

CHAPTER 2

THEORETICAL FRAMEWORK

In chapter one, I explained about background of the problems and research questions, so this chapter present the theores related to the study. this chapter also makes answer the research questions, I need theories to support the answer research questions. this chapter discuss about *Pragmatic* and *Politness* theory by Brown and Levinson (1987)

2.1 Pragmatics

A conversation involves the exchange of messages between multiple individuals, including a speaker and an audience or listener. Language usage within a particular context has an impact on the speaker's utterance and aims to achieve specific goals through expression. According to Stalnaker (1974:197), pragmatics is defined as the study of language actions and the contexts in which those actions are used. Furthermore, within pragmatics, there are two main issues that can be addressed: first, defining interesting types of speech acts and speech products, and second, characterizing the types of speech contexts that help determine which propositions are expressed. They modify their speech to facilitate successful communication, using techniques such as indirect speech and imperative speech. Levinson (1983:5) defines pragmatics as the study of how language users skillfully match sentences with appropriate contexts. Pragmatics focuses on understanding how language is utilized by individuals to communicate within specific situations or contexts. This study emphasizes the use of language in conversation, considering the contextual factors. Additionally, people employ direct, indirect, imperative, and other speech forms to facilitate meaningful conversations with their listeners. To ensure a successful conversation, both the speaker and listener must exercise caution with their choice of words. The listener should strive to comprehend and interpret the speaker's message accurately, promoting a smooth flow of conversation.

Pragmatics is a linguistic field that explores the connection between language forms and the people who use them (Yule, 1996:4). It primarily focuses on how language is employed by individuals. Yule (1996:3) identifies four key areas within pragmatics. Firstly, it involves studying the speaker's utterances and the listener's attempts to interpret them. Secondly, it delves into the interpretation of a speaker's utterance within a specific context. Both the speaker and the listener must be aware of the contextual factors surrounding the speaker's utterance. Thirdly, pragmatics investigates how to recognize the implied meanings behind a speaker's utterances. Lastly, it explores the expression of intimacy or closeness between the speaker and the listener.

According to Green (1989:3), the essence of pragmatics lies in its examination of intentional human actions. This implies that pragmatics requires the interpretation of actions to accurately understand the meaning of utterances. Consequently, paying attention to the contextual cues of utterances is vital for arriving at the correct interpretation. This aligns with Yule's assertion (1996:3) that context provides crucial details and assists the speaker in comprehending the utterances effectively.

In the study of language through pragmatics, there are both advantages and disadvantages. According to Yule (1996:4), one of the advantages is that pragmatics enables individuals to discuss the implicit meanings of speakers, their intentions, and the types of actions they perform during speech. However, a disadvantage is that it can be difficult for individuals to maintain consistency and objectivity when analyzing these concepts. Therefore, pragmatics is a fascinating field of study as it concerns how people attempt to understand others linguistically. Nevertheless, it is also a complex discipline as it requires a profound comprehension of individuals' thoughts and intentions.

Based on the perspectives of the scholars mentioned above, pragmatics can be defined as a branch of linguistics that investigates how people utilize language in their conversations. As a subfield of linguistics, pragmatics covers various aspects such as cooperative principles and politeness.

2.2 Context

Context plays a crucial role in interpreting the meaning of an utterance. According to Leech (1983:13), context encompasses the relevant aspects of the physical or social settings in which an utterance takes place. It represents the background knowledge shared between the speaker and the hearer, facilitating their mutual understanding of the utterance. Therefore, context significantly contributes to both spoken and written language, aiding in the effective delivery and comprehension of meaning.

Levinson (1985:24) also emphasizes the importance of context, which is inherent in the definition of pragmatics as the study of how language users associate sentences with the appropriate context. This implies that the study of context within language falls under the purview of pragmatics, and it is essential to consider the surrounding context in any given conversation

To grasp the meaning of any utterance, it is crucial to have knowledge and understanding of the cultural background in which the language is used. This includes considering the participants, the timeframe, the social environment, the political climate, and so on (Halliday and Hasan, 1985:6).

Based on the above statement, it can be inferred that the speech context in linguistic research encompasses all the physical aspects and social background that are relevant to the speech act, including factors such as time, place, social environment, political conditions, and more. Therefore, context can be viewed as a collection of propositions that describe the beliefs, knowledge, commitments, and other relevant elements of the discourse participants, enabling a comprehensive understanding of the meaning conveyed in an utterance.

2.3 Politeness

Politeness is a social system that aims to facilitate interaction by minimizing potential conflicts and confrontations in human communication. It involves showing awareness and consideration for another person's face, which refers to their public self-image and the emotional and social sense of self that individuals possess.

According to Fasold (1990:160), face is something that carries emotional

investment and can be lost, maintained, or enhanced. It requires constant attention during interactions. Brown and Levinson (in Fasold, 1996:160) describe face as having two aspects: negative face and positive face.

- a) Negative face relates to the desire for freedom of action, freedom from imposition, and the avoidance of being impeded by others.
- b) On the other hand, positive face refers to the need for appreciation, acceptance, and being treated as a member of the same group. Positive face also involves knowing that one's desires are shared by others.

Brown and Levinson (in Thomas, 1995:169) state that certain speech acts can potentially damage or threaten another person's face, which they refer to as Face Threatening Acts (FTAs). To minimize FTAs, Brown and Levinson propose four main strategies. The main types of politeness strategies identified are bald on record, positive politeness, negative politeness, and bald off record (as stated in the provided)

- a) The "bald on record" strategy involves direct communication without attempting to minimize the threat to the hearer's face. An example of the "bald on record" strategy in the context of the "Paul Apostle of Christ" movie script could be, "We must spread the teachings of Jesus without fear. We must proclaim the truth to the world."
- b) The positive politeness strategy aims to minimize the threat to the hearer's face. It is commonly used in situations where the audience is familiar with each other. This strategy often involves hedging and conflict avoidance. For example, a positive politeness strategy could be a request such as, "I greatly appreciate your thoughts and doubts, but let us together seek truth and light."
- c) The negative politeness strategy is evident in the movie script when characters try to respect the desires of others for freedom of action. For instance, when one character asks for Paul's help, he could say, "I understand you have other pressing responsibilities, but if you could spare some time, your assistance would mean a lot to us."
- d) The "bald off record" strategy can be found in the movie script through the use of indirect language that suggests the desired action without directly asking for it. For example, in a conversation between a tailor and other

characters, the speaker could say, "Sometimes, greater truth can be found through suffering and sacrifice." This statement indirectly directs the other characters to consider the necessary sacrifices for the sake of truth.

By understanding the different types of politeness strategies and face-saving behaviors, I can identify the communication strategies used by the characters in the movie to minimize threats to others' face. This allows me to investigate how these characters interact and communicate in sensitive and controversial situations.

In the context of a movie script related to religion and moral values, the theory of politeness and face also has significant implications for intercultural communication. I can analyze how characters from diverse cultural backgrounds use politeness strategies to achieve understanding and cooperation in their efforts to spread the teachings of Christianity.

Strategies for politeness play a crucial role in interpersonal communication by facilitating social interactions and fostering positive relationships. These strategies encompass a wide range of verbal and non-verbal behaviors that individuals employ to demonstrate respect, manage potential face-threatening acts, and uphold social harmony. In the context of academic research, the use of politeness strategies is indispensable for establishing rapport with research participants and creating an environment conducive to data collection.

Moreover, scholars like Watts (2003) has expanded on the concept of politeness strategies within specific cultural contexts. They emphasize that cultural norms and values influence the selection and interpretation of politeness strategies, highlighting the importance of considering cultural sensitivity in research interactions.

In essence, the study of politeness strategies provides valuable insights into effective communication and relationship cultivation. By incorporating appropriate politeness strategies in research interactions, a respectful and cooperative environment can be nurtured, thereby enhancing the quality of data collection and fostering greater participant engagement.

Furthermore, social hierarchy plays a role in the selection of positive politeness strategies. The main characters may employ positive politeness strategies that display deference when interacting with individuals who hold higher positions

or authority. Communication goals also play a significant role, as the main characters utilize positive politeness strategies to build harmonious relationships, maintain cooperation, or gain support from their interlocutors.

2.4 Positive Politeness Strategy

According to Brown and Levinson (1987:70), positive politeness is directed towards the positive face of the listener, which refers to their positive self-image and their constant desire for their wants or actions to be seen as desirable. Positive politeness utterances are not only used by individuals who are already familiar with each other, but they can also be employed as a way to establish a sense of common ground or shared desires to some extent, even between strangers. Consequently, positive politeness techniques serve not only as a means to address face-threatening acts but also as a social accelerator, indicating that the speaker wants to establish closer rapport with the listener.

According to Brown and Levinson (1987:70) positive politeness as a communication strategy that involves giving positive attention and showing appreciation for the positive identity of the person being addressed. In the academic setting, Halim and Islam (2018:147-162) emphasize the significance of employing positive politeness strategies when interacting with research participants. They stress that utilizing positive statements and compliments can empower research participants, boost their motivation, and foster mutually beneficial relationships between researchers and participants.

Holmes (1986:485-508) conducted research that underscores the importance of positive politeness in academic settings. The study emphasizes that incorporating positive politeness strategies, such as expressing gratitude and offering praise, can significantly contribute to establishing a positive and supportive research environment. By acknowledging and appreciating the contributions of research participants, positive politeness enhances their motivation, encourages active involvement, and cultivates a collaborative relationship between the researcher and participants.

In addition, other scholars, including Culpeper (2011:9), have examined the impact of positive politeness in research interviews. They highlight that

employing positive politeness strategies, such as utilizing compliments and demonstrating genuine interest, can facilitate the development of rapport, foster a comfortable atmosphere, and encourage participants to provide more detailed and candid responses.

Positive politeness strategy encompasses fifteen strategies, including: acknowledging and considering the listener's interests, wants, needs, and goods; expressing exaggerated interest, approval, or sympathy towards the listener; intensifying the listener's interest; using markers of in-group identity; seeking agreement and avoiding disagreement; assuming, raising, or asserting shared understandings; making jokes; asserting or presupposing the speaker's knowledge and concern for the listener's wants; offering or making promises; maintaining an optimistic tone; involving both the speaker and the listener in activities; providing or asking for reasons; assuming or asserting reciprocity; and giving gifts to the listener, such as goods, sympathy, understanding, or cooperation

2.4.1 Noticing hearer's interests, wants, needs, and good

The initial strategy of positive politeness proposes that speakers should consider the state of the listeners. This entails acknowledging their interests, desires, possessions, or anything that the listeners might want to be recognized. Speakers can employ compliments as a means to implement this strategy. By offering compliments, they can leave a positive impression on the listeners and mitigate the potential inappropriateness of their requests or actions.

For example: "Can everyone here be trusted?" The example above shows that the speaker is paid attention to the hearer. It indicates that the speaker notices the hearer is condition. (Brown and Levinson, 1987:103).

2.4.2 Exaggerating interest, approval, and sympathy with the hearer

This strategy involves expressing something with a greater degree of positivity than its actual status by using exaggerated adjectives. For example: 'The plan you made went perfectly'. This example demonstrates that the speaker is giving an exaggerated compliment about the listener's plan. The use of the word "perfectly" implies that the listener has an exceptional plan (Brown and Levinson,

1987:104).

2.4.3 Intensifying interest to hearer, making good story, draw hearer as a participant into the conversation

This strategy is employed by the speaker to capture the hearer's attention and generate interest by narrating an engaging story. For example: "Let me tell you a story, my friends". This example illustrates how the speaker aims to amplify the hearer's curiosity through the vivid depiction of a compelling situation. (Brown and Levinson, 1987:105).

2.4.4 Using in group identify markers

This strategy is implemented by using in-group identity markers such as address, language dialects, jargon, and slang to indicate that the speaker and listener belong to a group with shared desires. For example: "What about all the brothers and sisters we have gathered here? The above sentence demonstrates that the speaker uses in-group identity markers by saying "brothers and sisters" directed towards the conversational partner (Brown and Levinson, 1987:106).

2.4.5 Seeking agreement

This strategy involves seeking consensus from the listener by introducing a safe topic that the listener will agree with. For example: " Do you want me to write another letter"? The example above shows that the speaker expresses about writing another letter. The speaker brings up a topic that is safer to discuss rather than mentioning an unsafe one. In employing this strategy, the speaker aims to achieve consensus with the listener by selecting a safe topic that the listener is expected to agree with or feel comfortable discussing. By introducing a safer topic, the speaker avoids the risk of conflict or tension that may arise if they were to discuss a controversial topic or one that triggers differences of opinion. In the process, the speaker creates space for reaching agreement, building rapport, and maintaining a harmonious relationship with the listener. (Brown and Levinson,1987:107).

2.4.6 Avoiding disagreement

This strategy illustrates avoiding disagreement by stating false agreement, indirect agreement, white lies, and hedging. For example: "I have to wait at the gate longer than expected, but this is the place, there are many people here". The speaker indicates that the listener has to wait at the gate longer than expected (Brown and Levinson). In this situation, the speaker employs this strategy to avoid disagreement with the listener. Although the speaker has to wait longer at the gate, they indirectly express agreement by describing the atmosphere of the place and the presence of many people. In doing so, the speaker avoids directly stating the discomfort or disagreement regarding the extended wait, but implicitly conveys this information to the listener. By using white lies and hedging, the speaker aims to maintain harmony and avoid potential conflict or tension with the listener (Brown and Levinson, 1987:108)

2.4.7 Promise

This strategy implies that when the speaker makes a promise to the listener, they intend to fulfill the listener's desires. For example: "Tell me some good news that I can hold on to. The conversation above explains that the speaker is promising the listener that they will fulfill their promise.

In this context, the speaker makes a promise to the listener that they will deliver good news that the listener can hold on to. In doing so, the speaker commits to fulfilling the listener's desires and providing the desired hope. By employing this strategy, the speaker demonstrates good intentions and sincerity in fulfilling their promise, creating a sense of trust and connection between the speaker and the listener. The promise affirms that the speaker will follow through on what has been promised to the listener, offering hope and satisfaction to them. (Brown and Levinson, 1987:109).

2.4.8 Joking

Joke is used to stress that the speaker and the hearer have the common background knowledge and values. In addition, this strategy is often used by the speaker since joke is a basic technique in positive politeness which can be used to

minimize the face threatening act, for the example: joking: "The Romans really know how to make our lives interesting, don't they?(Brown and Levinson, 1987:110)

2.4.9 Asserting or presupposing knowledge of and concern for hearer's want

This strategy suggests the speaker to deliver his/her knowledge about the hearer and to be more concern towards the hearer's wants. By doing this strategy, the hearer will feel that the speaker does a good cooperation with him/her. In addition, the hearer may think that both of them belong in the same group. An example of this strategy is presented in the following expression. For example A: "I understand the importance of your faith and the need for spiritual guidance. B: "Indeed, it is a crucial aspect of our lives. Let us continue to seek wisdom and strength in our beliefs."(Brown and Levinson, 1987:111)

2.4.10 Offering, promising

In this strategy, the speaker shows his/her good intention towards the hearer by offering or promising something. This strategy can ease the potential thread of some face threatening acts since delivering offer or promise is one strategy to satisfy the hearer's positive-face wants. For example: A: "I offer my resources and connections to assist in providing shelter and protection for the persecuted Christians." B: "Your generosity and willingness to help are truly inspiring. With your support, we can provide safety to those in need." In order to lessen the potential threat, the speaker promises the hearer to take him/her out to dinner on Saturday. By giving a promise to the hearer, the speaker has eased the potential threat since giving promise is the demonstration of a good intention in satisfying the hearer's positive-face want(Brown and Levinson,1987:112).

2.4.11 Being optimistic

In this strategy, the speaker adopts an optimistic attitude towards the interlocutor's willingness to fulfill or do something for the speaker. For example: "If we stay united and support one another in this ministry, I am confident that God

will bless us all". In that sentence, Paul is conveying the message that by supporting and working together, they can expect mutual benefits in their journey of ministry. By emphasizing the importance of togetherness and cooperation, Paul is inspiring a sense of camaraderie and shared responsibility among the listeners. He expresses his confidence in the positive outcomes that await them when they come together, demonstrating faith in the interlocutor's willingness to contribute and highlighting the potential for mutual benefits in their shared pursuit of ministry (Brown and Levinson, 1987:113).

2.4.12 Including both speaker and hearer in an activity

This strategy intends to involve both the speaker and the listener in an activity and establish cooperation between them. The strategy employs the inclusive form "kita" (we) when the speaker actually means "you" or "I". For instance: "In that case, let's sit down." The above example indicates that the speaker actually wants the listener to join them for sit together. The speaker's request is presented inclusively using "ayo" (let's). By doing so, the request becomes more courteous as it demonstrates cooperation between the speaker and the listener (Brown and Levinson). In this context, the use of inclusive forms like "kita" (we) can create a sense of connection and camaraderie between the speaker and the listener. It demonstrates that the speaker is not merely commanding the listener but inviting them to actively participate in the proposed activity. By employing this strategy, the speaker shows politeness and acknowledges the presence and contribution of the listener. In the process, cooperation and collaboration can be fostered, creating a more harmonious and mutually beneficial relationship between the speaker and the listener.(Brown and Levinson, 1987:114)

2.4.13 Giving and asking for reason

This strategy indicates that the speaker and the listener are collaborators through the use of requesting and providing reasons. For instance: 'so, what did you do?' (Brown and Levinson,1987:115).

2.4.14 Assuming or asserting reciprocity

This strategy can be employed by establishing mutual benefits between the speaker and the listener. For example: "The prisoner stand up, and Greek too". The speaker is indicating reciprocity towards the listener (Brown and Levinson). acknowledging their presence and involvement in the situation. By using this strategy, the speaker aims to convey that the action requested from the prisoner is also relevant or important to the Greek person present.

In this context, it is important for the speaker to ensure that the interests and benefits of the requested action encompass both parties, creating a balanced and mutually beneficial relationship between the speaker and the listener. (Brown and Levinson, 1987:116)

2.4.15 Giving gifts to hearer can be in the form of goods, sympathy, understanding and cooperation

This strategy showcases how the speaker can satisfy the listener's positive face by genuinely fulfilling some of the listener's desires. For example: " The letters you sent to us have deeply touched the community's hearts, so we have collected donations". The speaker provides comfort to the listener by expressing genuine and heartfelt sympathy (Brown dan Levinson 1987:117).

2.5 Factors of Politeness Strategies

Sociological variables play a significant role in determining the choice of politeness strategies. Brown and Levinson (1987) explain that the severity of a face-threatening act (FTA) is influenced by sociological factors, which in turn impact the selection of appropriate politeness strategies. These sociological variables include social distance, relative power dynamics, and the cultural hierarchy regarding the level of imposition. The speaker's utilization of politeness strategies is influenced by these variables, shaping their approach to communication.

2.5.1 Relative Power

The concept of "relative power" refers to the difference in power or status between the speaker and the hearer in verbal interactions. According to Brown and

Levinson (1987), the greater the power difference between the speaker and the hearer, the higher the need to use positive politeness strategies to maintain face and avoid conflict or tension. On the other hand, when the power difference is lower or balanced, negative politeness strategies that respect the freedom and autonomy of the hearer can be employed. In the context of relative power, the choice of politeness strategies depends on efforts to maintain the existing hierarchical relationship.

Relative power refers to an unequal relationship between the speaker and the interlocutor, where the position of an individual in society is determined by their power. Assessing one's power involves considering both material control and metaphysical control. This factor influences the choice of politeness strategies. Power is not only demonstrated through actions but also through language, which is a natural system of conventionalized symbols with understood meanings. This means that when people communicate, they can establish social functions that reflect their individual power (Ng & Deng, 2017: 2).

For example, consider a conversation between a boss and an employee in an office. The boss, having greater power than the employee, may employ less formal politeness when expressing their utterances. Conversely, the employee, with lesser power compared to their boss, is expected to be polite in their speech towards the boss.

2.5.2 Social Distance

Social distance is a variable that involves assessing the frequency of interaction and the types of goods or services exchanged between the speaker and the hearer. According to Brown and Levinson (1987, p. 76), social distance refers to a symmetric social dimension of similarity or difference within which speakers and hearers position themselves for a specific act. The frequency of interaction and the exchange of goods are influenced by stable attributes such as age, sex, socio-cultural background, including social class and ethnic background. The level of intimacy between the speaker and hearer influences the choice of strategy. For instance, if the speaker and hearer have an intimate relationship, the speaker may use in-group markers like "man," "bro," or "honey," which are forms of positive

politeness strategies. Conversely, as the social distance between the speaker and hearer increases, the degree of politeness employed by the speaker will be higher, reflecting a negative politeness strategy. The closer the speaker and hearer are, the more likely the speaker will opt for a less polite strategy.

2.5.3 Rank of Imposition

Brown and Levinson (1987) argue that the degree of imposition varies depending on the specific situation. In a particular culture, it is determined by the level of interference involved in the Face Threatening Act (FTA). They also emphasize that the absolute position or ranking of imposition is influenced by the extent to which it affects the positive and negative face desires. For example, a high rank of imposition occurs when a speaker asks for a significant favor, while a lower rank of imposition exists for a small request. Therefore, speakers need to minimize the imposition as it poses a significant threat to the hearer's face. The rank of imposition is considered one factor that affects politeness strategies, as some individuals may not be receptive to certain types of FTAs.

The theory proposed by Brown and Levinson (1987) on factors influencing the choice of negative politeness strategies serves as the main framework. This theory is not only consistent with previous theories but also provides more detailed factors, as it encompasses both the individuals involved and the environment.

When selecting specific strategies, the speaker is influenced by multiple factors rather than just one in certain situations. The speaker's utterances may reflect a strategy influenced by two or three factors. Moreover, the speaker's choice of negative politeness strategy is influenced by the expected payoff and specific circumstances. For instance, the speaker may adopt a deferential strategy when addressing someone of higher status in a formal setting. Such a situation prompts the speaker to employ a specific strategy to show respect for the interlocutor's negative face.

2.6 Previous Related studies

There are several related studies had been done previously. Several studies have completed analysis in the field of politeness, especially on positive politeness

strategies. Many studies serve similar aims and concepts to the research I have done.

The first research found by Septyaningsih (2007) entitled “An analysis of positive politeness strategy in the film entitled “in good company” (a pragmatics study). This research focuses on positive politeness strategies used in the “In Good Company” movie script and what strategies are used the most in that movie script. This study used a qualitative approach to describe the results of the analysis of positive politeness strategies. The theoretical framework of this research is based on Brown and Levinson (1987) classification of positive politeness strategies. In Positive politeness strategy encompasses fifteen strategies, including: acknowledging and considering the listener's interests, wants, needs, and goods; expressing exaggerated interest, approval, or sympathy towards the listener; intensifying the listener's interest; using markers of in-group identity; seeking agreement and avoiding disagreement; assuming, raising, or asserting shared understandings; making jokes; asserting or presupposing the speaker's knowledge and concern for the listener's wants; offering or making promises; maintaining an optimistic tone; involving both the speaker and the listener in activities; providing or asking for reasons; assuming or asserting reciprocity; and giving gifts to the listener, such as goods, sympathy, understanding, or cooperation

The second research found by Archia (2014) entitled “a pragmatic analysis of positive politeness strategies as reflected by the characters in carnage movie” This research used a descriptive qualitative research method. This research is concerned to identify politeness strategies used in the film entitled Carnage Movie and applying positive politeness strategies in film entitled Carnage Movie in language. This research indicated that all of Brown and Levinson proposed strategies were applicable to the film entitled Carnage Movie. There are 15 strategies applied to subtitles. It was concluded that the film entitled Carnage Movie used different strategies.

The third research found by Tantri (2020) entitled “An analysis of positive politeness strategies in the Ellen show: pragmatics approach This research used a qualitative descriptive approach. The aims of the research were to describe the politeness strategies and analysis the mostly used in Ellen Show. I found 15 strategies applied in positive politeness strategies. It was concluded that the film

entitled Carnage Movie used different strategies.

The main distinction of this research from previous studies lies in its utilization of the film script "Paul Apostle of Christ (2018)" as the primary data source. The film script is obtained from Subsence.id, a platform providing subtitles for renowned films. By employing this film script, the research aims to analyze how language is used by the characters in the film to express positive politeness, as identified in Brown and Levinson's theory.

Through the utilization of the film script as data, this research seeks to explore the usage of positive politeness in language and behavior among the characters within the script's narrative context. This approach can provide unique insights into how politeness theory can be applied in more complex contexts, such as film narratives. As a result, this research contributes to our understanding of politeness in language and human behavior in various communication situations.

