POSITIVE POLITENESS STRATEGIES USED BY GRACE AND MEG

IN *MONTE CARLO* MOVIE

A Thesis

Submitted in Partial Fulfillment of the Requirements

for the Degree of *Sarjana Sastra (S.S)*

in English Language

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I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in this thesis are quoted or cited in accordance with ethical standard.

Semarang, February 13, 2014

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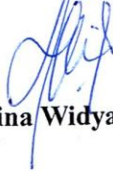
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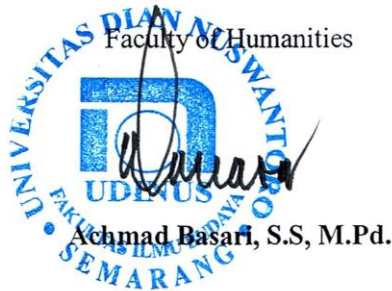
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MOTTO

Better unborn than untaught, for ignorance is the root of misfortune.

(Plato)

Anyone who stops learning is old, whether this happens at twenty or eighty.

Anyone who keeps on learning not only remains young but also becomes

constantly more valuable.

(Harvey Ulman)

DEDICATION

I would like to dedicate this thesis for:

- ➢ My beloved family, especially my parents
- ➢ My boyfriend
- ➢ All my friends

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At this happiest moment, I would like to express my sincere respect and thanks to:

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ABSTRACT

The thesis is entitled *"Positive Politeness Strategies used by Grace and Meg in Monte Carlo Movie".* It aims at finding out the types of politeness strategies produced by Grace and Meg in "Monte Carlo" movie.

The researcher used a qualitative research since the data engaged are displayed in the form of strings of words. The data were collected from a movie "Monte Carlo" which was realesed in 2011. The unit of analysis of this research is focused on the utterances produced by the main character Grace and her step sister Meg in Monte Carlo movie.

The result shows that Grace as the main character produced the highest number of positive politeness in her utterances compared to Meg. Beside that, she is younger than Meg; so she has to give her respect to Meg. Meanwhile, it is found that strategy 4: Use in group identity markers and strategy 12: Include both S and H become the highest number of strategy made by both characters in their utterances with 4 in total. Then it is followed by strategy 1: Notice, Attend to hearer's wants and strategy 5: seek agreement with 3 numbers. After that, strategy 2: Exaggerate Interest and Strategy 3: Intensity interest to Hearer is in the third place with 2. The least number of positive politeness strategies is Strategy 8: Joke with only 1 found in the utterances produced by Grace and Meg. And this strategy is produced by Meg.

Keywords: Movie, Politeness, Positive Politeness, Utterances

CHAPTER I

INTRODUCTION

1.1.   Background of the Study

Language as means of communication holds an important role in every human interaction. It is used to socialize and to interact with each other. Without language people will be difficult to cooperate and understand each other. In communication there are also different styles either in written or spoken language. However, in human daily interaction, spoken language is used more because it can express directly easily to the interlocutors. Through language, people can understand what other people want and think.

Communication is a process that allows organism to exchange several methods. Communication can be done in oral or written form. Basically, all people need to have communication to each other to convey what they want to achieve, whether in informal or formal situations. Communications among people are possible because such knowledge is shared with others, although how it is shared (or even how it is acquired) is not well understood. When one speak, he must constantly make choices of many different kinds: what he wants to say, how he wants to say it, and the specific sentence types, words, and sounds that best unite the '*what*' and the '*how*'. Fiske (1990:1) said that communication is one of those human activities that everyone recognizes but

few can define satisfactorily. Communication as a social interaction through messages in its own way.

It is known that communication does not only happen in individuals but also in organization. It can be seen that most organizations communicate to one another in order to achieve the goals. These goals can be achieved successfully from how good the communication has been done, because by doing good communication the organization will develop well in its interaction.

In interaction, people have to be aware on people's face in order to consider other's feelings or maintaining relationship with others. According to Yule (1996:60), "as a technical term, face means the public self-image of a person". Therefore, it refers to that emotional and social sense of self that everyone has and expects everyone else to recognize.

One way to maintain one's face is using politeness. In every society there is a rule called politeness, which serves as the basic to the production of social order and precondition of human cooperation. According to Brown and Levinson (1987:17), "politeness is how people behave in a way that attempts in considering of the feelings of their addressee". Politeness also means that being polite is not simply way like saying, "thank you" or "please" in the right place. It is the matter of how people can use their language appropriately toward their addressee (Holmes, 2001:267). Politeness is an important point to maintain a good relationship with other people.

According to Yule (1996:60), "it is possible to threat politeness as a fixed concept, as in the idea of "polite social behavior" or etiquette, within a culture". It is also possible to specify a number of different general principles for being polite in social interaction within a particular culture. Some of this might include being tactful, generous, modest, and symphatic toward others. Within an interaction, however, there is a more narrowly specified type of politeness at work. Politeness, in an interaction, can then be defined as the means employed to show awareness of another person's face. Politeness can be accomplished in situations of social distance or closeness. Showing awareness for another person's face when that other seems socially distant is often described in terms of respect or deference.

In every interaction people have different way of dealing with each other. Their way of speaking may sound different toward people who have different status from them. According to Holmes (1992:260-261), the way people talk is influenced by the social context in which they talk. It matters who can hear them and where they talk, as well as how they feel. People use different styles in different social contexts and indicate aspects of their social identity through the way they talk. The same message could be delivered differently to the different people.

Holmes (1992:296) said that one of the factors influencing an interaction is relationship to someone, especially solidarity. It means being linguistically polite involves speaking to people appropriately in the light of their relationship to others. Inappropriate linguistic choices may be considered

rude. Positive politeness is solidarity oriented. It emphasized shared attitudes and values. On the other hand, negative politeness pays people respect and avoids intruding on them. Negative politeness involves expressing oneself appropriately in terms of social distance and respecting status difference. To reveal politeness, people need certain strategies and usually each people have their own different strategies. Thus, the researcher wants to observe more about these strategies.

The reason for choosing the topic "Politeness Strategies" is based on the researcher's curiosity in analyzing on four types of politeness strategies of one of the characters in a movie entitled "Monte Carlo". The topic of politeness strategy on socio-cultural competence is interesting for the researcher because she thought that by making an interaction, people can describe or show that they want to make a request, apology, refusal, and thank. So, other people understand what is meant and the interaction can occur naturally. The researcher also knows that politeness strategies are very needed for people to speak politely with other people.

1.2.   Statement of the Problem

Based on the reason stated in the background of the study above, the statement of the study can be formulated as follows: "What positive politeness strategies are used by Grace and Meg in "Monte Carlo" movie?

1.3.   Scope of the Study

This study is limited on the positive politeness strategies used by Grace and Meg in "Monte Carlo" movie. The data was taken from the utterances produced by the main characters on Monte Carlo. It analyzed by using Brown and Levinson (1987:101) frame work.

1.4.   Objective of the Study

In line with the statement of the problem above, the objective of the study can be stated as follows: "To find out the types of politeness strategies produced by Grace and Meg in "Monte Carlo" movie.

1.5.   Significance of the Study

It is hoped that the result of this research can give a valuable contribution to:

1. The researcher is to get better understanding about the politeness in a conversation of the English department students of Dian Nuswantoro University.

2. Dian Nuswantoro University, particularly for the English Department. This thesis is expected to encourage the students of the university to study more seriously in learning it.

3. The readers as a reference to make a similar research.

1.6   Thesis Organization

This thesis is arranged in several chapters. The first is introduction; it consists of background of the study, statements of the problem, scope of the study, objectives of the study, significance of the study, and thesis organization.

Review of related literature is exposed in chapter two. This chapter is arranged to support and direct the writer in analyzing the data of the problem. Those are communication, communicative competence, socio-cultural competence, sociolinguistics, and politeness strategies.

The third chapter discusses the method used in this research. This chapter contains five sub-chapters. The first sub-chapter is about research design. Second, is unit of analysis and is followed by source of data and technique of data collection. Finally, the last sub-chapter is technique of data analysis.

The fourth chapter is the analysis of the data. It contains the complete analysis done by the writer, or in other words, it presents research findings and discussions.

The last chapter is the conclusions of the study. After doing the complete analysis, the writer makes conclusions of the study. Suggestions from the writer related to the subject being analyzed are also presented in this chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

A theory is necessary in conducting a research. The theory is used to make the research much clearer. Considering that the researcher uses some theories as the basis of the research and also as the way to do the analysis. In this chapter, the researcher explains the theories related to the research. They are theory of politeness, theory of politeness principles, and theory of politeness strategies (FTAs) of Brown and Levinson.

2.1 Language

Language means 'A system of sign and symbols and rules for using them that is used to carry information' (Merriam Webster, 2005:648). Language takes an important role as a way to communicate with other people. According to Holmes (1995:2), people use a language to ask for and give information and to express annoyance and anger just like expressing respect and admiration. From those statements, it can be said language is a communication tools which uses to deliver and demand message.

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. Saying that language is rule-based usually makes people think of other kinds of situations where rules are enforced

by a particular authority. For example, think about classroom behavior. Students are expected to sit still, be quiet, pay attention, and so on; typically, there are consequences if they don't follow these rules. Language rules, however, are not enforced by any authority figure; language police do not exist. Instead, language rules are conventions (Ambrige and Vause, 1997:5). This means that they come into existence through common practice by users of the language rather than through the imposition of an authority figure.

In nature we find numerous kinds of communication systems, many of which appear to be unique to their possessors, and one of them is the language of the human species. Basically, the purpose of communication is the preservation, growth, and development of the species (Smith and Miller 1968:265). In order to contrast human language with animal communication, the linguist Charles Hockett (1967:574-580) introduces a generally accepted check list for language, a set of design features that all human languages possess. His seven key properties are: duality of pattern (the combination of a phonological system and a grammatical system), productivity (the ability to create and understand new utterances), arbitrariness (when signs/words do not resemble the things they represent), interchangeability (the ability to transmit and to receive messages by exchanging roles), specialization (when the only function of speech is communication and the speaker does not act out his message), displacement (the ability to refer to the past and to things not present), and cultural transmission (the ability to teach/learn from other individuals, e.g. by imitation). Until recently,

articulate speech was also considered crucial to language, and the visual grammar of sign languages was not studied or recognized as true language.

Language is a system which makes it possible from a limited set of rules to construct an unlimited number of sentences is not found in any other species, and Chomsky believes that it is an investigation of this uniqueness that is important and not the likeness between human language and other communication systems (Wardhaugh, 1993:18-26,60-65). Apparently, linguists should not be concerned with this question because it is outside their field, and it is outside their field because the linguists themselves have defined language as uniquely human. This approach does not operate within an evolutionary perspective and does not consider language within its natural social context. Through ages, philosophy and religion have established mans place in nature, and humans tend to regard nature as the raw material they exploit and manipulate to suit their purposes, not something they should communicate with. In any case, without having intensively investigated any form of animal communication that may resemble human language, e.g. combinations of words/signs, intonation, and body-language, within a natural social context, we cannot claim that language is unique to the human species.

Language is common to all humans; we seem to be "hard-wired" for it. Many social scientists and philosophers say it's this ability to use language symbolically that makes us "human." Though it may be a universal human attribute, language is hardly simple. For decades, linguists' main task was to track

and record languages. But, like so many areas of science, the field of linguistics has evolved dramatically over the past 50 years or so.

2.2 Spoken Language

Spoken language is not the same as written one. They have different characteristic features. Since this study focuses on character's talk that is spoken language, it is important to know between spoken and written language. Gerot and Wignell (1994:158) say that spoken and written language differ in a number of ways. Written language is not simply speech written down. Speaking and writing are manifestations of the same linguistic system but in general they encode meaning in different ways because they have involved to serve different purposes.

Spoken language is typically more dependent on its context than written language is. In contrast, written language tends to be more independent of its immediate context. Spoken language is context dependent because one is usually in the same place at the same time when someone talks to each other, the language can depend in part on the context. It will be able to interpret the pronoun or demonstrative from on-going context shared. On the other hand, written language needs to stand more or less by itself. It needs to be context independent. Someone cannot start writing an essay by mentioning pronoun or demonstrative because the readers will not be able to interpret it.

Spoken language usually uses everyday language lexis such as slang and doesn't follow the standard grammar but written language usually uses more prestigious vocabularies and uses standard grammar. Spoken language has a

higher level of grammatical intricacy. Grammatical intricacy refers to the number of clauses per sentences and can be calculated by expressing the number of clauses per sentences and can be calculated by expressing the number of clauses in a text as a proportion of the number of sentences in a text.

2.3 Pragmatics

The modern usage of term pragmatics is attributable to the philosopher Charles Morris (1938:6), who was concerned to outline (after Locke and Peirce) the general shape of a science of signs or semiotics. Within semiotics, Morris distinguished three distinct branches of inquiry: syntactic (or syntax), being the study of "the formal relation of signs to one another", semantics, the study of "the relations of signs to the objects to which the signs are applicable" (their designate) and pragmatics, the study of "the relation of signs to interpreters" Morris (1938:6). Within each branch of semiotics, one could make the distinction between pure studies, concerned with the elaboration of the relevant metalanguage and descriptive studies which applied the metalanguage to the description of specific signs and their usages Morris (1938:24).

As instances of usage governed by pragmatically rule, Morris noted that "interjections such as Oh!, commands such as Come here!, expressions such as Good Morning! And various rhetorical and poetical devices, occur only under certain definite conditions in the users of the language" Morris (1938:48). Such matters would still today be given a treatment within linguistic pragmatics but Morris went on to expand the scope of pragmatics in accord with his particular

behavirouristic theory of semiotics Black. "It is a sufficiently accurate characterization of pragmatics to say that it deals with the biotic aspects of semiotics, that is, with all the psychological, biological and sociological phenomena which occur in the functioning of signs" Morris (1938:54). Such a scope is very much wider than the work that currently goes on under the rubric of linguistic pragmatics, for it would include what is now known as psycholinguistics, socialinguistics, neurolinguistics and much besides.

On the other hand and especially within analytical philosophy, the term pragmatics was subject to a successive narrowing of scope. Here the philosopher and logician Carnap was particularly influential. After an initial Morrisian usage (Carnap,1938:2), he adopted the following version of the tracheotomy:

> If in an investigation explicit reference is made to the speaker, or to put it in more general terms, to the user of the language, then we assign it [the investigation] to the field of pragmatics… If we abstract from the user of the language and analyze only the expressions and their designate, we are in the field of semantics. And, finally, if we abstract from the designate also and analyze only the relations between expressions, we are in (logical) syntax.

Unfortunately Carnap's usage of the term pragmatics was confused by his adaption of Morris's further distinction between pure and descriptive studies and he came to equate pragmatics with descriptive semiotics in general and thus with the study of natural (as opposed to logical) language (Carnap, 1959:13). But Carnap was not even consistent here: he also held (Carnap, 1956:7) that there was room for a pure pragmatics which would be concerned with concept like belief, utterance and intension and their logical inter-relation. This latter usage, now more or less defunct, explains the use of the term in, for example the title of a

book by Martin (1959:84). Thus at least four quite different senses of the term can be found in Carnap's works, but it was the definition quoted above that was finally influential.

The idea that pragmatics was the study of aspects of language that required reference to the users of the language then led to a very natural, further restriction of the term in analytical philosophy. For there is one aspect of natural languages that indubitably requires such reference, namely the study of deictic or indexical words like the pronouns I and you. The philosophical and especially logical, interest in these terms is simply that they account for the potential failure of generally valid schemes of reasoning. For example, "I am Greta Grabo, Greta Grabo is a woman, therefore I am a woman", is only necessarily true if in addition to the first two preemies being true, the speaker of the conclusion is the same speaker as the speaker of the first premise. Bar Hillel (1954:359) therefore took the view that pragmatics is the study of languages both natural and artificial that contain indexical or deitic terms and this usage was explicitly adopted by Kalish (1964:355), and most influentially by Montague (1968:102). Such a usage has little to offer linguistics, since all natural languages have deictic terms and it would follow as pragmatics. If Gazdar (1979:1) points out, that natural languages would have no semantics but only a syntax and a the tracheotomy is to do some work within linguistics, some less restricted scope for pragmatics must be found.

In fact, in the late 1960s, an implicit version of Carnap's definition investigations requiring reference to the users of language was adopted within linguistics and specifically within the movement known as generative semantics.

The history of that movement awaits a historian of ideas but its association with pragmatics can be explained by the resurgence of the interest in meaning which the movement represented. Such an interest inevitably involves pragmatics as it shall see. Moreover this interest in meaning in a wide sense proved to be one of the best directions from which generative semantics could assail Chomsky's (1965:42) standard theory. At the same time, there was a keen interest shown by linguistics in philosophers' attempts to grapple with problems of meaning, sometimes from the point of view of the 'users of the language'. For a period, at least, linguistics and philosophers seemed to be on a common path and this commonality of interest crystallized many of the issues with which this writing is concerned. During the period, the scope of pragmatics was implicitly restricted. Carnap's investigations making reference to users of the language is at once too narrow and too broad for linguistics interest. It is too broad because it admits studies as nonlinguistic as Freud's investigations of 'slips of the tongue' or Jung's studies of word association.

As the pragmatics study has been added to the review of related literature, politeness will also be added for this is the most theory that the researcher will use in analyzing the data.

2.4 Politeness

This broader definition derives from the work of the Goffman (1967:215) and Brown and Levinson (1987:61) which describe politeness as

showing concern for people's face. Politeness is the expression of the speaker's intention to mitigate face threats carried by certain face threatening act's toward another (Mills, 2003:6). Though language servers many functions, there are two - the referential and affective functions - which are particularly pervasive and basic Holmes (1955:5).

In everyday usage the term 'politeness' describes behavior which is somewhat formal and distancing where the intention is not to intrude or impose. Being polite means expressing respect towards the person you are talking to and avoiding offending them. I will be using a broader definition of politeness. In this writing 'politeness' will used to refer to behavior which actively expresses positives concern for others, as well as non-imposing distancing behavior. In other words, politeness may take the form of an expression of good-will or camaraderie, as well as the more familiar nonintrusive behavior which is labeled polite' in everyday usage.

This broader definition derives from the work of Goffman (1967:215) and Brown and Levinson (1987:61) which describe politeness as showing concern for people's 'face'. The term 'face' is technical term in this approach. While it is based on the everyday usages 'losing faces' and 'saving face', it goes further in treating almost every action (including utterances) as a potential threat to someone's face.

Everybody has face needs or basic wants and people generally cooperate in maintaining each others' face and partially satisfying each other's

face needs. Politeness involves showing concern for two different kinds of face needs: first, negative face needs or the need not to be imposed upon; and secondly, postive face needs or the need to be liked and admired. Behavior which avoids imposing on others (or avoids 'threatening their face') is described as evidence of negative politeness, sociable behavior expressing warmth towards am addresses is positive politeness behavior (Brown and Levinson 1987:102). According to this approach, any utterance which could be interpreted as making a demand or intruding on another person's autonomy can be regarded as a potential face-threatening act. Even suggestions, advice and requests can be regarded as face-threatening acts, since they potentially impede the other person's freedom of action. Polite people avoid obvious face-threatening acts, such as insults and orders; they generally attempt to reduce the threat of unavoidable face-threatening acts such as requests or warnings by softening them or expressing them indirectly; and they uses positively polite utterance such as greetings and compliments where possible.

Using this definition, behavior such as avoiding telephoning a colleague early on a Sunday morning or apologizing for interrupting a speaker are expressions of negative politeness while sending a birthday card to a friend or calling a child sweetie are expressions of positive politeness. As the example suggest, politeness may be expressed both verbally and non-verbally, but in this writing I will be focusing on linguistic politeness or ways in which people express politeness through their usage of language. I suggested above that women tend to be more polite than men. More specifically, it will become clear in the following

chapters that, in general, women are much more likely than men to express positive politeness or friendliness in the way they use language. Women's utterances show evidence of concern for the feelings of the people they are talking to more often and more explicitly than men's do.

A variety of explanations has been proposed for gender differences in language use (see, for example, Henley and Kramanae 1991:18; Uchida 1992:547; Noller, 1993:223). Some argue that innate biological differences account for sex differentiated rates of language acquisition, for instance, as well as for differences in psychological orientation or temperament. Psychological differences account for gender differences in orientation to others. Women are more concerned with making connections; they seek involvement and focus on the inter-dependencies between people (e.g. Chodorow 1974:17). Men are more concerned with autonomy and detachment; they seek independence and focus on hierarchical relationships. If one accepts this view, it is possible to see how such psychological differences might account for differences in the ways woman and men use language. A preference for autonomy links more obviously with linguistic strategies that assert control, for example, while a focus on connection relates more obviously to linguistic devices that involve others and emphasize the interpersonal nature of talk.

Other researchers put a great deal of stress on socialization as an explanatory factor (e.g. Maltz and Broker 1982:196; Tannen 1987:167). In many societies, girls and boys experience different pattern of socialization and this, it is suggested, leads to different ways of using and interpreting language. In modern

western societies, most girls and boys operate in single sex per groups through an influential period of their childhood, during which they acquire and develop different styles of interaction. The boys' interaction tends to be more competitive and control-orientated, while the girls interact more cooperatively and focus on relative closeness. Gender differences in patterns of language use can be explained by the fact that girls and boys socialized into different cultures. Each group learns appropriate ways of interacting from their same sex peers - including ways of interacting verbally.

To choose what politeness strategies that should be used on conversation, the politeness must be considered on the situation whether it is formal or informal. Politeness is the expression of the speaker's intention to mitigate face threats carried by certain face threatening acts toward another (Mills, 2003:6). Politeness consists of attempting to save face another. Politeness theory states that some speech acts threaten others face needs. Politeness theory was created in 1987 by "Penelope Brown and Stephen Levinson" and their research has since expanded academia's perception of Politeness. This text has influenced almost all of the theoretical and analytical work in this field (Mills, 2005:57).

Politeness consists of attempting to save face of another. Brown and Levinson (1987:55) begin with the idea of "model person" which means that these rational agents think strategically and are conscious of their language choices. This influenced Brown and Levinson when examining Goofman's version of face where they agreed that rational agents have both positive politeness and negative politeness.

After each chart summarizing the four highest level strategies (bald on record, positive politeness, negative politeness and off record) order strategies and the final choice of linguistic means to realize highest goals as output strategies.

2.5 Positive Politeness Strategy (Brown and Levinson, 1987:101)

Brown and Levinson's work consists of two parts. The first part is their fundamental theory concerning the nature of 'politeness' and how it functions in interaction. The second part is a list of 'politeness' strategies. In the theoretical part of their work, Brown and Levinson introduce the notion of 'face' in order to illustrate 'politeness' in the broad sense. That is to say, all interactants have an interest in maintaining two types of 'face' during interaction: 'positive face' and 'negative face'. Brown and Levinson define 'positive face' as the positive and consistent image people have of themselves, and their desire for approval. On the other hand, 'negative face' is "the basic claim to territories, personal preserves, and rights to non-distraction".

The positive politeness strategy shows that the hearer has a desire to be respected. It also confirms that the relationship is friendly and expresses group reciprocity. Positive politeness strategy ("showing solidarity"): FTA is avoided by appealing to the listener's positive face .

Examples:

Is it okay if I borrow one of your pens?

Can you close the door?

Mind passing me the salt?

Hey, can you be quite for a moment?

Positive face can be used when speaker and listener have a symmetrical relationship in terms of power (friends, siblings, students) and the speaker wishes to phrase his request as a positive appeal.

Positive face-threatening acts are a direct challenge to the face of the listener. They contain an indifference to the listener's self-image and include things such as threats, insults, and belittling the listener. Positive FTA includes speech that involves socially unacceptable topics, such as sexual innuendo and racial slurs. A speaker might also embarrass a listener by inappropriate references to gender, age, or status. A speaker's own face may be damaged in these situations by the necessity of an apology or an admission of personal weakness.

In politeness theory, negative face-threatening acts occur when the speaker impinges on the listener's negative face. The speaker requires a verbal response or an action from the person she is addressing. Negative FTAs can include advices, warnings, or requests of the listener to perform a certain action. It is confrontational in the sense that either the listener of the speaker must acquiesce in the desires of the other.

Positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/ acquisitions/ values resulting from them) should be thought of as desirable. Redress consists in partially satisfying

that desire by communicating that one's own wants (or some them) are in some respects similar to the addressee's wants.

Brown and Levinson (1987:101) list 15 positive politeness strategies: (1) Notice. Attend to hearer's wants, (2) Exaggerate interest / approval, (3) Intensify interest, (4) Use in-group identity markers, (5) Seek agreement, (6) Avoid disagreement, (7) Presuppose / assert common ground, (8) Joke, (9) Assert knowledge of hearer's want, (10) Offer, promise, (11) Be optimistic, (12) Give (or ask for) reasons, (13) Assume / assert reciprocity, (14) Include speaker and hearer in the activity, (15) Give hints to the hearer (goods, sympathy, etc).

Strategy 1: Notice, attend to H (his interest, wants, needs, goals)

In general, this output suggest that S should take notice of aspect of H's condition (noticeable changes, remarkable possessions, anything which looks as though H would S to notice and approve of it). For example: *Gosh, you look cool with your new suit! By the way, can I borrow your hat?*

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

This is often done with exaggerated intonation, stress and other aspects of prosodic, as well as with intensifying modifies, as in English. For example: *what a fantastic garden you have!*

Strategy 3: Intensify interest to H

Another way for S to communicate to H that he shares some of his wants is to intensify the interest of his own (S's) contributions to the conversation, by "making a good story". For example: *I come down the stair and what do you think I see? A huge mess all over the place.* The use of directly quoted speech rather than indirect reported speech is another feature of this strategy, as is the use of tag question or expression that draw as a participant into the conversation, such as "*you know?*", "*see what I mean?*", "*isn't it?*".

Strategy 4: Use in group identity markers

Other address forms used to convey such as in group membership include generic names and terms of address like *Mike, mate, buddy, pal, honey, dear, ducky, luv, babe, mom, Blondie, sweetheart, guys, fellas.*

1.   Address forms

Other address forms used to convey such in-group membership include generic names and terms of address like *Mate, honey, dear, babe, mom, brother, sister, cutie, sweetheart, guys.* Using such in group kinds of address forms with imperatives.

For example: *"Come here, honey"* indicates that S considers the relative P (power, status difference) between himself and the addressee to be small thus softening the imperative by indicating that it isn't a power-backed command.

2.   Use of in-group language or dialect

Another type of code-switching phenomenon is the switch in English into a spurious dialect, or a dialect not normally used by S or H, to soften an FTA or turn it into a joke.

3.   Use of jargon or slang

Use brand names in a request may stress that S and H share an (in-group) reliance on the required object.

4.   Contraction and Ellipsis

S and H must share some knowledge about the context that makes the utterance understandable (for example that S and H are cooperating in building a house and S has the hammer in his hand).

For example: *Here mate, I was keeping that seat for a friend of mine*.

Strategy 5: Seek Agreement

1) Safe topic: the FTA of making a request is normally preceded by an interim of small talk on safe topics as a ways of reassuring H that you didn't come simply to

exploit him / her by making a request, but have an interest in general in maintaining a relationship with him / her.

2) Repetition: Agreement may also be stressed by reacting part or all the Speaker utterance.

Strategy 6: Avoid Disagreement

1.   Token agreement: The speakers may go in twisting their utterance so as to appear to agree or to hide disagreement.

For example:

A: Can you hear me?

B: Barely

2.   Pseudo-agreement "then" and "so".

For example: *I'll be seeing you then.*

3.   White lies: Where S, when confronted with the necessity to state opinion, S prefer to do white lie than damage H positive face.

For example: *yes, you look great with that shirt.*

4.   Hedging opinions: these hedges used to soften FTAs of suggesting or criticizing or complaining, by blushing the speaker's intent.

For example: *your really should sort of try harder.*

Strategy 7: Presuppose / raise / assert common ground

1. Gossip, small talk the value of S's spending time and effort on being with H, as a mark of friendship give rise to the strategy of redressing an FTA by talking for a while about unrelated topic.

2. Personal center switch S to H this is where S speak as if H were S, or H's knowledge were equal to S's knowledge. For example: *I had a really hard time learning to drive, didn't I?*

3. Time switch the use of the "vivid present" a tense shift from past to present tense.

   For example: *John says he really loves your roses.*

4. Place switch the use of proximal rather than distal demonstratives (here, this, rather than, there, that).

   For example: *Here is a man I could trust.*

5. Presuppose H's knowledge: the use of any term presupposes that the references are known to the addresses.

   For example: *Well I was watching Twilight last night and...*

Strategy 8: Joke

Joking is a basic positive-politeness technique, for putting H "at ease" for example in response to a faux pas H's, S may joke.

For example: *How about lending my this old heap of junk? (Heap of junk refer to H's new BMW)*

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

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

For example: *I know you love chocolate ice cream, but there is no chocolate ice cream left, so I bought you chocolate cakes instead* (offer & apology).

Strategy 10: Offer, promise

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 positives face wants.

For example: *I will drop by sometimes next week.*

Strategy 11: Be optimistic

S wants H to do something by expressing this want in term that S assumes H wants it.

For example: *wait you haven't brushed your hair!*

Strategy 12: Include both S and H in the activity

By using an inclusive "we" form, when S really means "you" or "me" he can call upon the cooperative assumptions and thereby redress FTAs. Nothing that lets in English is an inclusive "we" form.

For example: *Let's get on with lunch, oaky?*

Strategy 13: Give (or ask for) reason

Indirect suggestions which demand rather than give reason are conventionalized positive politeness.

For example: *Why don't we go to the beach?*

Strategy 14: Assume or assert reciprocity

The existence of cooperation between S and H may also be claimed or urged by giving evidence of reciprocal right or obligations obtaining between S

and H. Thus S may say, in effect "*I'll do X for you if you do Y for me*" or "*I did X for you last week, so yoyu do Y for me this week*"

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

S may satisfy H's positive face wants (that S want H's wants, to some degree) by actually satisfying of H's wants. Hence they have the classic positive politeness action gift-giving, not only tangible gift, but human-relations wants such as those illustrated in many of the output, understated, listened to and so-on.

CHAPTER III

RESEARCH METHOD

In performing the research, the researcher needs a device to analyze the data. The device will support and give some objectives that make the researcher possible to collect and analyze the data into a good report. This discusses research design, unit of analysis, source of data, technique in collecting data and technique in analyzing data.

3.1 Research Design

In this thesis, the researcher used a qualitative research since the data engaged are displayed in the form of strings of words. The research was conducted by formulating the statement of the problem, collecting the data, classifying the data, analyzing the data and drawing the conclusion. As it is impossible for the researcher to analyze them all, in his thesis the researcher would like to choose the utterance stated by the character that belong to four types of Face Threatening Act strategies based on Brown and Levinson theory (1987) page 65-68.

3.2 Unit of Analysis

The unit of analysis of this research is focused on the utterances produced by the main character Grace in Monte Carlo movie.

3.3 Source of Data

The researcher took the data from Monte Carlo Movie. Monte Carlo is starring by Selena Gomez, Leighton Meester, Katie Cassidy, Juliette Durmouchel, Pierre Boulanger, Andie MacDowell, and Cory Monteinth. The movie was directed by Thomas Bezucha and is a sequel of the 2011 film Monte Carlo, which by the film was commercially released on July, 01, 2011 in USA by Fox 2000 pictures.

3.4 Techniques of Data Collection

The researcher in this study used some steps in collecting the data as follows:

1. Selecting the movie

    The research selected the movie carefully, there are many movies produced by Fox 2000 pictures then the researcher chooses Monte Carlo.

2. Watching the movie in order to understand the story.

    The research is watching the movie Monte Carlo.

3. Writing the subtitled of the movie

    The researcher is writing the subtitled when the Grace and Meg were talking on movie.

3.5 Techniques of Data Analysis

Analyzing the data is a very important way in research. The steps to analyze the data are as follows:

1. Identifying the utterances produced by the characters.

   The research identified the utterances produced by the main character in the movie entitled "Monte Carlo".

Character	Utterances
Grace	You want me to take it?
Amanda	So we made it.... Graduation.
Grace	Do you mind, if we ... order?

2. Categorizing the data into positive politeness strategies.

   The research categorizes the utterances into positive politeness strategies.

Character	Utterances	Strategies
Grace	You want me to take it?	Strategy 1
Grace	It's going to be so hard not to look back on this	Strategy 6
Grace	Do you mind, if we ... order?	Strategy 15

3. Interpreting the data

   The research made interpreting the data referred by the data. The researcher analyses the data after the data were collected. The researcher tried to find out positive politeness strategies which are frequently used by Grace

in Monte Carlo movie. And after that, the researcher describes the data into the researcher's interpretation.

4. Drawing the conclusion

The research draws a conclusion that Monte Carlo is a Form the movie entitled "Monte Carlo Movie" based on Headhunter (novel) by Jules Bass directed by Thomas Bezucha.

CHAPTER IV

DATA ANALYSIS

In this part of the chapter, the researcher describes about the analysis of the politeness strategies used by Grace and Meg in "Monte Carlo" movie. The analysis focused on the positive strategies used by the main characters named Grace and her step sister Meg.

4.1   Finding of the Positive Politeness used by Grace and Meg

In this sub chapter, the researcher describes the findings and its analysis by presenting them in each of the excerpts. The following table below is the illustration of the finding of the positive politeness used by Grace and Meg in their conversation.

Table 4.1 Finding of the Positive Politeness Used by Grace and Meg

No.	Positive Politeness Strategies	G	%	M	%	Σ	%
1	Strategy 1: Notice, Attend to hearer's wants	2	10	1	12.5	3	10.71
2	Strategy 2: Exaggerate Interest	1	5	1	12.5	2	7.14
3	Strategy 3: Intensify interest to Hearer	2	10	-	-	2	7.14
4	Strategy 4: Use in group identity markers	3	15	1	12.5	4	14.28
5	Strategy 5: Seek Agreement	-	-	3	37.5	3	10.71
6	Strategy 6: Avoid Disagreement	2	10	-	-	2	7.14
7	Strategy 7: Presuppose / Raise / Assert Common Ground	1	5	1	12.5	2	7.14
8	Strategy 8: Joke	-	-	1	12.5	1	3.57
9	Strategy 10:Offer, promise	2	10	-	-	2	7.14
10	Strategy 11: Be optimistic	3	15	-	-	3	10.71
11	Strategy 12: Include both S and H in the activity	4	20	-	-	4	14.28
	TOTAL	**20**	**100**	**8**	**100**	**28**	**100**

It can be seen in the table above that Grace (G) as the main character produced the highest number of positive politeness in her utterances compared to Meg (M). It can be happened because Grace is younger than Meg, so she has to give respect to Meg as her step sister. Meanwhile, it is found that strategy 4: Use in group identity markers and strategy 12: Include both S and H in the activity become the highest number of strategy made by both characters in their utterances with 4 in total. Then it is followed by strategy 1: Notice, Attend to hearer's wants and strategy 5: seek agreement with 3 numbers. After that, strategy 2: Exaggerate Interest and Strategy 3: Intensify interest to Hearer is in the third place with 2. The least number of positive politeness strategies is Strategy 8: Joke with only 1 found

in the utterances produced by Grace and Meg. And this strategy is produced by Meg.

4.2 Discussion of the Findings of the Positive Politeness used by Grace and Meg

4.2.1 Strategy 1: Notice, Attend to hearer's wants

In general, this output suggest that S should take notice of aspect of H's condition (noticeable changes, remarkable possessions, anything which looks as though H would S to notice and approve of it). For example: *Gosh, you look cool with your new suit! By the way, can I borrow your hat?*

In this part of the discussion, the researcher found that the main character Grace and her best friend Meg produced this strategy 1 named Notice, Attend to hearer's wants. In this conversation it can be seen in the excerpt 1 below:

Excerpt 1:

Emma : Down there and do that.

Meg : Oh thank you.

Grace : You can calm down? Please. **But look what we got here.**

Meg : Oh, look… I found it.

Emma: Oh great. Because my phone was dying and when I'm finished. You may have a good day. Okay?

It can be seen in the above excerpt 1; the conversation took place at a room of a hotel where Grace, Emma and Meg are staying in Paris. In this case, Grace notices Meg and Emma that the room they rented was the best one. It can be happened because the receptionist thinks that she is Cordelia. Besides that, Grace also tells them that they need to be calm down and enjoy they room they will stay in Paris.

Another example showing strategy 1 can be seen in the following excerpt 2 below:

Excerpt 2:

Grace   : Meg! The bus we'll go!

Excuse me. Excuse me!

Emma   : Right here waiting for the elevator!

Grace   : **We do not have enough time!**

Excuse me!

Go! Go! Hurry!

Come on! Fast! Stop the bus! Wait!

Meg   : No!

Fixes it.

Grace   : **Okay, it was disaster. Are you happy?**

Emma   : Hey, it's okay. No it does not. What's wrong with you?

Meg   : I'm just being honest.

According to the excerpt 2 above, it can be seen that Grace made a positive politeness strategy 1 by asking her stepsiste and friend, Meg and Emma. The context of this conversation took place on the bus stop when they want to go around the city. In this case, Grace said that they do not have much time and they need to catch the bus as soon as possible. Meanwhile, Grace is angry to Emma and Meg because they miss the bus by asking them a question "are you happy" which means that if both Meg and Emma feel happy since they miss the bus.

The following is another example of positive politeness strategy 1 produced by the Grace in her conversation.

Excerpt 3:

Meg   : How do you choose?

Grace   : Meg, I would not expose my process.

Right now, so let's just say that I apologize. Ok! I'm sorry and I'm sorry, hope you could go, too.

Emma   : Oh it's okay

Grace   : **And I'm even sorry that you get stuck into this.**

And I think it will hear it again every thanksgiving and Christmas. That
I was very poor to be able to accompany you.

Meg : **Grace?**

Grace: **The first and most I apologize that I think people who can go to Paris.**
I'm sorry. Can you leave it like that?

It can be seen in the example of the excerpt 3 above that this
conversation still took place in Paris. In this situation, Grace and her step sister are
having a problem because they are confusing where they should go since they do
not know much about Paris. Here, Grace feels sorry to what she did to Meg and
asks her to go with Grace and Emma.

4.2.2   Strategy 2: Exaggerate Interest

This is often done with exaggerated intonation, stress and other aspects
of prosodic, as well as with intensifying modifies, as in English. For example:
what a fantastic garden you have!

The following excerpt 4 below is an example of positive polinetess of
exaggerates interest produced by the character in the conversation.

Excerpt 4:

Grace   : Who was that?

Emma   : I cannot believe it. Look at your hair.

Meg : You look a lot like her!

Grace : I do not look anything like her. I hurt her.

Meg : But look at all of this.

According to the excerpt 4 above, it can be seen that Grace states her friends Meg and Emma that she does not look like Cordelia her other friend. She has made her hurt that is why Grace is actually felt guilty of Cordelia. Besides that, in this conversation, Grace wants to make everything clear that she is totally not resemble to Cordelia.

The following excerpt 5 below is another example of positive politeness of exaggerates interest produced by the character in the conversation.

Excerpt 5:

Meg : No, there is a misunderstanding.

Reception: Yes, I understand. We apologize once. We will soon be ready in the morning. For a while we have prepared like you expect. A lobster special Paris.

Grace : I'll pick up in my room. Can you imagine we are in the room, and eat it? Yes! That's what I think.

Me : Ok, you watch!

Based on the example of the excerpt 5 above, this conversation took place at the hotel where Grace, Emma and Meg stay. Here, Grace talked to the reception that she orders a lobster and she raise her intonation by saying "ýes that what I think" because she does not think what will happen next after they eat the lobster.

4.1.3 Strategy 3: Intensify interest to Hearer

Another way for S to communicate to H that he shares some of his wants is to intensify the interest of his own (S's) contributions to the conversation, by "making a good story". For example: *I come down the stair and what do you think I see? A huge mess all over the place.* The use of directly quoted speech rather than indirect reported speech is another feature of this strategy, as is the use of tag question or expression that draw as a participant into the conversation, such as "you know?", "see what I mean?", "isn't it?".

In the following excerpt 6 below describes the positive politiness strategy 3: Intensify interest to hearer produced by Grace in her conversation among her friends Emma and Meg..

Excerpt 6:

Emma   : Great, now you go to bed. Goodnight.

Grace   : We will just go on a holiday.

Emma   : Brown. It feels like money.

Grace   : **Meg, come on. This is only for one day. Here, come on.**

Meg   : Ok. Only for one night.

Grace   : Huh? We…we… what time is it? We, us…

From the excerpt 6 above, the context of this conversation is that Meg, Emma and Grace are talking about their plan to go for vacation. In the conversation, Grace asks Meg to join them for the vacation.

Another example showing the positive politeness strategy 3: Intensify interest to hearer produced by Grace can be found in the example below:

Excerpt 7:

Grace   : Hey Meg, who's that guy?

Meg   : What guy?

Grace   : **Dude that guy clocking you. That guy right there.**

Meg   : Wow I can see everything from up here

It can be seen in the excerpt 7 above that this conversation took place somewhere in Paris. Both Grace and Meg are walking around the city and met a guy. In the conversation of Grace and Meg, it can be seen that Grace gives her intensify to Meg by telling her that there is a guy staring to Meg without Meg's awareness and it makes Meg so annoying.

4.1.4 Strategy 4: Use in group identity markers

In this strategy, other address forms used to convey such as in group membership include generic names and terms of address like *Mike, mate, buddy, pal, honey, dear, ducky, luv, babe, mom, blondie, sweetheart, guys, fellas. For example: Here mate, I was keeping that seat for a friend of mine.*

This example and its description can be seen in the following excerpt 8 below:

Excerpt 8:

Father   : And you bring some friends.

Grace   : Yes, this is Emma and this is **Meg**. American friends in some way. Just follow me.

Emma   : Hi

Meg   : We are pleased to be able to come to the place you are. She does not speak French.

Emma   : Gosh Meg

It can be seen in the excerpt 8 above that Grace produces a strategy 4 the use in group identity marker of **Meg.** Here, Grace said 'Meg' to indicate to her friend Meggy. The context of this conversation took place at Grace's house when Grace brings her friends Emma and Meg to visit her home and introduce them to her father.

Another example shows positive strategy politeness of strategy 4 the use in group identity marker can be found in the excerpt below:

Excerpt 9:

Meg : I need a spoon. Quickly, please! Okey thank you, on your right...

Emma :"The Junior Ambassador Suite"... Offers luxury accommodations, sound system core and elses charm.

Grace : Bullshit! **Guys** the room doesn't matter. Probably some kind of mistake.

It can be seen in the excerpt 9 above that Grace produces a strategy 4 the use in group identity marker of **guys.** Here, Grace said 'guys' to indicate a her friends Meg and Emma. Meanwhile, the context of this conversation is occurred in a restaurant in Paris while they had their lunch and were looking for a hotel for them to stay.

The example below shows a similar example of positive strategy politeness of strategy 4 the use in group identity marker can be found in the excerpt below:

Excerpt 10:

Grace's Mother : Honey, it's not magic. It's not gonna turn you into a whole different person.

Grace   : Thank goodness. I kinda parish the one I got **Mom**, you found a whole new life with Robert. And I am happy for you.

It can be seen in the excerpt 10 above that Grace produces a strategy 4 the use in group identity marker of **mom.** Here, Grace said 'mom' to indicate a her mother. Meanwhile, the context of this conversation is occurred in Grace's house in America.

Another example shows positive strategy politeness of strategy 4 the use in group identity marker can be found in the excerpt below:

Excerpt 11:

Grace : What was this naduvka? For any thoughts?

Meg   : Trust us, **girls...**

It can be seen in the excerpt 11 above that Meg produces a strategy 4 the use in group identity marker of **girls.** Here, Meg said 'girls' to indicate her friends. Meg convinces her friends Grace and Amanda to trust her about some ideas and plans of their travelling.

4.1.5 Strategy 5: Seek Agreement

This strategy tells two types of strategy 1) a safe topic: the FTA of making a request is normally preceded by an interim of small talk on safe topics

as a ways of reassuring H that you didn't come simply to exploit him / her by making a request, but have an interest in general in maintaining a relationship with him / her. 2) Repetition: Agreements may also be stressed by reacting part or all the Speaker utterance.

The following excerpt 12 below describe an example of positive politeness strategy 5: seek agreement.

Excerpt 12:

Theo   : Book

Grace   : Oh, that book.

Theo   : Yes, that book.

Meg   : **Perfect.**

      Thank you.

Emma : Thank you.

Meg   : We should go from here.

Based on the conversation among Theo, Grace and Meg above, it can be seen that they talked about a book. In this case, Meg agrees to what Theo and Grace said that they have already chosen a book. Here, Meg said "perfect" to indicate that she is totally agree.

A similar example of strategy 5; seek agreement can be seen in the following excerpt 13 below:

Excerpt 13:

Meg : Do not touch the bell!

Grace : Good. Have you seen this girl? Have you seen it?

Meg : **Yes**

It can be seen in the example above that Grace asked Meg to get her agreement whether Meg has seen that girl before. In this case, Meg gives her answer that she ever met the girl before by saying 'yes'.

The following excerpt below is another example of positive politeness of strategy 5: seek agreement and it can be found below.

Excerpt 14:

Grace : Hey! Ride in the opposite direction. We have to go to the other side.

Meg : **Yes, I usually pass the ball**. At home I usually throw the ball to me.

Based on the excerpt of the example above, it can be seen that Meg produces positive politeness of strategy 5 that she is agree to what Grace said. Grace said to Meg that they should go to the other side since they are riding the wrong direction.

The excerpt below is another example of positive politeness of strategy 5: seek agreement produced by Meg in her utterance.

Excerpt 15:

Grace   : I will be happy to chat, but you have to get dressed, so ...

Meg   : **Great!**

Grace   : Thanks

Based on the excerpt 15 of the example above, it can be seen that Meg produces positive politeness of strategy 5 that she is agree to what Grace said. Grace said to Meg that she will be happy to chat with Meg if Meg has to get dress. So this utterance indicates that Meg agrees to what Grace's statement.

4.1.6   Strategy 6: Avoid Disagreement

In this part of the strategy, the speaker and hearer are trying to avoid some disagreement statements in their conversation by giving refusal. The example of this strategy 6 can be seen in the following excerpt below:

Excerpt 16:

Robert : What you don't like it?

Grace : **No, no I love it**. Thank you, Robert.

According to the example of the excerpt 16 above, it can be seen that Grace used positive politeness of strategy 6: avoid disagreement. It can be proved by her utterance 'no, no I like it'. It seems that she refused it but then she accept it by saying 'I love it'.

The following example describes another positive politeness of strategy 6: avoid disagreement produced by Grace in her conversation.

Excerpt 17:

Emma : I guess on the bright side is that we are being up for good.

Grace : **Not, that this make any difference anymore**. I think will be so much

better if we were there already.

The context of this conversation was occurred in Emma's room. They talked about the living situation in Paris. Emma talked Grace that they might be having a good future life if they stay in Paris. Then Grace refused it by saying 'not' but then she made a statement to avoid this refusal by saying 'that this makes any difference anymore'.

4.1.7 Strategy 7: Presuppose / Raise / Assert Common Ground

In this part of strategy, it tells that they characters are giving some strategies such as firstly, gossip, small talk the value of S's spending time and effort on being with H, as a mark of friendship give rise to the strategy of

redressing an FTA by talking for a while about unrelated topic. Secondly, Personal center switch S to H this is where S speak as if H were S, or H's knowledge were equal to S's knowledge. For example: I had a really hard time learning to drive, didn't I? Time switch the use of the "vivid present" a tense shift from past to present tense. For example: John says he really loves your roses. Then, Place switch the use of proximal rather than distal demonstratives (here, this, rather than, there, that). For example: Here is a man I could trust. And the last is presuppose H's knowledge: the use of any term presupposes that the references are known to the addresses. For example: Well I was watching Twilight last night and... .

The following excerpt below is an example of positive politeness of strategy 7 produced by Grace and her friends in their conversation.

Excerpt 18:

Emma : What you learn in college? They teach you in college.

Pam : Emma?? Meg is right. This is too crazy.

Grace : **Look! Do not take someone private jet to Monte Carlo...**

Emma : You made us!

It can be seen in the example of excerpt 17 above that this conversation took place in a hotel room where they stay in Paris. They talked about how to go to Monte Carlo. In this conversation, Emma was little upset because she was desperate since they cannot go to Monte Carlo immediately. Then Emma also

blames Grace because she took them to Paris that they actually really want to go Monte Carlo for their vacation.

The following excerpt 18 is another example of positive politeness of strategy 7 produced by the characters in their conversation.

Excerpt 19:

Grace   : I know what it is, in you there is nothing false.

Meg   : **I want to show you something.**

It can be seen in the excerpt 19 above that Pam gives a statement which can be classified as positive politeness strategy 7. In this case Grace gives information to Meg that she is actually wanted to give Grace something to show. In this conversation took place at a hotel in Monte Carlo.

4.1.8 Strategy 8: Joke

Joking is a basic positive-politeness technique, for putting H "at ease" for example in response to a faux pas H's, S may joke.

For example: How about lending my this old heap of junk? (heap of junk refer to H's new BMW).

The example of the excerpt below is an example of positive politeness of strategy 8: joke produced by the characters in their conversation.

Excerpt 20:

Meg   : How do you do? You sound terrible.

Grace   : Who cares.

Meg   : **Sound like poor Marry Poppins.**

Grace   : Give more.

Meg   : All right. I want to go Spain.

Grace   **: I want friends, I want a golden goose...**

It can be seen in the excerpt 16 above that this conversation took place at Grace's house before they leave for Paris. They talked about Grace's condition and also Grace's wishes. In this case, Meg asked Grace if she was fine but Grace seems so annoyed with the questions. Then, Meg gives a joke by saying **Sound like poor Marry Poppins** to cheer Grace up. In the meantime, Grace also make a joke by saying that she needs more friends which is indicated by an utterance **I want friends, I want a golden goose.**

4.1.9 Strategy 10: Offer, promise

In this part of strategy, it talks about 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 positives face wants. For example: I will drop by sometimes next week.

The following excerpt is an example of positive politeness of strategy 10: offer and promise produced by the speakers in their conversation.

Excerpt 21:

Meg   : Grace!

Grace   : Meg! **Oder's up?**

Meg   : Thank you

Based on the example above, it can be seen that this conversation took place at a restaurant. In this conversation, Grace meets her friend Karl at a restaurant and Grace offers Karl to order meals or drink.

Another example of positive politeness of strategy 10: offer and promise can be seen in the following example below:

Excerpt 22:

Grace   : **Do you mind, if we ... order?**

Amanda : Uhmm yep. What can I get for you?

Based on the example of the excerpt 22 above, it can be seen that this conversation took place at a restaurant. In this conversation, Grace meets her friend Amanda at a restaurant and Grace asked Amanda whether she can order or not.

4.1.10 Strategy 11: Be optimistic

In this strategy, S wants H to do something by expressing this want in term that S assumes H wants it. For example: wait you haven't brushed your hair!

The following excerpt 19 below is an example of positive politeness of strategy 11: be optimistic produced by the speakers in their conversation.

Excerpt 23:

Grace : Shes right... I secret handedly choose the worst tour in all of Paris.

Meg : How did you choose this?

Grace : **Meg! I'm not quite tribute in my process rite now.**

According to the example of the excerpt 19 above, it can be seen that Grace produced a positive politeness of strategy 11 that is be optimistic in her utterance. It can be found in the bold utterance that Grace was so sure if she choose a bad tour to Paris because she thought that going to Paris will be fun.

The following excerpt 20 is the other example of strategy 11: be optimistic which is found in the conversation between Grace and Meg.

Excerpt 24:

Grace   : **I decided it was a good reason to meet.**

Meg   : Wait in the lobby. All right

According to the example of the excerpt 24 above, it can be seen that Grace and Meg produced a positive politeness of strategy 11 that is be optimistic in their utterance. It can be seen in the example of the excerpt above that Grace invites Meg to meet at the lobby at that time. Here, Grace was optimistic that they will meet there. Besides that, Grace is actually wanted to tell Meg that she found the necklace which is discussed in the previous talk.

The following excerpt 25 is the other example of strategy 11: be optimistic which is found in the conversation between Grace and Meg.

Excerpt 25:

Grace   : **You must get out of here**

Meg   : Why? Everything is pad

According to the example of the excerpt 25 above, it can be seen that Grace produced a positive politeness of strategy 11 that is be optimistic in her utterance. It can be seen in the example of the excerpt above that Grace asks Meg that she has to go out since Grace is angry of what Meg did at that time.

4.1.11 Strategy 12: Include both S and H in the activity

By using an inclusive "we" form, when S really means "you" or "me" he can call upon the cooperative assumptions and thereby redress FTAs. Nothing that lets in English is an inclusive "we" form.

For example: Let's get on with lunch, oaky?

The following excerpt 26 below is an example of positive politeness of strategy 12: include both S and H iin the activity produced by the speakers in their conversation.

Excerpt 26:

Grace   : She's right... I secret handedly choose the worst tour in all of Paris.

Meg   : How did you choose this?

Grace   : Meg! I'm not quite tribute in my process rite now.

   So let's just say that I'm sorry.

Based on the example of the excerpt 22 above it can be found that the conversation between Meg and Grace took place at Grace's house when they discussed about the place for their vacation. In this case, Grace has chosen a bad place for their vacation. Then, Grace asked Meg's apology for choosing a bad place for their graduation vacation.

The following excerpt 27 is another example of positive politeness of strategy 12: include both S and H in the activity produced by the speakers in their conversation.

Excerpt 27:

Grace　: Do you know what your problem is?

　　　　You two are the same!

Amanda : We are not! We are not!

According to the example of the excerpt 27 above, it can be seen that Grace produces positive politeness of strategy 12: include both S and H in the activity. In this case Grace tells her friend Amanda that she and her other friends are the same that they have a similar problems.

The following excerpt below describes an example of positive politeness of strategy 12 and it can be seen below.

Excerpt 28:

Grace　: **Let's go France to nursing?**

Meg　　: Are you crazy? How can I said no? You don't have to do that.

According to the example of the excerpt 24 above, it can be seen that Grace produces positive politeness of strategy 12: include both S and H in the activity. In this case Grace tells her friend Meg that she invites Meg to go to France to study nursing. But Meg refuse Grace's offer by telling her that she is crazy and she does not have to do that.

The excerpt below is another example of positive politeness of strategy 11 produced by Grace in her utterance.

Excerpt 29:

Meg　　: Oh, man Australia.

Riley　 : Watch your step.

Grace　: Hey! Ride in the opposite direction. **We have to go to the other side**.

Meg　　: Yes, I usually pass the ball. At home you usually throw the ball to me.

According to the example of the excerpt 29 above, it can be seen that Grace produces positive politeness of strategy 12: include both S and H in the activity. In this case Grace tells her step sister Meg about the direction when they have a tour in Paris. Grace tells her that they have to go to the other direction because they have to avoid Riley.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusions

By focusing on the conversation between Grace and Meg, the researcher found 28 utterances produced by both Meg and Grace in their conversation.

By focusing on the conversation between Meg and Grace, the positive strategies commonly used are strategy 4: Use in group identity markers and strategy 12: Include both S and H in the activity with 4 numbers. The reason why they commonly used that strategy is in general, positive politeness as a kind of social accelerator, where 'S', in using them, indicates that he wants to 'come closer' to 'H'. Grace uses more strategies than Meg because she is younger. In addition, she has to give her respect to Meg as her step sister.

The strategies that the characters used, Meg and Grace, have been socially and culturally accepted because what they speak is appropriate to the situation of the culture when the utterances are produced. What links these strategies to their verbal expressions is exactly the same kind of means-ends reasoning.

5.2   Suggestion

From the analysis about the positive politeness strategies, the researcher has some suggestions as follows:

The researcher hopes the audience of this movie can learn and understand more clearly about English. The conversation flows well although the flouting happens. The participants of the conversation understand what the speaker means because a movie always has a good script. But, sometimes the other participants who listen to the talk cannot understand what the topic of the dialogue (it actually has been arranged to do this since it is based on a script). Then, they made different conclusion, so it could raise miscommunication. In the end, it is better for everybody to say something clearly and directly.

The researcher also expected that by reading this thesis, the students, therefore, have such activities form an integral part of the learning about the positive politeness strategies.

Considering the significance of the study, this research is expected to give a reference for further study. Because of the limitation of this research, the further study can analyze the socio-cultural competence in the natural daily life or in the formal situation.

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