

**POSITIVE POLITENESS STRATEGIES IN DIRECTIVE
SPEECH ACT USED BY THE CHARACTER IN
TURNING RED MOVIE**

THESIS



**UIN SUNAN AMPEL
S U R A B A Y A**

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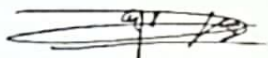
POSITIVE POLITENESS STRATEGIES IN DIRECTIVE SPEECH ACT
USED BY THE CHARACTER IN TURNING RED MOVIE

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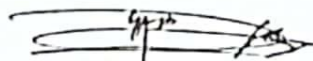
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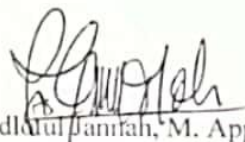
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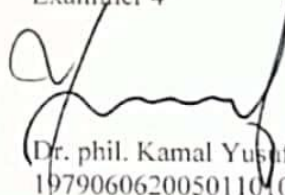
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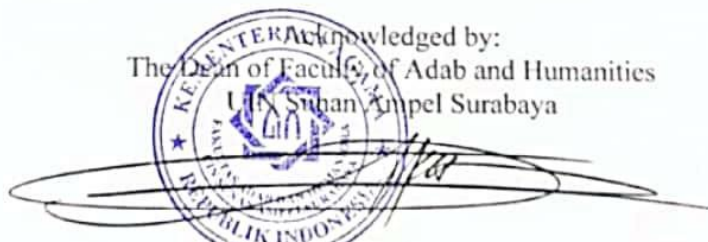
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ABSTRACT

Irfani, F. P. (2023). *Positive Politeness Strategies In Directive Speech Act Used By The Character In Turning Red Movie*. English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisors: (I) Endratno Pilih Swasono, M.Pd., (II) Raudlotul Jannah, M. App. Ling.

This study aimed to investigate directive illocutionary speech acts combined with the positive politeness strategy used by the characters in the Turning Red movie. There are two problems to be solved in this study, namely: (1) what types of directive acts are used by the characters in Turning Red movie and (2) how do directive acts applied in positive politeness strategies in Turning Red movie.

This study uses a descriptive qualitative approach. Descriptive study in textual analysis was applied in this study to analyze the conversations of the characters through the script of Turning Red movie. The data were collected by transcribing the script of the Turning Red movie. The transcription was then analyzed by identifying the types of directive act. The analysis was continued by identifying positive politeness strategies which are also used in directive act speech acts.

This study reveals that all types of directive acts based on Yule (1996) namely commanding, suggesting, requesting and ordering as well as eight positive politeness strategies (notice, attend to hearer strategy, exxagerate, presuppose/raise/assert common ground, assert or presuppose knowlegde, offer/promise, be optimistic, include speakers and hearers in activity and give reason is implemented in the Turning Red movie. From the occurrence of the four directive types, the characters in Turning Red movie often use commands and suggestions. In addition, the application of positive politeness strategies is also found in directive speech acts. The characters applied eight strategies of positive politeness in their directive utterances namely notice attend to hearer, exxagerate, presuppose/raise/assert common ground, assert or presuppose knowledge, offer/promise, be optimistic, include speakers and hearers in activity and give a reason. In Turning Red movie it is concluded that when someone uses directive speech acts to order someone there is a strategy. The strategy used by the characters to use directive speech acts is the strategy of positive politeness.

Keywords: tindak direktif, strategi kesantunan positif, film Turning Red.

ABSTRAK

Irfani, F.P. 2023. *Strategi Kesantunan Positif Dalam Tindak Tutur Direktif Yang Digunakan Tokoh Dalam Film Turning Red*. Program Studi Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Pembimbing: (I) Endratno Pilih Swasono, M.Pd., (II) Raudlotul Jannah, M. App. Ling

Penelitian ini bertujuan untuk menyelidiki tindak tutur ilokusi direktif yang dipadukan dengan strategi kesantunan positif yang digunakan oleh para tokoh dalam film *Turning Red*. Ada dua masalah yang akan dipecahkan dalam penelitian ini, yaitu: (1) jenis tindak direktif apa saja yang digunakan oleh tokoh-tokoh dalam film *Turning Red* dan (2) bagaimana tindak direktif diterapkan dalam strategi kesantunan positif dalam film *Turning Red*.

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Kajian deskriptif dalam analisis tekstual diterapkan dalam penelitian ini untuk menganalisis percakapan para tokoh melalui naskah film *Turning Red*. Data dikumpulkan dengan mentranskrip naskah film *Turning Red*. Transkripsi tersebut kemudian dianalisis dengan mengidentifikasi jenis-jenis tindak direktif. Analisis dilanjutkan dengan mengidentifikasi strategi kesantunan positif yang juga digunakan dalam tindak tutur tindak tutur direktif.

Penelitian ini mengungkapkan bahwa semua jenis tindakan direktif berdasarkan Yule (1996) yaitu memerintah, menyarankan, meminta dan memesan serta delapan strategi kesantunan positif (memperhatikan, memperhatikan pendengar strategi, membesar-besarkan, mengandaikan/menaikkan/menegaskan kesamaan, menegaskan atau presuppose knowlegde, offer/promise, optimis, mengikutsertakan pembicara dan pendengar dalam kegiatan dan memberi alasan diimplementasikan dalam film *Turning Red*. Dari kemunculan keempat jenis direktif tersebut, karakter dalam film *Turning Red* sering menggunakan perintah dan saran. Selain itu, penerapan strategi kesantunan positif juga ditemukan dalam tindak tutur direktif. Para tokoh menerapkan delapan strategi kesantunan positif dalam tuturan direktifnya yaitu notice hadir untuk pendengar, membesar-besarkan, mengandaikan/menaikkan/menegaskan kesamaan, menegaskan atau mensyaratkan pengetahuan, menawarkan/ janji, optimis, libatkan pembicara dan pendengar dalam kegiatan dan berikan alasan. Dalam film *Turning Red* disimpulkan bahwa ketika seseorang menggunakan tindak tutur direktif untuk memerintah seseorang maka ada strategi. Strategi yang digunakan tokoh dalam tindak tutur direktif adalah strategi kesantunan positif.

Kata Kunci: tindak direktif, strategi kesantunan positif, film *Turning Red*

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, the significance of the study, the scope and delimitations of the study and definition of key term.

1.1 Background of the Study

Turning Red is a movie released by Disney in 2022. This movie tells how a thirteen-year-old girl named Meilin Lee who has just started puberty but with a curse becomes a red panda when she can't hold back her emotions. Her mother limited Mei's social circle of friends during puberty. Her mother's overprotectiveness makes Mei's emotions often get out of control so she turns into a red panda. Mei's mother doesn't seem to accept that her daughter is entering puberty where Mei starts to like her male friends and has her own thoughts. However, the character of Mei's mother who likes to arrange with the aim that Mei can avoid bad associations, instead make Mei become a disobedient child.

Changes in Mei's character during puberty were very significant, also changing the parenting pattern of her parents, especially Mei's mother. Excessive worry makes Mei's mother very overprotective in caring for Mei during her puberty. This situation is of course become the focus of the researcher to examine further every utterance said by Mei's mother. Most of the words that Mei's mother said contained directives to turn Mei into her little girl again. Even though during puberty a child also has his own views or opinions, this makes Mei a little pressured by his mother's upbringing which is not in accordance with his age.

However, because of Mei's status as a child, at first, Mei was quite restrained from going against her mother's decisions.

Against this background, the researcher takes the directive act theory from Yule (1996) which is divided into four, namely commands, orders, requests, and suggest. By taking the directive act theory, the researcher believes that every rule uttered by Mei's mother contains a directive act that wants the listener to do what the speaker wants. Researchers also examine all of the characters in Turning Red movie using the positive politeness strategy from Brown and Levinson (1987). Because no matter how Mei restrains orders from her mother, Mei still has the decency to act in a speech to her parents, especially her mother. Even in the family, when someone applies the positive politeness strategy, the interactions that are established will be more harmonious and achieve communication goals. Therefore, the researcher collaborate on the directive act and positive politeness strategies contained in the Turning Red Movie as research that is worthy of study.

Culpeper (1996) states that politeness strategies are a branch of linguistics that discusses how to establish harmonious social relationships in communicating. Harmonious communication will automatically achieve the goal of communication. According to Siburian (2016) speakers who use positive politeness strategies in communicating will usually be more respected by their listeners. This becomes a reciprocal relationship between the listener and the speaker because when the speaker is polite, the listener will respond well. That is the basis that politeness strategies are very crucial because they must be applied in conditions when we communicate so that the communication process can run smoothly while maintaining a relationship with the other person. Positive

politeness is one of the strategies in linguistics as an application related to good manners. Not only to convey information but also to apply politeness to maintain the message to be conveyed while still being wrapped in communication language as polite as possible.

In her research Aliyah (2018) states that there are advantages to communication when using a politeness strategy. The first advantage, the conversation will be smoother because the speaker and listener do not only focus on the purpose of communication but also insert politeness strategies in word processing. Second, listeners will feel appreciated when the speaker uses politeness strategies in inviting listeners to communicate. This will make listeners feel comfortable during communication. So that the speaker and listener can accept the communication goals they expect precisely and clearly. Another advantage of using the politeness of this strategy is to minimize the emergence of conflicts during communication. Because of course, they will avoid words that are not worth saying, to keep the communication process running smoothly. From some of these advantages, politeness strategies can be an added value in establishing good communication by applying several skills from politeness strategies to keep achieving good communication goals.

Furthermore, Yule (1996) emphasizes that interactions using politeness strategies can also be interpreted as a useful means of showing awareness of people's faces. It means, that politeness strategies can be achieved through distance and social closeness to show the faces of others which are often described in the form of friendliness and solidarity. When we communicate using a politeness strategy, there are two possible faces of the other person, namely a

negative face or a positive face. A person's positive face means an agreement about something that is being discussed by the speaker, or it can also be interpreted as a state of acceptance and even liking. While the negative face does not mean a bad face, the word negative is only for the opposite of a positive face. Positive politeness leads to solidarity, which means that this strategy emphasizes shared attitudes and values..

Several researchers (Aryani, 2017; Wijayanti, 2019; Rizki, 2020; Utami, 2020;) examined the politeness strategies found in the film. Aryani (2017) reveals that the main character in *Twilight* used the four politeness strategies and found the factors of politeness strategies in the form of payoffs and sociological used Brown and Levinson's theory. Wijayanti (2019) found 12 types of positive politeness strategies. This research only changed his data collection in the film *Beauty and The Beast* which was aired in 2017 and the author also revealed that the gap she used was the same as the previous research, but she only changed just the film. Rizki (2020) found used all of the politeness strategies in the *Ratatouille* film. It has 32 data from 4 types of politeness strategies. The used of type politeness strategies that are most encountered in *Ratatouille* film are 10 data off record, 6 of the positive politeness, 7 of negative politeness, and 9 data bald on record. Utami (2020) examined politeness strategies by Jenifer Lee in a *Frozen* film. The researcher used *Frozen* because, in her opinion, a family genre film will make it easier for her to find more politeness strategies. The researcher found 23 data taken from the *Frozen* film which showed that positive politeness was the data with the most frequent results, with a total of 10 data. It can be concluded from the three studies it can be concluded that the four types of strategic

politeness used in the utterance are influenced by the background of the film used in analyzing the data.

Recent research on politeness strategies has been carried out in novels (Pancarini, 2016; Widyastuti, 2019; Saragih, 2020). Research from Pancarini (2016) found circumstances of bald on record as many as 100 data influenced by sociological variables and relative power on the characters in the novel *Anne of Green Gables*. The researcher focused only on the use of bald on record because of the lack of other researchers analyzed used politeness strategies in this type. Widyastuti (2016) showed that the main character in *The Sun Also Rises* novel used four types of politeness strategies, namely bald on record, negative politeness, positive politeness, and off record. There are 5 data in each positive and negative strategy, the off-record strategy only found 3 data, and the most data found in bald on record was 6 data. Saragih (2020) showed that positive politeness is the most visible strategy spoken by the characters in the novel *The Fault in Our Stars* and the most factor used in this strategy is social distance.

Furthermore, the analysis of politeness strategies is also found in the TV series (Ardianto & Slamet, 2016; Suyono & Andriyanti, 2021; Naghia et al., 2021). Another previous study examines the politeness strategies in the program series. Naghia et al. (2021) claimed that the actors in the *Brooklyn Nine-Nine* series used politeness strategies bald on record, of record, positive and negative politeness where bald on record and positive politeness was the most frequently used strategic ones. Suyono & Andriyanti (2021) analyzed that there are 7 types of negative strategies in *What Would You Do* series. It has 12 types of the be direct, 25 of apologies, 6 of being pessimistic, and 40 the question, hedge. From

these results, it can be ascertained that the most widely used negative strategic type is question hedges. Ardianto & Slamet (2016) also examined all types of politeness strategies carried out by the main characters in *The Walking Dead* series. This study has data from negative and positive politeness with the most results found than bald of record and off the record. From the three previous studies, it can be concluded that two of the three studies produced the most positive politeness than negative politeness which was only found in one of the three previous studies.

Politeness strategies research is also carried out on talk shows (Putri, 2013; Puspitasari, 2017; Nastha, 2019; Siburian, 2016). Putri (2013) stated that not all kinds of politeness strategies are applied to Oprah Winfrey's. The researcher took the talk show using the politeness strategies because Oprah Winfrey is the most influential talk show in the world, with its popularity the researcher believes that there will be many conversations that contained the politeness strategies.

Puspitasari (2017) examined that researched the politeness strategies with a media talk show entitled *Ellen DeGeneres* which showed that almost all the politeness strategies occurred in this talk show. The researcher also believed that the politeness strategies are studied quite a lot in the novel, so the researcher takes a talk show using video clips and transcripts to find out the politeness of the strategy contained in it. Nastha (2019) found that *on Jimmy Kimmel* talk show there is a politeness strategy. By collecting data from YouTube, the results obtained from the type of politeness of the most strategies in this talk show are 16 of positive politeness with, 12 of bald of record, 4 of negative politeness, and 11 data off record. Siburan (2016) also found politeness strategies in *Soimah's talk*

show on Trans TV with 41.3% of the talk show containing positive politeness, as well as being the most widely used type of politeness strategy. From these studies, it can be concluded that the results of positive politeness are very much found in talk shows because talk shows are usually broadcast live with the dimension of formality.

From the previous research that has been mentioned above regarding politeness strategies, the researcher concludes that previous studies analyzed politeness strategies using four types of politeness strategies. The four strategies were used because they were not specific in the types of politeness strategies such as positive and negative. Therefore, this study focuses more on positive politeness strategies that can be associated with directive speech acts for further research. The relationship between the use of directives and positive politeness is to find out what types of directives can be applied with positive politeness strategies and to find out the types of directives used in this study. The researcher associated directive speech acts with positive politeness acts because in speech acts there are 4 types of directive speech acts such as command, request, order, and suggest which will be associated with 15 positive politeness strategies. The researcher hopes that the development of positive politeness strategies can be in line with the illocutionary act which focuses on directive acts so that this research becomes a breakthrough in linguistic research.

The study of directive act has been investigated by several researchers before. Several studies conducted by Elvina (2022) on the novel, Della & Sembiring (2018) have examined the directive act in the movie, Sari & Utomo (2020) on speech, the podcast has been studied by Purnama et al. (2021) and Rizki

(2019) examined the directive act on teaching. Research on the directive act in the novel has been carried out by Elvina (2022) used a descriptive method in the novel *The Village Boy*. Researcher have found several types of directives such as telling, requesting, demands, suggesting, asking, forbidding, and allowing. With the results of the request type being the most frequently used data with the maximum amount of 7 data. Asking is a type of directive act with a slightly different amount, namely 2 data. This study also used the indirect speech as well as modality markers. In contrast, Della & Sembiring (2018) examined the directive act in the film entitled *Sleeping Beauty* which is found in the conversation between characters. This study used Searle's theory and using quantitative description methods. Based on the research that has been studied, the researchers found that the type of directive act that is most used is the command with 51 utterances. The command is the most common utterance due to the speaker's position to show his power by giving orders to lower character positions.

On the other hand, Sari & Utomo (2020) examined the directive act in a speech given by President Joko Widodo about the coronavirus. The researchers found that commanding is a type of directive act that is often used by President Joko Widodo in his speech. This is very reasonable because the commanding command is spoken by people who have a higher position than the person who will be commanded. Analysis of the directive act is also found in the podcast by Purnama et al. (2021) in their research, researchers found five types of directive acts used in a podcast entitled *Best Health Podcast*. Of the 31 illocutionary directive acts, advice is the speech act that is often used in this study, this is because the podcasts taken about health provide information from several experts

in the health sector who give advice to their listeners.

In addition to the media mentioned above, directive acts are also used in the learning process in the classroom has been examined by Rizki (2019).

Requesting is a directive act that is often said by teachers to students with the acquisition of data on 14 utterances. This is because the requesting function in this study is to ask students to do something according to what the teacher wants. In all of the previous studies that have been reviewed, there has been no research that discusses the politeness of the strategy by specifying the positive politeness associated with the directive act.

This research explored the directive act in the movie entitled *Turning Red*. *Turning Red* Movie is a fantasy comedy genre that emphasized the family side. *Turning Red* Movie is produced by Pixar Animation Studios but distributed through Walt Disney. *Turning Red* tells about the journey of Mei, the main character. Mei is a 13-year-old student who is cursed to become a red panda. Mei is a girl from a mixed marriage between her Chinese mother and her Canadian father. Mei's family is more dominant in Chinese cultures, such as worshipping their ancestors, including worshipping the red panda which also gives a curse for generations to the Mei family by turning each daughter into a red panda when they can't control their emotions.

This movie has only been aired in 2022, so this is a gap for researcher to analyze the *Turning Red* movie using a positive politeness strategy that is associated with the directive act. Positive politeness strategies are taken because most of this film is in the family sphere, which of course politeness strategies are easier to find in the family sphere. The theory of directive speech acts is also

taken by researchers to determine what types of directive speech acts are in this film. The combination of these theories is very important to study because, for every directive speech act that is performed to ask or instruct someone to do something, it turns out that there are several positive politeness strategies that make a person perform a directive act by using a positive politeness strategy. This research is not only focused on the main character, but also on five other characters such as Mei's father, Mei's mother, and Mei's three friends who use directive acts that are associated with positive politeness.

1.2 Problems of the Study

1. What types of directive acts used by the characters in Turning Red movie?
2. How do positive politeness strategies applied in the directive in Turning Red movie?

1.3 Objectives of the Study

1. To classify the type of directive act in the Turning Red movie.
2. To identify the directive act implemented in the positive politeness strategy in the Turning Red movie.

1.4 Significances of the Study

The research is supposed to provide theoretical and practical meaning. In significance, this research provides a theoretical contribution in the form of ideas about the theory of positive politeness strategies by Brown and Levinson (1987) in collaboration with the directive act theory by Yule (1996). The practical significance of this research is to fill the gap of how positive politeness strategy is

associated with directive acts so that becomes a speech act pattern that still uses politeness.

1.5 Scope and Delimitations

This study focused on the positive politeness strategies and also explore types of directive acts used by the characters in Turning Red Movie which are classified into four parts: ordering, suggesting, commanding, and requesting. In addition, the results of the directive act classification are also associated with positive politeness strategies using the theory of Brown and Levinson.

1.6 Definition of Key Terms

Speech act is an action of the speaker which is carried out through speech.

Politeness is the action of people through faces in social interactions that are described with respect.

Positive politeness is a strategy that shows a positive face that is accepted by others to express their wishes as things that must be realized.

Directive act is one of the five types of speech acts used by speakers to tell people to do something according to the speaker's orders.

Turning Red is the film that Disney produced in 2022 with the main character of a girl who turns into a red panda when her emotions get out of control.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of several important theories that related to the research. This research used Yule's theory for speech act especially directive illocutionary act, then Brown and Levinson's theory for positive politeness strategy.

2.1 Speech act

Speech acts are utterances carried out by speakers to convey the meaning of their utterances that make the recipient do something. According to Birner (2013), speech act is a pragmatic theory that is taken by the speaker so that the listener can know what the speaker wants. This definition is also strengthened by Yule (1996) explained that speech acts are a branch of pragmatic study that studies how the meaning and function of speech is said by the speaker to the listener. Yule (1996) also classified speech act into 3 parts, namely locutionary, illocutionary and perlocutionary

2.1.1 Locutionary act

Locutionary acts according to Yule (1996) are actions that are only done to make a statement without any effect after we deliver the speech.

Example: "I've just made some coffee"

In the example above the speaker only states that he has just made coffee, the speaker's speech does not influence the listener to do something because the speaker only conveys it.

2.1.2 Perlocutionary act

Meanwhile, perlocutionary acts are actions that begin to influence the

listener by causing an effect (Yule, 1996). The perlocutionary act has an effect because it depends on the position of the speaker whether to make assumptions about what the speaker means. If the locutionary example only reveals that someone has just made coffee, then the perlocutionary example is when someone actually makes coffee to create a fragrant smell of coffee that will make the listener make coffee. That is what is meant by the perlocutionary act causing an effect.

2.1.3 Illocutionary act

The illocutionary act is the most widely used because the listener will respond to what the speaker will do. There must be at least two people (speaker and listener) for it to be an illocutionary act. An example of an illocutionary act is when the speaker says "this room is very dark" this is conveyed by the speaker to the owner of the room. The speech not only explained the condition of the room but also asked the owner of the room indirectly to turn on the room lights. Yule (1996) divided the illocutionary act into 5 parts, namely representative, directive, expressive, declarative, and commissive.

Declarative is a speech act that can change the world with its speech if the delivery is done properly. Example: The prosecutor said to the witness "*I declare you guilty regarding this case*". Then the witness was upgraded to a suspect status. Whereas before the prosecutor said, the witness did not accept changes such as when he became a suspect he would be put in prison. The statement stated by the prosecutor is called a declarative speech act because it changes the status of a witness to a suspect.

Representative is a speech act that expresses facts, conclusions or

statements. Example: *“The sun rises from the east”*. The use of representative speakers makes facts that are in accordance with the circumstances.

Expressive is a type of speech act to express what is felt by the speaker. This can be in the form of the speaker's psychological state in expressing his mood. Example: *“I'm very sad that I can't attend my sister's graduation”*. The speaker in expressive speech acts expresses words according to his feelings.

Directives are speech acts that are used to tell other people or listeners or interlocutors to do something. Example: *“Show me where the boy's house”*. The speaker in the directive act tells the listener or interlocutor to show the direction of the house the speaker is going. That way, the use of directive acts can make the world according to the words he says. Yule (1996) declared that directive acts have 4 types, namely commands, orders, requests and suggest.

The last type of speech act is commissive, which means that the speaker will commit to what he will say for future actions.

For example: *“After I graduate, I will meet you”*. The speaker uses the commissive act as a promise that the speaker will keep in the future.

In this study, the researcher took illocutionary acts and focused her research on directive act types because, in the *Turning Red* movie, there are many interactions of characters using directive act speech acts which will be combined with positive politeness strategies.

2.2 Directive act

Yule (1996) divides directive acts into 4 parts, namely commands, orders, requests and suggestions.

1. Command

Command is a speaker's utterance that has a higher position than listeners.

Example :

Teacher : Close the door now

Student : Alright ma'am

The teacher has a higher position than the student, in the context above the teacher's speech is included in directive act commanding.

2. Suggesting

Suggesting is a person's opinion about something that will be considered. When a person gives advice means that he conveys his opinion to a listener to consider and then act on it.

Example :

Mei : This money is still not enough to pay for the concert, I have to work even harder.

Miriam : You better rest for a while Mei. What's the point of getting to the concert if you're too exhausted to enjoy it?

Miriam advised Mei not to go overboard in making money to attend the concert because if Mei is too tired during the money-raising process, then Mei will be tired and not enjoy the concert.

3. Requesting

Requesting is an utterance from the speaker to ask something to the listener with polite speech.

Example :

Caca : Sorry to disturb your time, can you help me to carry this box?

Tiara : Yes of course

This context shows that there is a requesting type of speech act because Tiara orders Caca with polite speech.

4. Ordering

Ordering is the speaker's utterance to the listener to do something regardless of the position of the speaker.

Example :

Aisyah : Please get the TV remote next to you, Dad
 Dady : This remote?
 Aisyah : thank you Dad

The context shows how Aisyah as a speaker does not have a higher position than my father. However, Aisyah, as the speaker, told her father to fulfill his wish to take the remote control, this was included in the directive act Ordering type.

2.3 Politeness

Culpeper (1996) stated that politeness is a theory that has focused on ways or strategies in communication that can be used to maintain social harmony in everyday life. Brown and Levinson (1987) stated that the politeness strategy was used as a strategy that minimized FTA based on an assessment of the rational risk faced of participants. They also stated that the strategic politeness relationship with their verbal expression led to the same goal. Yule (1996) also explained that politeness in interaction can be a means to show awareness of other people's faces is or often referred to as friendliness or solidarity. There are four kinds of politeness strategies including positive politeness, negative politeness, bald on record, and off record.

According to Yule (1996) through positive politeness strategies, the interaction between the speaker and the interlocutor will achieve the goal of communication. It can even establish friendships or close relationships that are mutually beneficial in communicating.

- a. How about letting me use your pen?
- b. Hey, buddy, I'd appreciate it if you'd let me use your pen.

As in the example of the two conversations above, in example (a) the applicant conveys things straight to the point without any greetings or things

that invite attention such as the word *hey* in example (b). While in example (b) the applicant seems to know the other person better. A few conversations before going to the heart of the conversation are enough to make a difference in a positive politeness strategy.

According to Brown and Levinson (1987), negative politeness strategies are strategies that show aggressive actions on the face of the other person. What is meant by aggressive is when a person has the freedom to act unhindered with the attention paid to him. By using negative politeness strategies the speaker wants others to respect what the speaker is saying without any interruption from others. Example: “*Could you lend me a pen.*”

This question includes a negative politeness strategy because in his speech, the speaker really wants a pen and in the negative politeness strategy the speaker will not allow the interlocutor to not follow what the speaker wants.

2.4 Positive Politeness

In addition, Brown and Levinson (1987) also explained that the positive politeness strategy is compensation aimed at the positive face of the recipient that his/her desire is to get an action that is in accordance with what speaker wants. Positive politeness strategies are often used by someone who already knows the interlocutor closely and well so this strategy can also minimize conflicts from interlocutors. There are fifteen types of positive politeness described by Brown and Levinson (1987,p.103).

1. Notice, attend to Hearer

Brown and Levinson (1987:103) stated that the speaker must take notice from the listener by paying attention to his appearance, especially the striking

appearance of the listener or what the listener wants to convey to the speaker.

For example *“What a beautiful dress are you wearing tonight, with shades of red you will definitely be the center of attention at the party, where did you buy this beautiful dress?”*

In the example above the speaker gives praise to the listener by paying attention to his appearance. By paying attention to the appearance or condition of the listener, the listener will be more able to accept what the speaker will talk about later.

2. Exaggerate

The speaker must show his interest to the listener followed by exaggerated intonation and intensification

For example: *“How marvelous you are when you do a task with such a fast deadline”*

In the example above the speaker gives excessive praise to the listener, this can increase the listener's interest in establishing communication with the speaker. Not only praise, the speaker can also exaggerate what is seen from the listener.

3. Intensify interest to Hearer

According to Brown and Levinson (1987:107) another strategy that the speaker can do to communicate using the politeness strategy is by sharing some of the wishes of the listener.

For example: *“I come down the stairs, and what do you think I see? — a huge mess all over the place, the phone off the hook and clothes are scattered all over”*

In the example above the speaker explains in detail what the speaker saw when going down the stairs. This can intensify the interest of listeners and even listeners will feel curious about what the speaker's topic.

4. Use in-group identity markers

The next strategy is that the speaker must convey some words implicitly or with words that contain denotation

For example: *"How are you friend, can you help me?"*

In the example above, the speaker addresses the listener as a "friend". The speaker uses these identity markers to further attract the listener's attention to respond to the speaker. Using in-group identity can also make the speaker know more closely with the speaker.

5. Seek agreement

There are two characteristics of this strategy, namely the safe topic and repetition.

Safe topic: Our neighbor bought a new car we just need to add a little compliment from that fact

"Isn't that your new car, the color is very beautiful isn't it"

Repetition: a) *"I just met Sofia in the cafeteria"*

b) *"ohh in the cafeteria"*

Seek agreement in the first example is to control the topic so that the listener feels valued. The second example, the speaker makes a seek agreement because he agrees that later they will meet in the cafeteria. Agreement from the speaker does not have to use the word "yes i agree" but can also repeat what has become an agreement like the second example.

6. Avoid disagreement

In this strategy the speaker must avoid disagreement with the listener to satisfy the listener's positive face with token agreement.

Example: a) *is there still a long way to go?*

b) *yes yes the journey is still far, but not too far*

Can also use the second type, namely pseudo agreement as an indication that the speaker draws conclusions cooperatively. For example: *"I'll meet you in front of the theater before 8.0, then"*. The third strategy uses a white lie.

For example: *"I can't lend you a radio because the battery is broken"*

The last strategy is hedging opinion where the speaker chooses not to be clear with his own opinion, this is done so that the speaker seems to disagree.

7. Presuppose/raise/assert common ground

In this strategy the speaker is giving empathy, one asserts what only hearer can know

- a) : *Oh this cut hurts awfully, Mum.*
- b) : *Yes dear, it hurts terribly, I know*

In the example above, b represents the mother. Mothers give empathy to their children, by agreeing with what their children feel. Understanding what her daughter is feeling, her mother responds by asserting common ground.

8. Joke

Jokes can be used in positive politeness strategies to share commonalities. Using a joke makes the listener more comfortable with what the speaker is going to convey.

- Stefani : *What did you do to your hand?*
- Siska : *I was hit by a knife this afternoon*
- Stefani : *OK, I will bend the knife until it is flexible*

The example above shows that Siska told Stefani that her hand had just been hit by a knife. Stefani, who was the speaker, gave a joke by saying he would bend the knife.

9. Assert or presuppose knowledge of and concern for the hearer's wants

Cooperators are used in this strategy to express or imply the wishes of all

listeners.

For example:

"I know you like roses, but at the flower shop there are no roses so I brought Geraniums."

In the example above, the speaker who knows about various types of flowers clarifies that even though he doesn't buy roses, he still buys geraniums. By mentioning the types of geraniums, it shows that the speaker has knowledge of the types of flowers.

10. Offer, promise

The speaker must use whatever the listener wants and help the listener to get it.

Husband : *What are you going to do after cooking?*
 Wife : *I will wash the dishes soon*
 Husband : *If you wash the dishes, I'll vacuum the floor."*

In the example conversation above, the speaker knows the conditions if the wife will do some housework. The husband as a speaker must help listeners to achieve their dreams by offering help.

11. Be optimistic

Emphasizing whatever the listener wants can also make the listener to show a positive face. This strategy assumes that the listener helps the speaker get what he wants.

Example:
 Brother : *Why are you so gloomy?*
 Claudia : *I'm worried will I graduate this year?*
 Brother : *You are even capable of being the best student*

The example of the conversation above shows the strategy of being optimistic because the older sister as the speaker convinced Claudia that she

would definitely be able to pass her exam by saying that Claudia would not only graduate, but would also become the best student.

12. Include both speaker and hearer in the activity

This strategy is used to soften the request, with the speaker pretending as if the listener wants what is being asked.

For example: *Let's get on with dinner, eh?*

The speaker invites the listeners to continue their activities, namely for dinner.

This strategy is useful for granting what the listener wants.

13. Give (or ask for) reasons

This strategy requires the listener to give reasons why he wants what he wants.

For example

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

Valent : *I will wear it to coincide with that day I also want to wear it*

The conversation above is useful so that Valent gives a reason why Dick can't lend his cottage.

14. Assume or assert reciprocity

This strategy uses a reciprocal relationship between the listener and the speaker.

For example:

Mr. Hanan : *The machine was left by my father*

Mr. Lakso : *I will give you a bonus if you can sell the machine*

In the conversation above, Mr. Lakso uses the assume reciprocity strategy because he wants Mr. Hanan to give reciprocity if Mr. Hanan sells his machine.

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

The last strategy is to give the listener what the listener wants. Not only

knowing his desires, but also the desire to be liked, admired and cared for.

For example: *"I'm sorry to hear that"*



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CHAPTER III

RESEARCH METHOD

This chapter presents the method that is used to analyze this study. This chapter consists of research design, research data, research instrument, data collection, and data analysis.

3.1 Research Design

In this study, the researcher used a qualitative descriptive method to describe the theory of directive speech acts in the conversations of the characters in the Turning Red movie. Qualitative research methods are used to get more relevant sources about understanding to describe a more detailed perspective (Matthew & Michael, 2014). Qualitative research is supported by Creswell (2017), who examined qualitative research to give the impression that the researcher has developed their research by describing certain phenomena based on relevant data sources. Meanwhile, this study used a descriptive approach with the reason to express the reality of language based on the dialogue described in the Turning Red movie.

3.2 Data Collection

The method used to collect data is described in this section. The data collection contains research data, data sources, instruments, and data collection techniques.

3.2.1 Research Data

The researcher uses all the utterances of the characters in the Turning Red movie as the primary data for this study. Sentences that contain directive

illocutionary acts will be classified by the type of directive act and then combined with positive politeness strategies.

3.2.2 Data Source and Subject of the Study

The data source in this study is the Turning Red movie. Researchers use this film from the website. Researchers took the film Turning Red because the theme created by this film is the interaction between parents and children which contains directive act. The reciprocal relationship between parents and children in their daily communication also applies a positive politeness strategy. So that when someone uses directive act to rule, there is a positive politeness strategy that is useful so that requests for orders go well and harmoniously.

3.2.3 Instrument

The research instrument is the researcher herself. In this study, researchers collect and analyze data herself. In addition, other tools use internet applications on computers to search data and search for scripts from the film Turning Red.

3.2.4 Data Collection Technique

The data in this study were collected from the Turning Red movie directed by Domee Shi. Data collection techniques are described as follows:

1. Watching the film

The researcher watches the Turning Red movie. To better understand the contents, the researcher watched the film twice and watched it carefully. The researcher also pays attention to the utterances of the Turning Red movie characters to find directive act that will be combined with the positive politeness strategy.

2. Download the script.

Then researcher download the Turning Red movie script from <https://194.135.33.63/turning-red-2022/>

3. Selecting Data data

Researcher focus on finding and collecting words, sentences, and utterances in the Turning Red movie spoken by the characters in the Turning Red movie.

Then, the researcher selects and lists the data, which refers to directive illocutionary acts and positive politeness.

3.3 Data Analysis Technique

1. Identification of data

After collecting data, researchers analyze it through several steps. The researcher identified the selected data which shows the directives uttered by the characters in the Turning Red movie. The researcher identified the data by selecting words, sentences, and utterances of the characters in Turning Red movie which shows directive act by Yule (1996).

2. Clasifying data

The researcher categorizes the identified data by going through tables by grouping them into positive politeness strategies. The researcher makes a table from the identified data to categorize utterances that are included in the directive act type which has been combined with the positive politeness strategy. The data analysis table format is below.

Table 1: Classifying the type of directive act

No	Utterance	Type of Directive act
1.	Come on! Dad's making dinner	Command

Table 2: Classifying the types of Positive Politeness Strategies on directive illocutionary acts

No	Utterances	Directive act	Positive politeness strategy
1.	Come on! Dad's making dinner	Command	Include both speaker and hearer in the activity

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CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the research on the speech of the characters in Turning Red which contain both theories, namely directive act and positive politeness. These two theories were chosen by researchers because of the continuity that exists from the stories told by the characters in the Turning Red movie.

4.1 Findings

In this chapter the research problem will be described in two parts. The first part discusses the types of directive acts used by the characters in Turning Red Movie. The second part is about how directive speech acts can be conveyed using positive politeness strategies.

4.1.1 Types of Directive act

The data shows 22 utterances that contain command with 8 data, suggest with 8 data, request 5 data, and order 1 data. Therefore, from these data, it can be concluded that of the four types of directive acts, there are two types of directive acts, namely command and suggest which are most often spoken by the characters in the Turning Red movie.

a. Command

Command is a type of directive act speech act to direct the listener according to the wishes of the speaker. Command is uttered by someone who has a higher position than the listener who will be ordered.

Datum 1

The situation that occurred in this snippet of conversation was when Mei and her mother had just closed the shrine to visiting tourists. The custom of welcoming tourists to enter the Mei family shrine has become a habit that is done by Mei and her mother when Mei comes home from school, while Mei's father is at home preparing dinner.

Mei's Mom : Give me five.
 Mei : Yeah
 Mei's Mom : **Come on! Dad's making dinner.**

The conversation between Mei's mother and Mei shows that there is a command type directive act. Mei's mother as a speaker gives commands to Mei, where the speech provisions in the type of command in the directive act are those who govern have power or a higher position than those who are governed. This is in accordance with the snippet of the conversation above because Mei as a listener, Mei has a position no higher than her mother, so it makes sense that Mei's speech belongs to the command type in the directive act.

Datum 2

Mei asked when her favorite band's concert, namely 4 Town, would be held in her city. Mei is very enthusiastic about seeing a concert from her favorite band, but her mother never approves of her penchant for admiring grub boybands that are too westernized and afraid that Mei will not focus on school if she is freed to like the opposite sex, especially outside of Mei's race, Asia.

Mei : When are they coming?
 Abby Park : May 18th. They just announced it.
 Mei : The 18th? There's no way this will be gone by then. **Just go! Go become woman without me.**

The speech acts that Mei told her three friends were included in the command. Because Mei as the speaker wanted that her three friends had to go to see their favorite grub boy band concert without Mei. Mei told them to watch the concert to fulfill Mei's wish, namely wanting them to see the concert. This speech act gave a brief understanding to Mei's friends that Mei wanted her friends to still see the concert and leave her alone at home because her panda curse had not yet healed. Even though the implied meaning of this conversation was Mei's desire to see a concert with her friends, Mei expressed her orders more, namely sending her friends away to see the concert.

Datum 3

When they were getting together to plan how they would go to the concert, suddenly Mei's mother called Mei and made the three friends of Mei worry if Mei's mother caught them discussing their plans to go to the concert. So the situation that happened here was very rushed. They immediately left Mei through the window.

Mei's Mothers: Mei?

Mei : **Crap! You guys better go.**

Miriam : But...

Mei : No "buts," Mir. My mom already doesn't like you.

Miriam : Wait, she doesn't?

Mei : **I'll call you, I promise.**

The directive act that appears in Mei's utterance "You guys better go" is a command. Mei as the speaker and the host has the power to tell her friends to leave quickly because her mother will come to Mei. It would be a problem if Mei's three friends were caught by her mother in Mei's room and discussing the 4 Town concert. Mei's command to her three friends to go immediately has the goal of fulfilling the wishes of the speaker which must be fulfilled by the listeners.

Datum 4

Mei's grandma visits Mei's house because she receives news that the panda curse which is also a hereditary curse from her ancestors has turned Mei into a red panda. Mei's grandma advised Mei's mother to always keep an eye on her child without getting caught up in any activity.

Mei's grandma : Ming, this is a critical time. **Mei needs a strong hand, now more than ever. Don't let her out of your sight!**

Mei's mother : I won't, Mother.

Directive act in the form of a command came out of the story of Mei's grandma, namely "Don't let her out of your sight". Mei's grandma as the speaker gave orders to her children if Mei when she became a red panda would be very difficult to control, but Mei's mother had to keep an eye on her every behavior. The command from the speaker aims to make the listeners fulfill the wishes of the speaker, namely Mei's grandma.

Datum 5

Mei runs away from her ritual and attends a concert. Mei suddenly took off the clothes she was wearing when she was a ritual. This made her mother command to wear her ritual clothes again because the ritual had not been completed.

Mei's mother : **Put some clothes on! This isn't you**

Mei : Mom this is me

The directive act of Mei's mother's story is included in the command because Mei's mother has a higher position than the listener, namely Mei. The command from Mei's mother also aims to give directions so that the listener can immediately carry out the order ordered by the speaker.

Datum 6

Mei and her mother were at a 4 town concert which is Mei's favorite band. But her mother didn't like the band that Mei idolized. At that time, Mei even did dance moves that she memorized from the grub band.

Mei's mother : **Stop moving like that!**

Mei : What's wrong mam?

The command from Mei's mother wanted Mei to stop the dance to the accompaniment of the song that was sung by the grub band that she really liked. The command from Mei's mother makes the listener know what he should do.

Datum 7

Mei's grandmother ordered all of Mei's cousins to sing a ritual song in unison to prevent the red panda's curse on Mei's mother and Mei so that they can return to normal as soon as possible.

Mei's grandma: **Sing louder!**

Mei's cousin : We're trying.

Mei's grandma who has a higher position than anyone else in Mei's family makes orders for all of Mei's cousins to sing louder. This shows that there is a directive act command speech act performed by Mei's grandma so that the listener does what she wants.

Datum 8

Mei's cousin pulls Mei's mother's body which turns into a panda to be dragged and placed into the ritual circle. However, one of Mei's cousins did not get a place to take the panda from Mei's mother. Finally, one of Mei's siblings gave orders to Mei to move a little and give a place to be able to bring her mother together.

Mei's cousin : **Make room for your elders, Mei!**

Mei : What?

The command given by Mei's cousin to Mei is something that Mei must do immediately because in this context, Mei becomes a listener. Mei's cousin has a higher position because she understands rituals and is older, she gives orders to Mei, who is younger and doesn't know rituals.

b. Suggesting

Suggestion is the speaker's opinion on what the listener will do. This opinion can be in the form of things that must be done or things that should not be done. Suggestion is also a type of directive act that functions to advise the interlocutor to follow according to the suggestions given by the speaker.

Datum 9

Devon is a shopkeeper at a mini market located around the Mei school. Mei's friends think Devon is the perfect man, but Mei denies it. Mei thinks Devon is like a hot bobo or a bum. Unlike Mei, the three friends actually want to approach Devon in various ways. And according to Mei, Devon is inappropriate for his friends, because Mei is too condescending to Devon.

Mei : Devon? He looks like a hobo.

Abby Park : A hot hobo.

Mei : **May I remind you what real men look like?**

The conversation between Mei and Abby Park shows that there is a directive act strategy expressed by Mei, namely Suggesting. To suggest means to ask for help from the listener or interlocutor. In this situation, Abby Park became Mei's interlocutor when Mei made her request. Mei argues that Devon is not as handsome as Abby thinks. Mei sees Devon as a bum, while Abby thinks if Devon is like a homeless person then Devon is a hot and cool bum. Then Mei suggests that there are better men than Devon. Mei's suggestion for Abby is included in the directive section which is suggestion.

Datum 10

Mei's three friends, Priya, Miriam and Abby Park, were shocked when they came to Mei's house and saw Mei turning into a big red panda. They screamed and thought that a wild animal had entered Mei's house, even though the red panda itself was Mei, their friend.

Mei : It's Mei! Calm down, all right? **I'm gonna let go and you're gonna be chill. Got that?**

All : Mmm-hmm.

Mei : Chill.

This conversation is classified as suggesting directive act because Mei has the position to suggest her friends. This is because when the incident took place the setting was at Mei's house, so Mei got the position of host and her friend as a guest. The speech act of suggesting that Mei told her three friends was intended so that her friends would not make noise when they saw Mei's new self, as a red panda.

Datum 11

Since the red panda curse was inside Mei, Mei couldn't sleep in her own room. Her parents had prepared an empty room for Mei so as not to damage amenities such as tables or lamps. But one day Mei realized that the red panda curse that was in her could actually disappear if she was calm and not overly expressive. The first time she realized this was when her friends comforted Mei by singing and hugging her. As if there was something from his friends that neutralized Mei's emotions. This made Mei sure that her curse would disappear if she was with her three best friends, or just thinking about their friendship. That way Mei believes she will be allowed to attend concerts with her friends.

Mei : This means I can have my room back. I can have my life back!

Miriam : No. Even better. **You can come with us to 4-Town!**

Abby : Yeah!

Miriam : This could be our only chance to see them together
We're all asking our parents tonight.

The directive act in the conversation is the suggestion spoken by Miriam.

Miriam as the speaker suggested that Mei not only get her room back if Mei could control her emotions, but Mei also had the chance to see the 4 Town concert with her best friends. Miriam's said "You can come with us to 4-Town" includes a suggestion which has optional powers so that Mei can come with them to the 4-Town concert. Suggesting is an utterance uttered by the speaker to give options to the listener so that the listener can choose what options the speaker conveys.

Datum 12

Mei thought about how to get permission from her mother to go to the 4 Town concert. The first thing she was afraid of was being banned by her mother because according to Mei's mother boy band, which Mei and her best friends liked, only showed the visuals of the grub band members without their singing skills. The next concern is about the red panda's curse on its body which will make Mei's mother more overprotective to allow Mei to see concerts. Mei was afraid that when she asked her mother for permission, her emotions got out of control and caused Mei to turn into a red panda which made her mother automatically not allow Mei to attend the concert

Mei : But I can't ask my mom. I'm a furry ticking time bomb!

Priya : Of awesomeness!

Miriam : And now you can control it! So just prove it to her, and she's gotta let you go!

The directive act of the suggest type is very visible in Miriam's speech "So just prove it to her" because basically Mei is on the verge of uncertainty between whether she should give her mother's permission or not. Then Miriam convinced Mei to give permission to her mother because Mie Mei already had control over her

red panda curse. The suggestion made by Miriam as a speaker to Mei as a listener aims to make the listeners have a consideration of what she will do later. Suggesting that Miriam took part in solving Mei's problem by suggesting that Mei still give her mother permission no matter what happens later.

Datum 13

Mei has tried various ways to get money so she can buy 4 town concert tickets by turning herself into a red panda on purpose and then gathering her friends who want to take pictures with her but have to pay if they want to take pictures. But it seems that this was not effective because the money they collected was only enough to buy 3 tickets while they needed 4 tickets. Mei blames herself why she doesn't work harder to collect money from the results of her curse.

Mei : I knew we should have charged more for photos! Stupid, stupid, stupid!

Miriam : Mei, breathe. It's in the bag.

Mei : But...

Miriam : What's the point of getting to the concert if you're too exhausted to enjoy it? Now, take a break and help appreciate some boys.

When Miriam said "What's the point of getting to the concert if you're too exhausted to enjoy it?" with the intention of asking Mei to enjoy all the processes they do so that concert money can be collected quickly. As a result, Miriam's words led to a directive act in the form of suggesting because Miriam suggested that Mei should not be too tired so that when they see the concert they will not be left with only fatigue, but they will have fun. Suggesting from Miriam was able to make Mei calmer than before. This was because the suggestions from the speaker were able to be considered properly by the listeners.

Datum 14

Mei and her mother are in the world of curses and all the women descended from Mei starting from their grandmothers, aunts, female cousins and their mothers choose to leave the world of curses and choose to release the red panda curse that is within them because of their heredity. But Mei instead accepted the curse by not wanting to follow in her mother's footsteps to get out of the red panda curse by passing through the dimensional circle.

Mei's mother : **Mei, please. Just come with me.**

Mei : I'm changing, mom. I'm finally figuring out who I'am

Suggesting from Mei's mother, namely "Mei, please. Just come with me" is something that listeners, namely Mei, need to consider. In the speech act of suggest, Mei's mother suggests that Mei follow in her mother's and grandmother's footsteps to leave the panda curse, but Mei considers one thing so she chooses to continue living with the panda curse.

Datum 15

Mei's mother begins to realize that Mei has entered puberty where many things have changed from Mei and this is even beyond her mother's reach. However, her mother realized that it was impossible for her child to always be under her supervision, so her mother advised her that whatever her activity was, if it was positive, then don't hold it back and develop wherever it is.

Mei's mother : **So, don't hold back, for anyone. Just go The farther you go, the prouder I'll be.**

The directive act in the speech act of Mei's mother is included in suggesting because Mei's mother suggests that Mei continue to develop well as far as she goes in making decisions.

Datum 16

When the red panda curse was acceptable to Mei and her family and her mother who was not too overprotective in this context, Mei allowed herself to go out with her three best friends but it turned out that Mei's mother still had her worries by reminding the incident when Mei brought a tantrum on her birthday Tyler by being a very ferocious red panda.

Mei's mother : **Hold on. You're not going out like that, are you?**
 Mei : My panda, my choice, Mom. I'll be back before dinner, okay?

The directive act in the speech act of Mei's mother is included in the suggest category because in her utterance Mei's mother gives consideration whether Mei may become a wild panda like on Tyler's birthday. With the existence of a directive act that advises Mei not to become a wild red panda, it becomes a consideration for Mei not to repeat her past actions by disrupting the party.

c. Requesting

Another type of directive act speech act is requesting. Requesting functions as a speaker's request to the other person to grant what the speaker wants. Requesting is asking people to do something in a more polite way.

Datum 17

This conversation takes place when Mei accidentally draws Devon's face on her textbook which makes her mother angry. This caused her mother to rush to the market where Devon worked and scolded Devon for being seen as disturbing and influencing Mei by drawing the opposite sex according to her imagination. When she finished scolding Devon, Mei's mother tried to calm Mei and convinced Mei that as long as her mother was there, Mei would be fine. Even though

according to Mei, her mother's attitude was very excessive and even embarrassed her.

Mei Mothers : Thank goodness I was here. That degenerate won't come near you again. **Now, is there anything else I should know about, Mei?**

Mei : Nope. All good.

The speech act stated by Mei's mother is included in the directive act of the requesting type. Requesting is a speech act that aims to ask what the speaker wants. Mei's mother as the speaker expressed this request to Mei in her conversation, *is there anything else I should know about, Mei?* This seemed to make Mother Mei ask Mei to tell her about anything that was bothering her day apart from Devon. Requests from Mei's mother are conveyed by expressing them directly to the target, namely Mei who is also a listener.

Datum 18

In this situation, Mei becomes the center of attention at her school because the incident when her mother scolded Devon spread throughout her school. Not only that, Tyler, Mei's mischievous friend stuck some sketches of Devon's face drawn by Mei. This made her three best friends, Abby Park, Miriam and Priya, eagerly await Mei's presence at school because they wanted to discuss the problems that occurred. But unfortunately, when she arrived at school, Mei instead had a flat face and no expression because the red panda curse had existed in her when Mei overexpressed so Mei had to hold back her expression.

Abby Park : Did you, like, work out this morning?

Priya : I got you, girl.

Miriam : **Mei, we gotta talk.**

Mei : Okay.

The conversation above turns into directive act requesting speech acts because Miriam asks Mei to explain what really happened so they can find out the

real problem and together find a solution. The dialogue that Miriam conveyed to Mei was also included in the requesting because the speaker asks the listener to do something with a polite speech.

Datum 19

Mei immediately carried out her plan for permission from her parents to be allowed to come to the 4 Town concert with her friends. Mei has proven to her parents her various reactions when she has to be tested with things that make her hold back her emotions and Mei has managed to suppress her emotions because her mind is set at ease by always thinking about her best friends. But when she started permission, what happened was Mei's mother immediately cut off the conversation and then banned her.

Mei mie's mother : Mei, it's one thing to stay calm at home or school, but a concert? You'll get whipped up into a frenzy and pandas all over the place.

Mei : I won't, I won't! I promise! You saw me keep it in.

Mei's father : **Ming, maybe we should trust her.**

Mei's mother : It's them I don't trust.

Requesting can be seen in the speech acts uttered by Mei's father when suggesting to her mother to trust Mei to see a concert. The speech from her father is a directive act in the requesting part because in the Mei's father wanted Mei's mother not to forbid Mei to see the concert.

Datum 20

Mei is trying to convince her three friends that no matter what the situation is, they still have to see the concert. They will do everything they can to get permits and expensive concert tickets. When Mei convinced her friends to remain optimistic that they would get concert tickets, Miriam agreed with Mei's statement.

Mei mei : This isn't just our first concert. This is our first step into womanhood. **And we have to do it together.**

Miriam : I'm in, girl. We'll say it's a sleepover at my house.
 The directive act of the requesting type comes out in the Mei utterance "We

have to do it together". Mei as the speaker asked for help from the listeners to carry out the plan together. This is included in the directive act of the requesting type because the speaker wants the listener to immediately do the task according to what the speaker asked for. Requesting also arises because the speaker believes the listener is capable of carrying out the action.

Datum 21

Miriam saw changes in Mei's emotions according to Miriam Mei was able to control her panda curse so she didn't need to remove her panda curse. But Mei insisted that this panda curse must be lost and even her family had prepared a ritual to remove this hereditary curse.

Miriam : **Mei, what if you didn't do the ritual? What if you kept the panda?**

Mei : What?

Miriam : Look at you! You're not the same feather-dustin', straight-A, goody-goody...

Mei : Guys, I can't be like this forever. My whole family would freak. Especially my mom. All her hopes and dreams are pinned on me.

The directive act in Miriam's speech act is requesting. Miriam as the speaker asked Mei not to remove the curse because Miriam saw that Mei could control her emotions and even the red panda curse could bring good luck to Mei.

Datum 22

The situation above shows that when Mei turned into a red panda and she was very disappointed because she became one of the children who received the history of the curse of becoming a red panda when she was in puberty. Mei really wanted to get rid of the curse that was on her body, her worries about the curse that could be forever on her made Mei's mother explain something that was a solution

so that Mimi could release the curse. Mei's mother said that the curse could be released if on the 25th of tomorrow when she enters her menstrual period she must carry out one of the rituals to get rid of the red panda spirit that is in her body in one of the necklaces that Mei's mother gave.

Mei's mother : **On the next red moon, you'll undergo a ritual that will seal your red panda spirit into one of these. And then you'll be cured for good. Just like me.**

When saying this ritual, Mei's mother equalized her position with Mei because when Mei's mother was hit by the red panda curse she was the same age as Mei now. So there is no higher position between Mei and her mother.

4.1.2 Types of Positive Politeness Strategies on directive acts

In the movie *Turning Red*, researchers found 22 conversations that contained positive politeness strategies combined with directive actions. The 8 positive politeness strategies applied with directive speech acts include paying attention, paying attention, exaggerating, presuppose/raise/assert common ground, affirming or requiring knowledge and concern for the listener's wishes, offer, promise, be optimistic, include both speakers and listeners in activities, and giving (or asking for) reasons. Of the eight positive politeness strategies, giving (or asking) reasons is the most frequently found data with a total of 5 data. Strategy give reason is often found in conversations between mothers and children because in the theme of the film *Turning Red*, mutual communication between parents and children is emphasized to build a harmonious home atmosphere. By using the strategy Give (or ask for) reasons parents can better understand what the child wants and vice versa.

a) **Notice attend to hearer**

Datum 1

Mei runs away from her ritual and attends a concert. Mei suddenly took off the clothes she was wearing when she was aritual. This made her mother command to wear her ritual clothes again because the ritual had not been completed.

Mei's mother : **Put some clothes on! This isn't you**

Mei : Mom this is me

Notice, attend to Hearer is one of the positive politeness strategies that fits in the conversation spoken by Mei. In this strategy, Mei's mother noticed that Mei was not wearing a ritual dress, so she suggested that Mei wear it again.

Datum 2

Devon is a shopkeeper at a mini market located around the Mei school. Mei's friends think Devon is the perfect man, but Mei denies it. Mei thinks Devon is like a hot bobo or a bum. Unlike Mei, the three friends actually want to approach Devon in various ways. And according to Mei, Devon is inappropriate for his friends, because Mei is too condescending to Devon.

Mei : Devon? He looks like a hobo.

Abby Park : A hot hobo.

Mei : **May I remind you what real men look like?**

This conversation contains positive politeness strategies, namely Notice, Attend to Hearer. This is due to a situation when Mei says her suggestion Mei reminds Abby that Abby deserves someone better than Devon. Mei said this to Abby because she saw that Abby's appearance was better than Devon's. With Mei seeing Abby's performance and saying flattering things to Abby, this situation goes into Notice's part positive politeness strategy, present to Hearer. Mei - Mei as the speaker noticed that Abby's face really wanted Devon, but Abby also thought that the suggestion from Mei - Mei was not wrong.

Datum 3

Mei has tried various ways to get money so she can buy 4 town concert tickets by turning herself into a red panda on purpose and then gathering her friends who want to take pictures with her but have to pay if they want to take pictures. But it seems that this was not effective because the money they collected was only enough to buy 3 tickets while they needed 4 tickets. Mei blames herself why she doesn't work harder to collect money from the results of her curse.

- Mei : I knew we should have charged more for photos! Stupid, stupid, stupid!
- Miriam : May, breathe. It's in the bag.
- Mei : But...
- Miriam : **What's the point of getting to the concert if you're too exhausted to enjoy it?** Now, take a break and help appreciate some boys.

The positive politeness strategy that appears in Miriam's words is Notice, attend to Hearer. With Miriam saying "What's the point of getting to the concert if you're too exhausted to enjoy it?" it was the same as Miriam paying attention to the condition of Mei. Mei looks very stressed because she is thinking about how to raise more money to see the concert. Miriam, who knew about Mei's condition, became empathetic and gave understanding to her condition by calming Mei so she wouldn't look too stressed.

b) Exaggeration

Datum 4

Mei asked when her favorite band's concert, namely 4 town, would be held in her city. Mei is very enthusiastic about seeing a concert from her favorite band, but her mother never approves of her penchant for admiring grub boybands that are

too westernized and afraid that Mei will not focus on school if she is freed to like the opposite sex, especially outside of Mei's race, Asia.

Mei : When are they coming?

Abby Park : May 18th. They just announced it.

Mei : The 18th? There's no way this will be gone by then. **Just go! Go become woman without me.**

The Mei utterance above is also classified as a positive politeness strategy in the form of exaggeration. Where this strategy is used by the speaker to show his desire to the listener so that the listener follows what the speaker wants with an emphasis on intonation. Mei emphasizes the intonation of the sentence "Go become a woman without me" as if exaggerating that when Mei's three friends are allowed to watch the concert, it means they are included as women, which means they are free to go wherever they want, different from Mei, who is always restrained by her mother. When this conversation happened, Mei couldn't control when and how this Red Panda curse appeared on her.

c) Presuppose/raise/assert common ground

Datum 5

When they were getting together to plan how they would go to the concert, suddenly Mei's mother called Mei and made the three friends of Mei worry if Mei's mother caught them discussing their plans to go to the concert. So the situation that happened here was very rushed. They immediately left Mei through the window.

Mei's Mothers: Mei?

Mei : Crap! You guys better go.

Miriam : But...

Mei : No "buts," Mir. My mom already doesn't like you.

Miriam : Wait, she doesn't?

Mei : I'll call you, I promise.

Positive politeness also occurs in the utterance of Mei "I'll call you, I promise" namely presuppose/raise/assert common ground. Mei reassured Miriam when Mei accidentally said that her mother didn't like Miriam because Mei's mother thought that Miriam's clothes that looked very western would make Mei friends. It would be bad if Mei was close to Miriam. So when Mei said that "I'll call you" at that time Mei as the speaker emphasized to Miriam that she would explain Mei's accident in saying her mother didn't like Miriam. Mei insists that she will tell him over the phone, and Miriam will immediately understand why Mei's mother doesn't like her.

Datum 6

Since the red panda curse was inside Mei, Mei couldn't sleep in her own room. Mei prepared an empty room without beds and other supporting facilities such as tables or cupboards by both parents. But one day Mei realized that the red panda curse that was in her could actually disappear if she was calm and not overly expressive. The first time she realized this was when her friends comforted Mei by singing and hugging her. As if there was something from his friends that neutralized Mei's emotions. This made Mei sure that her curse would disappear if she was with her three best friends, or just thinking about their friendship. That way Mei believes she will be allowed to attend concerts with her friends.

Mei : This means I can have my room back. I can have my life back!

Miriam : No. Even better. You can come with us to 4-Town!

Abby : Yeah!

Miriam : This could be our only chance to see them together We're all asking our parents tonight.

Miriam's utterance in this situation also make it classified into a positive politeness strategy, namely presuppose/raise/assert common ground. The common ground presuppose/raise/asset strategy is used by the speaker to give empathy to the listener

and to emphasize something that the listener must know. Miriam as a speaker gave empathy to Mei as a listener. Not only that, Miriam also showed that her words contained a common ground presuppose/raise/assert when she said "No. Even better. You can come with us to 4-Town" as if giving Mei full confidence in something Mei needed Mei knows that not only does she get the room, but Mei can also attend the boarding house.

Datum 7

Mei thought about how to get permission from her mother to go to the 4 Town concert. The first thing he was afraid of was being banned by his mother because according to Mei's mother boy band, which Mei and his best friends liked, only showed the visuals of the grub band members without their singing skills. The next concern is about the red panda's curse on its body which will make Mei's mother more overprotective to allow Mei to see concerts. Mei was afraid that when she asked her mother for permission, her emotions got out of control and caused Mei to turn into a red panda which made her mother automatically not allow Mei to attend the concert

Mei : But I can't ask my mom. I'm a furry ticking time bomb!

Priya : Of awesomeness!

Miriam : And now you can control it! So just prove it to her, and she's gotta let you go!

Positive politeness strategies can also be seen in Miriam's words, namely presuppose/raise/assert common ground where Miriam confirms what Mei should do or Miriam has found common ground in Mei's doubts about whether she should ask permission from her mother or not. As the speaker Miriam emphasized that Mei really had to get permission from her mother, by reiterating the words "So just prove it to her" the speaker also gave empathy to the context built by the two interlocutors.

Datum 8

In this situation, Mei becomes the center of attention at her school because the incident when her mother scolded Devon spread throughout her school. Not only that, Tyler, Mei's mischievous friend stuck some sketches of Devon's face drawn by Mei. This made her three best friends, Abby Park, Miriam and Priya, eagerly await Mei's presence at school because they wanted to discuss the problems that occurred. But unfortunately, when she arrived at school, Mei instead had a flat face and no expression because the red panda curse had existed in her when Mei overexpressed so Mei had to hold back her expression.

Abby Park : Did you, like, work out this morning?

Priya : I got you, girl.

Miriam : Mei, we gotta talk.

Mei : Okay.

The positive politeness strategy was also found in the conversation Miriam made to Mei namely presuppose/raise/assert common ground. Presuppose/raise/assert common ground is a strategy used by speakers to emphasize something that will be a way out for both parties in a conversation. In this situation, Miriam as the speaker represented her friends to ask what happened to Mei by saying Mei, we gotta talk. Miriam asked Mei to tell what actually happened because Mei's telling her chronology would make it easier for her friends to help her find a solution.

d) Assert or presuppose knowledge of and concern for the hearer's wants

Datum 9

Mei's grandma visits Mei's house because she receives news that the panda curse which is also a hereditary curse from her ancestors has turned Mei into a red panda. Mei's grandma advised Mei's mother to always keep an eye on her child without getting caught up in any activity.

Mei's grandma : Ming, this is a critical time. **Mei needs a strong hand, now more than ever. Don't let her out of your sight!.**

Mei's mother : I won't, Mother.

Mei's grandmother who knows the knowledge of the red panda curse finally gave directions to Mei's mother to ignore whatever activities Mei did. The conversation in this context is Mei's grandma who actually knows the wish of her interlocutor, namely Mei's mother so that Mei doesn't use her panda curse to do things that are not good, therefore Mei's mother commands Mei's mother to be more aware.

Datum 10

Mei's grandmother ordered all of Mei's cousins to sing a ritual song in unison to prevent the red panda's curse on Mei's mother and Mei so that they can return to normal as soon as possible.

Mei's grandma: **Sing louder!**

Mei's cousin : We're trying.

The politeness strategy also appears in Mei's grandma's speech, namely asserting or presupposing knowledge of and concern for hearers' wants. This strategy aims to show concern for the listener. In this situation everyone wants Mei and her mother to turn into humans again as soon as possible, this is supported by the words of Mei's mother who understands the red panda curse. Finally, Mei's grandma expressed her concern by ordering all her cousins to sing louder and in unison to get rid of the panda curse on Mei and her mother.

e) Offer / Promise

Datum 11

Mei's three friends, Priya, Miriam and Abby Park, were shocked when they came to Mei's house and saw Mei turning into a big red panda. They screamed and

thought that a wild animal had entered Mei's house, even though the red panda itself was Mei, their friend.

Mei : It's Mei! Calm down, all right? **I'm gonna let go and you're gonna be chill. Got that?**

All : Mmm-hmm.

Mei : Chill.

Mei's speech is also included in the positive politeness strategy because it contains an offer or promise, that is, when the three friends are calm, Mei will let go of her embrace. This strategy was used by Mei to fulfill the wishes of her three friends, namely to be released. Mei as the speaker made a promise to fulfill the wishes of her three friends as listeners. Offer and promise strategies are used by speakers to help listeners fulfill what they want.

Datum 12

This conversation takes place when Mei accidentally draws Devon's face on her textbook which makes her mother angry. This caused her mother to rush to the market where Devon worked and scolded Devon for being seen as disturbing and influencing Mei by drawing the opposite sex according to her imagination. When she finished scolding Devon, Mei's mother tried to calm Mei and convinced Mei that as long as her mother was there, Mei would be fine. Even though according to Mei, her mother's attitude was very excessive and even embarrassed her.

Mei Mothers : Thank goodness I was here. That degenerate won't come near you again. **Now, is there anything else I should know about, Mei?**

Mei : Nope. All good.

The strategy of positive politeness offer, promise is very continuous with this conversation because Mei's mother is trying to convince Mei that everything will be fine when her mother is beside her. Indirectly, Mei's mother as the speaker

revealed her fetus to Mei that her mother would always be there for every problem Mei faced. Mei as a listener was actually very indecisive, in fact her mother's intentions were very good, namely to make sure Mei was fine, but this time what her mother did was too much and even embarrassed Mei.

f) **Be optimistic**

Datum 13

Mei's mother begins to realize that Mei has entered puberty where many things have changed from Mei and this is even beyond her mother's reach. However, her mother realized that it was impossible for her child to always be under her supervision, so her mother advised her that whatever her activity was, if it was positive, then don't hold it back and develop wherever it is.

Mei's mother : **So, don't hold back, for anyone. Just go The farther you go, the prouder I'll be.**

The positive politeness strategy also appears in Mei's mother's words, namely be optimistic. This strategy was chosen by the speaker Yan Mei's mother to trust Mei's next steps so that Mei can grow further.

Datum 14

Mei is trying to convince her three friends that no matter what the situation is, they still have to see the concert. They will do everything they can to get permits and expensive concert tickets. When Mei convinced her friends to remain optimistic that they would get concert tickets, Miriam agreed with Mei's statement.

Mei mei : This isn't just our first concert. **This is our first step into womanhood. And we have to do it together.**

Miriam : I'm in, girl. We'll say it's a sleepover at my house.

The positive politeness strategy can also be seen in Mei's utterances, namely be optimistic. When Mei said "we have to do it together" directly Mei emphasized to her friends that they would definitely be able to see the concert and with Mei

explaining this strategy also made the listeners think positive and enthusiastic in achieving what they aspired to be together.

Datum 15

The situation above shows that when Mei turned into a red panda and she was very disappointed because she became one of the children who received the history of the curse of becoming a red panda when she was in puberty. Mei really wanted to get rid of the curse that was on her body, her worries about the curse that could be forever on her made Mei's mother explain something that was a solution so that Mimi could release the curse. Mei's mother said that the curse could be released if on the 25th of tomorrow when she enters her menstrual period she must carry out one of the rituals to get rid of the red panda spirit that is in her body in one of the necklaces that Mei's mother gave.

Mei's mother : On the next red moon, you'll undergo a ritual that will seal your red panda spirit into one of these. **And then you'll be cured for good. Just like me.**

The strategy of positive politeness that occurs in this conversation is to be optimistic. Being optimistic in positive political strategies is really needed by the speaker to convince the listener to accept what the speaker is talking about, this really makes sense with the situation that happened when Ibu Mei told Mei mie to do the ritual. Mei's mother explained and gave an optimistic attitude that Mei would get well again and forever, just like her mother. This strategy can make listeners believe that what the speaker is talking about is appropriate and in accordance with what they want.

g) Include both speaker and hearer

Datum 16

The situation that occurred in this snippet of conversation was when Mei and her mother had just closed the shrine to visiting tourists. The custom of welcoming tourists to enter the Mei family shrine has become a habit that is done by Mei and her mother when Mei comes home from school, while Mei's father is at home preparing dinner.

Mei's Mom: Give me five.

Mei: Yeah

Mei's Mom: **Come on! Dad's making dinner.**

The utterances uttered by Mei's mother also fall into the positive politeness strategy, namely include both speaker and hearer in the activity. The utterance belongs to the positive type of politeness including both speaker and hearer in the activity because as a speaker, Mei's mother invites Mei as a listener to join the family dinner. This makes the situation that occurs between the speaker understands and knows what the listener wants. This type also fits the situation where Mei has just come home from school and immediately helps her mother to open a temple for tourists, where Mei has not had time to rest so her mother invites Mei to dinner because she understands that Mei has not eaten since coming home from school.

Datum 17

Mei's cousin pulls Mei's mother's body which turns into a panda to be dragged and placed into the ritual circle. However, one of Mei's cousins did not get a place to take the panda from Mei's mother. Finally, one of Mei's siblings gave orders to Mei to move a little and give a place to be able to bring her mother together.

Mei's cousin : **Make room for your elders, Mei!**

Mei : What?

The strategy of including both speaker and hearer in the activity occurred when Mei's cousin involved Mei to take part in pulling the panda her mother into the

center of the ritual circle even though with orders for Mei to give a little space for one of her cousins so that she could still help attract the panda hermother.

h) Give reason

Datum 18

Mei and her mother were at a 4 town concert which is Mei's favorite band. But her mother didn't like the band that Mei idolized. At that time, Mei even did dance moves that she memorized from the grub band.

Mei's mother : **Stop moving like that mei**

Mei :What's wrong mam?

The give reason strategy also appears in Mei's mother's speech "Stop moving like that Mei". Mei's mother felt that Mei would not be so fanatical in idolizing her favorite 4 town grub band, it turns out that with Mei following the movements of the music shows that Mei really knows the songs and even the choreography of the 4 town grub band. When Mei's mother said "Stop moving like that Mei" her mother also wanted to give space to Mei to explain what reasons kept her swaying to the music.

Datum 19

Mei and her mother are in the world of curses and all the women descended from Mei starting from their grandmothers, aunts, female cousins and their mothers choose to leave the world of curses and choose to release the red panda curse that is within them because of their heredity. But Mei instead accepted the curse by not wanting to follow in her mother's footsteps to get out of the red panda curse by passing through the dimensional circle.

Mei's mother : **Mei, please. Just come with me.**

Mei : I'm changing, mom. I'm finally figuring out who I am
 In the positive politeness strategy, Mei's mother's words are included in the give reasons strategy because Mei's mother needs answers to what she has suggested for Mei. And Mei as a listener will give reasons regarding what he has decided.

Datum 20

When the red panda curse was acceptable to Mei and her family and her mother who was not too overprotective in this context, Mei allowed herself to go out with her three best friends but it turned out that Mei's mother still had her worries by reminding the incident when Mei brought a tantrum on her birthday Tyler by being a very ferocious red panda.

Mei's mother : **Hold on. You're not going out like that, are you?**
 Mei : My panda, my choice, Mom. I'll be back before dinner, okay?

The positive politeness strategy also appears in the words of Mei's mother, namely give reason. In this strategy, Mei's mother demands the listener, namely Mei, to give her response when her mother asks if she will make a mess especially because Mei maintains the panda curse within her. This strategy can make Mei as a listener respond by giving an answer that she can control her panda curse.

Datum 21

Mei immediately carried out her plan for permission from her parents to be allowed to come to the 4 Town concert with her friends. Mei has proven to her parents her various reactions when she has to be tested with things that make her hold back her emotions and Mei has managed to suppress her emotions because her mind is set at ease by always thinking about her best friends. But when she started

permission, what happened was Mei's mother immediately cut off the conversation and then banned her.

- Mei mie's mother : Mei, it's one thing to stay calm at home or school, but a concert? You'll get whipped up into a frenzy and pandas all over the place.
- Mei : I won't, I won't! I promise! You saw me keep it in.
- Mei's father : **Ming, maybe we should trust her.**
- Mei's mother : It's them I don't trust.

Positive politeness can also be seen in the sentence "Ming, maybe we should trust her" which is the strategy of give reason. This strategy is used by the speaker to demand that the listener explain the listener's reasons for what he wants. This is very visible because in this context the speaker, namely Mei's father, said to provoke Mei's mother as a listener to explain the reasons why Mei was too limited in watching concerts. This strategy succeeded in getting reasons from Mei's mother who gave the excuse that Mei's mother did not believe in the band her daughter idolized because it was still too unstable and she was very worried about Mei's safety. The response is in the form of giving reasons showing the strategy used by the speaker, Mei's father is related to his speech.

Datum 22

Miriam saw changes in Mei's emotions according to Miriam Mei was able to control her panda curse so she didn't need to remove her panda curse. But Mei insisted that this panda curse must be lost and even her family had prepared a ritual to remove this hereditary curse.

- Miriam : **Mei, what if you didn't do the ritual? What if you kept the panda?**
- Mei : What?
- Miriam : Look at you! You're not the same feather-dustin', straight-A, goody-goody...

Mei : Guys, I can't be like this forever. My whole family would freak. Especially my mom. All her hopes and dreams are pinned on me.

The politeness strategy also appears in Miriam's words, namely give reason.

The give reason strategy is used by the speaker to get answers from the listener regarding the things said by the speaker. In this context Miriam wants to explore why Mei doesn't want to keep her panda curse and then as a listener Mei gives reasons why she can't keep her red panda curse.

4.2 Discussion

In this section, the researcher explains in detail all of the findings. The researchers focused on a combination of two theories, namely directive act and positive politeness strategy on the characters in the Turning Red movie. The researcher presents the utterances of the characters in the Turning Red movie by analyzing the types of directive acts which also contain the types of positive politeness strategies in their utterances. After finding utterances that contain both of these theories, the researcher analyzes them using the directive act theory from Yule (1996). Next, the researcher combined directive speech acts with positive politeness strategies.

In this study, the researcher has answered the first question in the research question which is related to the types of directive acts used by the characters in Turning Red movie. The researcher uses Yule's (1996) theory to analyze the speech acts uttered by the characters in the Turning Red movie. The researcher found four types of directive acts based on Yule's theory (1996), namely command, suggestion, request and order. These four types appear in the speech of the characters in the Turning Red movie. The researcher found 22 utterances containing the directive act of the 22 data that the researchers collected, there were two directive act theories

that appeared most frequently, namely command and suggest. Each of the many data types of command and suggest found by researchers as many as 8 data. The characters that often utter commands are Mei's mother and Mei's grandma. Mei's mother uses a directive act command because her position is higher when compared to her interlocutor, Mei. Mei's mother also has enough knowledge to command Mei because of her status as a parent. As we know parents have experienced more experiences than us. Against this background, many parents advise their children not to get into negative things. This is similar to what Mei's mother does in Mei, she advises whatever activities Mei will or has done. The excess attention of Mei mother also influences why she often expresses commands to Mei so that Mei can carry out any commands from her.

The researcher also found a type of directive act in the form of suggesting which is also the type that is often said by the characters in the Turning Red movie. There are 8 data containing directive act type suggesting. The directive act of the suggesting type is most often uttered by Mei's three best friends, namely Abby, Miriam and Priya. The three friends of Mei often make suggestions because they want Mei to be wise in making decisions. Suggesting is uttered by the speaker to give views whether it's things that can be done or things that can't be done to get a decision from the listener. Suggesting by Mei's three friends had a positive impact on Mei, namely being flexible so that Mei understands several conditions in her life. The requesting type in this study appears as many as 5 data. In the suggesting type, 3 out of 5 were said by Miriam, Mei's best friend. Suggesting is done with the aim of asking but in a more polite manner than commanding. This is very related to the researcher's findings if the one who performs the most suggestive speech acts

is friends. Because it is very impolite if a friend who has the same position does the act of commanding in an impolite manner.

Orders are the type of directive act with the least number found by researchers, namely there is only one utterance. Ordering is done in a formal situation and usually, the person who performs the speech act of ordering has higher authority or knowledge than the interlocutor. All the data taken by researchers in the findings section has been combined with the positive politeness strategy theory. Each utterance of the 22 data collected by the researcher which was analyzed using the directive act theory turned out that in the utterances of the characters, there is also a positive politeness strategy in it.

This study combines two different theories, namely the directive act theory by Yule (1996) and the positive politeness strategy theory from Brown and Levinson (1987). The combination of these two theories is the same as the research that was conducted by Nikita (2021). Nikita combines the two theories of directive act and positive politeness in the television drama "School 2013" with the difference that Nikita only takes requests for directive act types. This adds to the specificity of the data to be obtained in the research. Nikita described her research if the type of directive act request taken from a teacher in her research proved that even though she has a higher position than her students the teacher still shows her friendliness, courtesy and attention to her students. Therefore, in this study, the researcher also draws on the connectivity between the two theories, namely when someone performs a directive act in their speech, they still have the manner to act as a speaker by implementing a positive politeness strategy.

Another study that combines both directive theory and politeness strategies is research from Monika (2022). Monika describes how the politeness of the strategy is also combined with the directive act theory in *The Greatest Snowman* 2017 movie. In her discovery, Monika (2022) found that there are four types of directive act speech acts combined with the theory of strategic politeness. The directive act theory is found in the utterances of the politeness strategy, namely bald on record, positive politeness, negative politeness, and bald off record. In this study, the difference between this research and Monika's research is that in this theory the theory taken is more specific, namely positive politeness.

In addition to researching how the combination of directive act and positive politeness strategy. The researcher also answered the second research question, which is about how directive speech acts are applied in positive politeness strategies. Positive politeness strategy theory is taken from Brown and Levinson's theory (1987). There are eight positive politeness strategies which also include directive speech acts, namely paying attention to listeners, exaggerating, assuming/raising/affirming the similarity of opinion, affirming or assuming knowledge, offering promises, being optimistic, involving both the speaker and the listener, and giving reasons.

The conclusion of this discussion is that the researcher found directive act utterances that also contained positive politeness strategies. With this research, readers can also conclude that when someone uses directive acts, that person also needs to build harmonious communication and build orders with courtesy using positive politeness strategies. Therefore the combination of these two theories is important for building communication goals in the form of directive act which does

not only discuss how the directive act fits the characters in Turning Red Movie but also pays attention to the attitude that the speaker must present. Not only that by paying attention to the function, the speaker also knows the position in governing according to the directive act theory by Yule (1996).



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains conclusions and suggestions for this research. The researcher summarizes all the research results and provides suggestions for further research.

5.1 Conclusions

This study combines two different theories, namely the directive act theory by Yule (1996) and the positive politeness strategy theory by Brown and Levinson (1987). The combination of these two theories is the same as the research that was conducted by Nikita (2021). Nikita combines the two theories of the directive act and positive politeness in the television drama "School 2013" with the difference that Nikita only takes requests for directive act types. This adds to the specificity of the data to be obtained in the research. Nikita described her research if the type of directive act request taken from a teacher in her research proved that even though she has a higher position than her students the teacher still shows her friendliness, courtesy and attention to her students. Therefore, in this study, the researcher also draws on the connectivity between the two theories, namely when someone performs a directive act in their speech, they still have the manner to act as a speaker by implementing a positive politeness strategy.

There are 22 directive act speech acts which also contain positive politeness strategies, there are two types of directive acts that appear most frequently, namely commands and suggesting. Command with 8 data is the same as suggest and request 5 data and orders 1 data. In positive politeness strategy, researchers found 8 out of 15 strategies based on positive politeness theory by Brown and Levinson (1987). In

the positive politeness strategy the researcher found 3 data on the notice, attend to hearer strategy, 1 data on exxagerate, 4 data on presuppose/raise/assert common ground, 2 data on assert or presuppose knowlegde, 2 data on offer/promise, 2 data on be optimistic, 2 data on include speakers and hearers in activity and 5 data on give reason.

5.2 Suggestions

This research reveals the type of directive act that contains a positive strategy of politeness and also obtains the function of the directive through an animated film entitled turning red movie. This research helps students of English Literature to understand the connectivity between directive act and positive politeness strategy through character utterances. The writer hopes that the readers can get the purpose of the combination of directive act and positive politeness strategies to be further developed in other media. The author suggests that future researchers to combine positive politeness and directive strategies through other data sources such as talk shows, TV dramas, newspapers and other

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