **GIRLS** : Hi, Kate. Hi, how are you? Hi, Kate! Hello.
- **Poppy** : What are you, like, prom queen or something?
- **Josie** : Kate’s got a terrible affliction.
You’re actually lucky that you don’t have it.
It’s called popularity

1.5 Josie
This girl is a little like a boy, she is one of Poppy’s best friend. With her straight and black hair, always looks very beautiful. She is an agile girl, smart, and kind.

Josie: Kiki, you’re actually making something quite exciting sound like physics homework.
(GIRLS GIGGLING)
Basically, we’re going into town, and we’re going to get some killer outfits.

Josie: Poppy, roll over it and pick it up!
Poppy: Yeah! You go, girlfriend. You dunk that bitch. You see the goal, Josie. Focus, focus. Do you see the goal?

1.6 Kiki
A girl who likes Mathematics, she named Kiki. She is very smart in study course. This beautiful girl is most discipline in Poppy’s bedroom. We can see her description through the following dialogues:

Kate: This mission needs to be planned precisely.
Kiki? - Okay.

Kiki: Come on now, girls. This is a serious mission. Get a move on. Now, Poppy, how about something like this? Fifty pence.
Poppy: It looks like someone died in it. I’d rather stay the Yorkshire Terrier freak.

2. The Antagonist Character
Antagonist character is a character or force against the protagonist struggles. This character is usually portrayed as a bad character and a negative character, as vindictive, deceitful, liar, justifies any means, pride, envy, love to show off, and ambitious (Diyanni 2004: 922 ). In the Wild Child movie, they are as follow:

2.1 Harriet Bentley
Harriet is the main antagonist in this movie, she always oppose everything about Poppy. She is an ambitious girl. She does anything to get attention from Freddie. This movie tells about love story between Harriet, Poppy, and Freddie. Harriet is tall, crude,
hothead, and has blonde hair. The description of her characterization situated in this dialogue:

**Harriet**: Harriet. Head Girl.

You shake the hand of the Head Girl out of respect.

**Poppy**: When the Head Girl has earned my respect, then I’ll shake her hand, biatch.

**Harriet**: I’m sorry?

**Poppy**: Apology accepted.

**Harriet**: Stunningly horridious ego desperately seeks a good bashing. Can we oblige? Me thinks so.

2.2 Roddy

Roddy is poppy’s boyfriend in Malibu, California. When Poppy must go to England, she hopes that Roddy can keep his faithfulness for her but in the fact he is deceptive with Poppy’s friend. It makes Poppy so very sad and disappointed.

**Poppy**: Hi, Ruby. I miss you. I’m going to escape, though. I promise you. You have no idea what it’s like here.

**Ruby**: Ew! Who is she? Zero lip gloss upkeep, and what’s with the sweater from Target?

**Poppy**: I wish you could come and rescue me.

**Ruby**: She is such a romantic, Roddy.

**Poppy**: Take care of Roddy for me.

(PHONE BEEPS)

**Roddy**: You already have. Let’s hit the pool.

2.3 Matron

Matron is a woman who has a small and agile body. She was a staff member at the Abbey Mount School. It fits with her grumpy nature, assertive, and discipline.

**Poppy**: Like I give a shit. I’ll be gone by then.

**Matron**: Language!

Two Sundays detention. For the whole dorm.

(GIRLS SIGH)

**Poppy**: I’ll deal with this. Look, hey. Hey. Here’s a Ben Franklin. Why don’t you go out and buy yourself...Well, anything. Whatever you get will be a serious improvement.

**Matron**: Three Sundays. For everyone.

2.4 Ruby

Ruby is a friend of Poppy in Malibu, a friend who could betray her friend. Ruby has an affair with Poppy’s boyfriend. She exists on the body of a plump, sassy, and straight hair.
Poppy: Rubes, I just need some advice. Something really bad has happened.


Poppy: Love you more.

Ruby: Sorry, Roddy. Couldn't get rid of her. What was I saying? Roddy? Babe?

Poppy: No, Ruby. Still me. Babe.

3. The Tetragonist Character

The Tetragonist or Neutral Character is an additional character that serves as a complement to a story his way, both for the protagonist or antagonist character. In the Wild Child movie, they are as follow:

3.1 Mrs. Kingsley

She is the principal of Abbey Mount School that is located in an isolated village in England. Poppy’s father sent her to that school because he has unable to control her attitude. Mrs. Kingsley is an adult women who is beautiful, wise, empathetic, kind, and patient in face each her student’s annoyance. We can see on this dialogue:

Mrs. Kingsley: What do you want to get out of this school, Poppy?
Poppy: To get out of this school.
Mrs. Kingsley: You know, this school has produced absolutely nobody of note. Our leading light was the girl who was Princess Diana’s foot doctor. So, if your aim is to make the pages of Us Weekly, then this isn’t the place for you. What we do produce are smart, independent, free-thinking, good-hearted girls who remain friends for life. The kind of girl that, behind all your wisecracks, I know you are. Run along now, I must get on. My in-tray is piling up.

3.2 Gerry Moore

Gerry Moore is the Poppy’s father. He is a successful businessman in Malibu. He is also a handsome man, but he lost his wife (Poppy’s mother) in a deadly accident. Since then, the relationship between Gerry and Poppy becomes less harmonious. Gerry a loving father, he was very sad and had to send Poppy to England. From it, can be know that Gerry was a kind father, wise, firm, and patient. We can know about her characterization from this dialogue:

Gerry: I’ll call you tomorrow morning, as soon as I’m back in LA.
Poppy: I hope your flight gets seriously delayed.
       (CHUCKLES)
       And I hope your bags end up in Kazakhstan.
Gerry: I’ll come back for you at the end of the semester, all right?
Sweetheart, you know I love you.
3.3 Molly Moore

As a Poppy’s little sister, Molly plays just for few minutes but it is enough to measure about her character. She is a girl who is very loves her old sister, Poppy. A cute that obedient person and always has role as a mother for Poppy. In addition for the Molly’s characterization, the dialogue as follow:

**Poppy**: Earth calling sisterling. Have you forgotten today’s the day Rosemary moves in?

**Molly**: Like you’d let me forget? Please tell me you’re not going to do anything crazy.

**Poppy**: Look, you know I love you, Mollster, but there are some things you’re just way too young to understand. I know what I’m doing, though, okay?

**Molly**: Trust me. - Poppy!

3.4 Mr. Christopher

He is a man who boned fat, funny, and kind. He is a barber who changed Poppy, who initially blond girl and modern, into a black-haired girl as an English people.

**Mr. Christ**: I think he’s down, the Penny Black. Yes, dated pre-war.

**Kate**: Really stupid ones.

**Mr. Christ**: Oh, my God. It’s Tom Cruise.

**Drippy**: Would you like to say that any louder? I need your help.

**Mr. Christ**: And I need a back wax and a night with Michael Buble, but we don’t always get what we want. Trudy, attend to the brows.

Yorkie fan. It’s a nice dog, Yorkie. I used to have one once. Wee Phillippe. Got savaged to death by a badger. Aren’t you the souffle that didn’t arise.

3.5 Miss Rees- Withers (Sara)

Miss Rees is a sport teacher. Miss Rees is a tall woman and not easily upset, but she is a pessimist.

**Sara**: Well, super, super effort. We may not win the championships, but we’ll win a lot of friends, yeah?

**Poppy**: So bloody English.

**Harriet**: Really. And you could do better?

**Poppy**: Laugh it up, but I could whip all of your asses blindfolded.

3.6 Mr. Nellist
He is a language teacher at the Abbey Mount School, he often ignorant by his students as not firm. A man of who has a short stature, distended, and funny. He liked sports teacher, Miss Rees- Withers.

Licence to deejay.

Sara : Gosh, you look like James Bond.

I thought you might like a fruit punch.

Mr. Nellist : Oh, I'll have it shaken and not stirred.

D. Setting

Setting also called the background of story. This includes three-dimensional setting:

1. Place

It is the scene of the story in the drama. Setting place cannot be stand lonely. This setting related to the setting time and space. In this movie, there are some places.
1.1 Malibu

There is a scene in Malibu, California. It is happen when Poppy does something that affects her father so angry. Poppy and her friends play the stuffs that are owned by her stepmother. It makes her father decide to send her to England. It is contained in the following dialogue:

Poppy : Welcome to Malibu, biatch!
GERRY : Excuse me, excuse me. Get up here, right now. Get up here! Please, go home. Home, home.

GIRL 1 : So uncool. BOY 1: Easy, pops.
GERRY : Go on. Out, out. BOY 2: Yo, Dad.
GIRL 2 : Loser.


That is the final straw, Poppy. You are going to England.

1.2 Abbey Mount School

There are many scenes and taken in the Abbey Mount School, because the primary setting is that school. It is a place where Poppy meet Kate, Kiki, Josie, Drippy, Freddie, Mrs. Kingsley in the first time. We can see in the following dialogue:

Mrs. Kingsley : Hello, Poppy. Welcome to Abbey Mount. I'm Mrs Kingsley, your headmistress.
Poppy : Look, I understand you're just...

Mrs. Kingsley : Uh-uh, uh-uh.

Lesson number one, Poppy. To me negotiation is like a nightclub. Not something I tend to enter into. Now come along.

1.3 Clothing Store

Abbey Mount School has a habit of conducting a dance party once a year. In order that, the students are allowed to shop for the things needed to come to the party. Poppy and her friend go to a store to buy a dress. In that place, there is one scene that can be seen in the following dialogue:
**Kate**  : We're not going to be doing the research. This is a charity shop. The money goes to charity.

**Poppy**  : Oh, I just had a heart palpitation. You guys are so adorable, but we need to look really hot for the social. So let's go hit Oxford Street.

**Kiki**  : I take it you flunked geography, too. Oxford Street is in London, my friend. This is your lot.

1.4 Salon

After successfully getting the appropriate clothes, Poppy intends to replace her haircut. Poppy wanted to make this dance as a tool to get Freddie, so he should be grooming as beautiful as possible. And there is a following dialogue:

**Poppy**  : Tell me about it. Okay. I need these extensions taken out, seriously deep conditioning. I'm thinking side bangs with some buttery highlights, and maybe a few honey tones.

**Mr. Christ**  : And I'd like a night on Fireman Island, but I'm afraid I'm whistling Dixie, okay? So here's what's on offer for you. A tight perm. - No. How about this? A wee bob. That's fun, isn't it? - No.

1.5 Party room

There is a dialogue between Poppy, Harriet, and Freddie, that shows they were in the party room. The dialogue as follow:

**Poppy**  : Hi

**Freddie** : Hello, trouble. I like your hair.

**Harriet**  : What are you doing? This is a themed costume party, not a dwarf prostitutes' convention.

**Poppy**  : I'm so sorry. I must say that you look incredible. You make an excellent Shrek. This is my favourite song. Come on.

1.6 Restaurant
Poppy and Freddie go out on holidays, and it was their date for the first time. They go to the beach and talk at length about the life of Poppy. After that, they stopped at a restaurant for dinner. Their dialogue like this:

**Poppy**: Bread and fries, that's my treat?

**Freddie**: If I affect your life in no other way, then allow me this honour, the humble chip butty. Here we go.

### 2. Time

This setting is the time, date or period of the history of the story in the drama. Setting time can occur on the time of day, morning, afternoon, or evening.

#### 2.1 Morning

Below is a dialogue in the morning, when the abbey school students were having breakfast together.

**WAITRESS**: Here you go.

**Poppy**: I can't eat this.

**Drippy**: Anorexia or bulimia?

_Because if it's bulimia we'd rather you didn't eat other people's birthday cake on their birthdays. It's such a waste._

**Poppy**: Actually, I'm a pescetarian Monday through Wednesday, fruitarian Thursday through Sunday and vegetarian always.

_(Prayer) For what we are about to receive..._

#### 2.2 Night

There is an accident scene in the night, when a fire broke out in the school kitchen. Poppy tries to awaken other students. In addition the dialogue as follow:

**Poppy**: Fire! Fire, everyone get up!

_Fire! It's a real fire! Get out of bed! Get up, it's a fire. This isn't a practise. You guys, get up._

**Mrs. Kingsley**: Come on, darling, get up. It's a fire, it's not a drill.
This setting is the atmosphere when an event happens or a scene. Among them are tense, excited, happy, sad, and so on.

3.1 Sad

The dialogue is between Poppy and Molly in the last night before Poppy goes to England. They are very sad and the dialogue can be seen below:

**Poppy**: Hi, Molly.

**Molly**: I think you might've pushed him too far this time.

**Poppy**: I know.

**Molly**: But England's so far away.

**Poppy**: Well, at least they speak American there, right?

**Molly**: But who's going to cut the crusts off my sandwiches?

**Poppy**: You're going to be fine, Moll. I promise.

3.2 Cross

This is a Kiki, Kate, Drippy, and Josie’s aggravation towards Poppy, because she has make a mistake that affect they get a punishment from Matron. It is shown in the following dialogue:

**Josie**: Thanks a lot for that, you utter moron.

**Drippy**: What are you, mental?

**Poppy**: What? She was a grade one a-hole with a severe attitudinal problem.

**Kate**: The bell’s going to go in a minute. Just put your uniform on.

3.3 Happy

When the party is running, Poppy and friends go to dance together. They are a new friends, but very happy with it. In addition, they celebrate their successful in attracting the attention of everyone in the party.

**Drppy**: Last dance, everybody! Come on!

**Poppy**: There's something I have to tell you.

**Drippy**: We already know. You wax your bum.
(SENTIMENTAL SONG PLAYING)

**Poppy**: Not quite, but similar ballpark.

**Drippy**: You haven't done it, have you?

**Poppy**: No. I mean, I couldn't admit it back home, so I kind of lied, but I'm a total nun.

**Drippy**: Welcome to the nunnery.

**Girls**: (SINGING) I'm loving angels instead

3.4 Enthusiastic

This scene is very enthusiastic because Poppy and friends successfully follow the final lacrosse state champion. Associated with it the situation can be seen in this dialogue:

**GIRLS**: Abbey Mount.

**GIRL 2**: Pass to Poppy, quick. Come on, Poppy.

(GIRLS GRUNTING)

**Poppy**: This is our last chance. Let's make it count! Kiki! Drippy!

**Drippy**: Why would you pass it to me? Oh, my God. Okay. Somebody, help me. Where is everyone? Who do I pass it to? Jane! Jane! Where are you?

(GROANS)

(SCREAMING)

3.5 Romantic

This situation happens when Poppy and Freddie are going to dinner, the dialogue as follow:

**Poppy**: Kind of gross, but I like it.

You know, this is one of the best dates I...

The best date I've ever had.

**Freddie**: There's something about you, Poppy Moore. Every moment I'm with you, I catch my breath.
E. Moral Value

Moral value is the solution of problem in the literature that is given by the director. It commonly referred to as the meaning. Usually, the meaning is related with the reader’s daily life. In the Wild Child movie, there are some messages as follow:

❖ Most kids be naughty and dissident, is caused by external factors, especially family issue. We should pay more attention to them, so that we can give a good and correct direction.

❖ The guidance of parents and teachers are very influential on the development of psychology and behavior of a child, because it is very important. The children need a guidance and attention as a place to pour out your feelings and problems.

❖ A sincere friendship is the most beautiful thing in the world of teenagers. It can change a negative into a positive thing, but also vice versa. As adults, we should participate in supervising in order to avoid bad things.

❖ Remove our memorizing about someone and forgive those who have harmed us better than remember and hold grudges. It will only destroy our other happiness.

❖ Sometimes we do not know when and whom the people who really love us sincerely, but certainly he will always by our side when we are sad and feel alone.

❖ Sometimes what we think is ugly, it turns out it was the best for us. So do not complain in the beginning, try and do first.

❖ Do not hesitate with our ability and believe that we can achieve everything if we always keep on spirit and never give up.
BAB IV

ANALYSIS AND DISCUSSION

A. Data Presentation

From the dialogue of Wild Child movie, the writer got the result consist of some words and phrases. The data are divided into two groups. They are abusive words and abusive phrases.

1. Abusive Word

a. Disk 1

1) Literally Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>01.25</td>
<td>Shit</td>
<td><em>Vulgar term for “feces”</em> (IndoDic E- Dictionary)</td>
</tr>
<tr>
<td>2.</td>
<td>02.50</td>
<td>Bitch</td>
<td><em>A female dog</em> (Longman, Advanced American)</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Word</td>
<td>Definition</td>
</tr>
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<td>---</td>
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<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>03.10</td>
<td>Loser</td>
<td>Someone who is never successful in life, work, or relationship (Longman, Advanced American Dictionary. 2008)</td>
</tr>
<tr>
<td>4</td>
<td>03.19</td>
<td>Yawn</td>
<td>To open your mouth wide and breathe in deeply because you are tired and bored (Longman, Dictionary of Contemporary English. 2004)</td>
</tr>
<tr>
<td>5</td>
<td>03.29</td>
<td>Trashier</td>
<td>Criticize someone or something severely (Longman, Advanced American Dictionary. 2008)</td>
</tr>
<tr>
<td>6</td>
<td>10.33</td>
<td>Gross</td>
<td>Spoken very disgusting to look at or think about something (Longman, Advanced American Dictionary. 2008)</td>
</tr>
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</tr>
</tbody>
</table>
| 7 | 12.17 | Ridiculous | *Silly or unreasonable*  
| 8 | 14.14 | Asshole | *Spoken not polite, someone who you this is stupid and annoying*  
(Longman, Dictionary of Contemporary English. 2004) |
| 9 | 14.33 | Screw | *Force someone to do something by threatening them*  
| 10 | 20.54 | Slovenly | *Dirty, messy, and careless*  
| 11 | 28.00 | Fool | *A stupid person*  
<p>| 12 | 35.04 | Nuisance | <em>A person, thing or situation</em> |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>13.</td>
<td>36.00</td>
<td>Slutty</td>
<td><em>Slovenly or immoral woman</em> (Oxford Advanced Learner’s Dictionary of Current English. 1974)</td>
</tr>
<tr>
<td>14.</td>
<td>36.02</td>
<td>Whore-y</td>
<td><em>A woman who has sex for money</em> (Longman, Advanced American Dictionary. 2008)</td>
</tr>
<tr>
<td>15.</td>
<td>37.50</td>
<td>Snog</td>
<td><em>If two people snog, they kiss each other</em> (Longman, Dictionary of Contemporary English. 2004)</td>
</tr>
<tr>
<td>16.</td>
<td>38.20</td>
<td>Morons</td>
<td><em>An insulting word for someone who is very stupid</em> (Longman, Advanced American Dictionary. 2008)</td>
</tr>
</tbody>
</table>
2) Contextually Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>03.08</td>
<td>Uncool</td>
<td><em>Not fashionable, attractive, and relaxed</em> (Longman, Advance American Dictionary. 2008)</td>
</tr>
<tr>
<td>2.</td>
<td>06.54</td>
<td>Nightclub</td>
<td><em>A place where people can drink alcohol and dance, that is open late at night</em> (Longman, Advanced American Dictionary. 2008)</td>
</tr>
<tr>
<td>4.</td>
<td>11.29</td>
<td>Medieval</td>
<td><em>Old-fashioned and not acceptable or not useful</em> (Longman, Advanced American Dictionary.</td>
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</tr>
<tr>
<td>5.</td>
<td>13.43</td>
<td>Mental</td>
<td>Affecting the mind or happening in the mind (Longman, Advanced American Dictionary. 2008)</td>
</tr>
<tr>
<td>8.</td>
<td>32.37</td>
<td>Target</td>
<td>An object, person, or place that is deliberately chosen to be attacked (Longman, Advanced American Dictionary. 2008)</td>
</tr>
<tr>
<td>9.</td>
<td>36.54</td>
<td>Cerberus</td>
<td>The dog that guards the gates of hell (from the dialogue)</td>
</tr>
</tbody>
</table>
b. Disk 2

1) Literally Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>05.20</td>
<td>Crazy</td>
<td>A person do a stupid something (Longman, Dictionary of Contemporary English. 2004)</td>
</tr>
<tr>
<td>2.</td>
<td>06.00</td>
<td>Idiot</td>
<td>Someone who has done something stupid (Longman, Advanced American Dictionary. 2008)</td>
</tr>
<tr>
<td>3.</td>
<td>06.14</td>
<td>Stupid</td>
<td>Showing a lack of good sense or good judgment (Longman, Advanced American Dictionary. 2008)</td>
</tr>
<tr>
<td>5.</td>
<td>23.27</td>
<td>Dweeb</td>
<td>Slang: a week slightly strange person who is not popular or</td>
</tr>
<tr>
<td>No.</td>
<td>Time</td>
<td>Abusive Language</td>
<td>Dictionary Meaning</td>
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</tr>
<tr>
<td>6.</td>
<td>39.15</td>
<td>Daft</td>
<td>Silly, stupid, or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>crazy</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>(Longman, Advanced</td>
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<td></td>
<td></td>
<td></td>
<td>American Dictionary.</td>
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<td></td>
<td></td>
<td></td>
<td>2008)</td>
</tr>
<tr>
<td>7.</td>
<td>39.57</td>
<td>Absurd</td>
<td>Completely stupid or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>unreasonable, especially in</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>a silly way</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>(Longman, Advanced</td>
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<tr>
<td></td>
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<td>American Dictionary.</td>
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<td></td>
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<td>2008)</td>
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<tr>
<td>8.</td>
<td>48.07</td>
<td>Insane</td>
<td>Completely stupid or</td>
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<td></td>
<td></td>
<td></td>
<td>crazy</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(Longman, Advanced</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>American Dictionary.</td>
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<td></td>
<td></td>
<td></td>
<td>2008)</td>
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</tbody>
</table>

2) Contextually Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>08.26</td>
<td>Trouble</td>
<td>Someone who deliberately causes problems (Longman, Advanced American Dictionary. 2008)</td>
</tr>
</tbody>
</table>
### 2. Abusive Phrase

a. Disk 1

1) Literally Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Conceptual Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>13.18</td>
<td>Like I give a shit</td>
<td>The meaning is “<em>masa bodoh</em>”. Usually, this phrase expressed uncaring and resentful feelings.</td>
</tr>
<tr>
<td>2.</td>
<td>13.41</td>
<td>You utter moron</td>
<td>The meaning is “<em>kamu bodoh</em>”. In the dialogue, this</td>
</tr>
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</tr>
<tr>
<td>3.</td>
<td>13.46</td>
<td>A grade one a-hole with a severe attitudinal problem</td>
<td>The meaning is “<em>seorang wanita pecundang kelas satu dengan sikap yang buruk</em>”. This phrase expressed feeling angry, irritated, and resentful.</td>
</tr>
<tr>
<td>4.</td>
<td>16.35</td>
<td>Hierarchy is Teachers, prefects, scholars, dogs, vermin, Americans</td>
<td>The meaning is “<em>Hierarkinya adalah guru, pemimpin, pelajar, murid, anjing, serangga, orang amerika</em>”. This phrase expressed insulting to someone.</td>
</tr>
<tr>
<td>5.</td>
<td>19.50</td>
<td>Ungly losers</td>
<td>The meaning is “<em>pecundang jelek</em>”. This phrase expressed a feeling mocked</td>
</tr>
<tr>
<td>6.</td>
<td>22.59</td>
<td>Horse face</td>
<td>The meaning is “<em>muka kuda</em>”. This phrase expressed to insult someone because someone feels irritated.</td>
</tr>
<tr>
<td>7.</td>
<td>30.20</td>
<td>Total asshole</td>
<td>The meaning is “<em>buruk</em>”. This phrase expressed the feeling</td>
</tr>
</tbody>
</table>
that someone has a trait and bad behavior.

8. 36.04 Shit-brain The meaning is “bodoh”. This phrase expressed an angry feeling to someone.

2) Contextually Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Conceptual Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>07.36</td>
<td>Don’t make the cut</td>
<td>The meaning is “kamu tidak cocok”. This phrase is used to insult someone</td>
</tr>
<tr>
<td>2.</td>
<td>11.18</td>
<td>Your bleeping business</td>
<td>The meaning is “bukan urusanmu”. This phrase to express a feeling irritated</td>
</tr>
<tr>
<td>3.</td>
<td>19.01</td>
<td>All- around sick</td>
<td>The meaning is “sangat gila”. This phrase expressed madness a person in terms of sex.</td>
</tr>
<tr>
<td>4.</td>
<td>19.49</td>
<td>I am going out of my mind</td>
<td>The meaning is “aku sudah gila”. This phrase</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>expressed a feeling bored to someone or something in her environment.</td>
</tr>
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<td>---</td>
</tr>
<tr>
<td>5.</td>
<td>22.45</td>
<td>Bloody English</td>
<td>He meaning is “terlalu Inggris”. This phrase expressed sarcasm and insults to someone</td>
</tr>
<tr>
<td>6.</td>
<td>24.09</td>
<td>Sweaty Upper Lip Alert</td>
<td>The meaning is “bibir atas basah”. This phrase expressed insult to someone who really wanted to kiss.</td>
</tr>
<tr>
<td>7.</td>
<td>35.39</td>
<td>Rotting pig’s vomit</td>
<td>The meaning is “muntahan babi busuk”. This phrase expressed insults to a person caused by feelings of anger and disgust.</td>
</tr>
<tr>
<td>8.</td>
<td>39.17</td>
<td>Hook up</td>
<td>The meaning is “berpacaran”. This phrase expressed underestimate feeling to someone.</td>
</tr>
<tr>
<td>9.</td>
<td>39.40</td>
<td>Appearing in a window in</td>
<td>The meaning is “tampil di jendela di Amsterdam”.</td>
</tr>
</tbody>
</table>
This phrase expressed the feelings of angry and disgust about someone’s appearance that is too sexy.

**b. Disk 2**

1) Literally Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Conceptual Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>02.53</td>
<td>Really stupid ones</td>
<td>The meaning is “benar-benar bodoh”. This phrase expressed a feeling upset, but in a joking situation</td>
</tr>
<tr>
<td>2.</td>
<td>08.32</td>
<td>A dwarf prostitutes</td>
<td>The meaning is “pertemuan pelacur pendek”. This phrase expressed a feeling insulted someone because of anger and disgust about the appearance of a person who is too hot.</td>
</tr>
<tr>
<td>3.</td>
<td>22.16</td>
<td>A bunch of ugly losers</td>
<td>The meaning is “pecundang jelek”. This phrase expressed a feeling</td>
</tr>
</tbody>
</table>


of angry to someone.

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Conceptual Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>40.59</td>
<td>Whoop- ass</td>
<td>This meaning is “mari kita bantai lawan kita”. This phrase is used to kindle the spirit in a game.</td>
</tr>
<tr>
<td>5.</td>
<td>47.55</td>
<td>Horridious cow</td>
<td>The meaning is “gadis buruk”. This phrase is used to reveal the feelings of angry and disappointed to someone.</td>
</tr>
</tbody>
</table>

2) Contextually Abuse

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Abusive Language</th>
<th>Conceptual Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>08.40</td>
<td>An excellent shrek</td>
<td>The meaning is “sangat mirip dengan shrek”. This phrase expressed to insult someone caused she feel so angry.</td>
</tr>
<tr>
<td>2.</td>
<td>10.09</td>
<td>A horridious piece of work</td>
<td>The meaning is “gadis yang menjijikkan”. This phrase is used to reveal a feeling of angry and disgust.</td>
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</tr>
<tr>
<td>3.</td>
<td>11.30</td>
<td>Tweedledum and Tweedledee</td>
<td>The meaning is “<em>si Pandir dan si Bodoh</em>”. This phrase is used to insult a couple people who are very stupid like Tweedledum and Tweedledee.</td>
</tr>
<tr>
<td>4.</td>
<td>19.27</td>
<td>Out of your mind</td>
<td>The meaning is “<em>apa kamu gila</em>”. This phrase expressed an insulting in a joking situation.</td>
</tr>
<tr>
<td>5.</td>
<td>25.55</td>
<td>A proper psycho</td>
<td>The meaning is “<em>kau memang benar- benar gila</em>”. This phrase is used to reveal a feeling of shocked and annoyed</td>
</tr>
<tr>
<td>6.</td>
<td>35.36</td>
<td>Sort of whack</td>
<td>The meaning is “<em>itu gila</em>”. This phrase is used to reveal a feeling of astonishment about something</td>
</tr>
</tbody>
</table>

**B. Analysis of Form**
After compiling the data, the writer tries to analyze the kinds of abusive language in the Wild Child movie. There are four kinds of abusive language in the Wild Child movie as follows:

1. Animal Terms of Abuse
   a. Bitch
      
      The word “bitch” is kind of abusive language of “animal terms of abuse”. In Kamus Inggris Indonesia by Jhon M. Echols and Hassan Shadily, the meaning of bitch is a female dog.
   b. Bronco
      
      The word “Bronco” is kind of abusive language of “animal terms of abuse”. In google translation, the meaning of bronco is a wild horse. It from the western U.S
   c. Horridious cow
      
      The phrase “horridious cow” is kind of abusive language of “animal terms of abuse”. The meaning of horridious cow actually is a cow that has an awful face.
   d. Horse face
      
      The phrase “horse face” is kind of abusive language of “animal terms of abuse” because the horse is one of animal kind.

2. Sexist Terms of Abuse
   a. Snog
      
      The word “snog” is kind of abusive language of “sexist terms of abuse” because in Oxford Dictionary, the meaning of snog is two people who kiss each other for a long time.
b. Slutty

The word “slutty” is kind of abusive language of “sexist terms of abuse” because in Oxford Dictionary, the meaning of slutty is the woman who has many sexual partners.

c. A dwarf prostitutes

The phrase “dwarf prostitutes” is kind of abusive language of “sexist terms of abuse” because in Oxford Dictionary, prostitutes is a person who has sex for money.

d. Appearing in a window in Amsterdam

The phrase “ Appearing in a window in Amsterdam” is kind of abusive language of “sexist terms of abuse” because Amsterdam is one of the famous cities in the Netherlands with a legal prostitution.

3. Homophobic Terms of Abuse

   a. Gay

       The word “gay” is kind of abusive language “homophobic terms of abuse”. The meaning on usage of gay is a very offensive word for homosexual or sexually attracted to people of the same sex.

4. Racist Terms of Abuse
a. The hierarchy is Teachers, Prefects, Scholars, Dogs, Vermin, Americans

The phrase “The hierarchy is Teachers, Prefects, Scholars, Dogs, Vermin, Americans” is kind of abusive language “**racist terms of abuse**” because in that phrase American have position below the dog. It is used to insult an American who has bad behavior.

5. Intellect- based Terms of Abuse

   a. Ninny

   The word “Ninny” is a kind of abusive language of “**intellect- based terms of abuse**”. The meaning on usage of ninny is someone who has doing a very stupid thing and usually it is used humorously.

   b. Moron

   The word “moron” is a kind of abusive language of “**intellect- based terms of abuse**”. The meaning on usage of moron is someone who has doing a very stupid thing but it is said in the angry situation.

   c. Ugly loser

   The phrase “ugly loser” is a kind of abusive language of “**intellect- based terms of abuse**”. The meaning on usage of ugly loser is the called for someone who is timid, cowardly, irresponsible and unconfident.

   d. Tweedledum and Tweedledee

   The phrase “Tweedledum and Tweedledee” is a kind of abusive language of “**intellect- based terms of abuse**”. The meaning on usage of Tweedledum and
Tweedledee is two brothers who are very stupid and moron. They are fictional characters in English nursery *(Alice in Wonderland).*

C. Analysis of Sociolinguistics Aspects

1. Bitch

At minute 02.50, the dialogue was talked by Poppy to her friends, when she held a wild party at her house. Poppy plunged into the shallow sea and say welcome to her father’s new wife.

*GIRL 2*: There might be sharks.

*GIRL 3*: Someone do something.

*Poppy*: Welcome to Malibu, bitch!

a. The literal meaning in Bahasa Indonesia

Selamatdatang di Malibu, bodoh!

b. Sociolinguistics analysis

The speaker of the word is Poppy Moore, she says welcome to her new mother. Actually, her words are an expression of distaste because she never agreed her father get marry again. When she held a wild party, she expressed it to her friends trough plunge into shallow sea at her house.

2. Bronco

At minute 07.48, the dialogue is talked by Kate to her friends in the yard of Abbey Mount school. She is a senior, so she wants to receive the new student especially Poppy. They talk each other for some minutes and Kate known about Poppy’s characters, then she inform to her friends.

*Poppy*: Okay, but I choose my friends, and FYI, you don’t make the cut.

*Kate*: I’m sure that comment would sting a lot more if I knew what FYI meant. But, for the moment, let’s just pretend it’s had the desired effect, shall we? Saddle up, girls. We’ve got ourselves a bronco.
a. The literal meaning in Bahasa Indonesia

Bersiaplah teman, kita kedatangan kuda liar.

b. Sociolinguistics analysis

The speaker of the word is Kate, she is the one of senior student in the Abbey Mount School. After she gap with Poppy, she inform about Poppy’s character to her friends. The word “Bronco” is an epithet that is very appropriate for Poppy because she is impolite in speaking to other.

3. Hierarchy is teachers, prefects, scholars, dogs, vermin, Americans

At minute 16.35, the words are talked by Harriet to Poppy in the corridor of Abbey Mount School, when the time to study was break. She talks about the rule of school that must be obedient by Poppy.

Poppy : Hey, watch the shmere, girlfriend.
Two hundred goats died for this.

Harriet : We meet again. How sublime. Learn the rules.
When it comes to right of way, there is a hierarchy. Teachers, prefects, scholars, dogs, vermin, Americans.
Kate? See to it she falls in line.

a. The literal meaning in Bahasa Indonesia

Jikamengenalurutanjalan, adahierarkinya. Guru, pemimpinpelajar, murid, anjing, serangga, orang amerika.

b. Sociolinguistics analysis

The speaker of the phrase is Harriet. She was the leader of the Student Council at the Abbey Mount School. From the beginning, she did not like Poppy, because
Poppy does not subject to her. Poppy became the center of attention of all students in the school. It all makes Harriet so angry and jealous. While they both met, Poppy and Harriet always fighting and insulting each other. Harriet says that American has position below a dog and vermin. It means the American’s position is very low.

4. Ugly Loser

At minute 19.50, the phrase is talked by Poppy to her friend who stays in America via email. She is Ruby. Poppy always try to communicate with her, so she have to go to computer room in the midnight.

**POPPY** : *Dear Ruby, oh, my God. Two weeks in this place and I'm going out of my mind. These girls are all ugly losers who think a mani-pedi is some kind of Latin greeting.*

a. The literal meaning in Bahasa Indonesia


b. Sociolinguistics analysis

The speaker of that phrase is Poppy. She felt to be mad because all of girls at the abbey mount school are very outdated. They never pay attention to their appearance. Poppy tell all resentment in his heart to Ruby, her friend in the United States via email. Poppy does not enjoy staying at the school.
5. Horse face

At minute 22.59, the dialogue is talked by Poppy to Harriet at the gym class in the field. They are practicing to face lacrosse game, but they are not spirit and less confident. Poppy is not the member of team but she feels so upset with that condition.

**Poppy**: So bloody English.
**Harriet**: Really. And you could do better?
**Poppy**: Laugh it up, but I could whip all of your asses blindfolded.
**Harriet**: This I’d love to see.
**Poppy**: Oh, it's on like Donkey Kong. Do your worst, horse face.

a. The literal meaning in Bahasa Indonesia


b. Sociolinguistics analysis

The speaker of that phrase is Poppy. Poppy was annoyed because she was trivialized by Harriet. When their team lacrosse are not eager to practice because there has never been won, Poppy mock the team, but Harriet did not receive and underestimate the ability of poppy. Finally, they held a duel.

6. Slutty

At the 36.00, the dialogue is talked by Harriet to her friends in her bedroom. They are talking about Poppy who always makes a trouble in the school. They guess what is desired by Poppy because she was acting like that.

**Jane**: Maybe she's trying to leave. It'd be a nightmare if she stayed. She makes a mockery of the system.
**Harriet**: She's not staying. Take it from me. Five generations of my family have made this school great. *The school motto is scholarship, fellowship, loyalty. Not be a slutty, whore-y shit-brain.*
a. The literal meaning in Bahasa Indonesia


b. Sociolinguistics aspect

The speaker of that word is Harriet. She was annoyed because there is no sign that Poppy will be excluded from the school. She was fed up with the way of speaking and dressing of Poppy. Moreover, Poppy has also attracted the attention of Freddie, the man she loved long ago. She expresses her annoyance to her friends in the bedroom.

7. Snog

At minute 37.50, Kate said that word when they take a bath together. They are thinking about the way to make Poppy get out from the school and come back to America. They try to make so many troubles, but there is no sign from the Chairman.

*Drippy*: Whatever it is, she's cutting you a lot of slack. We need to up the ante. In fact, we need to focus on her big weakness.

*Kate*: Oh, my God. You have to *snog* Freddie

a. The literal meaning in Bahasa Indonesia

Oh Tuhan, kamu harus *berciuman* dengan Freddie.

b. Sociolinguistics analysis

The speaker of this word is Kate. Snog is a modern replacement for the word "kiss" in English. Kate tells Poppy to have a relationship with Freddie so that they can do the kiss. It will be a powerful way to Poppy can be removed from the school. The setting of this conversation is the bathroom.

8. Moron
At minute 38.20, Drippy talks the word when they discuss about the social that will be held by school on Saturday night. They will use that event to approach Freddie, so they think about the fantastic clothes that they wear.

**Kiki** : Traditionally, it's fancy dress. This year, it's Movie Magic.

**Drippy** : But the only ones who bother to dress up are teachers, morons, and Harriet.

**a.** The literal meaning in Bahasa Indonesia

Tapi yang bersusahpayahuntukmemakakostumhanyalahpara guru, *murid-* *murid* yang *bodoh*, dan Harriet.

**b.** Sociolinguistics analysis

The speaker of that word is Drippy, she is one of Poppy's friend. They were talking about the dance party will be held by the school, especially on the theme of clothing. Drippy assume that only stupid students who want to go to a party dressed according to the theme, the movie magic. The setting of this conversation is the bathroom.

9. Ninny

At minute 39.24, Kiki said this word to Poppy before they go to city in the weekend.

They want to look for a fantastic dress and it is the first time for Poppy. She is very happy.

**Poppy** : So apparently, the key is to hook up with the headmistress' son. I'll do your trick, Rubes. Swing my hips and giggle.

**Josie** : Oh, come on, Poppy. We're going to miss the bus.

**Kiki** : Don't forget to log off now, you ninny.

**a.** The literal meaning in Bahasa Indonesia

Janganlupakeluardarisitusitu, *bodoh*.

**b.** Sociolinguistics analysis
The speaker of that word is Kiki. This word is used to express a feeling upset with someone who has done something stupid or careless, but it is said humorously.

Kiki remind Poppy to log off from email before they go, because it is improper.

The setting of the conversation is computer room.

10. Appearing in a window in Amsterdam

At minute 39.40, the phrase is talked by the matron to Poppy. She is the staff of Abbey Mount School. When the students prepare to go to city and they must make a signature on the absent book. The matron sees what Poppy wear and she is very upset.


*Poppy*: I don’t have anything else.

a. The literal meaning in Bahasa Indonesia

Poppy Moore, apa yang kamu pakai? Kamu akan pergi ke kota, bukan tampil di jendela di Amsterdam.

b. Sociolinguistics analysis

The speaker of the phrase is the matron who is a staff in Abbey Mount School. The phrase is used to express an upset feeling to someone who means her dress immodest. Poppy’s dress is too hot as a student, so she reminds her to replace it.

The setting of the conversation is the corridor of Abbey Mount School.

11. Dwarf prostitutes
At minute 08.32 on the disk 2, that phrase is said by Harriet to Poppy. She talks about the hot Poppy’s costume. Harriet is so jealous because she gets all of Freddie’s attention. It makes her so angry.

Poppy : Hi
Freddie : Hello, trouble. I like your hair.
Harriet : What are you doing? This is a themed costume party, not a dwarf prostitutes' convention.

a. The literal meaning in Bahasa Indonesia

Apa yang kamu lakukan? Ini adalah sebuah pesta yang kostumnya bertema, bukan sebuah perkumpulan pelacur kerdil.

b. Sociolinguistics analysis

The speaker of the word is Harriet, she was very angry because Poppy’s costume is too hot and it makes all of people feel so surprised, especially Freddie. He is fascinated by the Poppy’s appearance. Aware of it, she expressed her jealous feeling with say that phrase. The setting of that conversation is the party room, in a crowd.

12. Gay

At minute 10.59 on the disk 2, the word is said by Poppy to Freddie when they got out of the party. Poppy deliberately planned it to be able to chat with both of his. So she can get close to Freddie.

Freddie : Hey, come on. Calm down.
Poppy : Okay. Leading lady, all-boys school, awkward with intimacy. Cards on the table. Are you gay?

a. The literal meaning in Bahasa Indonesia

Baiklah, pemeran utama wanita, sekolah asrama khusus laki-laki, canggung dengan keintiman, katakan sejujurnya. Apa kamu homoseksual?
b. Sociolinguistics analysis

The speaker of the word is Poppy when she gaps with Freddie. The word “gay” is a person who has sex with the same sex. In this context, Poppy says it humorously because Freddie dodges when Poppy wanted to kiss him. The setting of the conversation is a quiet living room.

13. Tweedledum and Tweedledee

At minute 11.30 on the disk 2, the words are said by Freddie when he looks Harriet’s friend oversee to them. In that moment, he is talking with Poppy in the other room. When he wants to kiss her, that couple people come and disturb them. It makes Freddie so upset.

*Poppy*: I won’t fry your head if you don’t poach my heart. - Deal.
*(CHARLOTTE CLEARS THROAT)*

*Freddie*: Crap. Tweedledum and Tweedledee.

*Charlotte*: Fraternizing with the girls, Freddie Kingsley, as you are well aware, is not allowed.

a. The literal meaning in Bahasa Indonesia

*Sial* sibodohdansipandir.

b. Sociolinguistics analysis

The speaker of the word “Tweedledum and Tweedledee” is Freddie. They are two brothers in the characters that always go together and have the same principles with each other. They are stupid, always behaving weird and silly. Commonly, these two names are used as a term for two people who always act stupid together. Freddie was annoyed to Jane and Charlotte because they are annoying them. The setting of this conversation is a quiet room.

14. Horridious cow
At minute 47.55 on the disk 2, the words are said by Poppy to her friends and Freddie. When there is a calling on her phone and the caller is Ruby. She is her best friend in the past but she did a treason thing.

(CELL PHONE RINGING)

Freddie: Who's Ruby?

Poppy: (SCOFFS) Nobody. Just some horridious cow I used to know.

a. The literal meaning in Bahasa Indonesia

Hanya gadis buruk yang dulu aku kenal.

b. Sociolinguistics analysis

The speaker of the words is Poppy, when Poppy, Freddie, and her four friends holiday in Malibu. At the time, they are sunbathing at the pool and suddenly Poppy’s phone is ringing. The caller is Ruby. She is one of the Poppy’s best friends in the past. The words “horridious cow” is the phrase that used to express a disappointed feeling about someone.

D. Cultural Analysis of Speaker

When we hear the word "culture", our minds will be focused on a particular area or community identity. It can be understood as culture is an identity. However, the identity can be shaped in various ways, including the language. A particular community or region has an identity in the language. One of which is a quirk in the use of abusive language. There are certain characteristics. Here, the writer attempts to analyze the differences in the use of abusive language by the British and Americans in the Wild Child movie. From data obtained from the film, the writer gets the following results.
<table>
<thead>
<tr>
<th>American</th>
<th>British</th>
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<tbody>
<tr>
<td>• Shit</td>
<td>• Nightclub</td>
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<tr>
<td>• Crazy</td>
<td>• Remedial</td>
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<td>• Hot</td>
<td>• Mental</td>
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<td>• Biatch</td>
<td>• Asshole</td>
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<td>• Uncool</td>
<td>• Wisecracks</td>
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<td>• Yawn</td>
<td>• Nuisance</td>
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<td>• Trashier</td>
<td>• Slutty</td>
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<tr>
<td>• Gross</td>
<td>• Whore-y</td>
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<tr>
<td>• Medieval</td>
<td>• Shit- brain</td>
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<td>• Ridiculous</td>
<td>• Cerberus</td>
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<td>• Screw</td>
<td>• Snog</td>
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<td>• Slovently</td>
<td>• Moron</td>
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<tr>
<td>• Weird</td>
<td>• Ninny</td>
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<tr>
<td>• Stupid</td>
<td>• Crazy</td>
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<tr>
<td>• Gay</td>
<td>• Idiot</td>
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<tr>
<td>• Dweep</td>
<td>• Stupid</td>
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<tr>
<td>• Big deal</td>
<td>• Trouble</td>
</tr>
<tr>
<td>• Make the cut</td>
<td>• Thick</td>
</tr>
<tr>
<td>• Bleeping business</td>
<td>• Ridiculous</td>
</tr>
<tr>
<td>• Like I give a shit</td>
<td>• Biatch</td>
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</table>
- Attitudinal problem
- All-around sick
- Going out of my mind
- Ugly loser
- Horse face
- Sweaty Upper Lips Alert
- Total asshole
- Hook up
- Excellent shreck
- Whoop-ass
- Horridious cow

- Daft
- Absurd
- Utter moron
- Dogs, vermin, American
- Rotting pig’s vomit
- Appearing in a window in Amsterdam
- Really stupid ones
- Dwarf prostitutes
- Horridious piece of work
- Tweedledum and Tweedledee
- Out of your mind
- Bunch of ugly loser
- Proper psycho
- Short of whack

From the explanation and the data above, the writer wants to analyze what difference the use of abusive language by Americans and English. There is a point that can be used to analyze, it is a choice of words.

From the data that have been arrayed above, we can see that there is a fairly clear distinction in the wording between the Americans and the British. Although the situation is almost the same, but there is a difference in expressing feelings. For example when they want to express feelings of anger to someone, the English prefer to use the word
“moron, mentally, and stupid” but American use the words “uncool, crazy, and slovenly”. From that explanation, we can see that English people prefer to use straightforward words or meaningful corresponding original words, while American prefer to use words figuratively although, it does not distinguish intensity all the rage.

In addition, to express feelings of disgust or dislike, the American people prefer to use the word gross, horridious cow, horse face, dweeb, and excellent shrek. While the English prefer to use nightclub, dogs, Vermin, slutty, whore-y, and rotting pig's vomit.

BAB V

CLOSURE

A. Conclusion

In the *Wild Child* movie, the writer found the abusive words are shit, crazy, hot, biatch, uncool, loser, yawn, trashier, gross, medieval, ridiculous, screw, slovently, weird, stupid, gay, dweep, nightclub, mental, asshole, wisecracks, fool, nuisance, Cerberus, snog, moron, ninny, idiot, trouble, concussed, thick, daft, and absurd. Then she found the abusive phrases are whoop-ass, excellent shreck, horridious cow, hook up, total asshole, Sweaty Upper Lips Alert, horse face, ugly loser, attitudinal problem, give a shit, bleeping
business, make the cut, big deal, utter moron, -dogs, vermin, American-, rotting pig’s vomit, a window in Amsterdam, really stupid ones, dwarf prostitutes, horridious piece of work, Tweedledum and Tweedledee, bunch of ugly loser, proper psycho, and short of whack. After classifying, identifying, and analyzing data on the previous chapter, the writer makes several notes as follows:

1. There are five forms of abusive language in the *Wild Child* movie as follows:
   a. Animal terms of abuse
      Here is several words or phrases that included animal terms of abuse, they are:
      - Bitch
      - Horse face
      - Horridious cow
      - Rotting pig’s vomit
      - Cerberus
   b. Sexist terms of abuse
      Here is several words or phrases that included sexist terms of abuse, they are:
      - Hot
      - Sweaty Upper Lips Alert
      - Hook up
      - Whoop- ass
      - Nightclub
      - Slutty
      - Whore-y
      - Snog
- Dwarf prostitutes
- Appearing in a window in Amsterdam

c. Racist terms of abuse

Here is a word that included racist terms of abuse, it is:
- Hierarchy is teachers, perfects, scholars, dogs, vermin, American
- Bloody English

d. Homophobic terms of abuse

Here is a word that included homophobic terms of abuse, it is:
- Gay

e. Intellect-based terms of abuse

Here are several words or phrases that included sexist terms of abuse, they are:
- Stupid
- Crazy
- Idiot
- Mental
- Loser
- Moron
- Tweedledum and Tweedledee
- Trouble
- Shit- brain
- Absurd
- Proper psycho
2. The difference between in the use of abusive language by the British and Americans in the Wild Child movie is just on the expression, English people prefer to use straightforward words or meaningful corresponding original words, while Americans prefer to use words figuratively although, it does not distinguish intensity all the rage. For example, the American people prefer to use the figurative word like gross, horridious cow, horse face, dweep, and excellent shreck. While the English prefer to use straightforward like nightclub, dogs, Vermin, slutty, whore-y, and rotting pig's vomit.

B. Suggestion

The writer would like to give some suggestions to the reader as follows:

1. Academically
   a. This research is expected to produce something that can add insight about the abusive language.
   b. This study is expected to be a reference for other researchers who have the same object.
   c. This research is expected to be comparable to other studies.

2. Practically
   a. The writer hopes this study can give a deep understanding about the relation of language and culture.
   b. The writer hopes this study can make us more be wise while we receive an abusive language from other people.
   c. The writer hopes this study give some benefits in our socialization.
## DAFTAR NILAI SKK

Nama : Fitakhul Mawaddah  
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NIM : 11310103  
Jurusan : Tarbiyah TBI

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Mengetahui,
Wakil Ketua III Bidang Kemahasiswaan dan Kerjasama

S alatiga, 25 Agustus 2014
Moh. Khusen, M.Ag., M.A
NIP. 19741212 199903 1 003


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*Wild Child Script*
Shit. Shit.

**POPPY** : Molly? Molly. Molly!

**Molly** : Hey, I was listening to that.

**Poppy** : Earth calling sisterling. Have you forgotten today's the day Rosemary moves in?

**Molly** : Like you'd let me forget? Please tell me you're not going to do anything crazy.

**Poppy** : Look, you know I love you, Mollster, but there are some things you're just way too young to understand. I know what I'm doing, though, okay?

**Molly** : Trust me. - Poppy!

**Poppy** : All right, guys. Let's give my dad's girlfriend the perfect Malibu welcome. Everyone, help yourselves!

*(ALL WHOOPING)*

You can keep it, or you can throw it away! Let's go, you guys. You can keep that.

**GIRL 1** : I want the bouncy ball! **POPPY**: You get those. We don’t need them.

All right, let's get rid of it! - **GIRL 2**: That dress is so hot!

**Molly** : Oh, Poppy, you've really done it this time.

Ugh! Hey, girls! Watch this!

*(ALL GASPING)*

*(GIRLS SCREAMING)*

**GIRL 1** : Where did she go? **GIRL 2**: Is she okay?

**GIRL 1** : Is she still down there?

**RODDY** : She’s still under.

**GIRL 2** : There might be sharks. **GIRL 3**: Someone do something.

**Poppy** : Welcome to Malibu, biatch!

**GERRY** : Excuse me, excuse me. Get up here, right now. Get up here! Please, go home. Home, home.

**GIRL 1** : So uncool. **BOY 1**: Easy, pops.

**GERRY** : Go on. Out, out. **BOY 2**: Yo, Dad.

**GIRL 2** : Loser.

That is the final straw, Poppy. You are going to England.

Poppy : Let's go. - Yawn. The boarding school threat again.

Gerry : I don't even recognise you any more. All this is going to stop right now!

Poppy : So what? Big deal!
You can just replace me with a newer, trashier version, like you did with Mom!

Gerry : You are going to boarding school in England, and that's final.

Poppy : What? You think just because Mom went to boarding school in England, it's going to magically straighten me out? Do you even remember Mom?

(SIGHING)

Poppy : Hi, Molly.

Molly : I think you might've pushed him too far this time.

Poppy : I know.

Molly : But England's so far away.

Poppy : Well, at least they speak American there, right?

Molly : But who's going to cut the crusts off my sandwiches?

Poppy : You're going to be fine, Moll. I promise.

In England, it rains 200 days out of the year.

Ruby : You will definitely get SAD. – Molly: She is sad.

Ruby : (SCOFFS) Seasonal affected disorder.

Depression due to lack of sunlight, resulting in acne and weight gain.


(GASPS)

Ruby : Not those shoes. They don’t do rain.

Poppy : Just take them. Hey, you promise we'll talk every day? Swear on your life?

Ruby : Dude, who loves ya? Everything's going to suck without you.

POPPY: Ruby, you're my best friend. I'm going to miss you so much. I know, let's check out their website.

(TYPING)

- Oh, my God! - Oh, my God!

"Abbey Mount School is an independent boarding school
- "for girls aged 11 to 17." - Oh, my God.
**POPPY** : "Founded in 1797, "the school is one of England’s top institutions for young ladies."

It’s all brick! Please tell me that’s not in the countryside. Ugh!

**Mrs. Kingsley** : Excuse me.

Hello. How are you?

**Mrs. Kingsley** : All right, Kate? - Yes, thanks.

**Mrs. Kingsley** : Very good.

Mr Moore? I’m Mrs Kingsley.

**Gerry** : Oh, please, call me Gerry. Thank you. I am so grateful.

**Mrs. Kingsley** : I’m happy we could help out.

**Gerry** : She’s going through rather a difficult stage.

**Mrs. Kingsley** : Just leave it to me, Mr Moore. I have a double first in difficult.

**Harriet** : Hello, how are you? - Hi.


**Mrs. Kingsley** : Hello, Poppy. Welcome to Abbey Mount. I’m Mrs Kingsley, your headmistress.

**Poppy** : Look, I understand you’re just...

**Mrs. Kingsley** : Uh-uh, uh-uh.

Lesson number one, Poppy. To me negotiation is like a nightclub.

Not something I tend to enter into. Now come along.

**Harriet** : Hello. - Hi. How are you? Wow.

**GIRL 1** : Who’s she?

**GIRL 2** : Wow. Is she new? Wow.

**GIRL 3** : Look at those shoes.

**GIRL 4** : Look at her.

**Mrs. Kingsley** : Poppy, this is Kate. She’ll be your big sister at Abbey Mount. You’ll soon settle in.

**Kate** : Hi, how do you do?

**Poppy** : I already have a sister.

**Kate** : It’s just school lingo. I’ll be your friend, a helping hand, that’s all.

**Poppy** : Okay, but I choose my friends, and FYI, you don’t make the cut.
Kate: I'm sure that comment would sting a lot more if I knew what FYI meant. But, for the moment, let's just pretend it's had the desired effect, shall we? Saddle up, girls. We've got ourselves a bronco.

Harriet: Mrs Kingsley, a gift. One for you and one for Freddie.

Mrs. Kingsley: Oh. - Thank you.

Harriet: I shot them myself.

Mrs. Kingsley: Oh, I don't doubt that you did. Well, perhaps you'd like to keep a hold of them while I welcome back the first years. Nice thought, though.

(HARRIET SPEAKING LATIN)


Poppy: When the Head Girl has earned my respect, then I'll shake her hand, biatch.

Harriet: I'm sorry?

Poppy: Apology accepted.


JANE AND CHARLOTTE: We think so, too.

Gerry: I'll call you tomorrow morning, as soon as I'm back in LA.

Poppy: I hope your flight gets seriously delayed.

(CHUCKLES)

And I hope your bags end up in Kazakhstan.

Gerry: I'll come back for you at the end of the semester, all right? Sweetheart, you know I love you.

(CAR ENGINE STARTING)

Bye.

(THUNDER RUMBLING)

(SIGHING)

(ROCK MUSIC PLAYING ON STEREO)

DRIPPY: I have to find this CD to play for you guys. There it is. You can borrow them, but only indoors.
DRIPPY: Yeah, my mum won’t let me wear high heels.

JOSIE: I’ve got to be reserve because I’m not there all the time.

KIKI: I heard this on the radio.

Thank you.

DRIPPY: Nice catch.

Poppy: Excuse me.

Hi. I’ve been assigned this room. You need to leave. Oh, wow, communal.

Josie: Well, it’s bed number five or the corridor. Your choice, mate.

Kate: Move your stinking socks, Drippy.

(EXCLAIMS IN DISGUST)

Gross.

(GIRLS CHATTERING)

Poppy: You lock away your chocolate?

Drippy: Key information, if it’s the Wagon Wheel versus the Rolex, the Wagon Wheel is going to trounce it every time.

Poppy: What’s a Wagon Wheel? —Drippy: Jesu Christi, you have not lived!

Poppy: Ew! That’s carbs and sugar.

Drippy: What a revelation. I had no idea.

(CELL PHONE BEEPING)

Josie: What the bleep is that?

Poppy: None of your bleeping business.

It’s an iPhone.

Kiki: Good luck getting a signal. We only have two hot spots that work round here.

Poppy: Maybe you should try entering the 21st century, Buck Rogers.

This place is medieval. It’s imperative that I make my phone calls.

Kate: It’s pointless anyway. We’re only allowed mobiles on weekends.

Poppy: How am I supposed to call my therapist?

(GIRLS CHUCKLING)

Josie: She’s joking, right? Oh, sweetheart, this is not Beverly Hills, 90210.

Kate: Just put it away before Matron catches you. Where’s your trunk?

Poppy: Hasn’t been delivered yet.
(POPPY EXCLAIMS)

No. No, no, no. Not the new season Gucci. No. The Choos. No!
This is all only hand-washable. This is ridiculous.
- Why... - What? I might get thirsty.

Kate : You know, in the UK we have this amazing thing. It's called a tap.

Matron: Welcome back, girls.

Poppy : Oh, good, Matron. How quickly can you get all this stuff cleaned?

Matron: Is she... - American. Oh, yes, we had one of those in 1997. Not good.
Accustom her to my rules, and she should be in the correct uniform for a start.
Mobile phones, please, girls. Thank you, Kiki. Thank you, Josie. Thank you, Kate.

Poppy : Whoa! Hands off, mama. I said, hands off.
(POPPY QUESTIONING IN SPANISH)

Matron: I am Scottish, not remedial.

Poppy : Good, then you understand. Line dry, press, no starch, and no creases.

Matron: How dare you? No mufti for a week.

Poppy : Fine. Mufti may be your thing, lady, but it sure ain't mine.

Kiki : She means no home clothes for a week. Poppy : Like I give a shit. I'll be gone by then. —Matron : Language!

Two Sundays detention. For the whole dorm.

(GIRLS SIGH)

Poppy : I'll deal with this. Look, hey. Hey.
Here's a Ben Franklin. Why don't you go out and buy yourself...
Well, anything. Whatever you get will be a serious improvement.

Matron: Three Sundays. For everyone.

(GIRLS GROANING)

Josie : Thanks a lot for that, you utter moron. — Drippy : What are you, mental?

Poppy : What? She was a grade one a-hole with a severe attitudinal problem.

Kate : The bell's going to go in a minute. Just put your uniform on.

(BELL RINGING)

Now!

Kate : You will never get away with that uniform, for start, and FYI, no drinking, no smoking, no alcohol. No fireworks, no dangerous weapons, no illegal drugs.
If you have a problem with someone, no random bitching. Structure your point. No Web surfing, no bullying.
So, if you behave like an arsehole, we all suffer, so do not get us in your shit or we will break you.

**Poppy**: Oh, I'm scared.

**GIRLS**: Hi, Kate. Hi, how are you? Hi, Kate! Hello.

**Poppy**: What are you, like, prom queen or something?

**Josie**: Kate's got a terrible affliction.

You're actually lucky that you don't have it. It's called popularity.

**Kate**: Hey, get up. Wait for Mrs Kingsley and the prefects.

**Poppy**: Screw them.

That's physical abuse. I'm calling my lawyer.

**Kate**: With what?

**Drippy**: Well, hello, Freddie.

How kind of you to grace us with your gorgeous presence.

**Kate**: And cue Harriet in three, two, one...

Subject's moved in on target.

**Kiki**: And we have contact.


(BOTH CHUCKLING)

**Drippy**: I love that Freddie's always here at the beginning of term.

**Kate**: Such a perfect welcome back.

**Poppy**: So, who is Freddie?

**Drippy**: Mrs Kingsley's son.

Devastating heartthrob. Won't look at any of us since he got caught playing doctors and nurses with a girl in the third grade when he was 11.

**Drippy**: Massive hoo-hah.

They're not together now, though. – **Poppy**: 'Cause of her massive hoo-hah?

**Drippy**: No. Fraternizing is forbidden.

**WAITRESS**: Here you go.

**Poppy**: I can't eat this.

**Drippy**: Anorexia or bulimia?
Because if it's bulimia we'd rather you didn't eat other people's birthday cake on their birthdays. It's such a waste.

**Poppy** : Actually, I'm a pescetarian Monday through Wednesday, fruitarian Thursday through Sunday and vegetarian always.

(Prayer) For what we are about to receive...

(CANTING)

**ALL** : Amen.

(SPEAKING HINDI)

**Kate** : (WHISPERS) Get out of the way!

**Poppy** : Hey, watch the shmere, girlfriend.

Two hundred goats died for this.

**Harriet** : We meet again. How sublime. Learn the rules. When it comes to right of way, there is a hierarchy. Teachers, prefects, scholars, dogs, vermin, Americans.

Kate? See to it she falls in line.

**Poppy** : What is this place? Hogwarts?

**Matron**: Bedtime, girls. - **KATE**: Night.

The correct school uniform. Wear it. Bed.

Poppy Moore, bed! Now!

(MR NELLIST GREETING IN FRENCH)

(GIRLS GREETING IN FRENCH)

(PANTING) Right.

Translation today, everyone. So, PDF, pretty damn straightforward.

**Mr. Nellist** : Ergo, which means? Anyone? Ergo?

**Drippy** : Oh, Mr Nellist. - Yes, Drippy.

"Er, leave"? —

**Mr. Nellist** : Luddite. No, it means therefore, Drippy.

Therefore, you'll probably finish early, which means that you'll have lots of time to ask me questions about my trip to Champagne with my girlfriend.

Now, sadly, my ex-girlfriend. Though she was my girlfriend at the time.

(GIRLS GIGGLING)

Put the headphones on, please.

**Drippy** : Hi, guys. You don't happen to have any eyebrow tint, do you?
GIRLS: No.

Drippy: Do you guys have any eyebrow tints?

(PRO POP MUSIC PLAYING ON HEADPHONES)

WHISPERING) Apparently, California girls wax their bums.

Kate: What? Why?

Drippy: To look Brazilian. Makes it more attractive.

Kate: If you say so.

Drippy: Hundred percent. She's definitely done the missionary and almost certainly the Lebanese fulcrum. I can tell.

Kate: How?

Drippy: From the angle of her hips.

Poppy: Can I help you? Is there a problem?

Drippy: How many boys have you shagged?

Poppy: Well, there was Brandon, eight-pack. Chase, jock. Tyler. Bajillionaire. Derek. He was Kelly Slater's cousin. And, oh, Jack. He was all-around sick.

Josie: Christ.

Poppy: I mean sick body, sick mind.

Drippy: Shit! Kate!

Kate: Sorry, Drip. It looked lighter on the box.

(DRIPPY WHINING)

Drippy: That is butters. Better not stop me pulling at the social.

Poppy: Honey, eyebrows are the least of your worries.

Matron: Lights out, girls. Everyone into bed.

Kiki: Night, Matron. Kate: Night.

(DRIPPY GROANING)

Kate: Hey, switch that off!

Poppy: No wireless. Should have known.

Kiki: Whoa! We are not allowed out of bed after lights out.

Poppy: Oh, look. They're not out.

Kate: Hey! What are you doing?
KIKI: Come back.
KATE: Get back into bed!
POPpy: Dear Ruby, oh, my God. Two weeks in this place and I'm going out of my mind.

These girls are all ugly losers who think a mani-pedi is some kind of Latin greeting.

(DRIPPY GROANING)

Mmm!

(SOFTLY) Ew.

(BELL RINGING)

Matron: Come on! Fire practise! -Poppy: Shit!

Remove yourselves to the quad immediately.

Come on. You know the drill, for goodness sakes. Come on, stop being so slovenly.

Hurry up. Kiki.

(FIRE ALARM BLARING)

(ExclAmAnS iN dISgUSt)

Matron: Come on, girls! Hurry up! What if there was a real fire? We'll all be burned to a crisp.

(WATER SPLASHING)

Freddie: Hey, who's there?


Freddie: Well, Moore, Poppy Moore, this is a fire practise.

Poppy: Sorry, I'm new here.

Freddie: Yes, that's obvious.

But weren't you listening in physics class?

Fire tends to be hot, and the point is to avoid it.

Poppy: Okay. Where do I go?

Freddie: Out the door, turn left, and down the stairs.

Poppy: Run towards the bright orange flickery thing. Right?

Freddie: Oh, and try not to get caught.

Poppy: Excellent point, sir.

(RAP SONG PLAYING)

Hi. Hello, Mr Nellist.

MR NELLIST: Hello, hello.

Sara: Well, super, super effort. We may not win the championships, but we'll win a lot of friends, yeah?

Poppy: So bloody English.

Harriet: Really. And you could do better?

Poppy: Laugh it up, but I could whip all of your asses blindfolded.

Harriet: This I'd love to see.

Poppy: Oh, it's on like Donkey Kong. Do your worst, horse face.

WHISTLES

(BOOTH SHOUTING)

Sara: Foul! Body check. Body check!

(HARRIET AND POPPY SCREAMING)

Please!

(CAR HONKING)

Perfectly legal.

Freddie: Shouldn't you guys be in bikinis for that?

Harriet: Hi, Fredster. Dig the car.

(CAR REVVING)

Freddie: Hello, Moore. Poppy Moore. - Hi. Hey! Bye,

Poppy: Ooh, do you love Fredster? Do you want to kiss Fredster on the lips?

Harriet: Don't be so immature.

Poppy: Don't try and hide it, honey. We've got ourselves a SULA. Sweaty Upper Lip Alert.

(GIRLS GIGGLING)

(HARRIET WHIMPERS)

Harriet: How on Earth did Freddie know her name? You may depart.

Junior: But, I still have to turn down your bed. – Harriet: Get out! I don’t understand. Freddie’s got a crush on me. Why was he looking at her?

Charlotte: He was looking at her so he didn’t come across as looking at you.
He needs to be careful. He can't get caught.

Jane: Yeah, and if he looked at you too much, he wouldn't be able to control himself.

Like, when I have to look sad, I think about horses being slaughtered. So to Freddie, Poppy's the equivalent of a slaughtered horse.

Harriet: You're probably right.

But we're going to have to do something about little Miss USA. She needs a lesson in exactly who's boss, methinks.

BOTH: We think so, too.

Poppy: I didn't start it. It wasn't my fault.

Mrs. Kingsley: Go out and close the door.

Poppy: But you asked to see me.

Mrs. Kingsley: Yes, well, you have to knock before you enter.

POPPY: I can't believe it. This is all horse face's fault!

(KNOCKING ON DOOR)

Mrs. Kingsley: Who is it?

Poppy: Jesus Christ!

Mrs. Kingsley: Oh, dear. We were led to believe you had a beard and sandals.

Now, we'll have to change that stained-glass window in the school chapel.

Poppy: Look, I didn't start it, it wasn't my fault, and if this were America, I would sue.

That girl is a grade one a-hole with a severe attitudinal problem.

Mrs. Kingsley: I know perfectly well what happened, Poppy.

Poppy: Then why isn't Harriet here too?

Mrs. Kingsley: Because, unsurprisingly, it's you I want to talk to. Look, I know it's very difficult being the only new girl in your year.

Poppy: You mean, the only normal girl.


Mrs. Kingsley: Well, might you be able to tackle such a thing as a book?

Poppy: I prefer movies.

Mrs. Kingsley: Well, my personal library seems to be missing the book version of Freaky Friday. So, perhaps you might try this.

Poppy: Oh, my uncle's producing the film version.
Mrs. Kingsley : Alice in Wonderland was originally a book. You might surprise yourself and actually enjoy it.
(SCOFFS) Poppy : This is my punishment? This school is so weird.
Mrs. Kingsley : What do you want to get out of this school, Poppy?
Poppy : To get out of this school.
Mrs. Kingsley : You know, this school has produced absolutely nobody of note. Our leading light was the girl who was Princess Diana’s foot doctor. So, if your aim is to make the pages of Us Weekly, then this isn’t the place for you. What we do produce are smart, independent, free-thinking, good-hearted girls who remain friends for life. The kind of girl that, behind all your wisecracks, I know you are. Run along now, I must get on. My in-tray is piling up.
(GRUNTS)
More elbow grease. You’re ageing these clothes, not stirring your tea. I need complete authenticity.
(SIGHS)
Charlotte heard Freddie say I looked exactly like Keira Knightley. Right! That’s done. Empty the water. Not that way, fool. You’ll spill it. Out the window.
Junior : Out the window?
Harriet : Just get on with it.
Junior : Are you sure?
(POPPY GASPS)
(GASPS)
Harriet : So sorry. Just can’t trust the help these days. Do you have a pass to be out during lessons?
Poppy : Oh, yeah, I do. It’s right here!
Harriet : Well, don’t walk on the grass.
(SIGHS)
Kate : For the tenth time, you need to make your bed. Jesus. What’s so bloody hard? Pick up. Put down. It’s not rocket science. Sit down. I’ll do that.
Poppy : Thanks.
Kate: You’re freezing. You need a jumper. Poppy: Whatever that is, I don’t think I have one.

I don’t think I have anything thicker than prosciutto. Thanks. I didn’t really come prepared. Didn’t figure I’d be here this long.

Kate: Nothing worse than the only message you get all day being from the phone company.

Poppy: But Matron took all the phones.

Kate: No. She took all your phones. She took our decoys. She has no idea that none of them work. We keep our real phones hidden. Here. Call your parents. Call your therapist. Knock yourself out.

Poppy: But why would you do this for me? You think I’m a total asshole.

Kate: No, you behave like an arsehole. There’s a difference. Look, I know that I’m not some Malibu therapist, but I can guess that you’re feeling scared and a little bit homesick. Which, in my experience, doesn’t actually make you a bad person. Just a normal one. Sweet photo. Is it your mum? She going to come out and visit?

Poppy: She died in a car accident when I was 11.

Kate: Oh. Poppy, I’m so sorry.

Poppy: I know you’re not some Malibu therapist, but...

Kate: Listen. Are you serious about getting out of here? - Yeah. Then, you’re going to have to get yourself expelled. Okay.

"Anybody disporting themselves in an improper manner will be proposed “for expulsion before the Honour Court."

Poppy: Wait. Honour Court?

Kate: It’s like a trial in front of the whole school by your peers, your teachers, the Head Girl, and Mrs Kingsley. But I’m telling you, it hardly ever happens. If you really want to get expelled, you can’t just rock the boat. You have to drive it up onto the rocks, set fire to the galley and dance on the burning deck. You have to take it all the way.

Poppy: Aye, aye, Captain.

Kate: Make your calls. Tip for best reception. On top of the cupboard.

Poppy: Hi, Ruby. I miss you. I’m going to escape, though. I promise you. You have no idea what it’s like here.
Ruby: Ew! Who is she? Zero lip gloss upkeep, and what’s with the sweater from Target?

Poppy: I wish you could come and rescue me.

Ruby: She is such a romantic, Roddy.

Poppy: Take care of Roddy for me.

(Phone beeps)

Roddy: You already have. Let’s hit the pool.

(Creaking)

(Owl hooting)

(Gasps)

(Poppy shrieks)

Kate: Watch it, Wee Willie Winkie, you'll set us all alight. Now, I've had a word with the girls. True, some of them took a little more convincing than others. But it's decided. We're going to help you. We're your very own crack unit. Operation Freedom. Kiki, please explain.

Kiki: Right. We'll commence with an entry-level basic favourite. Just to get warmed up.

Poppy: It smells like pee in here.

Kiki: Does not smell like pee.

(Greeting in French)

(Girls greeting in French)

Kiki: But it’s no good just playing the same old tricks. Try to be as imaginative as possible. Only do things that will get you noticed. Vary your targets as much as you can.

And although we’ll all be helping you, the important thing to remember...

Girl: Harriet!

Kiki: ... is that you have to get the blame for everything. Run along. Speaking.

Mr. Nellist: Headphones on, girls.

Sara: Come on, everybody. Don’t run too fast in your flip-flops. We’ll just jump in, have a quick paddle about, warm up, then have tea and crumpets, yes?

Harriet: Yes, I’m in school right now. Regulation uniform. Skirt just below the knee.

(Scoffs)

Of course. They are a simple polyester. Sturdy and practical. No, I have certainly not been naughty. My disciplinary record is exemplary. Are you okay?
Sara: Get out. Get out!

Please, get out.

(SARA WHISTLING)

(GIRLS READING IN FRENCH)

Mr. Nellist: (STUTTERING) Yes, thank you very much. That's it. Thank you.

Kiki: If you make enough of a nuisance of yourself...

Mr. Nellist: Poppy Moore!

Kiki: She will eventually bow to pressure, and she'll have to call your father.

Mrs. Kingsley: Naturally I'll call her father, but she's had a difficult time.

Mr. Nellist: No, Sara, please. It's all right, dear. Mr Nellist. - Sorry.

Kiki: And then, with any luck, she'll recommend you to the Honour Court.

Unbe-bloody-lievable!

Harriet: She's got more lives than a Buddhist cat.

Kingsley's not even mentioned Honour Court.

Charlotte: I think people are starting to like her.

Harriet: People? People can learn to get used to rotting pig's vomit, if they live with it for long enough.

Jane: Maybe she's trying to leave. It'd be a nightmare if she stayed. She makes a mockery of the system.

Harriet: She's not staying. Take it from me.

Five generations of my family have made this school great. The school motto is scholarship, fellowship, loyalty. Not be a slutty, whore-y shit-brain.

Jane & Charlotte: So brillianete, Harriet.

Sara: Mr Nellist, don't cry. Maybe a tissue.

Mr. Nellist: (CRYING) I can't stand her. It's driving me crazy.

Mrs. Kingsley: Perhaps a strong cup of tea. I'm only sorry it can't be something stronger.

Sara: Cup of tea.

(Poppy and Kate in the Matron's car)

Poppy: Come on, quick.

(BOOTH GIGGLING)

- Quick. Give me the tape. Give me the tape.

Kate: Quick. Pull the button off.
Poppy: Oh, my God. There's a car. - Quick.
Freddie: Whoa! It's all right, Cerberus. Only me.
Poppy: Who's Cerberus? - The dog that guards the gates of hell.
Matron: (WHISPERING) Go, go. Get away. Hurry up. Or you’ll disturb my girls.
(SNEEZING)
(IMITATES SNEEZING)
Freddie: Sorry, terrible allergies.
(FLATULENT SOUND)
Oh, sorry. Better an empty house than an angry tenant, right?
(Kate, Josie, Kiki, Poppy, and Drippy in the bathroom)
Kate: I don't get it. It’s like you’ve got immunity. Your dad’s a Mafia guy or something.
Poppy: Yup. I’m the Goddaughter.
Drippy: Whatever it is, she’s cutting you a lot of slack. We need to up the ante. In fact, we need to focus on her big weakness.
Kate: Oh, my God. You have to snog Freddie.
Poppy: snog? That sounds disgusting. What is that?
Kiki: It's English for make out.
Kate: Mrs Kingsley will go ballistic.
Drippy: And Harriet would have an absolute fit. Poppy: Well, that’s a definite bonus.
Kate: And he’ll be at the social. - Cool.
Just remember, the point is to get caught.
Poppy: All right, so, what’s the deal with the social?
Josie: It’s the school dance on Saturday night.
Kiki: Traditionally, it’s fancy dress. This year, it’s Movie Magic.
Drippy: But the only ones who bother to dress up are teachers, morons, and Harriet.
Poppy: I say we dress up fancy. Real fancy.
Kate: This mission needs to be planned precisely. Kiki? - Okay.
Josie: Kiki, you're actually making something quite exciting sound like physics homework.
(GIRLS GIGGLING)
Basically, we're going into town, and we're going to get some killer outfits.

**Drippy**: I want something that says, "Elegant, but at the same time incredibly slutty and available." In fact, I'm not that bothered about elegant.

**Poppy**: So apparently, the key is to hook up with the headmistress' son. I'll do your trick, Rubes. Swing my hips and giggle.

**Josie**: Oh, come on, Poppy. We're going to miss the bus.

**Kiki**: Don't forget to log off now, you ninny.

**Matron**: Everyone, sign out. Remember you are representatives of the school. Sign your own name. Come on. - Poppy Moore. What are you wearing? You are going into town, not appearing in a window in Amsterdam. Change immediately.

**Poppy**: I don't have anything else.

**Harriet**: I thought you might be quite concerned by that attire, Matron. So we had a little look-see in lost property on our way here. Didn't we? - We did. It'll suit you. Promise

(GIRL BARKING)

(GIRLS LAUGHING)

**Drippy**: Well, that's cute. My grandma used to have a dog just like it.

**Kiki**: Poppy, I think your jumper is the cat’s pyjamas.


**Kate**: Come on, Poppy! Jump! - GIRLS: Poppy! Jump!

**Poppy**: I can’t find my sanitiser! I can’t find my sanitiser!

**Kate**: You left it in the dorm!

**Poppy**: Oh, my God, no! Ew!

**GIRLS**: Ew!

(GIRLS CHATTERING)

**Poppy**: Oh, my God, look.

(HEAVY METAL MUSIC BLARING ON CAR STEREO) (DOGS BARKING)

**GIRLS**: Oh, hello. - Hi.

**Poppy**: Ew! Gross! Where are we going?

**Josie**: To our favourite shop.
Poppy: Cancer research? Girls, I’m all about finding a cure, but considering I flunked chemistry, I don’t know how much help I’m going to be. And BTW, which, FYI, means “By the way,” this is supposed to be shopping time.

Kate: We’re not going to be doing the research. This is a charity shop. The money goes to charity.

Poppy: Oh, I just had a heart palpitation. You guys are so adorable, but we need to look really hot for the social. So let’s go hit Oxford Street.

Kiki: I take it you flunked geography, too. Oxford Street is in London, my friend. This is your lot.

(GIRLS LAUGHING)

Kiki: Josie, take that big bra off my head.

Josie: No!

Drippy: Hey, Kate! What about this for Ascot? Kate: Magnificent. Is this too workaday?

Kiki: Come on now, girls. This is a serious mission. Get a move on. Now, Poppy, how about something like this? Fifty pence.

Poppy: It looks like someone died in it. I’d rather stay the Yorkshire Terrier freak.

Kate: You’re a Buddhist, right? Think of it as clothing reincarnation.

Poppy: Honey, even Buddha wouldn’t be caught dead in half this stuff. Still, I guess anything’s possible. Come on. Let’s do this.

(POP SONG PLAYING)

(ALL WHOOP)

Poppy: Unbelievable. This season Marni. It’s sophisticated, it’s elegant.

Drippy: Hot to trot? - Check.

Poppy: If we could just call this stuff vintage and add three zeros to the price tag, I could totally get into it.

Kate: Perfection. Operation Freddie is well and truly underway.

Poppy: Malibu moment. Remember what I taught you guys? - Who are we?

ALL: Who are we?

(CAMERA CLICKING)

Mr. Christ: I think he’s down, the Penny Black. Yes, dated pre-war.

Kate: Really stupid ones.
Mr. Christ: Oh, my God. It's Tom Cruise.

Drippy: Would you like to say that any louder? I need your help.

Mr. Christ: And I need a back wax and a night with Michael Buble, but we don't always get what we want. Trudy, attend to the brows.

Yorkie fan. It's a nice dog. Yorkie. I used to have one once. Wee Phillippe. Got savaged to death by a badger. Aren't you the souffle that didn't arise.

Poppy: Tell me about it. Okay. I need these extensions taken out, a seriously deep conditioning. I'm thinking side bangs with some buttery highlights, and maybe a few honey tones.

Mr. Christ: And I'd like a night on Fireman Island, but I'm afraid I'm whistling Dixie, okay? So here's what's on offer for you.


Okay. What about this? Oh, a pineapple.

Oh, Hawaii. - No. What about something a little bit more natural? Natural?

Mr. Christ: Aye. The real you.

Poppy: Natural it is.

Kate: Radical.

Mr. Christ: Okay. Ladies, let's do this.

Oh, right now, we're gonna need that, that, that.

(MACHINE WHIRRING)

Oh, no, I... Don't look at... That's not mine. Nope.

Hey, Mummy. Two strong teas, please, bella, pronto!

(BLOW DRYER WHIRRING)

Don't you look at me like that.


Et voila.

Poppy: Wow. Thank you.

Mr. Christ: You're welcome, darling.

I'm cream-crackered. I'll lay down and have a wee satsuma.

Drippy: You look so... - English.

Poppy: I look like my mom.

Drippy: Is she beautiful, too?
Poppy : She was. Very.

(GIRLS LAUGHING)

Poppy : Okay. Time for the juice. Any bright ideas?
Drippy : Leave it to me. I've got a plan. So, Susan, do you like your new office?
Kate : I don’t know what’s worse, my job or that husband of mine.
Drippy : Keith from Accounts is driving me crazy.  
He wants that report on his desk by Thursday.
Kate : What's the report about?
Drippy : Business. - (WHISPERS) What?  
Do you want to buy a carpet tomorrow?
Kate : Yes. After I’ve dropped the kids off at the pool. In my saloon car. Two bottles of  
Grizinski and one of Donmatsa, please.
Drippy : And two Creme Eggs, please.

(SCOFFS)
Kate : Why did you order the Creme Eggs, you idiot?
Josie : Why did you only get two, Drippy? Now, we’ve got to quarter them.
Kate : He believed us till then.
Drippy : Oh, yeah, right. Maybe if you hadn’t asked me what Keith’s report was about.  
Where’s Poppy?
Poppy : Are you okay?
Kate : I'm furious. Stupid Drippy.

(POP MUSIC PLAYING)
Sara : Gosh, you look like James Bond.
Waitress : I thought you might like a fruit punch.
Mr. Nellist : Oh, I’ll have it shaken and not stirred.
Waitress : Why aren’t you dancing? They’re all dressed up, waiting for you over there.
Jane : Mr Nellist. Harriet’s coming. - Harriet’s coming.
Right, yes, yes, yes.
(SLOW INSTRUMENTAL MUSIC PLAYING)
(BOYS LAUGHING)

**Harriet** : Mr Darcy. What undue pleasure it is to be afforded your company. - *Hi.*
- You may only call me Mrs Darcy
  when you are completely, perfectly, incandescently happy.

**Freddie** : Okay. Cool.

**Harriet** : Freddie, it’s me.

**Freddie** : Of course, Harriet.

(POP MUSIC PLAYING)

**Kiki** : Okay, Poppy, let’s get Freddie.

**Poppy** : Lips, hips, hips, and butt.

(KATE WHOOPS)

(BOYS WHISTLING)

**Poppy** : Hi

**Freddie** : Hello, trouble. I like your hair.

**Harriet** : What are you doing? This is a themed costume party, not a dwarf prostitutes’
  convention.

**Poppy** : I’m so sorry. I must say that you look incredible. You make an excellent Shrek. This
  is my favourite song. Come on.

(HIP-HOP SONG PLAYING)

(MUSIC STOPS)

(HIP-HOP SONG PLAYING)

(GIRLS WHOOPING)

**Kiki** : Yeah, go on, Poppy.

**Sara** : Go, girlfriend. That is entirely wicked.

(POPPY SHRIEKS)

**Freddie** : Hey, you okay?

**Poppy** : You’re awesome.

**Sara** : Is she okay? Shall I call an ambulance? You can be sick in my hands if you’d like.

**Harriet** : She’s acting like she’s drunk. She should be taken to bed.

**Poppy** : Freddie can do the honours.

**Harriet** : You really are a horridious piece of work.
Poppy: Mr Darcy doesn't think so.
Freddie: She's just a little concussed. She just needs some air.
Kate: Great idea.
Freddie: Come on.
Harriet: She's up to something. Follow them. Report back to me.
Freddie: So, explain yourself, Miss Moore
Poppy: I'm afraid I can't explain myself, sir,
"because I am not myself right now, you see."

(FREDDIE CHUCKLES)
Freddie: Said Alice to the Caterpillar.
Poppy: You're right. How did you know?
Freddie: I was Alice in the school play. All boys, before you look at me weirdly. -Hey.
Poppy: You so don't need to play hard to get. I'm totally into you.
Freddie: Hey, come on. Calm down.
Poppy: Okay. Leading lady, all-boys school, awkward with intimacy. Cards on the table. Are you gay?

(LAUGHS)
Freddie: Just English. And I am sober and sensible, and you, my sweet friend, are overexcited and concussed. I go back to school tomorrow, but I'll be back on the 18th.
How about I see you then?
- Okay. - I'll make a deal. No more head-fry behaviour. I sense it might be your forte.

Poppy: I won't fry your head if you don't poach my heart. - Deal.

(CHARLOTTE CLEARS THROAT)
Freddie: Crap. Tweedledum and Tweedledee.
Charlotte: Fraternizing with the girls, Freddie Kingsley, as you are well aware, is not allowed.
Jane: Poppy Moore, get back inside. Immediately.
Charlotte: Tell Harriet?
Jane: She won't just shoot the messenger,
she'll skin us alive first. Me think not.
Charlotte: We think not.
Poppy: Nice work, Kate.
Kate: So, is Operation Freddie well and truly underway?
Poppy: God knows. Harriet didn’t come, so it just depends on whether Tweedledum or Tweedledee decides to tell her.
Jane: here’s nothing to worry about. Clearly not.
Kiki: Right. We’re going to have to come up with an addendum to Plan B.
Poppy: Isn’t it ironic how my ticket out of here just might be the reason I want to stay?
I mean, one of the reasons, anyways.
Kate: Someone call Al Gore. I think the ice queen is melting.
Drippy: What an excellent night. Eight boys have actually come up and directly spoken to me.
Mr. Nellist: Now, for all you lovers out there.
It’s your final chance. It’s the last dance. Come on.
GIRLS: Come on.
DrippY: Last dance, everybody! Come on! — Poppy: There’s something I have to tell you.
Drippy: We already know. You wax your bum.
(SENTIMENTAL SONG PLAYING)
Poppy: Not quite, but similar ballpark.
Drippy: You haven’t done it, have you?
Poppy: No. I mean, I couldn’t admit it back home, so I kind of lied, but I’m a total nun.
DrippY: Welcome to the nunnery.
GIRLS: (SINGING) I’m loving angels instead
GIRL 1: Come on, girls. If we lose today we’re out of the championships again.
Mrs. Kingsley: Perhaps you’d like to explain last night to me, Kate?
Kate: I’m sorry. We just got a little bit carried away.
Mrs. Kingsley: Well, as I understand it, Drippy got totally carried away by Mr Nellist and Miss Rees-Withers after she lay in a pool of her own vomit.
Drippy: Actually, it was Kate’s vomit, Mrs Kingsley. I was just lying in it.
Mrs. Kingsley: I expect better of you two.
You know the values we stand for at Abbey Mount. And as for you, Poppy, I don’t know whether to be pleased
that you've finally made some friends here, or furious that you've led them astray.
Dismissed.
Not you, Miss Moore.
I gave your father my word that I'd try and help you, but I'll be honest, you're making it awfully difficult. You're cleverer and better than this, Poppy. Why don't you give yourself a chance? Try. Try at something. Show him that you can rise to the occasion. Because judging by the outfits you created last night, when you put your mind to something, you can do it. Don't give up on yourself. Because I haven't. And neither has your father.
Now off you go.

Drippy: I really do feel sick.
Kate: What did she want
Poppy: Nothing. Just a good spa destination.
(GIRLS SCREAMING)
(GIRLS CHEERING)
Poppy: Come on, guys.
Drippy: God, I feel really vile. I think I'm going to puke. Seriously, Poppy, you're gonna have to take my place.
Poppy: There's only seven minutes left.
(DRIPPY RETCHING)
Sara: Oh, cripes!
Drippy: Poppy can take my place.
Harriet: Don't worry, Miss Rees-Withers. We'll play one man down. We don't want to carry dead weight. No offence.
Poppy: None taken. But seeing as how you don't want me playing on your team, well, I'm frigging playing.
(HARRIET GRUNTS)
Sara: Into the bucket.
Keeper: Josie, on the wing! Poppy, go long!
Josie: Poppy, roll over it and pick it up!

Poppy: Yeah! You go, girlfriend. You dunk that bitch. You see the goal, Josie. Focus, focus. Do you see the goal?

GIRL 1: Way to go!

Mrs. Kingsley: And finally, in news as shocking as the fall of the Berlin Wall, our under-18 lacrosse team has gone through to the second round of the county championships for the first time since 1976. To sign up for extra practise, please see Harriet... My apologies. No, it seems you should see Poppy Moore.

(GIRLS MURMURING)

(GIRLS GRUNTING)

Poppy: All right, people. Choose a goal buddy.

Drippy: I will want to saliva vomit if we have to call each other buddy.

Poppy: Shut up. Hit it. I’m giving us an aggression makeover.

(UPBEAT MUSIC PLAYING ON STEREO)

Go, go! Crawl, crawl, crawl! Who is that, Kiki? Kiki! Get it! That’s okay. Pick it up, scoop it! Pass it, pass it. Come on, faster, faster, faster! This is ridiculous. Come on, play like you mean it, maybe try. Call the ball. "Mine." "I got it." "Your ball."

Kate: Come on, Josie.

Poppy: Josie, you’re pretty good.

Kate: Josie...

Poppy: Pass the ball!

Gin on, Kate! Go on! Shoot!

Mrs. Kingsley: Congratulations once again to our under-18 lacrosse team who beat Bodley Girls on Saturday, 5-2. Well done.

Poppy: Come on, you guys! Come on, up and together. Come on, shake it like this, Kiki. Come on, come on. What is this?

Kate: Go! Go! Come on, Josie!

(JOSIE GRUNTING)

Poppy: Come on. Quicker, quicker, quicker!

- Josie, come on! Yeah!
Kate: Kiki! Go, your ball!

Poppy: Shoot, Kiki, shoot!

Mrs. Kingsley: And the groundbreaking news is that Abbey Mount is through to the lacrosse championship final.

Poppy: Dear Ruby, today’s my big date with the headmistress’ son, Freddie. Wish me luck, I may be out of here before you know it.

Drippy: Lover boy’s waiting outside for you.

But remember, you want someone to catch you out. So stay near school, and good luck.

Poppy: Thanks. Fingers crossed.

Freddie Kingsley. Nice to finally see you when I’m not delirious or half naked.

Freddie: Don’t speak too soon. And is it wrong for me to say that I’m just a teeny bit disappointed? Come on, trouble. Let’s hit the road.

Poppy: Hey, I thought maybe we could take a romantic stroll around the school grounds.

Freddie: (LAUGHS) And get caught? Are you out of your mind? Call me old-fashioned, but I actually do quite like living. I thought you said you could drive.

Poppy: It’s not my fault your stupid car doesn’t work.

Freddie: Have you ever thought of changing gears?

Poppy: That’s the car’s job.

Freddie: Turn right here. We drive on the left in this country.

Poppy: Whatever.

(Pop song playing)

Poppy: And so I threw the whole lot over the cliff. My dad went mental, as Drippy would say. Drippy says I was crazy, but Kate said she would have done exactly the same in my position. Sorry, chattering away like this. Feel free to shut me up.

Freddie: Well, remind me never to get on your bad side. But the thing is, I’m pretty sure you don’t have one.

-Here you go, trouble.

Poppy: Bread and fries, that’s my treat?

Freddie: If I affect your life in no other way, then allow me this honour, the humble chip butty. Here we go.
Poppy: Kind of gross, but I like it.
You know, this is one of the best dates I...
The best date I've ever had.

Freddie: There's something about you, Poppy Moore. Every moment I'm with you, I catch my breath.

(SLOW SONG PLAYING)
Clutch.

What happened?

Kate: "Dear Ruby, "you cannot imagine how retarded these idiots are. "They're a bunch of ugly losers who think a mani-pedi is a Latin greeting. "I despise these village idiots, "but I have to pretend to like them so they'll help me get out of this hell hole. "I tried doing it on my own, and it was impossible.

Drippy: "Still, they're so thick they'll never realise.
"I'll be out of this asylum by the end of term."

Poppy: I didn't write that. Hardly any of it, just the loser part. But that was weeks ago

Josie: Well, it's dated today. And it's from your e-mail address.

Poppy: Where did you get it?

Kiki: It was taped to the door.

Drippy: You're a seriously horridious cow.

Poppy: Come on, guys. You have to believe me. Kiki: Just forget it, okay?

Kate: Why would you do that?

Poppy: You can't believe I actually wrote this.

Kate: All we did was to try to make your life here happier, Poppy. I thought we were friends.

(DOOR CLOSING)

Poppy: So, all I have to do is hook up with the headmistress' son, and it's a sure thing that they expel me. He's a total English dweeb. Pretty gross but an easy target.

Give me a week, tops.

(KNOCKING ON DOOR)

Poppy: I can explain.
Poppy: Please, I really need to talk to you.
Ruby: Can’t right now. You know, the limo’s coming in five, and I have nada to wear.
Poppy: Where are you going?
Ruby: Nick’s house.

_Not the Jimmy Choos. They don’t match, for Christ’s sake._

Poppy: Rubes, I just need some advice. Something really bad has happened.
Poppy: Love you more.
Ruby: Sorry, Roddy. Couldn’t get rid of her. What was I saying? Roddy? Babe?
Poppy: No, Ruby. Still me. Babe.

(SCOFFS)
(SIGHING)
Shit.

(FOOTSTEPS APPROACHING)
Shit.
(PANTING)
(SCREAMING)

Poppy: Kate. Kate, quick. Wake up.
Kate: What’s wrong now?
Poppy: I didn’t mean to do it. It was an accident. I thought I put it out. I thought I’d stopped it. I don’t know what happened. I didn’t want to hurt anybody.
Kate: Jesus, Poppy. You’re a proper psycho.
Poppy: Help me get everyone up before it spreads.
Kate: Josie. Josie, get up. Josie, there’s a fire. Get up.

(FIRE ALARM RINGING)

Poppy: Fire! Fire, everyone get up!

Fire! It’s a real fire! Get out of bed! Get up, it’s a fire. This isn’t a practise. You guys, get up.

Mrs. Kingsley: Come on, darling. get up. It’s a fire, it’s not a drill.

(SIRENS WAILING)
Kate: Josie...
Josie: No, I’m not getting up!
Kate: Get up, we're on fire! It's a real fire! Please, everybody get up!

Mrs. Kingsley: Phoebe Faircloff. - Here.

Susan Casey. - Here.

Drippy: Let me out! Let me out!

(DRIPPY BANGING ON DOOR)

FIREMAN 1: Check the pressure on tank three.

FIREMAN 2: Charlie, take the first position.


Can't hear you, Daisy. - Here.

Jennifer Logan.

Jennifer? Has anyone seen Drippy?

Come on, girls! Who was the last person to see Drippy?

Poppy: Freezer. Drippy’s in the freezer!

Mrs. Kingsley: Poppy, come back.

Mr. Kingsley: Stay back, girls.

FIREMAN 1: Stop her!

POPPY: Drippy! Drippy! Drippy

GIRL 1: What's going on?

(GIRLS CHATTERING)

(POPPY COUGHING)

Mrs. Kingsley: You're a very foolish, very brave girl. All right, off to the ambulance now.

Freddie: My God. What do you think happened?

Fireman: Don’t know yet. We’re lucky, could’ve been a lot worse.

GIRL 1: Well done, Poppy.

GIRL 2: You saved us. You were brilliant.

Freddie: Hey. I believe this is yours.

GIRL 3: Thank you.

Freddie: Do you realise you could have killed her?

GIRL 4: Thank you. Well done. Thanks, Poppy.

Freddie: You could have killed all of us.
Poppy: Didn’t mean to. I thought I’d stopped it. I swear. I don’t understand. I heard footsteps, and then I put it out. I was just so upset at everything, and I wish I hadn’t done it.

Freddie: I really wish you hadn’t done it, too.

(SIGHING)

Mrs. Kingsley: Someone here knows exactly what happened last night. What we’re clear on is that this fire was no accident. If you have the sense to own up, no legal charges will be filed. If not, it will be passed on to the local authorities. You have until the end of the day to come forward.

Poppy: Dear Freddie, how can I begin to say I’m sorry? You are good and honest and true, and, well, I’m the opposite. But I’m learning. So now I’m going to do the right thing. And if it means I have to leave here,

I just want you to know, I promise you I never wrote that e-mail. For a moment there, yeah, you were my ticket out of here. But then I got to know you. I have never felt this way before about anyone and I really need you to know that.

(EXHALES)

Mrs. Kingsley: Come in. Oh, what can I do for you, Poppy?

Poppy: It’s what I used to start it. It was an accident, and I thought I put it out. But I guess not. Obviously not.

Mrs. Kingsley: Oh, Poppy. You realise what this means, don’t you?

Poppy: Will I be expelled?

Mrs. Kingsley: The Honour Court will decide, but I suspect you’ll understand that it’s just a formality at this point.

Poppy: The weird thing is I really did try to turn it around. I didn’t want to disappoint you. I’m so sorry.

Mrs. Kingsley: I’m so sorry, too, Poppy.

Poppy: Do you think maybe you could give this to Freddie for me? I told her it was me. I’m going to the Honour Court, and then I’ll be leaving. So, this is for you.

Kate: Well done. You finally got what you wanted. You must be overjoyed.

Poppy: I couldn’t be more unhappy.
Kate: Please. Give it a rest.

Poppy: Mom?

Freddie: Hey, I've been looking for you. - Hi.

So you backed out of our deal.

Poppy: What deal?

Freddie: That you won’t fry my head. - Yeah.

Poppy: (SNIFFLING) But you poached my heart.

Freddie: Hey. Come on.

Freddie: What if it doesn’t have a moral? Or says Alice.

Poppy: I think I just fell down the rabbit hole and found it. Look.

Freddie: She looks exactly like you.

Poppy: Yeah. She was my mom. She went to this school. I didn’t even know. Well, guess it’s time to face the fact now.

(GIRLS ARGUING)

Kiki: Josie, I’m never wrong. When am I ever wrong?

Josie: You’re wrong when we did the math challenge.

Kate: Hey! She’s confessed. She’s going to Honour Court this afternoon.

Josie: That’s brave.

Drippy: And really stupid.

Kiki: Because guess what I’ve discovered.

Harriet: It is with great regret and sadness that we call the Honour Court to session.

Kiki: The e-mails were sent 11:40 in the morning. But according to Drippy, Poppy left the computer room a few minutes after 11:00.

Drippy: I got my 11:00 Wagon Wheel, then I went to tell her Freddie was waiting.

She left immediately.

Kiki: I was able to access the keystroke order of the root file to find out who else was logged on there then. And guess who the only other person was? - Who?

Harriet: It will henceforth be our job to objectively and dispassionately ascertain what happened that fateful night that will hence to forth long blight the memory of this proud institution.
Drippy: And when you think about it, Poppy would never say "term." She calls it a bloody samosa or something. - "Semester." - Whatever. Anyway, to check the reality, I had a sneaky look in her diary for Friday’s entry.

Kate: Don’t do that.

Drippy: Shut up and listen.

"I think, deep breath, I kind of love them like proper friends I’ve known forever. "They’ve made me say words like "horridious" and "herbal." “Which is sort of whack, and I’d probably hate them if I wasn’t one of them. "But I like that I am now one of them.”

Apart from some atrocious spelling mistakes, it’s all a bit more kosher, don’t you think?

Kate: And now she’s going to get thrown out.

Harriet: It is your duty to understand the dark forces that drove a seemingly...

Mrs. Kingsley: Harriet? May I remind you that the Honour Court is no place for your personal grandstanding, and that Poppy has a right to speak in her own defence before the Court as a whole passes judgement?

Poppy: Thank you, Mrs Kingsley.

I won’t insult everybody by trying to defend myself or my actions. So, I think it’s safe to say that I’ve really messed up.

And I apologise profusely. But I’m also so grateful to you all. I tried really hard to get out of this school, and only now do I realise just how much I want to stay. I’ve learnt so much being here. Being with all of you. And in some ways being with my mom, who I found out was actually a student here. I’ve had a hole in my heart for five years, and somehow being here, it slowly started to heal. I know I may have looked like a California girl, but in my heart I’ve discovered that I really am an Abbey Mount girl.

Harriet: Objection! Sustained.

The court will heretofore disregard the previous statement and perhaps heretofore we can begin the real business.
Can you tell us, in your own words, where were you on the aforementioned evening of...

**Mrs. Kingsley:** Honestly, Harriet. Who else’s words do you expect her to use? Just leave this to me.

**Harriet:** Right. Sustained.

**Mrs. Kingsley:** Poppy, were you in the cook’s sitting room on the night of the fire?

**Poppy:** Yes, I was.

**Mrs. Kingsley:** Were you there with permission? **Poppy** : No, I was not.

**Harriet:** Quiet, please. Silence in court.

**Mrs. Kingsley:** Did you intend on starting a fire?

**Poppy:** Not really.

**Harriet:** Objection! Does the defendant mean yes or no? - **Harriet**.

**Poppy:** It means no, I had no intention of actually doing it.

**Mrs. Kingsley:** Was anyone else with you?

**Poppy:** Not as far as I know.

_I was. _I was. - _I was._

**GIRL 1:** _I was._ - _I was._ - _I was._

**GIRL 2:** _I was._

**GIRLS:** _I was._ - _I was._ —

**GIRLS:** _I was._

**Harriet:** Objection! Stop! Order! - _I was._ Stop it!

**GIRL 3:** (WHISPERS) Come on. - _I was._

**Harriet:** This is ridiculous! What are you all doing? You’re lying. They’re lying, Mrs Kingsley.

**Drippy:** Harriet, you’re going down, biatch.

**Harriet:** This is a conspiracy. You can’t expel the whole year, and they know that.

**Mrs. Kingsley:** Be quiet, Harriet! Sit down, everyone.

**Harriet:** It’s a black-and-white case. She has to be expelled. The girl set fire to the school, endangering all our precious lives.

She walked in there, lighter at the ready, and tried to burn the place down.

**Jane:** Lighter?

**Harriet:** Not now, Jane. Have respect for court protocol.

**Charlotte:** What lighter, Harriet?
Harriet: Jesus, Charlotte, how daft can you possibly be? That ridiculous “I heart LA” lighter of hers. She left it behind, for God’s sakes.

Jane: Except, how do you know that, Harriet? No one’s mentioned a lighter before.

Harriet: What? Yes, they have. Objection

Jane: Actually, Harriet, they haven’t.

Mrs. Kingsley: I have to second Jane’s question, Harriet. How did you know about that lighter?

Harriet: Well, I...

Poppy: Freddie found the lighter before anyone saw it. How could you possibly know unless... Unless you were there?

Harriet: This is absurd. I refuse to sit here and listen to these wild...

Poppy: I had put it out. And I heard footsteps. It must have been you. Oh, my God. You restarted the fire, didn’t you?

Mrs. Kingsley: Harriet, is this true?

Harriet: Of course not.

Poppy: It all makes sense now. I knew it. I think I’m innocent.

Jane & Charlotte: We think so, too.

Harriet: You’re not! You awful bitch! You’ve turned this school upside down. You’ve ruined everything. You started it. I only finished what you started!


(HARRIET GASPING)

(GIRLS CHEERING)

Poppy: Okay, suckers, show time. Let’s open a can of whoop-ass.

(GIRLS CHANTING)

Poppy: You can do it.

GIRL 1: Let’s go, Abbey Mount!

Come on, girls.

GIRL 2: Take it. Come on!

(WHISTLES)

Mrs. Kingsley: Come on, guys. We can bring it. Let’s go.

Poppy: You got it!

Gerry: Mrs Kingsley?
Mrs. Kingsley: Oh, Mr Moore, you made it.
Gerry: Yes, I did.
Mrs. Kingsley: Please, come and take a seat.
Gerry: Did I miss much?
Mrs. Kingsley: No, not at all.
Gerry: Where's Poppy?
Mrs. Kingsley: She's right there.
She's the spitting image of her mother, isn't she?
Gerry: She most certainly is.
Poppy: Come on, Abbey Mount! Take it out there. Come on.
(SHOUTING)
Come on, Abbey Mount. Let's go!
(REFEREE WHISTLING)
Girls: Two, four, six, eight Stowe girls are really great.
Sara: I don't know. You're trying really hard. It's just great, great, great.
Stowe coach: We're two-nil up. They've got no possession whatsoever.
(GIRLS LAUGHING)
Poppy: All right, ladies. There's only one thing for it. Let's go.
Who are we? - Abbey Mount!
Girls: Abbey Mount!
Poppy: Who are we? - Abbey Mount!
Girls: Abbey Mount!
Poppy: What are we?
Drippy: A leading single-sex school admitting boarders at age 11.
Poppy: Wrong! We're winners!
(FAST UPBEAT MUSIC PLAYING)
(GIRLS SCREAMING)
Girl 1: Come on! - Pass it, Poppy!
Come along, girls. Well done.
- Abbey Mount.
Girls: Abbey Mount.
(GIRLS GRUNTING)

**Poppy:** This is our last chance. Let's make it count! Kiki! Drippy!

**Drippy:** Why would you pass it to me? Oh, my God. Okay. Somebody, help me. Where is everyone? Who do I pass it to? Jane! Jane! Where are you?

(GROANS)

(SCREAMING)

(REFEREE WHISTLING)

**Junior:** Yes! - They did it, they did it! Yes!
    I told you, you could do it. I told you.

**Gerry:** Poppy.

**Poppy:** Dad? My dad! My dad! What are you doing here?

**Gerry:** Mrs Kingsley called. She told me you found out about Mom.

**Poppy:** Why didn’t you just tell me, Dad?

**Gerry:** I’m sorry, Poppy. I thought it might make you too sad. I did know that you needed to breathe a different kind of air, though. Did I do the right thing?

**Poppy:** You did. Did you know Mom was captain of the lacrosse team?

**Gerry:** Yes. And I also know that she is incredibly proud of you right now.

As am I.

**Harriet:** Daddy, put your back into it.

**Jane:** Harriet. We think you forgot this

**Junior:** Me thinks so, too.

**Harriet:** Mummy!

(POP MUSIC PLAYING)

**GIRLS:** Who are we?

Fire!

(SIGHS)

**Drippy:** Major bloody SULA.

(CELL PHONE RINGING)

**Freddie:** Who’s Ruby?

**Poppy:** *(SCOFFS)* Nobody.

Just some horridious cow I used to know.
Drippy : Can't do it.
Kiki : No way!
Kate : You're completely insane.
Poppy : Are you guys ready?
Kate : No.
One. Two, three.
GIRLS : Two, three.
(GIRLS SCREAMING)