CHAPTER II

REVIEW OF RELATED THEORY

2.1 Theoretical Framework

This chapter covers definitions and theories related to the kinds of object that the writers will describe. The supporting theories will help to solve the research problems.

2.1.1 Pragmatics

Pragmatics is the study of context-dependent aspect of meaning which are systematically abstracted away from in the construction of content or logical form. It means that pragmatics is the study about meaning of meaning. It differs from semantic. Semantic is the study about meaning of meaning through sentences/clauses, called written text. While, pragmatic is the study about meaning of meaning through utterances/conversations, called spoken text.

Meanwhile, Yule (1996:3) states that pragmatics is the study of contextual meaning. According to him, pragmatics is concerned with the study of meaning as communicated by a speaker (or a writer) and interpreted by a listener (or a reader) so that it involves the interpretation what people mean in the particular context and how the context influences what is said. Similarly Leech (1983) gives a definition that pragmatics can be usefully defined as the study of how utterances have

meanings in situations. From his definition, it can be seen that pragmatics is a study, which understands the meanings of utterances by looking at the situation when the utterances happen.

Based on the definition above, it can be said that pragmatics is the study of meaning contained the utterance in context. Therefore in pragmatic view, to appreciate and to interpret the meaning of a statement or an utterance, one must consider the relation between language and context in which the situation is uttered.

2.1.2 Context

Context is an important aspect in interpreting the meaning of an utterance. According to Leech, context deals with relevant aspect of physical or social settings of an utterance. It is the background knowledge, which is shared by the speaker and the hearer in understanding their utterance (1983:13). Therefore, context has many contributions in spoken and written language. It functions to help the speaker and the hearer or the writer and the reader deliver and understand the meaning of utterance.

Meanwhile, Malinowski had opinion that there are two kinds of context, context of situation and context of culture. Context of situation is the situation in which the text is uttered. It is an environment of the text. Context of culture is the cultural background or the history behind the participants, or people who are involved in speech, time, social environment, political condition etc. (Halliday and Hasan, 1985:6).

From the statement above, it can be concluded that speech context is all aspects in speaking whether social or physical including the speech, time, place, social environment, political condition, and etc. Then, context is a set of propositions describing the beliefs, knowledge, and commitments and so forth of the participant in a discourse to in order to understand the meaning of an utterance. Because the analyst is investigating the use of language in context by a speaker, so it is more concerned with the relationship between the speaker and the utterance, on the particular occasion of use. During the proses of communicating with other, it is necessary to be polite so the speaker's context or illocution will be delivered completely. If the speaker speaks politely, it will satisfy the hearer so their communication is running well.

2.1.3 Politeness Strategy

For avoiding the face threatening acts of the hearer, it is better for the speaker to know about politeness strategies. Politeness strategies are strategies used to minimize or avoid the FTA (Face Threatening Act) that the speaker means (Brown and Levinson, 1987:91). According to Brown and Levinson (in Fasold, 1996:160), face has two aspects, namely 'positive' and 'negative'.

a. Negative face

Negative face is the desire to have freedom of action, freedom of imposition, and not to be impeded by others.

b. Positive face

Positive face is the need to be appreciated and accepted, to be treated as the member of the same group, and to know that his or her wants are share by others.

There are four kinds of politeness strategies. They are bald on record, positive politeness, negative politeness, and off record. However, the writer will focus on positive and negative politeness strategies because what the writer going to analyze represents the implementation of positive and negative politeness strategies.

2.1.3.1 Positive Politeness

According to Brown and Levinson (1987: 101 Positive Politeness is redress directed to the addressee's positive face, his desire that his wants should be thought of as desirable. This strategy attempts to minimize the threat to the hearers face. This strategy is most commonly used in situations where the audience knows each other fairly well. Quite often hedging and attempts to avoid conflict are used. For example, a positive politeness strategy might be the request "I know that you've been really busy lately, but could you do the dishes?"

Brown and Levinson also argued that the positive politeness Consist of fifteen strategies. They are:

1. Notice, attend to hearer (his or her wants, interest, needs, and goods)

Brown and Levinson (1987) stated that in this strategy the speaker should take notice or pay attention to the hearer's condition. The speaker

should give a response to the hearer's condition. By doing it, the hearer will know and realize that the speaker notices to his condition. This kind of strategy is used by the speaker to show solidarity and make close relationship with the hearer. Therefore, the speaker can redress the FTA on the hearer.

Example : You must be hungry, it's a long time since breakfast. How about some lunch? (Brown and Levinson 1987: p. 103).

2. Exaggerate (interest, approval, sympathy with the hearer)

Brown and Levinson stated that for showing his interest, approval, and sympathy, the speaker can use exaggerative intonation, stress, or other aspects of prosodic, such as really, for sure, exactly, and absolutely.

Example: How absolutely incredible! (Brown and Levinson 1987: p. 104).

3. Intensify interest to the hearer

The speaker tries to put the hearer into the middle of the events being discussed so that he can get his hearer's interest through his story. It can also be said that when the speaker puts the hearer into the speaker's conversations or story, he is increasing his intrinsic interest. (Brown and Levinson, 1987)

Example: I come down the stairs, and what do you think I see? A huge mess all over the place, the phones off the hook and clothes are scattered all Over... (Brown and Levinson, 1987: 106).

4. Use in- group identity markers

According to Brown and Levinson (1987), the speaker can claim the common ground with the hearer by conveying in-group membership. These include in-group usage of address forms, of language or dialect, of jargon or slang, and of contraction and ellipsis (p.107).

a. Address forms

Address form that are used to convey such in-group membership include generic names and terms of address like mate, buddy, honey, dear, duckie, luv, babe, Mom, blondie, brother, sister, cute, sweatheart, guys, and fellas.

Example: Bring me your dirty clothes to wash, honey!

(Brown and Levinson, 1987: p. 107-108).

b. Language or dialect

According to Brown and Levinson (1987), to redress the FTA such as giving request, the speaker can use nickname or full name of the hearer on his utterance in calling the name of his hearer.

Example : Come here, Johnny! (First call)

John Henry Smith, you come here right away! (Second call)

(p. 110).

c. Jargon or slang

According Brown and Levinson (1987) by referring to an object with a slang term, the speaker may evoke all the associations and attitudes that

he and his hearer share an (in-group) reliance on the required object. It is used for the FTA redress.

Example : I came to borrow some Allison's if you've got any. (p.111).

d. Contraction and ellipsis

Brown and Levinson (1987) argued that the speaker can share the common ground with the hearer by using uncompleted sentence on his utterance.

Example : How about a drink? (p. 111-112)

5. Seek agreement

According to Brown and Levinson (1987), in communication process the speaker seeks ways to agree with the hearer. When the speaker shows his agreement to the hearer means that the speaker tries to satisfy the hearer's positive face. The speaker can repeat part or all of the preceding hearer has said, in conversation (p.112).

Example

A: "I got a flat tire on the way home."

B: Oh God, a flat tire! (Brown and Levinson, 1987: p.113)

6. Avoid disagreement

a. Pseudo- agreement

According to Brown and Levinson (1987; p.115) the speaker uses *then* as a conclusory marker. It becomes an indication that the speaker is drawing a conclusion to a line of reasoning carried out cooperatively with the addressee.

Example ; Take this radio off my hands for 5 quid then?

b. White lies

A further output of positive politeness desire to avoid disagreement is the social "white lie". Here, the speaker is better to say the lie to his hearer than damage the positive face of his hearer in hiding the disagreement. (Brown and Levinson, 1987; p. 116).

Example : Oh I can't. The batteries are dead.

It is for responding to a request of borrowing a radio.

c. Hedging opinion

Brown and Levinson (1987;p. 116) argued that the speaker can choose to be vague about his own opinion, so as not to be seen to disagree. The unclear opinion of the speaker is marked by *sort of, kind of, or in a way*.

Example : I kind of want Florin to win the race, since I've bet on him.

7. Presuppose/raise/assert common ground

This is where the speaker speaks as if he was the hearer or his knowledge is same as the hearer's. An example is the use of question tag question with falling intonation. Another example can be seen in cases where, in giving empathy or someone asserts what only the hearer can know. It is for showing that the hearer is a central of the conversation.

Example : A. "Oh this cut hurts awfully, Mom!"

B. "I know". (Brown and Levinson, 1987: p. 119)

8. Joke

According to Brown and Levinson (1987), since jokes are based on mutual shared background knowledge and values, they can be used to stress that shared background or those shared values. They attempt to redefine the size of the FTA.

Example : OK if I tackle those cookies now? (p. 124)

9. Assert / presuppose speaker's knowledge of and concern for hearer's intention

Brown and Levinson (1987) argued that to indicate that the speaker and hearer are cooperation is by putting pressure on the hearer. The speaker may put other utterance that the speaker knows before asking for request and offering something to the hearer in order to make the hearer accept that request.

Example : I know you can't bear parties, but this one will really be good- do come! (p. 125)

10. Offer, promise

The speaker can claim whatever the hearer wants; he will help to obtain it. This strategy is used by the speaker to redress to potential threat of some FTAs on his hearer. (Brown and Levinson, 1987)

Example : I'll drop by sometime next week. (p. 125)

11. Be optimistic

This strategy that the speaker can assume that the hearer wants the speaker's intention for the speaker to redress (for speaker and hearer) and will help to obtain them.

Example : I'll just help myself to a cookie then, thanks!

(Brown and Levinson, 1987: p. 126)

12. Include both speaker and hearer in the activity

According to Brown and Levinson (1987), the speaker uses the term we while actually the speaker intention is 'you' or 'me'. It is to show his cooperation and redress the hearer's FTA.

Example : Let's get on with dinner, eh?

The speaker's intention is actually you. (p. 127)

13. Give or ask for reason

According to Brown and Levinson (1987), the other way for the speaker to include the hearer in the activity is by showing his reason as to why he wants what his intention.

Example : Why not lend me your cottage for the weekend? (p. 128)

14. Assume or assert reciprocity

Brown and Levinson (1987) stated, "The existence of cooperation between the speaker and hearer may also be claimed or urged by giving evidence of reciprocal rights." It means the speaker promises to do something as long as the hearer does something for the speaker too for cooperation.

Example : I'll give you bonus if you can sell these shoes.(p. 129)

15. Give gifts to the hearer (goods, sympathy, understanding, cooperation)

According to Brown and Levinson (1987), the speaker can satisfy the hearer by giving gifts, human relation wants such as desire of being liked, admired, cared about, understood, and listened to.

Example: I'm sorry to hear that. (p. 129)

2.1.4 Negative Politeness

According to Brown and Levinson (1987), "Negative politeness is repressive action addressed to the addressee" negative face. Negative face itself is the want that every member wants to be respected (p. 129)".

In other words, it is used by the speaker to show his respect to his hearers. There are ten strategies here. They are:

1. Be conventionally indirect

The speaker uses phrases or sentences that have contextually unambiguous meaning that are different from their literal meaning.

Example:

a. I need a comb

The utterance above means that the speaker wants the hearer to give him a comb although without any final *please* as the mark of request.

b. Can you pass me the salt?

The utterance above does mean that the speaker really ask the hearer and needs an answer from the hearer. It becomes an understandable request of the speaker to the hearer. (Brown and Levinson, 1987: p.132-134).

2. Question, hedges

Hedge is a particle, word, or phrase that modifies the force of speech act. It is marked by *sort of, pretty, quite, or rather*.

Example: I'm *pretty* sure it is hopeless.

I guess Henry is coming. (Brown and Levinson, 1987:p.145)

3. Be pessimistic

According to Brown and Levinson (1987), it is the opposite of being optimistic. Here, the speaker show his doubt to the hearer by asking the hearer's possibility.

Example: Will there be a cigarette on you? (Brown and Levinson, 1987: p. 173-176).

4. Minimize the imposition

Brown and Levinson (1987) stated, the speaker uses expression such as *a tiny little*, *a bit*, *or a taste* to minimize the imposition.

Example : Could I have a taste of this cake?

It means that the speaker ask for a slice of cake to his hearer. He just Change's a slice' into 'a taste' in order to minimize the request. (p. 176-177).

5. Give difference

Brown and Levinson (1987) stated, there are two ways to give deference. First, the speaker lowers himself to shows that he humbles the hearer. Second, the speaker raises the hearer in satisfying his wants to treat as superior.

Example : We look forward very much eating with you. (The speaker lowers himself).

Excuse me, sir but would you mind if I close the window? (The speaker rises the hearer) (p. 178-183)

6. Apologize

According to Brown and Levinson (1987), by apologizing for doing FTAs such as asking a request, the speaker can indicate his reluctance to impinge in the hearer.

Example : I'm sure you must be very busy, but....

Sorry for interrupt (p.187-189).

7. Impersonalize

According to Brown and Levinson (1987), the speaker ask for request to the hearer by avoiding the word "you and I" because the avoidance of both "you and I" in English is aggressively rude.

Example:

a. Take that out! (It is better than you take that out)

b. Someone should not do things like that.(It is better than you should not do

Things like that). (p. 190-197)

8. State the FTA as a general rule

Brown and Levinson (1987) argued that the speaker can use pronoun avoidance in order to state the FTA as an instance of some general social rule, regulation or obligation.

Example: We don't sit on tables, we sit on the chair, Johny! (p. 206-207)

9. Nominalize

Brown and Levinson (1987) said that the speaker can show the formality which is associated with the noun end of the continuous.

Example: You good performance on the examinations impressed as favorably. (It is better than you performed well on the examination and we were favorably impressed) (p. 207)

10. Go on record as incurring a debt, or as not indebting the hearer

According to Brown and Levinson (1987), the speaker redresses the FTAs by explicitly claiming his indebtedness to the hearer or disclaiming any indebtedness of the hearer.

Example : I would be eternally grateful if you would. (p. 210)

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2.2 The Difference Between Positive Politeness and Negative Politeness Strategies

- a) According to Leech politeness was seen in every interpersonal a speech.
- b) According to Brown and Levinson politeness was determined by differences in age, distance, gender and socio-cultural background.
- c) According to Robin Lakoff politeness can be judged from the speaker comfortably in speaking, speech that is used should not be pitched to force or seem arrogant.

Positive politeness strategies seek to minimize the threat to the hearer's positive face. They are used to make the hearer feel good about himself, his interest or possessions, and are most usually used in situations where the audience knows each other fairly well. Whereas, negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. So that, the differences between positive and negative politeness is lay on the manner of conveying a sentence that used by speaker to the interlocutor. **Example:**

- a) Positive "How about letting me use your pen?"
- b) Negative "Sorry to brother you, but may I borrow your pen?"

2.3 Previous Studies

There are some researchers conducting analysis about politeness strategies usage. Three of them can be seen bellow:

2.2.1 Politeness Strategies Used by the Main Character Walk to Remember Movie by Siti Masluha

In this research, the writer wanted to know the use of politeness strategies by Jamie as the main female character in *Walk to Remember* movie and Jamie's intention of using those politeness strategies. In analyzing that movie, the writer used Brown and Levinson's politeness strategies theory. The writer used all politeness strategies, bald on record, positive politeness, negative politeness, and off-record. It is different from Yuliana Wijaya's study which took only two kinds of politeness strategies.

In this study, the writer used qualitative approach. The data were collected, analyzed and described in the form of words or utterances rather than numerical scores or statistics. The data source of this research was the movie script of *Walk to Remember* taken from internet. After getting the script, the writer watched the movie and listened to Jamie's conversation. Then, the writer arranged the data which are appropriate with the statement of problems.

The result of this research showed that Jamie used three types of politeness strategies, namely positive politeness, negative politeness, and

off-record. Positive politeness was the most strategies she used. Jamie had some reason of using those politeness strategies. She intended to express her affection and faith to others by using positive politeness and off-record strategies in communication. Meanwhile, she used negative politeness strategies because she intended to save her hearer's negative face.

2.2.2 The Positive and Negative Politeness Strategies Used by Andrew toward Margaret Before and After the Marriage Contract in the Proposal Movie by Yuliana Wijaya

In this study, the writer wanted to know the use of positive and negative politeness strategies by Andrew toward Margaret before and after their marriage contract. In analyzing the movie, she used Brown and Levinson's positive and negative politeness strategies theory.

The writer used the qualitative approach in her research. The data were Andrew's utterances toward Margaret in The proposal Movie. The writer found the script of movie on internet. After getting the script, she watched and reread the script for several time to cross check the script and movie.

As the result, the writer found that strategy 10 of positive politeness (offer and promise) is more used by Andrew before their marriage contract. Other strategies of positive politeness used by Andrew are strategy 5 (seek agreement), strategy 6 (avoid disagreement), and strategy 14 (assume or

assert reciprocity). However, after the marriage contract, strategy 4 of positive politeness (use in-group identity mark) is the most commonly used by Andrew. For the negative politeness, the writer found that strategy 1 and 5 (be conventionally indirect and give difference) become the most commonly used by Andrew before the marriage contract and become the only strategies employed by Andrew after the marriage contract.

2.2.3 The Use of Compliments as a Positive Politeness Strategy in Speeches of Men and Women's Characters in The Film "Notting Hill" by Galih Endah Nurhajanti

A study having relationship to this present research is entitled The Use of Compliments as a Positive Politeness Strategy in Speeches of Men and Women's Characters in The Film "Notting Hill". This research was conducted by Galih Endah Nurhajanti (2000). It described the compliments of women and men, the topics of compliment expressions and the function of compliment as the positive politeness strategy.

The results of the study covered by the findings of women receiving more compliments than men as their positive politeness strategy in language use. Therefore women are linguistically more polite than man. There are three topics; appearances / possession, performance / skills / abilities, and personality traits / friendliness topics and the function are to increase and consolidate solidarity between the interlocutor, to ease communication, to

express positive evaluation / admiration and to replace other speech act formulas.

Comparing with the study above, this study aiming at describing the positive politeness strategy is actually not fusing three issues; compliment, gender and positive politeness but focus more in describing the kinds of positive politeness strategy based on Brown and Levinson's theories employed in the movie through the conversation between characters. It also describes the factors influencing the characters to employ this strategy.