CHAPTER 2
THEORITICAL FRAMEWORK

This chapter discusses theories and references related to this research to provide additional information. This chapter is divided into two parts of discussion, namely: theoretical descriptions and related researches.

2.1. Theoritical Description

2.1.1. Pragmatics

Pragmatics is the study of the relationship between language and context which explains the basis of language understanding. According to Levinson (as cited by Riska: 2022: 6) defines pragmatics as the study of language use, namely the study of the relationship between language and context which is the basis for understanding language which involves making inferences that will connect what is said with what is assumed or what has been said before. Context is an important aspect that must be considered in conversation.

According to Yule (1996: 3), pragmatics is the study of contextual meaning. This type of study must involve interpretation of what people mean in a particular context and how that context affects what is said. It requires consideration of how speakers organize what they want to say according to who they are speaking to, where, when, and in what situation.

On the other hand, Leech (as cited by Zalfa: 2023: 5), states that people cannot really understand the nature of language unless they understand pragmatics. Pragmatics is the way in which language is used in communication. People usually express their intent implicitly, which means that what they say does not have the same semantic meaning as what they intend. Speakers have a purpose in mind when they say something that relates to the context or situation in which the conversation takes place.

2.1.2. Politeness Strategy

As stated by Brown and Levinson in Cutting (as cited by Jeihan 2014: 13), a politeness theory is based on the concept that people have a social self-image. This sense of self-image is also known as "face". It is a general typical in all cultures that the speakers should aware on the

hearers' needs about their faces, consider of their feelings, and minimize face-threatening act (FTA). According to Brown and Levinson (as cited by Mitha 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 (1987). In Brown and Levinson (as cited by Anisa 2021: 8), they define the "face" or self-image as something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. In general, people cooperate (and assume each other's cooperation) is in maintaining face in interaction, such cooperation being based on the mutual vulnerability of face.

2.1.2.1 Positive Politeness Strategy

In a positive politeness strategy, the speaker gives the speaker a positive self-image for the speaker. Brown and Levinson (Adrian 2012:9) argue that positive politeness occurs in a group or environment whose participants have the same goals, desires, or background knowledge. Have similar goals, desires, or background knowledge. This strategy is raised because the speaker wants to show a good impression on the speaker and indicate that the speaker wants to strengthen social relations and indicates that the speaker wants to strengthen his social relationship with the speaker through similar desires and views speakers through the same desires and views between the speaker and the speakers.

Strategy 1: Noticing, attending to H (her/his interests, wants, needs, goods)

Noticing is the first strategy which means that it is important for the S or speaker to pay close attention to the condition of the H or hearers. Those can refer to their desires, interests, ideas, or other things that want to be noticed by the hearers. This first strategy may be expressed by the speakers to give a compliment about something and making the imposition itself less inappropriate. The example of this strategy is as follows:

"You must be hungry, it's a long time since breakfast. How about some lunch?"

(Brown and Levinson, 1987: 103)

This dialogue shows that the speaker is paying attention to the listener and realizes that the listener must be hungry because it has been a long time since breakfast. This can be seen

in the state of the listener, the listener may have a pale face, or the speaker simply notices and remembers that the listener has not eaten. So the speaker asks the listener to have lunch.

Strategy 2: Exaggerate (interest, approval, sympathy with H)

This strategy can be implemented by saying something in a way that shows interest, approval or sympathy for the listener. This is often done with exaggerated intonations, stress and other aspects of prosody, as well as enhancing modifications.

"What a fantastic garden you have!"

(Brown and Levinson, 1987: 104)

The above example shows that the speaker exaggerated the sympathy for the listener or the politeness of the listener. The word "fantastic" meant that the listener had a big garden.

Strategy 3: Intensify interest to H

Another way in which the speaker shows that he has the same goals or common ideas as the listener is to arouse the listener's interest in the speaker's contribution. This strategy can draw the listener's attention to the conversation by telling a good story or story. Therefore, the speaker must explain the story clearly and enthusiastically. The story will be like this:

"I come down the stairs, and what do you think I see? — a huge mess all over the place, the phone's off the hook and clothes are scattered all over . . ."

(Brown and Levinson, 1987: 106)

Before the speaker tells the story, the speaker tries to get the listener's attention by saying "What do you think I see?". This sentence arouses the listener's interest in what the speaker is saying. This shows that the speaker can make the listener stay positive by engaging the listener in that conversation. The listener is satisfied because the speaker has given him as his closest friend.

Strategy 4: Use in-group identity markers

In a conversation, the speaker can demonstrate solidarity and intimacy with the hearer by using in-group address forms. The hearer's cheerful expression is preserved when the speaker refers to him or her as "hun," "mate," "buddy," or even his or her familiar nickname "Kela"

rather than "Kayla." These identity markers deepen the bond between the speaker and the hearer. The following is a model of this strategy:

"Here mate, I was keeping that seat for a friend of mine .."

(Brown and Levinson, 1987: 107)

This shows that both the speaker and the hearer are close to each other, it will be called as a in-group identity. "Mate" used to convey such in-group membership. A result of being treated as a closest friend, the hearer's positive face is preserved.

Strategy 5: Seek agreement

This strategy consists of seeking the listener's agreement by bringing up a safe topic with which the listener agrees. Agreement can also be emphasized by partially or completely repeating what the previous speaker said in the conversation. A safe topic is another typical way to reach an agreement with the listener is to look for ways to agree with them. Bringing up a "safe topic" allows the speaker to emphasize agreement with the listener and thereby satisfy the listener's desires.

A: John went to London this weekend!

B: To London!

(Brown and Levinson, 1987: 112)

The above example showed that agreement can also be emphasized by repeating part of what the previous speaker said in the conversation.

Strategy 6: Avoid disagreement

One way to keep a positive face for the listener is to avoid disagreements. The speaker of this strategy can hide his displeasure with a white lie. Cutting (2002:42) provides some hedge examples, such as "if possible," "sort of," "in a way," and "I wonder". A white lie, according to Cutting (2002:40), is "a lie with good intentions." Furthermore, the speaker can conceal his or her disagreement by pretending to agree with the use of hedges. As in the following example, the speaker can use this strategy:

"I don't know, like I think people have a right to their own opinions."

Using hedges in a sentence makes the listener keep a positive face because the speaker uses hedges in the sentence and hides his disagreement instead of "No, I don't agree with you." As a result, the listener does not feel bad because the speaker makes the listener believe that people are entitled to their opinions.

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. He or she will usually use the pronoun "we" to include the hearer in the conversation, such as:

"Oh dear, we've lost our little ball, haven't we, Johnny?"

This indicates that the speaker is attempting to persuade Johnny to talk about their little ball. She is doing a conversation that includes Johnny by using pronoun "we." This shows that the speaker and the hearer have a common ground. As a result, when the speaker asks Johnny to talk, she can reduce the threat.

Strategy 8: Jokes

A speaker of positive politeness can show solidarity by telling a joke that makes the listener feel at ease. This strategy can emphasize the fact that the speaker and listener must have common background knowledge and values. As a result, the joking strategy can be useful to reduce the social distance between them. Example as follows:

"How about lending me this old heap of junk? (H's new Cadillac)"

This shows that B has background knowledge that H has a new Cadillac. The jokes in this conversation strain the conversation and can also reduce the demand.

Strategy 9: Assert or presuppose S's knowledge of and concerns for H's wants

This strategy, which involves knowing the listener's desires and being prepared to match your own desires with them, is a way of showing that the speaker and the listener are collaborative partners that can pressure the listener to cooperate with the 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 to show that S and H are cooperating, and thus possibly pressuring H to cooperate with S, is to state or imply that he knows about H's wishes and his willingness to accommodate them.

Strategy 10: Offer or promises

To reduce potential danger and show cooperation between listener and speaker, the speaker can offer or promise something to the listener. A speaker can say that the speaker is doing something for the listener. This strategy shows the good intentions of the speaker to satisfy the desires of the listener. As can be seen from the following example:

"I'll drop by sometime next week"

(Brown and Levinson, 1987: 125)

This example shows how the speaker lets the listener know that they are cooperating. The speaker emphasizes his cooperation by promising the listener to leave him next week. As a result, the listener's positive face fills up.

Strategy 11: Be optimistic

By expressing positive politeness, the speaker can use the strategy of being optimistic that the listener wants what the speaker wants. The speaker saves the listener's positive face by being optimistic that the listener will do what the speaker wants. In this case, the listener helped the speaker because they had a common interest. The following sentence illustrates this strategy:

"Wait a minute, you haven't brushed your hair! (as husband goes out of the door)"

<div align="right">(Brown and Levinson, 1987: 126)</div>

In this sentence, the woman wants the man to brush her hair, expressing her desire in words that imply that she (the listener) wants it too. The speaker presses him to cooperate with him. This shows that the speaker appreciated the listener and satisfied the positive face of the listener.

Strategy 12: Including both S and H in the activity

The speaker can use the pronoun "we" to include both interlocutors in the activity. As a result, the speaker has recognized the hearer as a member of the same group and has preserved the hearer's positive face. This strategy is illustrated in the following example:

"Let's get on with dinner, eh?"

<div align="right">(Brown and Levinson, 1987: 127)</div>

In the given example, the speaker asks the hearer to go to dinner because. In that sentence, the use of the word "Let's" indicates that the speaker includes the hearer in his or her activity. It makes the request more polite because it indicates cooperation between the speaker and the hearer, implying that the goals are for both of them, not just the speaker.

Strategy 13: Giving or asking for reasons

In this strategy, the speaker shows cooperation with the listener by giving or asking for reasons. The speaker uses it to help the listener understand what they want.

"Why don't we go to the seashore!"

<div align="right">(Brown and Levinson 1987: 128)</div>

The above example shows that the speaker and the listener cooperate in questioning and discussion.

Strategy 14: Assume or assert reciprocity

The existence of cooperation between the speaker and the listener can also be demonstrated by establishing a mutual exchange.

"I'll do X for you if you do Y for me."

If reciprocity is assumed, it is clear that speaker and listener are cooperating. Both the speaker and the listener have their own rights. The speaker receives something and vice versa.

Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)

In this strategy, the speaker can satisfy the listener's desire for positive face by saying something related to the listener's need. The speaker knows how to apply the positive courtesy of giving a gift to a relationship, for example:

A: Have a glass of malt whisky, Dick.

B: Terrific! Thanks.

A: Not at all. I wonder if I could confide in you for a minute or two

In the example, the speaker demonstrates cooperation by offering the hearer a glass of malt whisky. The objective of doing something like this is to make the hearer realize that the speaker cares about him. As a result, when the speaker asks the hearer to listen to him, the hearer will comply because his or her positive-face desires has been achieved.

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 "Ginny and Georgia Two" series. According to Brown and Levinson in Goody (as cited by Kuweira: 2016: 31) states that there are two factors which influence a speaker to deliver certain politeness strategy. Those two factors are payoffs and relevant circumstances.

1. **Payoff**

   Applying positive politeness strategies can minimize FTAs by assuring the hearer that the speaker recognizes the hearer's wants and interests. Thus, the speaker does not threaten the hearer's positive face because it can be seen for their mutual shares and interests. For the result, positive politeness brings to mutual friendship, unity, amd equal participants.

For examples:

"Let's get on with dinner."

<div align="right">(Brown and Levinson, 1987: 72)</div>

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**

Circumstances, sociological factors and thus the degree of civility affect the severity of a free trade agreement. According to Brown and Levinson, three sociocultural factors also influence the choice of politeness tactics. These three factors are social distance, relative power, and the absolute order of demands specific to a given culture.

1. **Social Distance**

According to Brown and Levinson in Goody Levinson (as cited Kuweira: 2016: 32) social distance can be defined as a symmetric relationship between the hearer and the speaker. The dominant element of social distance is on the social attribute of the two parties. Social distance can be determined by some factors such as gender, age, and intimacy. For the example, if the hearer and the speaker are similar in the terms of gender and age, the politeness strategies between them may be less formal rather than those who have same gender but difference gap in terms of age

2. **Relative Power**

Power is the basic general point that we tend to be more polite to people who have power or authority over us than those who do not. It is another factor that affects one's ability to speak politely and is based on the asymmetry of the speaker-listener relationship. These forms of power are most common in environments that have a clear hierarchy, such as courts or the workplace. For example, you might be more polite when addressing your boss because he always forgets something than when addressing your sister. This is because your boss can have a positive or negative impact 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.

2.1.4. Previous Related Studies

In this study, I choose three previous studies written by some writers in orderto support this research. Hereby proves the existence of research that uses same theory and approach with different objects.

The first research is written by Zalfa Kayla Ardifa (2022) and the title of this research is "The Analysis Of Positive Politness Strategies In Spider-Man: No Way Home (2021) Movie Script" (Pragmatics Approach)" It was concluded that there are 15 positive politeness strategies employed by the characters in the dialog of the film but the characters also employed all kind of the positive politeness strategies. She also found two factors, which is payoff and relevant circumstances.

The second research is written by Dinda Tiara Avelia (2023) and the title of this research is "Positive Politness Strategies Used By The Main Characters In Five Feet Apart (2019) Movie Script " This research uses a qualitative descriptive design and only focuses on the main character. In the analyzing of the data, the researcher used of Brown and Levinson's strategies, which is bald-on record, positive politeness, negative politeness, and off-record. She also found two factors, the first one was payoffs and the second one was sociological factors.

The last research was written by Tantri (2020) with the research title "An Analysis of Positive Politeness Strategies in the Ellen Show: A Pragmatic Approach". The similarity is that he uses Brown and Levinson's (1987) theory to analyze this research. In his researched, it is concluded that this research only focuses on one strategy of positive politeness strategies, namely

jokes. While joking is a common thing used by everyone, some people sometimes use it as a negative politeness strategy. This strategy is related to minimizing face-threatening actions, and the goal is to make the listener feel comfortable with the interaction.