# POSITIVE POLITENESS STRATEGIES OF EXPRESSIVE ACTS USED BY THE CHARACTERS IN *DOLITTLE* MOVIE (2020)

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# ABSTRACT

Iza, A. N. (2022). *Positive Politeness Strategies of Expressive Acts Used by the Characters in Dolittle Movie (2020).* English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisor: Tristy Kartika Fi'aunillah, M.A.

**Keywords:** speech act, expressive acts, politeness strategy, positive politeness strategy.

This study aims to analyze positive politeness strategies in expressive speech acts in the *Dolittle* movie (2020). The researcher uses the theory of expressive speech acts by Searle (1969) and the theory of positive politeness strategies by Brown and Levinson (1987) to analyze the data. The researcher formulate two questions study. First, what types of expressive speech acts used by the characters in *Dolittle* (2020)? Second, what types of positive politeness strategies in expressive speech acts are used by the characters in *Dolittle* (2020)?

This study uses a qualitative descriptive approach because the researcher focus more on words than numbers. The data sources are transcript and movie to ensure the validity of the character's utterances in the *Dolittle* movie (2020). Then the researcher identified data from the utterances produced by all the characters in *Dolittle's* movie to determine the types of expressive speech acts and the types of positive politeness strategies in expressive speech acts to answer research problems. The data in this study are in the form of words, sentences, and phrases spoken by all the characters in the *Dolittle* movie (2020). The research instrument in this study was the researcher herself.

This study shows that the characters in the *Dolittle* movie used 12 types of expressive speech acts proposed by Searle (1969) and 13 types of positive politeness strategies for expressive speech acts proposed by Brown and Levinson (1987). Researchers found 125 data on expressive speech acts and 108 data on positive politeness strategies in the *Dolittle* movie (2020). Furthermore, the most common expressive speech act used by the characters in this movie is praising with 24 data. Meanwhile, the most widely used type of positive politeness strategy is Using group identity with 33 data. In addition, the least used expressive speech act by the characters in the *Dolittle* movie (2020) is boasting with only 2 datum, and the least used types of positive politeness strategies in this movie are presupposing/raising/asserting common ground and offering or promising with only 1 datum.


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# ABSTRAK

Iza, A. N. (2022). *Strategi Kesopanan Positif pada Tindak Tutur Ekspresif dalam movie Dolittle (2020).* Program Studi Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Pembimbing: Tristy Kartika Fi'aunillah, M.A.

**Kata kunci:** tindak tutur, tindak tutur ekspresif, strategi kesopanan, strategi kesopanan positif

Penelitian ini bertujuan untuk menganalisis strategi kesopanan positif pada tindak tutur ekspresif dalam movie *Dolittle* (2020). Peneliti menggunakan teori tindak tutur ekspresif oleh Searle (1969) dan teori strategi kesopanan positif oleh Brown dan Levinson (1987) untuk menganalisis data. Peneliti merumuskan dua pertanyaan
penelitian. Pertama, apa tipe tindak tutur ekspresif yang digunakan oleh karakter dalam movie *Dolittle* (2020)? Kedua, apa jenis strategi kesopanan positif dalam tindak tutur ekspresif yang digunakan oleh karakter pada movie *Dolittle* (2020)?

Penelitian ini menggunakan pendekatan deskriptif kualitatif karena peneliti lebih fokus pada kata daripada angka. Sumber data adalah transkrip dan movie untuk memastikan validitas ujaran karakter dalam movie *Dolittle* (2020). Kemudian peneliti mengidentifikasi data dari ujaran yang dihasilkan oleh seluruh karakter dalam movie *Dolittle* untuk menentukan tipe tindak tutur ekspresif dan jenis strategi kesopanan positif dalam tindak tutur ekspresif untuk menjawab permasalahan penelitian. Data pada penelitian ini berupa kata, kalimat, dan frase yang diucapkan oleh seluruh karakter dalam movie *Dolittle* (2020). Instrumen penelitian dalam penelitian ini adalah peneliti itu sendiri.

Penelitian ini menunjukkan bahwa karakter dalam movie Dolittle menggunakan 12 tipe tindak tutur ekspresif yang dikemukakan oleh Searle (1969) dan 13 jenis strategi kesopanan positif pada tindak tutur ekspresif yang dikemukakan oleh Brown dan Levinson (1987). Peneliti menemukan 125 data tindak tutur ekspresif dan 108 data strategi kesopanan positif dalam movie *Dolittle* (2020). Selanjutnya, tindak tutur ekspresif yang paling umum digunakan oleh karakter dalam movie ini adalah praising dengan 24 data. Sedangkan, jenis strategi kesopanan positif yang paling banyak digunakan adalah Using group identity dengan 33 data. Selain itu, tindak tutur ekspresif yang paling sedikit digunakan oleh karakter dalam movie *Dolittle* (2020) adalah membual dengan hanya 2 datum, dan jenis strategi kesopanan positif yang paling sedikit digunakan dalam movie ini adalah mengandaikan/mengangkat/menegaskan titik temu dan menawarkan atau menjanjikan dengan hanya 1 datum.

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**TABLE OF CONTENT**

Cover
Inside Cover Page ..... i
Aproval Sheet ..... ii
Examiner Sheet ..... iii
Declaration ..... v
Acknowledgment ..... vi
Abstract ..... vii
Abstrak ..... viii
Table of Content ..... ix
List of figures ..... xii

CHAPTER I INTRODUCTION

1.1 Background of Study ..... 1
1.2 Problems of the Study ..... 6
1.3 Significance of the Study ..... 6
1.4 Scope and Limitation of the Research ..... 6
1.5 Definition of the Key Terms ..... 7

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Speech Acts ..... 9
2.1.1 IllocutionaryActs ..... 11
2.1.1.1 Expressive Speech Acts ..... 12
2.2 Context ..... 16
2.3 Politeness Strategy ..... 18
2.3.1 Positive Politeness Strategy ..... 20
2.4 Dolittle Movie ..... 24

CHAPTER III RESEARCH METHODS

3.1 Research Design ..... 25
3.2 Data Collection ..... 25
3.2.1 Research Data ..... 25
3.2.2 Data Source and Subject of the Study ..... 26

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S U R A B A Y A

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3.2.3 Research Instrument ..... 27
3.2.4 Data Collection Techniques ..... 27
3.3 Data Analysis ..... 28

CHAPTER IV FINDINGS AND DISCUSSIONS
4.1 Findings ..... 31
4.1.1 The Types of Expressive Acts ..... 31
4.1.1.1 Apologies ..... 32
4.1.1.2 Thank ..... 33
4.1.1.3 Condole ..... 34
4.1.1.4 Complain ..... 35
4.1.1.5 Lament ..... 36
4.1.1.6 Protest ..... 37
4.1.1.7 Deplore ..... 38
4.1.1.8 Boast ..... 39
4.1.1.9 Compliment ..... 40
4.1.1.10 Praise ..... 41
4.1.1.11 Greet ..... 42
4.1.1.12 Welcome ..... 43
4.1.2 The Types of Positive Politeness Strategies ..... 44
4.1.2.1 Noticing and attending to the hearer ..... 44
4.1.2.2 Exaggerating ..... 46
4.1.2.3 Intensifying interest to hearer ..... 47
4.1.2.4 Using in-group identity markers ..... 48
4.1.2.5 Seeking agreement ..... 49
4.1.2.6 Avoiding disagreement ..... 50
4.1.2.7 Presupposing/ Raising/ Asserting Common Ground ..... 51
4.1.2.8 Asserting/ Presupposing speaker knowledge of concern for hearer ..... 52
4.1.2.9 Offering and Promising ..... 53
4.1.2.10 Being Optimistic ..... 53
4.1.2.11 Including both speaker and hearer in the activity ..... 54

UIN SUNAN AMPEL
S U R A B A Y A

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4.1.2.12 Giving or asking for reason ..... 55
4.1.2.13 Giving gift to hearer ..... 56
4.2 Discussion ..... 56

CHAPTER V CONCLUSIONS AND SUGGESTIONS
5.1 Conclusion ..... 61
5.2 Suggestion ..... 63

REFERENCES ..... 64
CURICULUM VITAE ..... 67

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S U R A B A Y A

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

## LIST OF FIGURES

3.1 The code of expressive speech acts ..... 27
3.2 The code of positive politeness strategies ..... 28

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# CHAPTER I

# INTRODUCTION

This chapter starts with the background of the study. Then, it continued with research problems of the study, significance of the research, and closed with the definition of key terms.

## 1.1 Background of the Study

In communication, there is an essential aspect to using a language called a speech act. One of the pragmatics studies is a speech act. According to Mey (1993, p. 92), the theory of speech act presented by Austin in 1962s developed by Searle in 1969s. For Yule (1996, p. 47), speech act is an action performed via utterance. The same utterance might have a different meaning. An utterance in communication might have more than one meaning (Wati, 2018). However, Austin (1955, p. 94) defines "three levels of action beyond the act of utterance in communication", those are the act of saying something, what people do in saying something, and what people do by saying something. Then, Austin categorizes them into "locutionary act", "illocutionary act", and "perlocutionary act".

Illocutionary act is performed communicative purpose conveyed through an utterance. Illocutionary act refers to a performative utterance that has an explicit meaning indeed. This is also commonly known as illocutionary force of the utterance (Yule, 1996). Searle (1976) proposes the illocutionary acts into five types; assertive/representative, directive, commissive, expressive, and declarative speech acts.

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An expressive speech act is one type of speech that express the speaker's feelings and attitudes towards the hearer. For Yule (1996), “they express psychological states and can be statements of pleasure, pain, likes, dislikes, joy and sorrow”. The kinds of expressive speech acts among them are; apologies, thank, condole, congratulate, complain, lament, protest, deplore, boast, compliment, praise, greet, and welcome.

Holmes (2013, p. 254) states that speech can be changed in various ways depending on the speaker's attitude and relationship to the subject of the speech. A person can take action or express something with expressive speech acts. The speaker can perform an expressive speech act by themselves or with an interlocutor. When uttering a speech act, the speaker wants to look good and polite to the interlocutor. Therefore, the speaker will consider the factors that exist in the hearer, such as an older person, people who have a higher social status, and people who have power. With these factors, the speakers want to respect their speech partners more and be respected by their speech partners. However, the speakers also want freedom of action, which is where politeness strategies are needed.

Speech act theory is strongly connected to the theory of politeness strategy. According to Leech (1983), “when we talk about speech acts, we must distinguish between positive politeness, which increases the politeness in the case of inherently polite speech acts, and negative politeness which reduces the impoliteness of inherently impolite speech acts.” This shows that the politeness or impoliteness of a person's strategy can determine the type of speech act they

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choose to use. The further explanation is that a commoner or an ordinary person needs to find out the relationship between speech acts and politeness towards people with power or authority. Morand (1996) states that people utilize politeness strategies to communicate, whether consciously or unconsciously, to deal with the problem of power disparities.

According to Yule (1996, p. 60), in an interaction, politeness can be described as the method used to show awareness of another person's face. This courtesy helps create good relationships and communication in social interaction between the speaker and the hearer. Politeness is one aspect of interaction intended to generate self-respect from other people. By bringing up the element of politeness in communication, people can further strengthen their social relationships, and both can mutually respect their own image.

In recent years, politeness strategies in expressive is has been studied by using various subjects. Among the examples are using in the counseling process (Budiarta, Nurkamto, Sumarlam, & Purnanto, 2021), learning *Bahasa Indonesia* class XI at SMA 1 Luhak Nan Duo (Arief, Tressyalina, & Noveria, 2021), English textbooks for senior high school (Santosa, 2021), Shinzo Abe's resignation speech (Kartika & Aziz, 2021), a reality television singing competition in Voice USA '17 (Fauzi, 2017), drama manuscript (Prasetyaningtyas, 2017), and movies (Astuti, 2018; Faturrohman, 2020).

Previous research has tended to focus on politeness strategies in general. Hence, the researcher has attempted to provide a detailed analysis of positive politeness strategies of expressive acts by using a movie as the data source.

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Speech acts are used not only in natural conversation, but also in literary works such as novels and movies. These literary works allow human interaction, even if they are fictional. In addition, a movie can also be a communication medium in the form of audio-visual to convey a message to the audience.

This research will uncover how the characters construct their positive politeness strategies in expressive acts through utterance. In this current research, the *Dolittle* movie was chosen as a data source since many of the characters' utterances or speech acts are interesting to conduct an act through those utterances or speech acts on numerous levels. Despite the similarities in the previous study by using a movie as the data source, this movie has a different genre, specifically fantasy adventure. “The outset form fundamental elements of adventure/action is physical conflict, chase and challenge” (Media and Genre: Dialogues in Aesthetics and Cultural Analysis, 2021). Those fundamental elements are can triggering the feelings of the speaker or the hearer. Adventure genre movies will contain a lot of challenging activities, so they contain a lot of expressive speech acts.

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Expressive speech acts were chosen in this study because this movie has an adventure genre, so it contains a lot of expressive utterances. Then, the researcher chose the positive politeness strategy because in the *Dolittle* movie, a positive politeness strategy is needed to convey their utterances to people with power, especially Dr. Dolittle as the team captain. The utterances of all characters in the form of words, phrases, clauses, and sentences in this movie will include positive politeness strategies of expressive acts.

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*Dolittle* movie (2020) is the third movie adaptation of the character, following the 1967 musical *Doctor Dolittle* and the 1998-2009 *Dr. Dolittle* film series. *Dolittle* movie (2020) was chosen because it visualizes the figure and life of Dr. Dolittle in much more detail than the previous two movies. Apart from that, the *Dolittle* movie (2020) also focuses more on the adventure stories of Dr. Dolittle and his team on a quest for the fruit of Eden.

All characters are used in this study since they are a significant intrinsic part of the tale of literary works such as movies and novels. So, the researcher will use all the characters of this movie, especially for the focus of research on positive politeness strategies of expressive acts. Even though there are several animal characters, the movie's creator allows the animal to talk to humans. Thus, each animal has its own character and can express its words. In addition, the main character of this movie also has an inner conflict, his lover is abandoning him. *Dolittle*, who works as a veterinarian, closed his practice and lived alone in the palace. After negotiating for a long time with Lady Rose, *Dolittle* finally agreed to help the young queen from a deadly illness. He discovers the queen has been poisoned by nightshade, and the magical fruit of Eden's is the only cure. They went on an expedition to find the magical fruit of Eden's for the young queen at the palace, and *Dolittle* does so reluctantly. *Dolittle* keeps bugs as spies in the queen's chambers. The insects reveal that the queen has been poisoned by one of the palace's people.

Based on the explanation above, the researcher intends to study the positive politeness strategy of an expressive act in the *Dolittle* movie by applying

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Searle and Vanderveken's theory for the analysis of expressive acts and Brown and Levinson's theory for the analysis of positive politeness strategies of expressive acts uttered by the characters in *Dolittle* movie (2020).

## 1.2 Problems of the Study

There are two problems in this research which are formulated as follows:

a) What are the types of expressive acts are uttered by the characters in *Dolittle* movie (2020)?
b) What are the kinds of positive politeness strategies of expressive acts used by the characters in the *Dolittle* movie (2020)?

## 1.3 Significance of Study

In this research, there are two kinds of significance of the study, theoretically and practically. First, theoretically, the researcher hopes that this study can provide a reader with additional details on comprehension of expressive acts and positive politeness strategies. In this research, the readers can learn how to build conversations with people who have power from movies. Moreover, this research can provide a reference for future researchers interested in conducting research by applying the same theory they will have no trouble. Second, practically, this research's results can provide any contribution to linguistics, particularly in the pragmatic field.

## 1.4 Scope and Limitation of the Study

The scope of this research is taken from the speech act types of illocutionary acts and the positive politeness strategies as a theoretical field. In

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determining the illocutionary act, the researcher only chooses 1 type of 5 types of the illocutionary act, namely expressive speech acts. Expressive speech acts were selected in this study because this movie has an adventure genre. Adventure genre movies will contain a lot of challenging activities, so they include many expressive speech acts in different situations. Then, the researcher chose the positive politeness strategy because in the *Dolittle* movie, a positive politeness strategy is needed to convey their utterances to people with power, especially with Dr. Dolittle as the team captain. Therefore, based on the background problems above, the focus of the problems to be discussed in this study is only expressive acts and positive politeness strategies, containing words, phrases, clauses and sentences expressed by the characters with the interlocutors. This limitation was carried out so that this research could be more focus and make it easier to collect data.

## 1.5 Definition of the Key Terms

a) Speech act is an activity carried out through utterance.

b) Expressive speech act is a type of speech that express the speaker's feelings and attitudes toward the hearer.

c) Politeness strategies is an action used to avoid or reduce the effect of damaging self-image arising from face-threatening acts performed by the speaker.

d) Positive politeness strategies is the strategies to the addressee's positive face, continual desire that his desire be considered desirable. (Brown and Levinson, 1987, p. 101).

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e) Dolittle is Stephen Gaghan's American fantasy adventure movie, released in the United States on January 17, 2020.

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# CHAPTER II

# REVIEW OF RELATED LITERATURE

The researcher describes the theory that was utilized to analyze the data in this chapter. It also encourages related study to assist with comprehension of the theory.

## 2.1 Speech Act

Speech acts are one of the pragmatics theory that considers meaning. Speech acts originally introduced by Oxford philosopher John Langshaw Austin also known as J.L. Austin in 1962s. Austin introduced the theory of speech act through his book, "*How to Do Things With Words,*" developed by an American philosopher John Rogers Searle (J.R. Searle) in the 1969s. Thus, the general term given to speech act theory known as "How to Do Things with Words Theory".

In general, utterances expressed by speakers are called speech acts (Brown & Attardo, 2000, p. 70). It is an agreement by Yule (1996, p. 47) “speech act is an action performed through utterance.” In one utterance might be a different meaning. Based on Syafi'i (2014), speech acts have many meanings in the sentence depending on how the listener interprets them. Meanwhile, Birner (2013, p. 172) explains that speech acts involve the speaker's communicative intention and the listener responds by providing conclusions from the speaker's words. Speech acts can express more than one function that does not precisely coincide with speech (Holmes, 1992, p. 275). In conclusion, speech acts theory

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focuses on the intended meaning of a speaker's utterance and how it affects the hearer.

Based on Austin, he classified speech acts into 3 categories. The categories are; locutionary acts, illocutionary acts and perlocutionary acts.

a) Locutionary Act

Locutionary Act is a speech act that uses actual words or meanings.

e.g. "*Anne read the book"*

The utterance above provides information from speaker to listeners that Anne is reading a book by the speaker to provide information. The utterance does not to influence the hearer or does not intend to take any other action.

b) Illocutionary Act

Illocutionary acts are speech acts saying something to represent what is done or there is an intention behind the words spoken.

e.g.*" gabby's leg is bleeding"*

The utterance above is not only to describe the condition of Gabby's bleeding leg but also that the speaker is taking certain actions related to the pain in Gabby's leg due to bleeding. For example, taking painkillers and others.

c) Perlocutionary Acts

Perlocutionary acts are speech acts by saying something by implying what is being done, that is, having an influence on the listener.

e.g.*" I lost my money"*

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The utterance above is uttered by a person who cannot lend money. However, the remark intends to apologize for the inability to lend money to his friend and the effect on the hearer, and that friends tolerate this inability.

### 2.1.1 Illocutionary Act

The illocutionary act conveys a communicative function communicated through the utterance. Tauchid and Rukmini (2016) define that the illocutionary act as performed through saying something, among others are apologizing, stating, denying, betting, threatening, predicting, ordering, promising, and requesting an order. The concept of an illocutionary act is essential in speech acts. Sometimes it is what is said is the actual meaning, but mostly there is an intended meaning behind what is said.

Searle (1979) divides illocutionary acts into five classifications as the following:

a) Assertive/Representative

   Assertive/Representative one of the illocutionary actions that make his words consistent with the facts or beliefs of the statement. E.g. stating, telling, hypothesizing, claiming, insisting, describing, asserting, suggesting, and swearing that something is the case.

b) Directive

   Directive is one of the illocutionary actions to get an address to do something that is desired. E.g. ordering, defying, daring, commanding, and challenging.

c) Commisive

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Commisive is one of the illocutionary actions for the speaker to be able to do something. E.g., promising, intending, threatening, vowing to do or to refrain from doing something.

d) Expressive

Expressive is one of the Illocutionary acts of the Speaker about an event that is considered true to express a mental state. E.g., thanking, greeting, apologizing, congratulating, appreciating, praising, cursing, accusing, and blaming.

e) Declarative

Declarative is one of the illocutionary acts that bring into existence the state of affairs to be linked. E.g., blessing, baptizing, bidding, firing, passing sentences, excommunicating.

#### 2.1.1.1 Expressive Speech Act

An expressive speech act is a part of the illocutionary speech act. An expressive speech act is a type of speech act that express the speaker's feelings and attitudes towards the hearer. For Yule (1996), the expressive act is expresses psychological states and may be statements of pleasure, likes, dislikes, joy, pain, and sorrow. Expressive speech act is a speech act intended by the speaker so that the speech can be interpreted as an evaluation of what is mentioned in the utterance and has several functions in it.

Searle and Vanderveken (1985, p. 211) classified it into thirteen types of expressive speech act; apologies, thank, congratulate, lament, protest, condole, boast, compliment, praise, deplore, greet, complain, and welcome.

a) Apologies

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The apologies types is to show pain or regret for some of the events for which the speaker is accountable, and it may include a request for forgiveness. Apologizing may also be understood as a speaker's remorse after doing something they regret, or the speaker believes it damages the listener's feelings. E.g. *"...sorry I didn't mean that..."*

b) Thank

The types of thank mostly used to show appreciation and happiness. Thank became a benefit after assisting someone, bringing enjoyment to someone, and so forth. The individual shows their joy by using the expression of thank. E.g. *"...Thank you for coming..."*

c) Condole

Condolences are expressed using the word condole. When the speaker is in a poor position, he or she would frequently utilize condoling to offer sympathy to the listener. For example, *"...I'm sad for hearing that..."* sad is a term used to express compassion from the speaker to the hearer when they have poor luck or have lost someone.

d) Congratulate

Congratulate is an expression of pleasure used when someone obtains great fortune or does well in their duties. E.g., *"...congratulation of your new company..."*

e) Complain

Complain type is somebody who has had a negative experience or is dissatisfied. Complaining does not imply that the hearer is responsible for the

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item they are complaining about. There are two types of complaints: expressive and assertive. When someone expresses dissatisfaction with something is an example of an assertive complaint, such as *"...this product is terrible..."* for expressing *"how awful!"*

f) Lament

Lament types are different from types of complain. This type does not have to be a spoken act in mourning. Lament is associated with sadness and grieving, and lament is used by somebody who has failed and is mourning their situation. Lament, like complain, did not want the hearer to be guilty of the mourned item. E.g., *"...if I didn't playing games to much my score will good..."*

g) Protest

Protest types are used to convey displeasure or disagreement. Throughout, the listener may not be personally accountable for the negative situation. Still, they should be able to alter it and be accountable; protest differs from a complain in that the speaker expects a change; most protests are utilized by people when the government fails to keep its promises. They began to demonstrate against the administration, hoping for reform or responsibility.

h) Deplore

The formed word “deplore” indicates that a thing is awful. Deplore is synonymous with lament. It does not have to be an apparent speaking act. It might lament, grieve, mourn, or be furious over something and despise it.

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Deplore is a strong statement of grief or dissatisfaction. In contrast to lament, abhor appears to indicate that someone is to blame, e.g., *"We deeply deplore the loss of life"*

i) Boast

Speaking proudly of oneself is a form of boasting. It is close to bragging. A boast is a pride expression based on the presumption that the thing being boasted about is advantageous to the speaker. It signifies being very proud or happy with what you've done or the accomplishment you've received. E.g., *"...Parents enjoy boasting about their children's achievements..."*

j) Compliment

The compliment type is used to indicate the hearer's approval or agreement with something. A compliment implies about something is good. An example would be when someone agreed with someone else's point of view. They will say *"I agree"* or *"I do"* and so on.

k) Praise

The praise type conveys enthusiastic approbation or admiration for someone or something. Something extraordinary is being praised in the context. Praise and approbation are synonyms. e.g., *"you are beautiful no matter what happened to you."*

l) Greet

Greet types express courteous attention to someone with a specific phrase or action or to achieving something verbally. For example, the man greeted the attendees before they began their conference.

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m) Welcome

Welcome might be described as an expression of delight or a positive attitude toward the presence or arrival of someone. Welcome like greet, is primarily addressed toward the listener. For example, *"...welcome to our home..."*

## 2.2 Context

Context is essential in communication because it necessary to help the hearer understand what the speaker's goal. Dell Hathaway Hymes also known as Dell Hymes who is an American linguist developed a mnemonic model from socio-linguistics study with the letters of the term SPEAKING. Hymes (1974) initiated the SPEAKING model through his book *"Foundation in Sociolinguistics: An Ethnographic Approach."* The SPEAKING mneumonic model consists of eight letters which is an abbreviation; Setting and scene, Participants, Ends, Act sequence, Key, Instrumentalities, Norms, and Genres.

a) Setting and scene

Setting is the time and place of a speech act, while the scene is different with setting. Scene is the time change in a dramatic scene can be represented by the plot changing the time while the scene is still being performed on the same stage, as an example *"ten years later."* In everyday life, the same individuals in a similar situation may redefine their situation in view of a different type of scene, say, from formal to informal, serious to festive.

b) Participants

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The individuals who attend in speech events called participants. The participants including speaker or sender, hearer or receiver, addressor, and addressee.

c) Ends

Ends refers to the outcomes, goals, and purposes of the speech event from society's point of view. This called ends since it is the speech's final goal.

d) Act sequence

The sequence of speech acts that make up an event is called an action sequence. An action sequence refers to the stages in which actions are performed on a utterance, including the expressed dialogue form and content in the case of an utterance. The order of speech acts has a major impact on speech events.

e) Keys

The tone, manners, or spirit that underpins the message to be delivered are referred to as keys. The notes in this key are intended conversational intonation such as slow or fast or hasty communication rhythm. Tone can also relate to either low or high intonation. While the spirit is related with the psychological state of the persons engaged, whether under relaxed or rigorous conditions.

f) Instrumentalities

Instrumentalities can be called the form and style of a speech. Language, dialect, or register are examples of instrumentalities, as are forms of communication (such as writing, speaking, signing, or signaling).

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g) Norms

Norms are the social rules that govern communication. For example, if the speaker is delivering a humorous story, the rules may enable the hearer to interrupt and contribute. However, if the speaker is telling a serious narrative, the speaker expects the hearer to pay attention and not interrupt.

h) Genres

Genre is a style, classification, or range of figures of speech with various references in a number of languages. The type of message to be conveyed in a speech event can be expressed in various ways, including through poetry, songs, proverbs, fairy tales, prayers, inspiration, guidance, education, or knowledge.

## 2.3 Politeness Strategy

According to Yule (1996, p. 60), "Politeness, in an interaction, can be defined as the means employed to show awareness of another person's face." In pragmatics study, politeness strategy might be interpreted as respecting the face or self-image. In performing speech acts, politeness is a concept that is important to be raised so that the image of oneself or the speaker seems good and maintains the self-image of others or speakers to remain respected.

Thomas (2013, p. 169) states that the easiest thing to implement in politeness theory is the face because faces can easily change whether they are damaged, maintained or improved in any way with other people. A feeling of self-worth or an individual's self-image causes it to become manifest. A person's belief system or cultural values , such as honor, shame, virtue, and redemption,

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are often associated with positive faces and negative faces, two types that cannot be reconciled (Lubabah, 2019). Based on Yule (1996, p.60), actions that threaten the face are used so that a person can state his identity in public and in accordance with the expectations of his self-image.

Brown and Levinson (1987), state that politeness is an act to prevent and deal with speech acts that threaten self-image or face others and oneself (Face Threatening Acts). There are four kinds of politeness strategies. Those are positive politeness strategy, negative politeness strategy, bald-on record strategy, and off-record strategy.

a) Positive Politeness Strategy

In a positive politeness strategy, the speaker encourages a good self-image. This strategy used because the speaker wishes to make a favorable impression on the hearer and to suggest that the speaker wishes to deepen his social interaction with the hearer by sharing the same desire and point of view as the speaker addressee.

b) Negative Politeness Strategy

Negative politeness is one strategy that emphasizes avoiding imposition on the hearer and is focused toward the hearer's negative face. This is an avoidance of forcing the hearer and a desire to remain independent by distancing strategies such as using modal or postponing verbs, apologizing for imposition, asking questions, or asking permission to pose a question.

c) Bald on Record Strategy

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Bald on record strategy is a straight pattern of expressing things without equivocation in a direct, plain, disambiguous, and concise manner. In this strategy, the speaker does nothing to minimize threats to the speaker's self-image. The speaker does speech act directly and clearly. The on-record strategy means when the speaker conveys something that has one purpose, is understood by the participants of the speech, and is spoken in a straightforward way without trying to save face, then the speaker is responsible in full for what is said. An example of bald on record strategy with imperative forms is "*hand me the book*." Another example of bald on record strategy employing mitigating measures like "*please*" in the sentence "*please give me the book*." Furthermore, the employment of a bald on record strategy in an emergency circumstance, such as an order such as "*don't touch my book*," has no courtesy purpose.

d) Off Record Strategy

Off the record strategy is a communicating act performed in such a manner that the act cannot be attributed to a single obvious communicative aim. It employs indirect language to protect the speaker from the possibility of becoming oppressive.

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### 2.3.1 Positive Politeness Strategy

The speaker gives a positive self-image to the speaker in a positive politeness strategy. Brown and Levinson (1987:101-103) define positive politeness as when a group or environment members have similar purposes, interests, or background knowledge. This strategy is raised because the speaker wants to reveal a good impression on the hearer and indicate that the speaker

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wants to strengthen his social relationship with the hearer through the same desire and view between the speaker and the speaker addressee.

Brown and Levinson (1987, p. 103-129) divided positive politeness strategies into 15 types, they are:

**1) Noticing and attending to H (his interests, wants, needs, goods)**

This strategy is used when the speaker pay attention to the condition of the listener including the changes physically, possession of certain goods and so on. For example:

*"What a beautiful vase this is! Where did it come from?"*

**2) Exaggerating (interest, approval, sympathy with hearer)**

This strategy the speaker exaggerates feelings of interest (intonation, emphasis, and other prosodic aspects) to the hearer. For example:

*"What a fantastic garden you have!"*

**3) Intensifying interest to hearer**

This strategy is a strategy in which speakers like to insert phrases and questions in them with the sole purpose of making the interlocutor more involved in the interaction. For example:

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

**4) Using in-group identity markers**

This strategy serves to add a close impression at once can soften the imperative power of utterances towards the interlocutor. For example:

*"Come here, honey"*

**5) Seeking agreement**

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This strategy uses repeating part of the speech interlocutor to show that the speaker agrees and follows any information uttered by the interlocutor. Here is an example:

*A: "baht bal ta k'iSin k'inal? Did she go to hot country?"*
*B: "baht. She went."*

**6) Avoiding disagreement**

In this strategy, speakers try to minimize disagreement with the interlocutor. For example:

*A: "You hate your Mom and Dad."*
*B: "Oh, sometimes."*

**7) Presupposing, raising, or asserting common ground**

The purpose of this strategy is between speaker and hearer as if they have the same views or judgments. For example:

*"It's at the far end of the street, the last house on the left, isn't it."*

**8) Joking**

Speakers use this strategy with the aim of creating understand the interlocutor by giving a joke. For example:

*"How about lending me this old heap of junk?"*

**9) Asserting or presupposing Speaker's knowledge of and concerning for Hearer's wants**

The way to realize this strategy is to try to make speakers understand whatever the other person wants. For example:

*"Look, I know you want the car back by 5.0, so should I go to town now?"*

**10) Offering and promising**

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This strategy is classified as the most used than other strategies. This strategy reduces the possible harm and demonstrates collaboration between the speaker and the hearer. For example:

*"I will take you out to gym on Sunday morning."*

**11) Being optimistic**

The speaker wants the listener to do something, and the speaker expresses this desire in language that the speaker believes the listener desires. Because they share similar interests, the listener cooperates with the speaker in this situation.

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

**12) Including both Speaker and Hearer in the same activity**

This strategy is marked by the presence of an invitation word, such as come on, come on and so on. For example:

*"Let's have a cookie, then."*

**13) Giving or asking for reasons**

The purpose of this strategy is that when the speaker does X, the interlocutor does Y. For example:

*"Why not lend me your cottage for the weekend?"*

**14) Assuming or asserting reciprocity**

Cooperation between the speaker and the hearer can be demonstrated by providing evidence of reciprocal rights or asserting mutual trade. For example:

*"Dad, if you help me repairing the bicycle, I'll watering the the plant this afternoon"*

**15) Giving gift to Hearer**

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Giving gifts to the hearer is the last strategy of positive politeness. This technique may be implemented by offering a present and fulfilling human relation desires such as the want to be liked, appreciated, cared for, understood, and listened to.

*A: "Have a glass of hot ginger, Nichole."*
*B: "Terrific! Thanks."*
*A: "Not at all, I wonder if I could asking for your advice."*

## 2.4 Dolittle Movie

Dolittle (also known as The Voyage of Doctor Dolittle) is a 2020 American fantasy and adventure movie directed by Stephen Gaghan and based on a storyline by Thomas Shepherd. Dolittle was based on the title character Hugh Lofting and was largely inspired by author Doctor Dolittle's second novel, The Voyages of Doctor Dolittle (1922).

On January 17, 2020, Universal Pictures released Dolittle in theaters in the United States. The movie made $250 million worldwide, making it the seventh-highest-grossing picture of 2020. However, it was a box-office flop, costing Universal up to $50-100 million. This movie received six Golden Raspberry Award nominations, including Worst Picture, and won for Worst Prequel, Remake, Rip-off, or Sequel.

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# CHAPTER III

# RESEARCH METHODS

In this chapter, the researcher presented research design, subject of the study, data and data sources, research instrument, techniques of data collection, and closed with the technique of data analysis.

## 3.1 Research Design

This research used a qualitative design. Qualitative is an approach that uses descriptions and analysis in certain contexts and people (Wray & Bloomer, 2006, p. 97). Qualitative research is related to structure and patterns (Litoselliti, 2010, p. 52). This is supported by Weiss (1994, p. 3), quotations and case descriptions are more supportive of qualitative research. Therefore, specifically this research is descriptive. A descriptive qualitative approach will be adopted to classify and analyze expressive speech acts and positive politeness strategies uttered by the characters in the *Dolittle* movie. The descriptive approach is very appropriate because an accurate and authentic description is needed

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## 3.2 Data Collection

This section describes the data collection in present research. This part contains the research data, data source and subject of the study, research instrument, and the data collection technique.

### 3.2.1 Research Data

This research used data in the form of words, phrases and sentences produced by all characters in the *Dolittle* movie. All the characters (main and

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supporting character) in *Dolittle* movie used by the researcher as the data because a lot of data can be obtained to analyze expressive acts and positive politeness strategies.

### 3.2.2 Data Source and Subject of the Study

The data source in this research is a movie entitled *Dolittle*. This American movie, released in 2020 directed by Stephen Gaghan. Researchers also used movie transcripts which were downloaded at https://transcripts.thedealr.net.

The research subjects are the main and supporting characters in this movie because the data are in the form of words, phrases, clauses and sentences expressed by all the characters. This is done because it contains a lot of data about expressive speech acts and positive politeness strategies from the characters' conversations throughout the movie. This movie tells the story of an adventure involving dr. *Dolittle* and his animal team are looking for Eden's fruit to cure the young queen's illness. The death of Dolittle's wife made him shut himself up and only interact with the animals. Lady rose to come and visit the Dr. Dolittle to ask for help to heal the queen. *Dolittle*, who initially didn't want to, finally obeyed his orders after receiving threats. *Dolittle* and his troops faced various challenges to get the antidote, and they passed it with cooperation and solidarity even though there were several disagreements. Based on the brief explanation above, all the characters in this movie were chosen as this research's subjects.

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### 3.2.3 Research Instrument

Paltridge and Phakiti (2015, p. 206) research instruments in qualitative research can include several types, such as observations, diaries and journals, interviews, written responses, field notes, photographic notes, etc. The research instrument use in this study is a human instrument who is the researcher herself. The researcher as an instrument to determine problems, find data sources, collect data, and analyze data. In addition, researchers also use paper, pencils, and laptops to take notes in collecting and analyzing data.

### 3.2.4 Data Collection Techniques

Data collection techniques are considered important and appropriate in research by watching the movie, closely reading the *Dolittle* movie transcript, and highlighting the data. This research collected the expressions and speech acts produced by all the characters in this movie. The researcher used several steps in collecting data as follows:

a) Watching the movie

Researchers downloaded and watched the *Dolittle* movie from *Disney+ Hotstar* using a cellphone. Then, the researcher downloaded the transcript of this movie to make the researcher easier to understand and determine the types of expressive speech acts and positive politeness strategies produced by all the characters in the *Dolittle* movie.

b) Reading the *Dolittle* movie transcript

The researcher read and checked if the transcript fits the dialogue of the *Dolittle* movie.

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c) Selecting the data

The researcher selected the speech or expression data of expressive speech acts. After that, the researcher selected the speech or expression of positive politeness strategies on the *Dolittle* movie transcript.

### 3.3 Data Analysis

Data analysis is done in several steps; identifiying data, classifying data, describing of the classified data, and drawing conclusion.

1) Identifying data

The researcher identified the selected data that indicate or contain the construction of expressive speech acts and positive politeness strategies. In this process, the researcher analyzed all the characters' conversation in *Dolittle* movie (2020). In the data analysis process, the researcher focused on the types of expressive acts and positive politeness strategies.

The researcher used to code for the types of expressive speech acts. These are code used:

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| | |
|---|---|
| Apologies | : AP |
| Thank | : TK |
| Condole | : CDL |
| Congratulate | : CR |
| Complain | : CPL |
| Lament | : LM |
| Protest | : PRT |
| Deplore | : DP |
| Boast | : BS |
| Compliment | : CPM |
| Praise | : PR |
| Greet | : GR |
| Welcome | : WL |

**Figure 3.1 the code of expressive speech acts**

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Meanwhile, for identified the positive politeness strategies used by the characters in *Dolittle* movie (2020), the researcher used different code. These are code used:

| | |
|---|---|
| Noticing and attending to Hearer | : PP1 |
| Exaggerating | : PP2 |
| Intensifying interest to the hearer in the speaker's contribution | : PP3 |
| Using in-group identity markers in speech | : PP4 |
| Seeking agreement | : PP5 |
| Avoiding disagreement | : PP6 |
| Presupposing, raising, or asserting common ground | : PP7 |
| Joking | : PP8 |
| Asserting or presupposing | : PP9 |
| Offering and promising | : PP10 |
| Being optimistic | : PP11 |
| Including both Speaker and Hearer in the same activity | : PP12 |
| Giving or asking for reasons | : PP13 |
| Assuming or asserting reciprocity | : PP14 |
| Giving gifts to Hearer | : PP15 |

**Figure 3.2 the code of positive politeness strategies**

2) Classifying data

After the researcher identified the types of expressive acts and the kinds of positive politeness strategies, the researcher classified the data of expressive speech acts and positive politeness strategies used by the characters in *Dolittle* movie (2020) based on the code into the table. The researcher uses different tables for types of expressive speech acts and types of positive politeness strategies. This technique will make it easier for researchers to classify data.

3) Describing of the classified data

After obtaining the results of data analysis, the researcher described the classified data to answer research problems. The first research question for types of expressive act and answer the second research question for positive

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politeness strategies of expressive used by the characters in *Dolittle* movie (2020).

4) Drawing conclusion

The last, the researcher drew a conclusion based on the results of the three steps above.

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# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of this research. This chapter aims to answer the problem of the study that focuses on the expressive acts by Searle and Vandeverken's (1985) theory and positive politeness strategies of expressive acts by Brown and Levinson's (1987) theory in *Dolittle* movie 2020.

## 4.1 Findings

This research aimed to discover the expressive act performed by the characters of the *Dolittle* movie (2020). The researcher classified the utterance using the kinds of expressive speech acts proposed by Searle and Vanderveken (1985). There are several types: apologies, thank, congratulate, condole, compliment, lament, deplore, protest, boast, praise, complain, greet, and welcome. The researcher also examines for a positive politeness strategy in the expressive act performed by the characters in the *Dolittle* movie. Brown and Levinson's (1987) theory was chosen by the researcher for positive politeness strategy in this study. The researcher then discovered the positive politeness method of expressive act adopted by the characters in the *Dolittle* movie (2020).

### 4.1.1 Types of Expressive Acts

The first analysis that the researcher conducted was the types of expressive speech acts by all the characters in the *Dolittle* movie (2020). There are 32 characters in the *Dolittle* movie, in the form of humans and animals. The results of this research answered the first research question. What are the types of

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expressive acts uttered by the characters in *Dolittle* movie? There are 12 types in the *Dolittle* movie with the frequency of each type is apologies thirteen times, thank nine times, condole eight times, complain twelve times, lament six times, protest twenty one times, deplore eight times, boast two times, compliment eleven times, praise twenty four times, greet eight times, and welcome three times. The type of praise is the most used by the characters in this dolittle movie. As the result, each of data is analyzed and described as follow:

#### 4.1.1.1 Apologies

Apologies is a type of expressive speech act found in the *Dolittle* movie (2020). Apologies expresses the expression of regret for hurting or disturbing the hearer. This is intended so that the hearer believes that the speaker regrets having done that to the listener. In the *Dolittle* movie, expressive speech acts are in the form of apologies below;

**Datum 1**

*Dolittle : "Chee-Chee, brow. My brow as well, when you've got a second."*
*Chee-Chee : "Right. Sorry."*

The excerpt presents a conversation between a character Chee-Chee who is a mountain gorilla and doctor Dolittle. He was helping doctor Dolittle operate on a squirrel that a hunter accidentally shot. Chee-Chee thought Dolittle told him to wipe the sweat off his brow, but Dolittle meant to wipe the sweat off Dolittle's brow. The speech apologizes as a sign of regret for having made a mistake.

**Datum 2**

*Dolittle: "Sorry about that, Mini. Stay here. Dab-Dab, clear up the humans. Boyo, fetch for botanic index, and the tea tin."*

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The quote presents a Dolittle character apologizing to a cute mini sugar glider. When Dolittle talked to a tiny squid in the aquarium, it stuffed its entire head in. Due to his carelessness, Dolittle forgot that there was a mini hiding in his hair. Mini who also drowned in the aquarium screamed. Dolittle who felt guilty apologized to mini then put it in his coat pocket.

#### 4.1.1.2 Thank

The thank type is usually a speech that is used as a form of gratitude and pleasure. Thank can also be an utterance that is uttered when receiving help or kindness from the speech partner. In addition, thank can also be used as a form of politeness when making a refusal. The researcher found thank types which are used by the characters in the dolittle movie. The quote is below;

**Datum 3**

*Plimpton: "There is no light! I'm alive! I'm alive. I'm alive. Thanks to you, Yoshi."*

The quote shows a character named plimpton showing his gratitude to Yoshi. These words were a response to the good that Yoshi had done to save him. Knowing that Plimpton could not swim, Yoshi was willing to dive into the ocean to save him from sinking because the ship he was riding on leaked. From this response, we can see that Plimpton is very grateful to have been saved by Yoshi from the disaster he experienced.

**Datum 4**

*Dolittle: "Thank you for showing me the way, my love."*

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The quote shows a Dolittle character showing his gratitude to his wife, Lily. Thanks to the journal Lily wrote, Dolittle was able to find his way to Eden Tree island. To get there it takes a lot of struggle and sacrifice. No one knows exactly where Eden Tree Island is, including Dolittle himself. Therefore, help from Lily in the form of a map in a journal is very helpful in Dolittle's adventure to find Eden's fruit to heal the queen. From this response, we can say that Dolittle is grateful for Lily's help that has guided him to find the way to Eden Tree island so he can find a cure for the queen and cure her immediately.

#### 4.1.1.3 Condole

Condolences are expressed using the word condole. The aim of condole types is to show sympathy to the hearer in a difficult circumstance. After sum up, the researcher established condole types that the characters employed in Dolittle movie. The utterance is below;

**Datum 5**

*Poly: "I know this particular voyage is hard for you, John. It is for me, too. I brought to you Lily just when you needed her. And now you need one of your own kind again. Someone without feathers or fur."*

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S U R A B A Y A

The quote shows a Dolittle character showing his gratitude to his wife, Lily. Thanks to the journal Lily wrote, Dolittle was able to find his way to Eden Tree island. To get there it takes a lot of struggle and sacrifice. No one knows exactly where Eden Tree Island is, including Dolittle himself. Therefore, help from Lily in the form of a map in a journal is very helpful in Dolittle's adventure to find Eden's fruit to heal the queen. From this response, we can say that Dolittle

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is grateful for Lily's help that has guided him to find the way to Eden Tree island so he can find a cure for the queen and cure her immediately.

**Datum 6**

*Yoshi: "I know how you feel. My dad said he was going for a pack of seals one night, and never came back. I guess we got something in common after all, Plimpton."*

The quote in datum 6 shows Yoshi's character showing his sympathy for Plimpton. Plimpton is sad because he remembers his father who is no longer by his side. Yoshi responded to Plimpton's story by recounting events to him that he felt were the same as events in Plimpton's life. Yoshi told his story so that Plimpton would not feel alone so that he would be even stronger in facing future problems. To express his sympathy for Plimpton, Yoshi said these words.

**4.1.1.4 Complain**

Complain is a type of expressive speech act that occurs because the speaker want to expresses the distress caused by suffering, pain, or disappointment. The researcher found complain types which are used by the characters in the Dolittle movie. The quote is below;

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**Datum 7**

*Arnall Stubbins: "We're hunters, Bethan. Hunters. It has a certain... We hunt things, he frees things. A rabbit, mice. He carries spiders outside! Nobody likes spiders, not even spiders. I don't know how your sister put up with him."*

The excerpt on datum 7 expresses Arnall's grievances towards his wife, Bethan. Arnall complains about the behavior of his nephew, Stubbin, who always releases his prey. Arnall said, "We hunt things, he frees things. A rabbit, mice. He

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carries spiders outside!". This is a bad experience for a hunter like them. Stubbin doesn't have a soul as a hunter because he always feels guilty every time he gets hunting results so he always lets go.

**Datum 8**

*Plimpton: "Oh, this is gonna murder my back!"*
*Yoshi: "Quit complaining, you oversized flamingo!"*

The excerpt above shows Plimpton complaining that a bad situation has occurred. He always before trying hard to get maximum results. At that time the ship was being attacked and Dolittle tried to save the ship by diving into the sea with the help of a whale. Plimpton groaned as he was tugging at the ropes that held Dolittle up to get on board. He complained because it was the hardest thing a flamingo had ever done.

**4.1.1.5 Lament**

Lament is various kinds are often used to convey sorrow, mourning, and grief. When people are mourning and failing their situation, they utilize lament. Lament did not hold the hearer accountable for the item being grieved. After compiling the data analysis, the researcher established the categories of lament that the character used in Dolittle movie.

**Datum 9**

*Kevin: "I'm too beautiful to die."*

The excerpt above can be classified into one type of expressive speech act in the form of lament. The quote shows a character named Kevin who is a red squirel lamenting his fate. He just had a bad incident. He had been shot by a

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S U R A B A Y A

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hunter named Stubbin. When he was taken to doctor Dolittle, he said these utterance.

**Datum 10**

*Dolittle: "I knew I shouldn't've let monkeys proofread the contract. Elliot, Elsie, you are fired!"*

The excerpt above shows a person's speech after experiencing a failure condition. Dolittle failed to keep the house deed that he entrusted to Elliot and Elsie who were monkeys. This utterance was in response to Poly's statement asking about the deed of the house they lived in. Dolittle and the others can only bemoan their fate if this house is to be foreclosed on.

### 4.1.1.6 Protest

To express disagreement or displeasure, one uses protest. The bad situation may not always be immediately attributable to the hearer. Even yet, they need to have the ability to change it and act responsibly. By raising a protest in this instance, the speaker is expecting for a change. To sum up the data, the researcher identified the types of protest which the characters used in *Dolittle* movie. Here is the excerp of protest types:

UIN SUNAN AMPEL
S U R A B A Y A

**Datum 11**

*Poly: "Sit down, John!"*
*Dolittle: "Don't embarrass me in front of the crew!"*
*Poly: "I'm sparing you embarrassment. You need a team."*

The utterance above shows one of the expressive speech acts in the form of protest. Dolittle protested Poly because he ordered him, even though Dolittle was the team captain there. Apart from that, Dolittle also put emphasis on his

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words to emphasize that he did not agree to being ordered around in front of his crew. He felt humiliated by Poly, even though Poly had good intentions to help Dolittle.

**Datum 12**

*Lord Thomas Badgley: "I'm dispatching a frigate, the Britania.To follow Dolittle"*
*Dr. Blair Müdfly: "You must not support him in his foolishness, My Lord."*

The excerpt above also shows Müdfly's disapproval of what Lord Thomas Badgley was doing. Müdfly also raises his voice in the words *"You must not support him in his foolishness, My Lord"*. From this response Müdfly's raised intonation is used to emphasize that he disagrees with the decision.

**4.1.1.7 Deplore**

Deplore is the same as to lament. It doesn't have to be a direct verbal act. It need only lament, weep, grieve over, or feel furious about something in order to despise it. A strong word for grief or unhappiness is deplore. Deplore in this context tends to suggest that someone is accountable, unlike lament. After compiling the data analysis, the researcher established the categories of deplore that the character used in Dolittle movie.

UIN SUNAN AMPEL
S U R A B A Y A

**Datum 13**

*Stubbins: "I shot him, but it was an accident."*
*Dolittle: "Of course! An accidental firing upon. Humans never change."*
*Stubbins: "He's very hurt. Please help him."*

The utterances above can be categorized as one type of expressive speech act in the form of explore. Stubbin who was supposed to shoot the ducks but misplaced his aim and shot the red squirel. Stubbin regretted shooting the red

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squirel. Stubbin said the words lowering his voice and lowering his head. This shows that he regrets shooting the red squire even if by accident.

**Datum 14**

*Dolittle: "Rassouli's right. I should've been with her. All I have left of her is a ghost I see when I hold our rings."*

The sentence above shows one of the non-expressive utterances in the form of deplore. Dolittle said "Rassouli's right. I should've been with her. All I have left of her is a ghost I see when I hold our rings." while lowering his voice intonation. It shows that he has committed regrets and has acknowledged it. He also agreed with Rassouli's opinion that Dolittle should always be by his wife's side wherever she is.

**4.1.1.8 Boast**

Boast is when the speaker communicates favorable thoughts about his or her own acts toward the addressee. Boasting means to talk confidently about oneself. A pride expression based on the assumption that the thing being boasted about is advantageous to the speaker called boast. It refers to being too proud or happy with what you have accomplished. After compiling the data analysis, the researcher established the categories of boast that the character used in Dolittle movie.

**Datum 15**

*Dr. Blair Müdfly: "You sad, misguided nut, Dolittle! Give that to me! Give me that! I will find this damn Tree on my own! And by God, history will remember me!"*

UIN SUNAN AMPEL
S U R A B A Y A

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

The above utterance shows one type of expressive speech act in the form of boast. Müdfly said *"I will find this damn Tree on my own! And by God, history will remember me!"* with a raised voice intonation showing his arrogance. In fact, no one knows the exact location of the eden fruit on the island of the eden tree, including Dolittle. The only someone who knows where the Eden tree is is Lily, but Lily is not with them. Müdfly's cocky attitude is about to bring disaster with the arrival of a dragon.

**Datum 16**

*Poly: "Oh, no. I'm speaking human. Better than any parrot ever has, actually. Now, let's pack some clothes. Come on."*

The type of expressive speech act is boast. Poly who is a parrot proudly says that he can talk like a human. Then continued with the sentence "*Better than any parrot ever has, actually.* ". Those sentence shows that he felt better than any parrot ever had which is one of poly arrogance.

**4.1.1.9 Compliment**

A compliment is used to indicate the hearer's approval or agreement with something. After compiling the data analysis, the researcher established the categories of compliment that the character used in Dolittle movie.

**Datum 16**

*Poly: "Don't make me count."*
*Dolittle: "Don't make me count."*
*Poly: "One."*
*Dolittle: "Three."*
*Poly: "Two..."*
*Dolittle: "Alright! I'll do it."*

UIN SUNAN AMPEL
S U R A B A Y A

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The excerpts in the conversation of Poly and Dolittle on datum 16 show one type of expressive speech act in the form of compliments. In the sentence Poly says *"Don't make me count"* which is a bluff so that Dolittle agrees to go to the palace and heal the queen from her illness. Initially, Dolittle was not afraid of Poly's bluff, he mocked him by imitating Poly's words. Then, in the end Dolittle agreed to go to the palace by saying *"Alright! I'll do it"*. From that response we can identify that the sentence is one of the compliment types.

**Datum 17**

*Dolittle: "You must let nothing pass her lips that hasn't been made and served by you. Clear?"*
*Lady Rose: "Yes, I'll see to it."*

The utterance above shows one type of expressive speech act in the form of a compliment. Lady Rose responds to Dolittle's request to keep the queen out of food and is about to put it in her mouth by agreeing. Lady Rose agreed willingly to protect the queen from all the food that would be served to her.

**4.1.1.10 Praise**

Praise is one of expressive acts used in the Dolittle movie. Praise is an expression of appreciation or praise for a person's or thing's accomplishments or attributes. Praising is the most common kind of expressive act employed by the characters of Dolittle movie. After compiling the data analysis, the researcher established the categories of praise that the character used in Dolittle movie.

**Datum 18**

*Dolittle: "Everything's tidy. Lunch will be served in a minute now."*
*Dab-Dab: "Smells lovely, Doc."*

UIN SUNAN AMPEL
S U R A B A Y A

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The dialog above can be categorized as an expressive speech act in the form of praise. Dab-Dab said *"Smells lovely, Doc"*. The sentence is meant to compliment the food that Dolittle will serve for lunch. Warm approval can be used as a feature of the expressive speech acts in the form of praise.

**Datum 19**

*Dolittle: "On the plus side, you are all cured. Chee-Chee, you are brave now. Plimpton and Yoshi are getting along. Remember back? Back. Sort of. And Stubbins, you've made friends, and you can even talk to them.You don't need me. I'll stay here and offer medical services to this island of random bandits... andoutlaws. The doctor's here, seeking new patients! Cash only."*

The excerpt on datum 19 shows one of the expressive speech acts in the form of praise. This sentence shows Dolittle's confession that his friends have changed for the better. Dolittle said *"Chee-Chee, you are brave now. Plimpton and Yoshi are getting along. Rememberback? back. Sort of. And Stubbins, you've made friends, and you can even talk to them."* This sentence is a warm approval which can be classified into the type of praise.

**4.1.1.11 Greet**

Greet is one of expressive acts used in the Dolittle movie. Greet types' function is to show courteous attention to someone with a specific phrase or action, or to reach something in a verbal manner. To sum up the data, the researcher identified protest types which the characters used in Dolittle movie. Here is the excerp of greet types:

**Datum 20**

*Dr. Blair Müdfly: "Hello there, little squid. You don't understand me, do you? That would be preposterous."*

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S U R A B A Y A

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The utterances at datum 20 can be classified into expressive speech acts in the form of greet. The word *"Hello"* that spoken by Müdfly is a type of less informal greeting. Therefore, the utterance is an expressive speech act in the form of a greet.

**Datum 21**

*Dolittle: "Or what? Go on then, soldier boy. Spoil it yourself. Hello, Blair."*

Another types of expressive speech act in the form of a greet in Dolittle's movies can be found in the quote above. Dolittle said the greeting sentence *"Hello Blair"*. This sentence can be categorized as a greet because there is a greeting in the form of the word *"Hello"* spoken by Dolittle.

#### 4.1.1.12 Welcome

A well-greeted encounter is a welcome. This speech is spoken as a statement of joy when meeting with someone. Welcome also defined as a statement of joy or a positive attitude on the presence or arrival of someone. After compiling the data analysis, the researcher established the categories of praise that the character used in Dolittle movie.

UIN SUNAN AMPEL
S U R A B A Y A

**Datum 22**

*Guards: "Welcome home, my lady."*

The excerpt on datum 22 shows the type of expressive speech act in the form of welcome. The guard expressed pleasure or good feelings when Lady Rose who had come from a long journey to fetch doctor Dolittle. Moreover, those words were spoken as a sign of courtesy and respect from a guard to Lady Rose.

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**Datum 23**

*Dolittle: "Welcome aboard. I hear you can be a big help by clearing this out. That, too, if you don't mind. Oops, those as well. And that.I got these."*

The quote in the sentence above shows the type of expressive speech act in the form of welcome. Dolittle said *"Welcome aboard. I hear you can be a big help by clearing this out"* as a greeting for the arrival of the new crew on an adventure to find eden fruit on eden tree island with other teams.

### 4.1.2 Types of Positive Politeness Strategies to Realize Expressive Acts

The second data set examined in this research is the kinds of positive politeness strategy found in expressive acts performed by the characters in the *Dolittle* movie (2020). The researcher collects all of the characters' utterance in this movie to reach the result. Finally, the positive politeness strategy includes 108 utterances from all the characters in the *Dolittle* movie (2020).

#### 4.1.2.1 Noticing and attending to the hearer

According to Brown and Levinson (1987), when the speaker to notice or pay attention (attending) to the hearer's state is the first strategy of positive politeness. In *Dolittle* movie, there are 8 utterances including noticing and attending to the hearer type. The aim of this strategy is the speaker pointed out solidarity, the relationship between speaker and hearer can be seen friendship relationship.

**Datum 25**

Queen Victoria: "Thank you. **It's good to have you back, doctor**."
**(PP1/1/TK)**

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S U R A B A Y A

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The queen's words above can be categorized as noticing in the form of agreeing that there has been a change in Dolittle. After many years since Lily's departure, Dolittle has withdrawn from society and stopped interacting with humans. Dolittle is now coming back to the palace to meet people and ready to treat his patients. The queen thinks this is a big change from Dolittle. His ability to cure various diseases made the queen summon Dolittle back to the palace to cure her rare disease. He was happy because Dolittle wanted to come to fulfill his call.

Apart from the utterances above, there are other data which are indicated as a form of noticing and attending to the hearer. Among the data it is intended to notice changes in the ownership of goods around it. For more details in the speech below.

**Datum 26**

*Dolittle: "**The Queen symptoms are due to the effect of a rare Sumatran plant known as theNightshade flower. A solar eclipse will occur on the 17th of this very month. If she is not received the antidote by then, she will perish.** Is that a Turner? Must be. Oh what a fine painting!"*
**(PP1/2/CDL)**

In the utterance indicated by dolittle above, it shows a change in ownership of goods. In a positive politeness strategy, it can be categorized as attending to the hearer. In its application, the speaker agrees to such a change. He said "Oh what a fine painting!" This statement clearly shows that he noticed that there was a new item in the Queen's room, namely a beautiful painting.

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**4.1.2.2 Exaggerating**

This strategy proposes that the speaker feels the desire to keep the hearer's positive face, which the speaker can accomplish by using an exaggerated expression. This strategy can be employed by making something appear more essential than it actually is. This strategy is utilized by the speaker to express her thoughts for the hearer, such as interest, approval, or sympathy. For more details in the utterance below.

**Datum 27**

*Poly: "Well, I've never heard him say anything of the sort.* ***There's something special about you, Stubbins. Something I've only seen in two other humans.You belong with us, kid.*** *And you let me worry about Dolittle, that's my job. So, are you ready for the adventure of a lifetime?"*
**(PP2/5/PR)**

Poly's utterance shows his interest in Stubbin. He complimented Stubbin with emphasis on his remarks. This utterance can be categorized as a type of positive politeness strategy in the form of exaggerating. The above statement explains that the speaker adores the ability of the listener. Poly was very interested because he was excited because the speaker gave interest to him by exaggerating what he said. Because of that, poly can easily invite Stubbin to join him on a journey to find fruit from the eden tree with Dolittle and the team. Poly also vouched for him against Dolittle's disapproval.

**Datum 28**

*Yoshi:* ***"Wow, I just got the chills. And I'm not even cold."***
**(PP2/8/PR)**

This saying is taken in a place on the island of the Eden tree. Yoshi's words above show his interest in that place. He was very excited when the dragon

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S U R A B A Y A

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guarding the place opened the curtain of the fountain that covered the Eden tree. Yoshi who always felt cold everywhere suddenly felt sick and didn't feel cold anymore. In his speech, he added emphasis and intonation to the word “wow” before expressing what he felt.

#### 4.1.2.3 Intensifying interest to hearer

This strategy define that increasing the listener's significance on the speaker's subscription can be used as a way for the speaker to pay attention to a certain purpose with the listener. Aside from that, the speaker can seek the listener's attention in other ways, such as making the conversation as interesting as the hearer’s feel. As a result, the speaker should be precise in conveying information. The data for clear this kind strategy in below.

**Datum 29**

*Dr. Blair Müdfly:* ***“Quite a few things, actually. Knighthood. Windward house. Chair of the Royal College. In no particular order. Oh, and the icing on the Madeleine will be the scientific accolades that accruefrom the proper study of the Eden Tree.*** *All thanks to Lily Dolittle.”*
**(PP3/2/TK)**

UIN SUNAN AMPEL
S U R A B A Y A

The utterances above show an increased sense of interest in the listener. Mudfly answered questions from Dolittle by explaining what benefits he would get in detail and clearly. He explained with a slight laugh so they looked familiar. At the end of his sentence he thanked Lily, because he wouldn't have been able to get here without help from Lily's journal which contained a map to the island of the eden tree.

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The data included in this type are 4 utterances in the Dolittle movie. Other words also contain an increasing sense of interest in hearers. The following utterances are to illustrate intensifying interest to the hearer.

**Datum 30**

*Lady Rose:* ***"Yes! Oh, yes. And a polar bear, and a gorilla, and a parrot and a duck, and ostrich.*** *A humble thanks be to God! And well done, Doctor Dolittle."*
**(PP3/3/TK)**

The above statement shows Lady Rose's interest as a speaker towards the queen as a listener. Lady Rose was very excited because the Queen, who had been suffering from a rare and fatal disease for a long time, was now cured. After regaining consciousness, the queen asked him if he recovered. Then Lady Rose replied using the strategy of increasing her interest in queen victoria. He explained in detail while having fun.

### 4.1.2.4 Using in-group identity markers

The fundamental function of this strategy is to have the speaker feel that the speaker and hearer have a similar basis and expressing their solidarity. In applying this strategy, terms of address to others and generic names can be used in this strategy. The characters of *Dolittle* movie also apply this strategy. There are 33 utterances of the characters that clasified as this strategy. To indicate it, below are the illustrate:

**Datum 31**

*Dolittle: "Thank you for showing me the way,* ***my love."***
**(PP4/8/TK)**

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S U R A B A Y A

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In this sentence, Dolittle shows that the listener is in the same group as him. Dolittle's words show his membership with his family, namely Lily who is his wife. The word "My love" that Dolittle uses goes back to his relationship to the listener. . Thus, he uses address forms to his wife to show their relationship.

**Datum 32**

*Poly: **"John**, pull yourself together! You can't ignore people just because they're... people.What if they need help?"*
**(PP4/14/PRT)**

The statement above shows that Poly has a close relationship with Dolittle. This is shown by Poly's calling word to Dolittle in the form of "John". The use of nicknames shows the solidarity relationship between speakers and hearers.

**4.1.2.5 Seeking Agreement**

In the positive politeness strategies there is a strategy type in the form of seeking agreement. This strategy is used for the purpose of reaching an agreement. In addition, to implement this strategy you can also use repetition. The data below can describe this strategy.

UIN SUNAN AMPEL
S U R A B A Y A

**Datum 33**

*Poly : "Don't make me count."*
*Dolittle : "Don't make me count."*
*Poly : "One."*
*Dolittle : "Three."*
*Poly : "Two..."*
*Dolittle: **"Alright! I'll do it."***
**(PP5/4/CDM)**

In the dialogue above, Poly as Dolittle's friend wants Dolittle to do something related to humanity. In accordance with Dolittle's work as a doctor,

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Polly invites Dr. Dolittle to go to the palace so he can cure the queen's illness. Dr. Dolittle, who had withdrawn from the environment, initially refused Poly's advances, until Poly forced Dr. Dolittle to do so. Polly did this so that Dr. Dolittle could interact with other people and not be sad about his fate. Dr. Dolittle finally agreed to Polly's invitation by using the phrase "Alright, I'll do it".

**Datum 34**

*Tommy Stubbins: "I need you to get a message to my friends on the boat."*
*James : **"A message? Sure.** When have I ever let you down?"*
**(PP5/9/CPM)**

The data can be categorized as a strategy with a seeking agreement. One marker that can be used is the word repetition. At that speech Stubbin asked James to deliver a message to the ship. James uses repetition to carry out the seeking agreement strategy.

**4.1.2.6 Avoiding Disagreement**

Totally, there are 4 utterances that are applied from this strategy. Character from *Dolittle* movie. The speaker's purpose with this strategy is to conceal sentiments of disagreement from the hearer. For the utterance of this strategy can be seen in the data below.

UIN SUNAN AMPEL
S U R A B A Y A

**Datum 35**

*Dolittle: **"Shut up, Blair! Sorry, I meant to say, lovely to see you again, Blair.**We are off now, ta ta!"*
**(PP6/1/AP)**

At that remark, Dr. Dolittle concealed his disapproval. We can see from his words that were immediately replaced in order to minimize conflict. This

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utterance uses the strategy of avoiding disagreement with white lies. Dr. Dolittle lies by hiding his disagreement rather than ruining a positive face.

**Datum 36**

*Tommy Stubbin: "I shot him, but it was an accident."*
*Dolittle* : ***"Of course! An accidental firing upon. Humans never change."***
*Tommy Stubbin: "He's very hurt. Please help him."*
**(PP6/4/DP)**

In the sentence above, Stubbin admitted that he made a mistake but he denied that it was an accident. Dr. Dolittle, who disagrees, uses the avoiding agree strategy to avoid conflict with Stubbin. In using this strategy, Dr. Dolittle uses a token agreement to avoid debate.

### 4.1.2.7 Presupposing/ Raising/ Asserting Common Ground

The purpose of this strategy is the speaker attempts to share opinions, beliefs, and common ground. This strategy have five types, they are; gossip, place switch, time switch, personal center switch speaker to hearer, and presuppose the knowledge of the hearer. The examples are below;

**Datum 37**

*Dr. Blair Müdfly:* ***"Hello there, little squid. You don't understand me, do you?*** *That would be preposterous."*
**(PP7/1/GR)**

In the statement above, Müdfly using a positive politeness strategy in the form of gossip. He talked to little squid just small talk to fill the void in his time. Müdfly talked about a topic that had nothing to do with him.

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S U R A B A Y A

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**4.1.2.8 Asserting/ Presupposing speaker knowledge of concern for hearer**

In implementing this strategy, the speaker and hearer work together by placing pressure on hearer. The speakers might convey their solidarity by highlighting it the speaker find out the hearer's personal information. The speaker strives complete what the hearer wants to show in partnership with the hearer. The speaker suggests that he saves the hearer's optimistic face by meeting the hearer's request.

**Datum 38**

*Dolittle:* ***"I know protecting the Tree is your duty, but you won't be able to continue muchlonger considering the damage you've taken, and the pain you're in."***
**(PP9/3/CDL)**

In these utterances, the speaker tries to understand and understand what the listener wants. Dr. Dolittle understood what the hearers were complaining about. Then, Dr. Dolittle involves the listener in his talk. He explained about the state of the listener by giving a detailed explanation so that the listener could understand what he was saying.

**Datum 39**

*Dolittle: "But I do. I had it as well.* ***The kind that doesn't come from a bullet or a blade, but cuts much deeper. And now in every moment, in every movement you feel that pain again. It's hard to carry on... when you've lost the one you love."***
**(PP9/4/PRT)**

The speaker presupposes his knowledge of his worries on the listener. Having had the same experience, Dr. Dolittle implied his story on listeners. That way, the listener will understand that what he has been doing so far is not good for him. Dr. Dolittle tries to fulfill whatever the listeners want.

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### 4.1.2.9 Offering and Promising

The next strategy is offering and promising. This method indicate that to mitigate the chances of a threat and to signify that the hearer and the speaker is being cooperative, the speaker might give or make a promise to the listener. This strategies indicates the speaker's good intentions in meeting the hearer's goals. Here is an illustration of this strategy.

**Datum 40**

*Don Carpenterino* : *"Hold on, James. What's your human's best offer?"*
*Dolittle* : ***"Two now, and two later."***
*Don Carpenterino* : ***"Okay, you have yourself a deal.*** *See you around, boy scout."*
**(PP10/1/CPM)**

In the sentence above, the speaker is offering something in return from the listener. Dr. Dolittle offers four sugar cubes, and is given 2 at the start. Don agreed to the offer made by Dr. Dolittle. He promises to unlock the door for Dr. Dolittle to enter King Rassouli's chambers. Don's positive politeness strategy uses promises and offerings.

### 4.1.2.10 Being Optimistic

This approach implies that the speaker can demonstrate good politeness through make adjustments to your optimism approach. This phrase implies that the hearer's recognize or comprehend the speaker's intentions.

**Datum 41**

*Plimpton:* ***"Trying to stay positive.*** *But what the heck are we doing up here?"*
**(PP11/1/CPL)**

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The utterance from Plimpton shows a sense of optimism in the team. This is done so that the listeners also feel enthusiastic about going on an adventure to find Eden fruit for the healing of the queen. Despite the many complaints, Plimpton tries to cheer up the team with the positive politeness strategy of being optimistic.

#### 4.1.2.11 Including both speaker and hearer in the activity

The aim of this strategy is the speaker and hearer participate in the similar activities. The speaker will frequently employ the word "we" to invite the hearer to participate in the same activity. In that situation, the speaker has save the listener's positive face by including the listener in the conversation or activity.

**Datum 42**

*Dolittle : "We're in their sights. Cannons are taking aim.* ***Let's turn this ship!"***
*Humphrey : "I'm on my way."*
*Dolittle : "It is time for me to slip into something less comfortable."*
**(PP12/2/CDL)**

The utterances above are included in the category of positive politeness strategies in the form of including both speaker and hearer in the activity. The situation that occurred was that the ship would be attacked by Mudfly, so Dolittle asked the team to turn the ship around so that it would not be hit by enemy ships.

**Datum 43**

*Poly: "Oh, no. I'm speaking human. Better than any parrot ever has, actually.* ***Now, let's pack some clothes. Come on."***
**(PP12/6/BS)**

The utterances used by Poly can be classified in a positive politeness strategies in the form of involve both the speaker and the hearer in the activity.

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Poly takes Stubbin on an adventure to find Eden's fruit for the queen. Poly saw the potential in Stubbin and his ability to talk to animals would greatly help Dr. Dolittle and the team on this adventure.

**4.1.2.12 Giving or asking for reason**

The aim of this strategy is by giving or asking for reasons, the speaker demonstrates collaboration with the hearer. In this *Dolittle* movie also applying this strategy. Here's the following utterances.

**Datum 44**

*Kevin:* ***"Why y'all cheering for the kid who shot me?"***
**(PP13/1/CPL)**

Kevin used this utterance because he had a bad experience before. Hence, he asked why the entire team was rooting for Stubbin who had so clearly almost killed him to go on this adventure. Kevin asked them why they could support Stubbin even though Dr. Dolittle himself didn't want to invite him. Then Kevin used this strategy to ask for reason.

**Datum 45**

*Queen Victoria:* ***"I don't know why you all standing there.*** *Nobody's died. Leave me in peace. You too. Not you, Doctor Dolittle. A moment, if you would please. Lady Rose,* ***who is this person and why is he staring at me?"***
**(PP13/4/CPL)**

The sentence above shows Queen Victoria's confusion after recovering from her illness. He was confused why people were in his room and Stubbin who was a stranger stared at him. To express her words, the queen uses a positive politeness strategy in the form of asking Lady Rose for reasons.

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#### 4.1.2.13 Giving gift to hearer

The last positive politeness strategy is explains that the speaker is giving gift to the hearer. By meeting part of the hearer's desires, the speaker can save the hearer's positive face. In addition, this strategy can be implemented to deliver things by understanding the hearer, giving sympathy, and even cooperation with the hearer.

**Datum 46**

*Tommy Stubbin: "She's saying we don't have a ship."*
*King Rassouli : **"Well.. I have the perfect vessel for you."***
**(PP15/1/CPM)**

The above statement shows one of the positive politeness strategies in the form of giving gifts to hearers. Rassouli has sympathy for Dolittle and the team so he gives a gift in the form of a ship that can be used in his adventure to find the fruit of Eden.

**Datum 47**

*Lady Rose: "Excuse me. **I do so admire how you don't give up. The Queen is counting on both of you.** Good luck."*
**(PP15/4/PR)**

The utterances above can be categorized into positive politeness strategies. Lady Rose praised Stubbin's unyielding attitude so that he gave hope and encouragement to Stubbin to go on an adventure to find Eden fruit as a cure for the young queen's illness.

### 4.2 Discussion

In this part, the researcher discusses the finding of this current research. The researcher aims to discuss the types of expressive acts found in *Dolittle*

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movie (2020) using Searle and Vanderveken's (1985) theory. Then, the researcher analyzed the kinds of positive politeness strategies of expressive acts found in *Dolittle* movie (2020) by using Brown and Levinson's (1987) theory. *Dolittle* movie (2020) is the third movie adaptation of the character, following the 1967 musical *Doctor Dolittle* and the 1998-2009 *Dr. Dolittle* film series. *Dolittle* movie (2020) was chosen because it visualizes the figure and life of Dr. Dolittle in much more detail than the previous two movies. The researcher employs Dell Hymes' (1974) context theory SPEAKING model to better analyze the context.

The first point of this research was that *Dolittle's* (2020) movie uses expressive speech acts. Expressing what the speaker's feeling is called expressive speech acts. An expressive speech act is a type of speech that express the speaker's feelings and attitudes toward the hearer. Based on the first research question, the researcher found twelve types of Expressive acts used by the characters in *Dolittle's* movie (2020). Those twelve types of expressive acts are collected from all characters, including humans and animals. The various type of expressive acts are apologies thirteen times, thank nine times, condole eight times, complain twelve times, lament six times, protest twenty-one times, deplore eight times, boast two times, compliment eleven times, praise twenty four times, greet eight times, and welcome three times. The total number of data types of expressive acts are one hundred and twenty-five utterances. The most frequent expressive act uttered by the characters in *Dolittle's* movie is praising.

Based on the previous description of the findings, the researcher would like to analyze this present study with various previous studies. Furthermore, this

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recent study has similarities with other previous Searle studies on expressive acts (see Prasetyaningtyas, 2017; Hidayat, 2018; Prajadewi & Tustiawati, 2022). They found the character in their research dominantly uses praise type. Prasetyaningtyas (2017) was influenced by the male role while praising the king. Hidayat (2018) uses the praising type since the main character is full of surprise action. Meanwhile, Prajadewi and Tustiawati (2022) found expressing feelings to give praise because more scenes in the film containing conversations in this film tend to be formal. Thus, praise was also employed by the characters in this research. The praise type is for expressing many amazing events while going on a challenging adventure to find the fruit of the Eden tree.

The second question is researcher aims to analyze the kinds of positive politeness strategies of expressive acts found in *Dolittle* movie (2020). Positive politeness strategy is an act of giving a positive self-image to show a good impression on the hearer. This strategy also minimizes the threat to the hearer's positive face. Based on Brown and Levinson (1987), fifteen strategies may be used to express positive politeness. In the 125 utterances of expressive acts, the researcher found 103 utterances contained a positive politeness strategy. Those types of positive politeness strategies in the *Dolittle* movie are noticing and attending to the hearer (his interests, wants, needs, goods) seven times, exaggerating (interest, approval, sympathy with the hearer) nine times, intensifying interest to the hearer four times, using in-group identity thirty-three times, seeking agreement nine times, avoiding disagreement four times, presupposing, raising, or asserting common ground one time, asserting or

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presupposing speaker's knowledge of concern for hearer four times, offering and promising one time, being optimistic three times, including both speaker and hearer in the same activity six times, giving or asking the reasons four times, giving gifts to hearer eight times. The total number of positive politeness strategies of expressive acts used by the characters in *Dolittle* movie is one hundred and three utterances. The most frequent positive politeness strategy used by the characters in *Dolittle's* movie is using group identity.

In addition, this research has similarities with previous studies with the same adventure genre of movie (see Pramiardhani, 2010; Hutauruk, 2018; Aziz & Mulatsih, 2021). Pramiardhani (2010) found the use of in-group identity markers and offering-promising as the dominant type used by the character in her research. In other research, (Hutauruk, 2018; Aziz & Mulatsih, 2021) found in-group identity markers applied as the dominant strategy used in their research. As a result, it can be concluded that in the movie's adventure genre, people try to increase familiarity, narrow the power gap, and use more informal language to minimise the distance between them. It is usually seen in groups of friends or where people in certain social situations know one another quite well.

The researcher also compared the second question with the previous studies. This recent study differs from previous studies (see Santosa, 2021; Fathurrohman, 2020; Astuti, 2018; Fauzi, 2017 and Prasetyaningtyas, 2017) examined all types of politeness strategies. The previous study discovered that the positive politeness strategy was their research's most commonly used strategy. Meanwhile, this study mainly focuses on positive politeness strategies.

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The politeness strategy employed in this research distinguishes it from previous studies. The limitations of this study were that it only examined at positive politeness strategies, whereas earlier studies examined all forms of politeness approaches. As a result, the researcher advises that future studies examine various politeness strategies. This is done to conduct a focused and detailed study on politeness strategies.

As a result, this study contributes to the development of politeness methods, particularly positive politeness in detail. The choice of speech act also determines the speaker's politeness strategy toward the hearer. Speech acts are utilized in discussions in natural conversations and literary works such as movies. We can learn the speech acts and politeness strategies used in movies that have been investigated to provide us with more information. The researcher hopes that this study will be helpful for future research into the employment of positive politeness strategies of expressive speech actions in literary works.

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# CHAPTER V

# CONCLUSION AND SUGGESTION

The researcher delivers the conclusions and suggestions in this section. The conclusion summarizes the fundamental research, and the suggestion is advised for the next researcher.

## 5.1 Conclusion

In this last chapter the researcher discusses the conclusions of the preceding chapter's discussion and analysis, which is expressive speech acts and the use of positive politeness strategies for expressive speech acts used by all the characters in the *Dolittle* movie (2020) based on Searle's theory for expressive speech acts. Meanwhile, Brown and Levinson's theory analyzes positive politeness strategies in expressive speech acts performed by all the characters in the *Dolittle* movie (2020). The researcher found 125 data for types of expressive speech acts and 103 data for positive politeness strategies of expressive speech acts that have been analyzed in data analysis. The analysis was conducted to determine the types of expressive speech acts and kinds of positive politeness strategies in expressive act used by all the characters in the *Dolittle* movie (2020).

Expressive speech acts express what the speaker is feeling. An expressive speech act is a type of speech that express the speaker's feelings and attitudes towards the hearer. Based on the finding, researcher found twelve types of Expressive act performed by the characters in *Dolittle* movie (2020). Those twelve types of expressive acts collected from all characters, including humans

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and animals. The types of expressive speech acts are apologies thirteen times, thank nine times, condole eight times, complain twelve times, lament six times, protest twenty one times, deplore eight times, boast two times, compliment eleven times, praise twenty four times, greet eight times, and welcome three times. The most frequent expressive act used by the characters in Dolittle movie  is praising. The total number data types of expressive acts are one hundred and twenty five utterances.

The next finding in this current research is positive politeness strategy. A positive politeness strategy is an act of giving a positive self-image to show a good impression on the hearer. This strategy also minimizes the threat to the hearer's positive face. Based on Brown and Levinson (1987), fifteen strategies may be used to express positive politeness. In the 125 utterances of expressive acts, the researcher found 103 utterances contained positive politeness strategy. Those types of positive politeness strategy in Dolittle movie are noticing and attending to hearer (his interests, wants, needs, goods) seven times, exaggerating (interest, approval, sympathy with hearer) nine times, intensifying interest to hearer four times, using in-group identity thirty three times, seeking agreement nine times, avoiding disagreement four times, presupposing, raising, or asserting common ground one times, asserting or presupposing speaker's knowledge of concern for hearer four times, offering and promising one times, being optimistic three times, including both speaker and hearer in the same activity six times, giving or asking the reasons four times, giving gift to hearer eight times. The most frequent positive politeness strategies used by the characters in Dolittle movie is

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using group identity. The total number for positive politeness strategies of expressive acts used by the characters in *Dolittle* movie are one hundred and eight utterances.

## 5.2 Suggestion

This research uses movie as the data to analyze expressive acts and positive politeness strategies used by the characters in the *Dolittle* movie. The researcher hopes that further research can use other data subjects, for example, social media platforms equipped with comment columns or English literature student interaction in conducting online classes. In addition, the researcher suggests that future researchers can combine theoretical expressive speech acts with a focus on other types of politeness strategies such as negative politeness strategies, bald on record and off record. The researcher also hopes that this research can make other researchers interested in examined expressive speech acts and positive politeness strategies as their previous research.

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