

CHAPTER 5

CONCLUSION

In the final chapter of this study, we will discuss the findings obtained from the discussion and analysis of the data conducted in the previous chapters, using positive politeness strategies according to Brown and Levinson in the series "Ginny and Georgia Two". Based on the analyzed data, the following conclusions can be drawn:

The number of positive politeness strategies based on Brown and Levinson amounts to 15 strategies, with the main character in the "Ginny and Georgia Two" series utilizing 14 of these strategies. Strategy 1, which is "Noticing, attending to the hearer's interests, wants, needs, goods, etc.", appears in 3 dialogues in data 12, 17 and 22. Strategy 2, "Exaggerate interest, approval, sympathy with the hearer", appears in 1 dialogue in data 11. Strategy 3, "Intensifying interest in the hearer", appears in 1 dialogue in data 8. Strategy 4, "Use in-group identity markers", appears in 1 dialogue in data 13. Strategy 5, "Seek agreement", appears in 2 dialogues in data 10 and 20. Strategy 6, "Avoid disagreement", appears in 1 dialogues in data 3. Strategy 8, "Jokes", appears in 3 dialogues in data 1, 2 and 9. Strategy 11, "Be optimistic", appears in 1 dialogue in data 30. Strategy 12, "Including both the speaker and the hearer in the activity", appears in 2 dialogues in data 4 and 16. Strategy 13, "Giving or asking for reasons", appears in 6 dialogues in data 7, 9, 14, 15, 21, and 23. Strategy 14, "Assume or assert reciprocity", appears in 1 dialogue in data 18. Lastly, strategy 15, "Giving gifts", appears in 1 dialogue in data 24.

Table 5.1 The Data Findings of Positive Politeness Strategies Uttered by the Main Characters in Series “Ginny and Georgia Two”

No.	Positive Politeness Strategies	Frequency
1.	Noticing, attending to the hearer (her/his interests, wants, needs, goods, etc.)	3
2	Exaggerating (interest, approval, sympathy with H)	2
3	Intensifying interest to the hearer in the speaker’s contribution	1
4	Use in-group identity markers	1
5	Seek agreement	2
6	Avoid disagreement	1
7	Presuppose, raise, assert common ground	0
8	Jokes	3
9	Asserting or presupposing knowledge of and concerning for hearer’s wants	0
10	Offer or promises	0
11	Be optimistic	0
12	Including both S and H in the activity	2
13	Giving or asking for reasons	6
14	Assume or assert reciprocity	1
15	Give gifts to H	1
TOTAL		24

In this study, the most commonly used strategy is Strategy 13, which is giving or asking for reasons. It is a common approach in research or conversations aimed at understanding why something happens or gaining a deeper understanding of a topic. In the context of research, this strategy is used to collect data and analyze the reasons behind a phenomenon or behavior. The use of this strategy is more effective because it encourages conversations that focus on the question "why" rather than merely limiting oneself to what is happening. By asking for the

reasons behind someone's actions or decisions, you can gain deeper insights into their thoughts, influencing factors, or even build arguments to support or challenge an opinion. It is widely used because it offers several advantages and significant benefits. Here are some reasons why this strategy is widely used in research and conversations:

1. **Gaining deeper understanding:** By asking for reasons or providing reasons, we can gain deeper insights into the thoughts and motivations behind someone's actions, decisions, or opinions. This helps us better understand how and why something happens.
2. **Encouraging critical thinking:** This strategy promotes critical thinking and the development of rational arguments. By asking for reasons, we encourage people to consider the factors that support or oppose an opinion and present arguments supported by evidence or logic.
3. **Identifying causal factors:** By gathering reasons from various individuals or groups, we can identify underlying causal factors of a phenomenon or behavior. This aids in root cause analysis and paves the way for problem-solving or improvement.
4. **Constructing arguments and justifications:** In the context of conversation or research, this strategy helps build strong arguments and justify opinions or decisions. By providing strong reasons, we can convince others of the truth or validity of a statement.
5. **Triggering further conversation and reflection:** By asking for reasons, we stimulate deeper discussion and personal reflection. This can open the door to considering different perspectives, expanding understanding, and generating new ideas.
6. **Improving communication:** By using this strategy, we encourage more open and effective communication. Asking for reasons and providing reasons help avoid false assumptions, promote clarification, and build better understanding between individuals or groups.

Based on the data analysis above, the use of positive politeness strategies based on Brown and Levinson has been fulfilled in the main characters of the TV series "Ginny and Georgia Two." The series revolves around Ginny and Georgia, with a focus on Ginny who is facing challenges in her life. Ginny tries to find ways to survive after being haunted by bitter memories. Her mind is constantly preoccupied with the fact that her mother is a murderer. Not only that, she is also burdened by the fact that her stepfather Kenny died under suspicious circumstances. This reason forces Ginny to confront the fact that Georgia, her mother, killed to protect Ginny. Guilt mixed

with remorse continues to haunt her thoughts. This complex problem leads Ginny and Georgia to face heavy trials in their lives, and neither of them knows how to end it. Georgia reveals that Gil, Austin's father, is an evil person. This statement is not an exaggeration; the audience is shown how evil Gil is in this season. Gil also tries to blackmail Georgia by threatening to expose her crimes if she doesn't provide him with money. The climax occurs when Gil tries to physically harm Georgia and Austin by shooting Georgia's arm. This pressure then triggers Georgia's thoughts to fight back and, on the other hand, protect her children. Ginny finds out what is happening and begins to confront her mother, while Georgia prepares for her wedding. The wedding is currently taking place, and the Miller family is celebrating, but of course, nothing goes smoothly, and Georgia's life is in chaos. When Georgia thinks everything is going well according to her wishes, she finally gets her dream wedding.

Based on the research conducted on the factors influencing the use of positive politeness in the TV series "Ginny and Georgia Two," two main factors were found: outcome and context. The first factor is the payoff which means the use of positive politeness strategies by the speaker can provide certain advantages, such as minimizing violations of politeness principles. The second factor is relevant context, which includes social distance between conversation participants and power ranking. In this research, the focus was only on two factors: social distance and payoff. Positive politeness strategies were developed to reduce the social distance between conversation participants. Most of the data found involved participants who were already familiar with each other and had a close mother-daughter relationship. However, there were some data (data 1 to 24) that involved conflicts and issues within the family. The second factor is the payoff. In this research, it was found that the speaker's power ranking was lower than the listener's in several data (data 2, 3, 5, 6, 10, 12, 13, 14 and 16).

Based on the analysis and conclusions of this research, it is recommended that future researchers also analyze the dialogues in the TV series using a pragmatic approach, especially in the context of positive politeness strategies based on Brown and Levinson's theory. They can analyze other strategies defined by Brown and Levinson, such as Bald on Record, Negative Politeness, and Bald off Record. These three strategies are equally important as positive politeness strategies and are commonly used by people in their daily lives. Additionally, future research can involve real-life experiences, such as analyzing positive politeness strategies used

by students and teachers in the classroom or strategies used by families during special events. Such approaches will provide a more comprehensive understanding of the use of positive politeness strategies in everyday life contexts.

