

## CHAPTER 2

### THEORITICAL FRAMEWORK

This chapter deals with theoretical review, previous study, conceptual framework, and analytical construct. I choose politeness strategy to carry out this research. Thus, Pragmatics approach is taken as the way of analysis. The references related to pragmatics are necessary to guide the researcher to interpret and to describe the meaning of data. The theoretical elaboration on the concepts and terms used will be presented in the following

#### 2.1.Theoretical Description

##### 2.1.1 Pragmatics

According to Yule (as cited by 1996: 3) stated that pragmatics is the study of contextual meaning. Based on the definition, it means necessitates thought about how speakers structure what they want to say in light of who they are speaking to, where they are speaking, when they are speaking, and under what conditions. Consequently, it has more to do with analyzing what people mean by their speech than what the words or phrases in the utterances might mean. Yule (1996: 3) defines pragmatics is the study of how more gets communicated than is said. Based on the definition, it means the interpretation of what individuals mean in each situation and how the context affects what is said is a necessary component of this type of research.

Pragmatics is the study of the listener's attempts to interpret the speech of the speaker. interpreting the speaker's utterance in a particular context In this case, both the speaker and the listener must be aware of the context that follows the speaker's utterance. And recognize how the implied meaning of the speaker's utterance will focus on the expression of closeness between the speaker and the listener. According to Green (as cited by Archia: 2014: :11), the largest meaning of pragmatics is that it is a study that focuses on deliberate human acts. This means that pragmatics requires the interpretation of actions to get the correct

meaning of speech. Therefore, paying attention to the context of the utterance to achieve the correct interpretation is important.

In pragmatic studies, context has a significant role. Context defines the meaning of language that is carried out in a particular society or community. As for the advantages and disadvantages of learning language through pragmatics, according to Yule (1996:4) the advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak. The big disadvantage is that all these very human concepts are extremely difficult to analyze in a consistent and objective way. In other words, pragmatics is useful because it focuses on how people communicate with one another linguistically, but it can be complex to study because it demands us to understand people and their intentions.

Therefore, pragmatics is an interesting study to study because it is about how one tries to understand other people linguistically through utterances. However, it is also a complicated study because it is about deep understanding of what is going on in the other person's mind when communicating. From the above opinion, I can describe pragmatics as a branch of linguistics that studies how people use language in their conversations. As a branch of linguistics, pragmatics covers several areas, such as the principles of cooperation and politeness.

### **2.1.2 Politeness Strategy**

According to Brown and Levinson (as cited by Hartati: 2021: 8) politeness strategy is a strategy that is used to avoid or minimizing disfiguration of self-image from Face Threatening Act by a speaker. The theory of linguistic politeness first appeared in 1987 by Brown and Levinson.

As stated by Brown and Levinson in Cutting (as cited by Cahyadi: 2019: 36) they analyzed politeness, and said that in order to enter into social relationships, we have to acknowledge and show an awareness of the face, the public self-image, the sense of self, of the people that we address. It means, respecting each other's self-image expectations, taking into account their

sentiments, and refraining from face-threatening behavior are universal human rights across cultures (FTAs). According to Yule (as cited by Ramadhani: 2015: 9), if a speaker says something that represents a threat to another individual's expectations regarding self-image, it could be referred as an FTA. It means, politeness is the act of showing awareness of the listener's social self-image.

Furthermore, Brown and Levinson (as cited by Herman: 2021: 6) have divided the politeness strategies according to how much the speakers and hearers minimize the threat when they are having conversation. They state that everyone has two types of faces, positive and negative. A positive face is described as an individual's need to be respected and accepted in social interactions, while a negative face is an individual's need to have the freedom to act and impose. There are four politeness strategies proposed by Brown and Levinson (1987) to show people's awareness of other people's faces. They are bald on-record, negative politeness, positive politeness, and off-record.

#### **2.1.2.1 Positive Politeness**

The positive politeness strategy is usually seen in groups of friends, is used to show to the familiarity to the interlocutor who is a close friend of the speaker. According to Yule (1996:60) politeness can be characterized as showing consciousness of someone else's public mental self-view. Based on the definition, it means it usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA). According to Brown and Levinson (as cited by Mujahidah: 2022: 70) it is expressed that face is something that is sincerely contributed and that can be lost, kept up or improved and should be continually taken care of cooperation. It means, positive politeness is focused on the hearer's positive appearance and the positive self-perception that he holds for himself. According to Brown and Levinson there are fifteen sub-strategies that are used in positive politeness strategies:

**Strategy 1: Notice, attend to hearer's (his interests, wants, needs, and good)**

This strategy suggests the speaker should pay attention of aspects of the hearer's condition. It is including noticeable changes, remarkable possessions, and care of even compliment. In general, this output suggests that speaker should take notice of aspects of hearer's condition.

*"What a beautiful vase this is! Where did it come from?"*

(Brown and Levinson 1987: 103)

This example above shows that the speaker is paid attention to hearer. It indicates that the speaker notices the hearer's condition.

**Strategy 2: Exaggerate (interest, approval, and sympathy with the hearer)**

This strategy can be conducted by saying something in a way to shows interest, approval or any sympathy towards the hearer. This is often done exaggerated intonation, stress and other aspects of prosodics, as well as with intensifying modifiers.

*"What a fantastic garden you have!"*

(Brown and Levinson 1987: 104)

The example above shows that the speaker exaggerated her or his any sympathy towards the hearer or compliment about the hearer's garden. The word "fantastic" implied that the hearer has a great garden.

**Strategy 3: Intensifying interest to hearer, making good story, draw hearer as a participant into the conversation**

This strategy is used for speaker may stress the interest and good intention of speaker's by making a good story. In this case, a speaker can express his good intention dramatically and give a good response to the hearer to create a good story in the conversation. Sometimes this can involve switching back and forth between past and present tenses, as in the following passage where the speaker is relating her family's reactions to a past event.

*“I come down the stairs, and what do you think I see? – a huge mess all over the place, the phone’s off and the clothes scattered all over...”*

(Brown and Levinson 1978: 106)

The Exaggeration in these cases they are seems to be an element of attempting to increase the interest of the conversational contributions by expressing them dramatically.

#### **Strategy 4: Using in-group identity markers**

This strategy concerns the use of address form, in-group group language or dialect, jargon, and slang to indicate that speaker and hearer belong to some of persons who share specific wants. address form used by both speaker and hearer shows their relationship whether it is close or not. The form of greeting used by both the speaker and the speech partner indicates that their relationship is close or not. The use of language in groups involves the phenomenon of code switching from one language or dialect to another. If the speaker and listener use the language in the same group, it proves that they are in the same group. The use of jargon and slang shows that the speaker and listener have the same knowledge about a particular object.

*“Come on, mate!”*

(Brown and Levinson 1987: 108)

The example above shows that the speaker used in-group identity markers by saying “mate” intended to the hearer.

#### **Strategy 5: Seek Agreement**

This strategy is to seek for hearer’s agreement by raising safe topic that the hearer will agree with. Agreement may also be stressed by repeating part or all of what the preceding speaker has said in conversation. Safe topic is another characteristic way of claiming common ground with hearer is to seek ways in which it is possible to agree with him. The raising of ‘safe topic’ allows speaker to stress his agreement with hearer and therefore to satisfy hearer desire.

A: "John went to London this weekend!"

B: "To London!"

(Brown and Levinson 1987: 113)

The example above showed that an agreement may also be stressed by repeating part of all what the preceding speaker has said in a conversation.

### **Strategy 6: Avoiding Disagreement**

This strategy showed that there are to three ways to avoid disagreement namely token agreement, pseudo-agreement, white lies, and heading opinions. The desire to agree or appear to agree with hearer leads also to mechanisms for pretending to agree, instances of 'token' agreement. Pseudo-agreement is found in English in the use of then as a conclusory marker, an indication that the speaker is drawing a conclusion to a line of reasoning carried out cooperatively with the addressee. A further output of the positive politeness desire to avoid disagreement is the social 'white lie', where speaker confronted with the necessity to state an opinion, wants to lie rather than damage hearer's positive face. Heading opinion, alternatively speaker may choose to be vague about his own opinions, so as not to be seen to disagree.

A: "That's where you live, Florida?"

B: "That's where I was born."

(Brown and Levinson 1987: 114)

The speaker asked for information to the hearer whether she lived there or not. Instead of claiming what the speaker said as a mistake, the speaker states that she was born there to avoiding disagreement.

### **Strategy 7: Presuppose/raise/assert common ground**

This strategy is to assume, raise, and assert common ground. This can be accomplished by the interlocutors sharing similar interests, beliefs, and opinions. In this strategy, the speaker makes small talk that draws the hearer into the conversation. There are to three ways to

presuppose/raise/assert common ground namely gossip or small talk, point of view operations, and presupposition manipulations.

A: *“Oh, this cut hurts awfully, Mum”*

B: *“Yes dear, it hurts terribly, I know.”*

(Brown and Levinson 1987: 119)

Another form of personal-centre switch is seen in cases where, in giving empathy, one asserts what only H can know.

### **Strategy 8: Joke**

This strategy is a basic positive politeness technique used to stress mutual shared background knowledge and values that may minimize face threatening acts (FTA).

*“How about lending me this old heap of junk? (H’s new Cadillac)*

(Brown and Levinson 1987: 124)

Joke may be used as an exploitation of politeness strategies as well. In attempts to redefine the size of the FTA.

### **Strategy 9: Assert or presupposing knowledge of and concerning for hearer’s wants**

This strategy implying knowledge of hearer’s wants and willingness to fit one’s own wants in with them is a way of indicating that speaker and hearer are cooperators that potentially put pressure on hearer to cooperate with speaker.

*“I know you love roses but the florist didn’t have any more, so I brought you geranium instead.”*

(Brown and Levinson 1987: 125)

One way of indicating that S and H are cooperators, and thus potentially to put pressure on H to cooperate with S, is to assert or imply knowledge of H’s wants and willingness to fit one’s own wants in with them.

### **Strategy 10: Offer, Promise**

This strategy means that when the speaker makes a promise to the hearer, speaker choose to stress his cooperation with hearer with hearer in claiming whatever hearer wants, speaker wants for him and will help to obtain.

*"I'll drop by sometime next week"*

(Brown and Levinson 1987: 125)

Offers and promises are the natural outcome of choosing this strategy even if they are false, they demonstrate S's good intentions in satisfying H's positive-face wants.

### **Strategy 11: Be Optimistic**

In this strategy, speaker is optimistic to assume that the hearer wants what the speaker wants. The speaker saves the hearer's positive face by being optimistic that the hearer will do what the speaker want.

*"I've come to borrow a cup of flour"*

(Brown and Levinson 1987: 126)

Presumptuous or optimistic expression of FTAs are one outcome of this strategy and constitute perhaps the most dramatic difference between positive-politeness and negative-politeness ways of doing FTAs.

### **Strategy 12: Include both speaker and hearer in an activity**

This strategy involving speakers and listeners in these activities, this technique is expected to turn them into collaborators. A speaker can put forward the presumption of cooperation and thus improve the FTA by using this expression.

*"Let's have a cookie, then"*

(Brown and Levinson 1987: 127)

The example above shows that the speaker really wants his listener to eat cookie. The inclusive "we" of "let" is used in the speaker's defense. Because it shows that the speaker and listener are working together, the request will be more polite.



### **Strategy 13: Give and ask for reason**

In this strategy the speaker demonstrates cooperation with the listener by providing or requesting justifications. The speaker uses this to help the listener comprehend what they want.

*“Why don't we go to the seashore!”*

(Brown and Levinson 1987: 128)

The example above shows that the speaker and hearer are cooperators through the act of asking and giving reason.

### **Strategy 14: Assume or assert reciprocity**

The existence of cooperation between the speaker and the hearer can also be shown by stating mutual exchange.

*“I'll do X for you if you do Y for me”*

(Brown and Levinson 1987: 129)

By pointing to the reciprocal right of doing FTAs to each other, S may soften his FTA by negating the debt aspect and the face-threatening aspect of speech acts such as criticism and complaints.

### **Strategy 15: Giving gifts to hearer can be in the form of goods, sympathy**

In this strategy, by satisfying some of the listener's desires, the speaker can satisfy the desire of the listener's positive face. Giving gifts not only material but also those that satisfy human relationship needs such as the desire to be liked, respected, cared for, understood, heard, etc.

*“I'm sorry to hear that” (sympathy)*

(Mitha Hartati 2021: 17)

## **2.1.3 Factors Influencing the Use of Positive Politeness Strategies**

This research also examines the factors influencing the use of positive politeness strategies in Five Feet Apart movie. According to Brown and Levinson (1987:318) there are two factors that influencing the speaker to use positive politeness strategies, which is payoff and circumstances.

## 1. Payoff

Positive politeness techniques can reduce FTAs by reassuring the hearer that the speaker understands their desires and interests. As a result, the speaker does not project a negative image on the hearer because their shared interests and values are obvious. Positive politeness leads to unity, equal participation, and mutual friendship as a result.

*“Let’s get on for dinner.”*

(Brown and Levinson 1987:318)

In the preceding example, the speaker reduces the FTA (request) to the hearer by including the speaker as an equal participant.

## 2. The relevant circumstances: sociological factors

The conditions, sociological factors, and consequently the degree of politeness have an impact on how serious an FTA is. The choice of politeness tactics is further influenced by three sociocultural factors, according to Brown and Levinson. These three factors social distance, relative power, and absolute ranking of demands are specific to the culture in question.

### 1. Social Distance

Distance is a symmetric social dimension of similarity or difference within which speakers and hearers stand for the sake of this act, according to Brown and Levinson (1987:320). Accordingly, social distance can be described as a combination of psychologically valid characteristics (status, age, sex, degree of intimacy, etc.) that collectively influence the general degree of respect in a particular speech situation. For instance, if you feel close to someone or know her well because you are the same age or gender, you will become more like them and the distance rating will decrease.

### 2. Relative Power

Power is the basic idea that we generally treat individuals who have authority over us with more respect than those who do not. It is another aspect of the speaker-hearer interaction that affects someone's capacity for polite speech. The places with the clearest hierarchies, like the courts

or the workplace, are where these types of power are most prevalent. For instance, you would likely be more courteous when communicating with your employer because he or she frequently forgets things than when communicating with your sister. This is because your employer may have a favorable or unfavorable effect on your career.

### **3. Size of imposition**

The relative status of one-speech act to another in a context can reveal the size of imposition, the value of impositions can still vary depending on the situation. For example, borrowing a laptop in normal circumstances will make us hesitant, but in an emergency situation, it will be natural. As a result, in the first context, we will use polite utterance. Meanwhile, because the situation is urgent, it is not necessary to use polite language in the second context.

## **2.2.Previous Related Studies**

In this supporting this research, there are several previous studies that have similarities and differences with this research. Hereby proves the existence of the research that uses same theory and approach with different objects

The first research is Pramiardhani (2010) analyzed “An analysis of Positive Politeness Strategy Employed by the Characters in the Movie Entitled Big Fish”. The type of research is descriptive qualitative. The sampling technique used was purposive sampling. The researchers found 15 types of positive politeness strategies. From the results of the study, researchers found 26 data containing positive politeness strategies. Then the researcher also found the results and circumstances as some of the factors that influence positive politeness strategies.

Secondly, “Politeness Strategies Used by the Main Character in a Letter to Juliet Movie” by Hidayati (2014) from Universitas Negeri Medan. The researcher of this study using qualitative descriptive design and only focused on the main character. In analyzing the data, the researcher used Brown and Levinson (1987) politeness theory. The research findings are positive and

negative politeness strategies, meanwhile my research is only focus on positive politeness strategy. There are 15 strategies of positive politeness and 12 strategies of negative politeness that researcher found in a letter to Juliet movie. The most dominant politeness strategy uttered by the main character in a letter to Juliet movie was positive politeness strategy.

Meanwhile, this research is the newest which is entitled “Positive Politeness in Enola Holmes Movie Script” by Mujahidah (2022) from Universitas Negeri Jakarta. This type of research is descriptive qualitative with research data in the form of dialogues. The author uses Brown and Levinson's politeness strategy. This study focuses on analyzing the most widely used types of positive politeness strategies and the context behind the use of these strategies. The author found 107 data that were applied the most by Enola Holmes as the youngest character in the story. This research is expected to be used as part of a positive politeness learning strategy and provide a reference for further research.

These studies are similar to the ones I did because I also talked about the dialogue or script of the movie, the characters, and the plot, though I used a different movie. The study by Hidayati, it looked at how the main character in the movie "Romeo and Juliet" used positive and negative politeness. However, this study only looks at what the main character in the movie Five Feet Apart using the positive politeness strategy.