

*P : Relative Power*  
*D : Social Distance*  
*R : Size of Imposition*

## **Data Interpretation**

The conversation above shows that Giulia, the speaker, uses a positive politeness strategy, namely giving gifts to her interlocutor in the form of goods or sympathy. Initially, Giulia told Luca about the solar system. Then, Luca was very happy to hear Giulia's story. With Giulia who has many books about the solar system, Luca intended to borrow it. However, Giulia happily gave the book to Luca, whose initial goal was to borrow it. Therefore, Luca was very touched by Giulia who was very kind to him.

Giulia uses this strategy because she is influenced by several factors. The first is pay off. She wants to minimize FTA, she can minimize questions by giving a good story and a gift to Luca. The second is the Size of imposition because Giulia and Luca have just met, Luca innocently wants to borrow one of Giulia's books. He speaks politely and gently to Giulia and even promises that he will return it.

## **CHAPTER 5 CONCLUSION**

The Results of the previous chapter's analysis and debate are covered in this final chapter. This covers the positive politeness techniques that the characters employ as well as the driving forces behind their adoption of these techniques, as determined by an examination of 22 data points. The purpose of this study was to examine the usage of positive politeness methods in Luca's film script and the elements that affect their application. The author discovered 21 utterances from the movie script that make use of the positive politeness tactics from the data analysis in chapter 4.

Only 12 of the positive politeness methods are employed by the characters in Luca movie, despite Brown and Levinson listing 15. The most commonly employed strategies are those that are frequently employed by the characters Luca, Alberto, and Giulia: strategy 1 (nothing, attending to H(her/his interests, wants, needs, good)), strategy 2 (Exaggerate), strategy 3 (Intensifying interest to the hearer in speaker's contribution), strategy 5 (Seek agreement in safe topic), strategy 6

(avoiding disagreement), and strategy 8 (Joking). The least common strategies are strategy 7 (Presupposing, raising, asserting common ground), strategy 10 (Offering, promising), strategy 11 (being optimistic), strategy 12 (Including both speaker and hearer in the activity), strategy 13 (Give and asking for reasons), and strategy 15 (Giving gift to hearer), with only one utterance used for each.

According to this study, rewards and appropriate circumstances have an impact on the way that positive politeness is used. Reward comes first. This has an impact on the speech patterns that the characters use to minimize FTA and sustain their interpersonal ties. The second is the pertinent situation, which comprises the load (R), social distance (D), and power (P) level. I discovered each of these things in my research. Because the interlocutor has control over the speaker, the two characters' connection is impacted by the interlocutor's authority. Then, social distance—specifically, age and familiarity level—also has an impact on their connection. Lastly, the characters' usage of constructive politeness methods in conversation is influenced by the measure of compulsion.

According to the study's findings, the goal of this positive politeness tactic is to win over the listener's favourable opinion. People make an effort to improve communication skills, lessen power imbalances, and deepen their mutual understanding. Usually used in an effort to lessen FTA, this tactic shows warmth and sincere care for the listener's right to be respected. When interacting with strangers, this tactic can help reduce risks and keep your cool, which fosters collaboration and friendliness between you and the other person.

The author would like to offer some recommendations for the pragmatic analysis of dialogue in a movie, developing Positive Politeness Strategies based on Brown and Levinson's theory in light of the study's findings and analysis. It is therefore recommended that further scholars examine positive politeness and the variables influencing the application of these tactics from the same perspective. These three techniques are just as crucial as constructive politeness techniques, and many individuals use them on a daily basis.

It is recommended that additional researchers examine real experiences, such as positive politeness strategies used by a family on special occasions or by a student and teacher in the classroom, in addition to examining the similarities in perspectives regarding positive politeness strategies, according to Brown and Levinson and the factors that influence the use of these strate