

# **A STUDY OF POLITENESS STRATEGIES APPLIED BY THE CHARACTERS IN *DESPICABLE ME 2***

## **THESIS**

**Submitted as Partial Fulfillment of the Requirements for the Sarjana  
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## DECLARATION

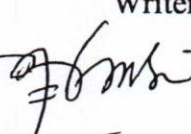
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Hereby, I certify that this thesis wrote to fulfill the requirement of Sarjana degree of English Department Faculty of Letters and Humanities State Islamic University Sunan Ampel Surabaya entitled "A Study of Politeness Strategies Applied by the Characters in *Despicable Me 2*" is truly my original work. It does not incorporate any materials previously written or published by another person, except where due reference is made in the text of the thesis.

Surabaya, July 4<sup>th</sup> 2014



Writer,  


Fiki Makhmudiyah



## **DEDICATION**

I dedicate this thesis to  
My Beloved Parents, My cute little brother, and  
My boyfriend who will to be my husband in the future.

## MOTTO

**Let's talk but not only talk!**

**When we aren't able to talk, let's think how to talk!**

**When we are able to talk, let's think what have to talk!**

**"We are really created to be thinker"**

**"Suit the action to the word, the word to the action"**

**(Hamlet)**





## THESIS ADVISOR'S APPROVAL

Thesis Entitle

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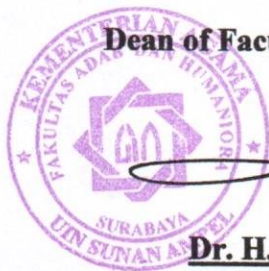
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## EXAMINER SHEET

This thesis has been approved and accepted by the board of examiners of English Department, faculty of Letters and Humanities, State Islamic University Sunan Ampel Surabaya.

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Hopefully, may Allah S.W.T reward them more. I believes that all their contribution would not be useless, yet it will be of benefit to me and able to develop them in the future.

Surabaya, July 2014

The writer



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## ABSTRACT

Makhmudiyah, Fiki. 2014. A Study of Politeness Strategies applied by the characters in *Despicable Me 2*.

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Language has an important role in human's life. When someone communicates by delivering a message to others, they have to think not only about the content of messages but also consider about how to deliver them. This study is about the application of positive and negative politeness strategies by the characters in a cartoon movie 'Despicable Me 2'.

Since the research that the writer conducts is a textual analysis, this research can be categorized as a qualitative research. The theoretical framework that is used as an equipment to manage the data of this study is the particular theory proposed by Brown and Levinson (1987) concerning with politeness strategy. To restrict the discussion, the writer only uses positive and negative politeness strategies in order not to enlarge the discussion of the problem.

The result of this study shows that to express their utterances, the Characters applied positive and negative politeness strategies. In this study the characters mostly applied positive politeness strategies.

The use of any politeness strategies does not determine the result absolutely. In some occasions, the purpose given by the hearer has no relationship to the strategy used.

Key Words: Pragmatics, Positive Strategy, Negative Strategy.





## **Intisari**

Bahasa memiliki peran penting dalam kehidupan manusia. Ketika seseorang berkomunikasi dengan menyampaikan sebuah pesan kepada orang lain, mereka harus berpikir tidak hanya tentang isi dari pesan tetapi juga mempertimbangkan tentang bagaimana menyampailkannya. Penelitian ini adalah tentang penerapan strategi kesantunan positif dan negatif oleh karakter dalam film kartun 'Despicable Me 2'.

Karena penelitian yang dikaji oleh penulis adalah analisis tekstual, penelitian ini dapat dikategorikan sebagai penelitian kualitatif. Kerangka teori yang digunakan sebagai alat untuk mengelola data penelitian ini adalah teori tertentu yang diterapkan oleh Brown dan Levinson (1987) tentang strategi kesantunan. Untuk membatasi diskusi, penulis hanya menggunakan strategi kesantunan positif dan negatif agar tidak memperluas pembahasan masalah.

Hasil penelitian ini menunjukkan bahwa untuk mengekspresikan ucapan-ucapan mereka, Karakter menerapkan strategi kesantunan positif dan negatif. Dalam penelitian ini karakter kebanyakan menerapkan strategi kesantunan positif

Penggunaan strategi kesantunan tidak menentukan hasil yang sesungguhnya. Dalam beberapa kesempatan, tujuan yang diberikan oleh pendengar tidak memiliki hubungan dengan strategi yang digunakan.

Kata Kunci: Pragmantik, Strategi Positif, Strategi Negatif.

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

Human beings are created as social creatures as well as individual ones. As individual's creatures, people need to express their feeling and thought; while as social creatures, people need to interest with others, language is media that could covered both needs. Language has an important role in human's life. People tend to behave in fairly regular ways when it comes to using language since they are members of social groups and follow general pattern of behavior expected within the group (Yule, 1996:4)

Human communication fulfills many different goals at the personals and social levels. People communicate information, ideas, beliefs, emotions, and attitudes to one another in daily interactions. They construct and maintain their positions within various social contexts by employing appropriate language forms and performing speech activities to ensure solidarity, harmony, and cooperation or to express disagreement or displeasure when called for. The acquisition of communication skill in one's first language is a lifelong process, but the basic skills are acquired early in life (Murcia and Olshtain 2000:3). Therefore, when learning another language, we have to add and readjust our native language strategies to fit the new language and culture.

Language is the chief means by which people communicate (Mey, 1993:42). Language is one of the society institution provides many functions.



Brown and Yule (1983: 1) define two major functions, transactional and interactional. Transactional covers the function of language in the expression of content; while interactional involves the function of language in expressing social relation and personal attitudes. Because of many function of language, people can deliver any messages to others.

When people communicate by delivering a message to others, they have to think not only about the content of messages but also consider about how to deliver them. In a conversation, the speaker mostly expects a certain act or reaction of the hearer when he/she delivers an utterance, for example when one says *I am hungry*, it could be interpreted in many conditions such as an invitation to have lunch, a request for money, or if it is said by young child it could be a request for attention. Because of this, sometimes “how people say” is important than “what people say”.

In everyday life, there are many ways to convey messages. Different speakers may express the same message differently, for example when person wants someone to open the window, his/her intention can be conveyed directly by saying *please, open the window!* Or directly by stating *it's hot here*. Because of this condition, speaker should employ appropriate strategy to express his intention delivering the message or expressing the remark in order not to offend or embarrassed the hearer. If it happens, it will ruin the relationship between both participants.



From the explanation above, it can be concluded that there are some factors outside the language itself that must be taken into account when people want to deliver their intention. Yule (1996:56) claims that people must concern with various factors related to social distance and closeness so as to make sense of their speech. Those factors involve the social status relationship of the participants, such as power and age, and also degree of friendliness. So, it is necessary to conduct the interaction in polite way so as to not impose lessen and offend others.

Discussing about being polite or impolite, one must relate to the politeness strategy. Politeness appears naturally in every conversation and other face-to-face interaction Brown and Levinson (1987:41). Politeness is the terms refer to 'face' concept. Hence, politeness is a means of showing awareness of other's face (Yule, 1996:60). In view of the above fact, it can be acknowledged that politeness has a very important role in conversation especially the oral one. The use of a proper politeness strategy will determine the continuation of the conversation.

Brown and Levinson assume that every individual has two types of face, Positive and Negative. Positive face is defined as the individual's desire that her/his wants be appreciated and approved of in social interaction, whereas negative face is the desire for freedom of action and freedom from imposition. Richard (2003: 86)

Due to its importance in communication, the writer is interested in exploring some aspects of the politeness strategies. In this case, a cartoon movie

entitled "Despicable Me 2" is chosen to become the object of the study. Despicable Me 2 is a 2013 American 3D computer-animated comedy film and the sequel to the 2010 animated film Despicable Me. Produced by Illumination Entertainment and distributed by Universal Pictures, both films are directed by Pierre Coffin and Chris Renaud, and written by Cinco Paul and Ken Daurio.

Despicable Me 2 continues the successful animated film Despicable Me in 2010. This film tells about Gru and the Minions yellow creatures or forces shaped like a capsule that works for him. Gru who is a former hardened criminals who can steal the moon repent and become good people. His heart is captivated three orphaned children. They are Agnes, Edith, and Margo. In this latest sequel, the story opens with the appearance of other criminals are able to steal the developer lab hazardous substances. The large building was sucked up a giant magnet, disappeared in the sky. At the same time, Gru preoccupied with the hassles of caring for the three children that he adopted. Meanwhile, the Minions and Dr. Nefario who used to make weapons for Gru, occupied with the trial production of jams that never successful. The opportunity back into the action when Gru recruited by AVL anti-crime agency to find out who the criminals and arrested. This is an interesting story because Gru falls in love with Lucy as his assigned agent. Accompanied by Lucy, Gru's adopted children, and the minions, they will save the world.

The writer chooses this movie become an object of study because of some reasons. First, this movie is quite representative to the problem that the writer will discuss about the contains of many simple daily conversations. Second,



*Despicable Me 2* cartoon movie not only very fascinating one in the aspect of story itself but also some conversation conducted by the characters in this movie contain positive and negative strategies, for the example:

“Thank you, Gruzinkerbelle! You're the best fairy princess ever!” said Agnes.

The above example take place in the garden during Agnes's birthday party. Agnes gave her gratitude “**Thank you**” to Gruzinkerbelle who attends and entertains in her party. Although, she knew that Gruzinkerbelle is Gru who become the fairy princess. It can be seen that Agnes' utterance above contains positive politeness especially Give gift to Hearer (Strategy 15), and also she used Positive politeness Exaggerate (strategy 2) in the sentence “**You're the best fairy princess ever!**”, She looks absolutely sympathy with Gruzinkerbelle as the fairy princess who had she never seen.

In addition, the writer chose politeness strategies in this study because politeness have important rule in social interaction or daily conversation to make a good relationship with other people and we can see some of the examples social interaction each characters in this cartoon movie and also the writer have never seen this study which analyzed by another writer before.

Based on the explanation above, the writer considers and interesting to analyze the politeness, especially positive and negative politeness strategies among the characters and give the title: **A Study of Politeness Strategies applied by the Characters in *Despicable Me 2*.**



## **1.2 Statement of the Problems**

Based on the background of study above, the writer formulates the problem of the study as follows:

- 1.2.1 What are positive and negative politeness strategies applied by the speakers in their conversation?
- 1.2.2 What are the intentions of positive and negative politeness strategies applied by both characters of conversation?

## **1.3 Objectives of the study**

From the problem statement mentioned above, the writer has the following the objectives of the study:

- 1.3.1 To describe the positive and negative politeness strategies applied by the speakers in the conversations.
- 1.3.2 To explain the intentions of positive and negative politeness strategies applied by both of the characters in the conversation.

## **1.4 Significance of the study**

This study is hopefully can be a positive knowledge for himself and the readers especially the students of “UIN Sunan Ampel” Surabaya about language variety. The writer would like to give approaching to the readers about the variety of language and how to stay calm and attract the audience to pay attention to us.

Finally, this study will give good assumption on the readers to choose their own style in using language.

### **1.5 Scope and Limitation of the Study**

This study will be linguistic study that only focuses on politeness strategy. According to Brown and Levinson 1987 there are four kinds of politeness strategies. They are Bald on record, Positive politeness, Negative politeness and off record but the writer applied the study only positive and negative politeness strategies used by the main characters in *Despicable Me 2*.

### **1.6 Definition of Key terms**

- 1.6.1 Pragmatics : Pragmatics is the study of the speaker meanings.  
(Yule,1996:3)
- 1.6.2 Positive Strategy : The positive politeness strategy is redress directed to the addressee's positive face, his perennial desire that his want should be thought of as desirable  
(Brown and Levinson,1987:101)
- 1.6.3 Negative Strategy : A face facing act which is oriented to the person's negative face will tend to show deference, emphasize the importance of the other's time or concern (Yule, 1996: 62)



## **CHAPTER II**

### **REVIEW OF RELATED THORIES**

#### **2.1 Pragmatics**

Pragmatics is one of the discussions in discourse field which concern with the language as a system, but with how to use language. Leech (1993:8) proposes the pragmatics deals with meaning of utterance in the speaker's point of view. It means that pragmatics is the study of meaning involving the context. Yule (1996: 4) defines pragmatics as a study of the relationship between linguistic forms and the user of the forms. The advantage of the studying language via pragmatic is that one can talk about people intended meanings, their assumption, their purpose or goals, and the kinds of action that they are performing when they speak. So, studying pragmatics means we have to know the relation between language and context since these things are basic to an account of language understanding (Levinson 1997).

In comprehending in utterance meaning, pragmatics explores the language and what the user means. Brown and Yule (1983: 27) mention that there are four areas of pragmatic: those are speaker (I) as the producer of an utterance, the context (here) which an utterance is said, the hearer (you) as the receiver of an utterance, social relationship (this and that) between the speaker and the hearer.

Those are the obvious linguistic elements, which are required for the interpretation of the contextual information. Leech's (1993: 8) suggests a

similar definition of pragmatics. He states that pragmatics deals with meaning of utterance in the speaker's point of view. It means that pragmatics is the study of meaning involving the context. Charles Morris even (in Mey, 1993: 37) so far says that pragmatics is about everything human in the communication process, psychological, biological, and sociological.

Pragmatics tells us it's all right to use language in various, unconventional ways, as long as we know, as language users, what we are doing. Therefore, whatever the outcome of definition is, the language users become the prime point of view of attention in pragmatics (Mey, 1993: 36).

## **2.2 Politeness Strategy**

Politeness is a strategy used in communication. Another definition provided by Yule (1996:60) is "politeness is the means employed to show awareness of another person's face." Similar definition suggested by Brown and Levinson is the concept of 'face'. It is 'public' self-image that every member wants to claim for himself (Brown and Levinson, 1987: 61).

It is just like co-operative principles; politeness has also several principles gathered with its three maxims as one. Both politeness and co-operative principles often arouse conflict each other. Lakoff (in Cook, 1989: 32-33) has formulated these maxims as follows:

1. Do not impose



## 2. Give options

## 3. Make your receiver feel good

To avoid the feeling to be imposed of the being 'busy addressee, people usually precede such sentence like "excuse me, I'm sorry to bother you" by which we apologize for imposing. In English we often order, request and pleas (directives) in the form of elaborate questions ("would you like to..... could you mind..... may I ask you to.....") which provide the option and refusal. While by adding praise, it could make the hearer feel good, and so as to show his/ her good self-image (cook, 1989: 30).

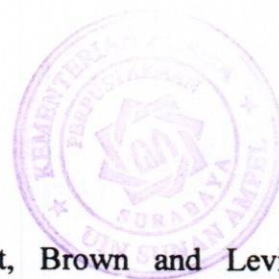
Due to the face that 'face' represents the self image of person, every member of society who engages social interaction expect the opposite to recognize it. Hence, 'face' can unquestionable be treated as norm or value in society. Secondly, 'face' can be considered as the basic wants that every person desires. In every interaction the participants know about it (Brown and Levinson: 1987: 62).

Face has two aspects negative and positive ones. Brown and Levinson define negative face as "the wants of every 'competent adult member' that his actions be unimpeded by other"( *ibid*, 1987: 62). From the citation, it can be understood that negative face refers to the desire to be free to act as chosen and not to be put upon. Saving one's negative face means not to make the person feel being imposed by the speaker's speech. To deliver his intention, a speaker who wants to achieve his goals and save

the negative face of the hearer can convey it by choosing appropriate ways, one of which is indirectness. When a person, for example, wants to borrow a bicycle pump from his neighbor, he may state "Have you got bicycle pump?" this utterance, albeit in the form of question, is a request. The speaker (S) uses indirect statement in order to lessen his imposition to the hearer (H).

The definition of positive face is "the want of every member that his wants be desirable to at least some others" (ibid, 1987:62). For example, someone who have just bought a new BMW car (one of expensive car) but his friend says to him that it is just BMW car, it is not Rolls Royce. The owner of BMW car (Hearer) feels that his car is not all of the people can buy it. So that, the speaker can damage the hearer positive face. It means that positive face refers to the need to be liked, approved of, respected, or appreciated by others. It is a basic need that every person wants to be accepted or treated as a member of a group. Hence, positive 'face' represents the desire of a person that others will share his want. In a conversations, a speaker will show or emphasize or possibly use a register of the group, to have his goal thought of as desirable. The desire, according to Brown and Levinson, is not only about material things such as a car or bicycle pump, but also non-material things such as values (love, liberty, piety) and actions (joining to the club, going to theatre or studying together).





Since face can be damaged or lost, Brown and Levinson introduced the concept of Face-Threatening Acts (FTA) which refers to acts that potentially threaten face or the participants (speaker and/or addressee) of communication. Three kinds of acts that by their nature run opposing to the face wants of the addressee and/ or of the speaker (Brown and Levinson: 1987: 65), so there are two distinctions of FTAs. The first is acts that threaten negative face and those that threaten positive face. Request, order and reminding are some example for the former, while expressions of the latter. The second is acts which threaten the speaker's face and those which threaten the hearer's face. However, sometimes there is an overlap in the identification though there have already been a distinction of FTAs. It is since some FTAs potentially endanger both positive and negative face (Brown and Levinson 1987: 67-68).

In order to avoid the FTAs one can say something indirectly, for example, one can sigh loudly, shake his/ her head, or give other signs. On the other hand, if one wants to hold FTAs, he/ she can do it on record or off record. It is called off record when one says something indirectly, for instance, he/ she says something to himself/ herself loudly enough for others to hear. This is done on purpose so that others who hear it might give response.

When one says something directly to the addressee, it is called on record. The most direct approach is known as bald on record (Yule, 1996:

63). This is actually a direct speech act used to make a suggestion, request, offer, and invitation. This bald on record tends to contain imperative without mitigating devices, such as *please*, *would you?*, *would you mind?*. However, to soften this bald on record, mitigating devices should be used.

In the context of maintaining each other's face, S and H will try to avoid the FTAs, or employ a kind of strategies to lessen the threat. To do so, he will allow for the relative weightings of at least three wants; those are the want to communicate the content of FTAs, the want to be efficient or urgent, and he want to maintain H's face to any degree. If they want to be efficient or urgent is not greater than others, S will desire to lessen the threat of his act to H's face (Brown and Levinson, 1987: 68). According to Brown and Levinson, the first decision that has to be made is whether to perform the FTA. There are four possibilities of strategies of 'on record'. They are bald on record, positive politeness, and negative politeness. The other one set is 'off record' strategy.

### **2.2.1 Positive Politeness**

The positive politeness is oriented to safety the positive face, positive self-image, of addressee. Doing a Face Threatening Act (FTA) by using this strategy means that S (speaker) considers that he wants. H's (heares) wants (or actions/acquisition, values result them) e.g. by treating H as a member of his group, a friend, or a person whose desires and personality traits are known liked. By doing so, the potential face damage may be minimized. In positive politeness, the area of redress in not restricted to the particular face want



transgressed by the FTA's, but extended to the appreciation of H's desires of the expression of similarity between ego and S's and H's desires (Brown and Levinson, 1987: 101).

The use of intimate language gives a repressive *force to the* linguistic of positive politeness. Moreover, positive politeness is usable to promote or maintain social relationship between S and H since S attempt to get closer to H. this strategy consists of three main strategies involving some sub-strategies.

#### **2.2.1.1 Main strategy 1: Claim Common Ground**

The first type of positive politeness is that S claims common ground with H by showing that both of them are in the same group or level and sharing particular desires such as values and goals. Claiming the common ground can be performed in three different ways: S expresses that he admires or is interested in H's desires, S emphasizes that both he and H belong to the same group, therefore both of them share the same desires; finally, S claims come non point of view with H without referring to in-group membership. The first eight sub-strategies of positive politeness belong to this main strategy (Brown and Levinson, 1987: 103).

#### **Strategy 1: Notice, attend to H's interest, wants, needs, goals**

This strategy generally suggests S giving attend on to some aspects of H's conditions like noticeable changes, remarkable possessions, or anything which seems as if H would want S to notice and

endorse it. It is an example, *"Goodness, you cut, your hair! By the way, I come to borrow some flour."*

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

This strategy is quite similar to the previous strategy. However, S's intention or sympathy to H is indicated own exaggerating intonation, stress, and other aspects prosodic, as well as with intensifying modifiers. The example is *"what a fantastic garden you have!"* The other feature that can be used to indicate S's sympathy is the using of exaggerative or emphatic words, such as *for sure, really, exactly, and absolutely*, for example, *Now absolutely marvelous* (ibid, 1987: 104-106).

### **Strategy 3: Intensify interest to H**

S may communicate the share of his wants to H by intensifying the interest of S's own contribution to the conversations by creating a good story. The use of 'vivid present' is a common feature of positive politeness conversation for it pulls H's right into the middle of the events being conversed, metaphorically at any rate, thus increasing their intrinsic interest to him, for example, *I come down the stairs, and what do you think I see? - a huge mess all over the place, the phone's off the hook and clothes are scattered all over.....*

### **Strategy 4: Use in-group identity markers**

It suggests that claiming implicitly the common ground with H, S



can use in-group membership identity marker. The forms of it are in-group usages of address, of language or dialect, of jargon or slang, and of ellipsis. The address forms included generic names and terms like *mac*, *mate*, *buddy*, *pal*, *honey*, *dear*, *cutie*, and *guys* are the common address forms (*ibid*, 1987: 107)

### **Strategy 5: Seek agreement**

Seeking agreement of H is one of the characteristics of claiming common ground. S can achieve this condition by raising 'safe topics'. In this way, S is allowed to stress his agreement with H and satisfy H's want to be 'right', or to be corroborated in his opinion. Small talk about weather, sickness, or politics, and current local issues are some examples of 'safe topics'. When S, for example, wants to borrow something from H, he might open the conversation by stating *today is very hot, isn't it... By the way I want to borrow your hammer. You don't use it, do you?* Another topic that can be chosen as 'safe topic' is H's possession like *isn't your new car a beautiful color?* The more S knows about H (e.g. home, children), the more safe topics that S can pursue with H (Brown and Levinson, 1987: 112).

### **Strategy 6: Avoid disagreement**

In order to satisfy H's positive face, S should avoid disagreement with H. One of the strategies to achieve such circumstance is by

pretending that S agrees with H's statement. This strategy is called '*taken agreement*'.

This strategy is commonly used in request when someone wants to refuse one's request he lies or pretends that there are reasons why he cannot fulfill the request. In this situations, both S and H possibly realize that the reason is not true, but S has saved H's positive face but not refusing the request baldly, for example in response to a request to borrow a radio "*oh, I can't. The battery is dead*". (Brown and Levinson, 1987:116)

#### **Strategy 7.Presuppose/raise/assert common ground**

In this case, Brown and Levinson use the word presuppose loosely, that is the speaker presupposes something when he presumes that it is mutually taken for granted. Firstly, as may presuppose knowledge of H's wants and attitudes. In doing so, as can use negative questions, which presume 'yes' as an answer, to indicate that he knows H's wants, and therefore partially redress the imposition of FTA, for example, we can say for offers *wouldn't you like a drink?* Or for opinions, *isn't it a beautiful day?* Secondly, to redress the imposition of FTAs, S may presuppose familiarity in S-H relationship. The use of familiar address forms like *darling, honey, mate, Mac, or buddy* indicate that the addressee is familiar and therefore soften the threat of FTA, for example *look, you're pal of mine, so how about...* (Brown and Levinson, 1987: 122-123)



### **Strategy 8: Joke**

Alternative strategy to share common ground (background or values) is by creating a joke. Brown and Levinson state that joke is a basic technique of positive politeness. It is since by making a joke, S can put H at ease, e.g. in responding to a faux pass of H's and minimizes an FTA of requesting as well as in *how about lending me this old heap of junk?* (H's new Cadillac)' (Brown and Levinson, 1987: 124).

#### **2.2.1.2 Main strategy II: Convey that S and H are cooperator**

The second major of positive politeness is that S conveys that both he and H are cooperators in a relevant activity. By creating such condition S can redress H's positive face wants. This cooperative condition can be obtained by several ways: S indicate his knowledge and sensitivity of H's wants (strategy 9). S claims some kinds of reflexivity between his and H's wants – either that S wants H's for H or by a point of view flip that H wants S's want for S (strategy 10, 11, 12 and 13), and the last, S indicate that he believes that they (S and H) are in some ways tied into a condition of reciprocally mutual helping (strategy 14) (Brown and Levinson, 1987: 125).

### **Strategy 9: assert or presuppose S's knowledge of and concern for H's wants**

The first way to show that S and H are cooperator is by declaring or implying knowledge of H's wants and willingness.

Implying knowledge of H's wants and willingness allow S to put a pressure on H to cooperate with him, e.g. to receive the speaker's request. Negative questions sometimes function to achieve such situation, for example for request or offer, *look, I know you can't bear parties, but this one will really be good-do come!* (Ibid, 1987: 125).

#### **Strategy 10: Offer, promise**

Another way to satisfy H's positive politeness is by stressing that whatever H wants, S wants for him and will help to obtain. S may state offers and promises to create such condition with a purpose S's good intentions in redressing H's positive face wants even if they are false. For example, *I'll drop by sometimes next week* (ibid, 1987: 125).

#### **Strategy 11: Be optimistic**

The cooperative strategy can be performed by assuming that H wants what S wants for himself (or for both of them) and H will help S to obtain it. On contrary of strategy 10, this strategy suggests S being presumptuous that H will cooperate with him for their mutual shared interest. Being presumptuous or optimistic allows S to put pressure on H to cooperate with him, for example *look I'm sure you won't mind if I borrow your typewriter or you'll lend me your lawnmower for the weekend, I hope*. These optimistic expressions of FTA appear to be successful by reducing the size of face thereat – implying that the cooperation between S and H will only take a small thing to be granted



by using certain expressions like a little, a bit, for a second, etc. – or sometimes softening the presumptuousness with a taken tag like in *I'm borrowing your scissors for a second – OK? Or I just drop by for a minute to invite you all for tea tomorrow - you will com, won't you?* (Brown and Levinson, 1987: 126-127).

### **Strategy 12: Include both S and H in the activity**

Including both S and H in the activity is another way to perform cooperative strategy. By using word 'we' (inclusive form), so it is commonly used to make H involved in S's action thereby redress FTA. Some common examples are *let's have a cookie, then (i.e. me), give us a break* and *I will do it for our benefit*. This strategy is often used to soften request where S pretend Is as if H wanted the requested think to, and offers where S pretend as if S were as eager as H to have the action, for example *"We (inclusive) want your salt, We (inclusive) will shut the door ma'am. The wind's coming in"*(Brown and Levinson, 1987 127-128).

### **Strategy 13: give (or ask for) reasons**

This is still related to strategy 12. Including H and S's action can be done by giving reasons in respect of why S wants what he wants. Giving reason or asking for is a way of implying 'A can help you' or 'you can help me', and assuming cooperation, a way of showing what help is needed. This fact directs to pressure to go off record, to

investigate and see H whether or not he is cooperative. If he seems to be, the context is probably enough to push the off- record reason into on record request or offer. Hence, indirect suggestions which lead to demand rather than give reason are a conventionalized positive politeness forms.

This strategy generally use the word 'why not' in performing the FTA, like *why not lend me your cottage for the weekend?* And *why don't we go to the seashore*. It implies that if S has good reasons why H should not or cannot cooperate. The strategy can also be used to criticize H's past action why he did or did not do something without any good reason, e.g. *Why didn't you do the dishes* (ibid, 1987: 128).

#### **Strategy 14: Assume or assert reciprocity**

This strategy suggests that giving evidence of reciprocal rights or obligation obtaining between S and H can be used to claim or urge the existence of cooperation between S and H. it means that S may 'I'll do X for you if you do Y for me or 'I did X for you last week. For example: *I'll give you the bonus if you can sell a mechine*. In this way, S may soften his FTA by negating the dept aspect (Brown and Levinson, 1987: 129).

#### **2.2.1.3 Main strategy III: Fulfill H's want for some X**

The last positive politeness strategy is that S decides to redress H's positive face directly by granting some of H's wants. It indicates that



S wants what H wants for H. This strategy can be done by giving H gift like real thing (goods) or abstract thing (like sympathy) (*ibid*, 1987: 129).

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

Lastly, to satisfy H's face S may grant H what H wants e.g. by giving gifts to H, not only tangible gift which indicates that S knows H's wants and wants them to be fulfilled, but also human relations wants like the wants to be liked, admired, cared about, understood, listened to and so on (*ibid*, 1987:129).

### **2.2.2 Negative Politeness**

Negative politeness is oriented to satisfy H's negative face, his basic want to be free and unimpeded. It means that the speaker recognizes and respects the addressee's freedom of action and will not ( or will only minimally) impede it. The characteristics of negative politeness are self-effacement; formality and restraint, with attention to very limited aspects of H's self image, focusing on H's want to be unimpeded. In this strategy, the FTA is equipped with apologies for transgressing, with linguistic and non linguistic deference, with hedges on illocutionary force of the act, with impersonalizing mechanism that make S and H distant from the act, and other alleviating mechanism that make H feel there is no force on his response (Brown and Levinson, 1987: 70).

#### **2.2.2.1 Be direct**

This strategy is derived from the aspect of negative politeness that specifies on record delivery of the FTA, whereas, other strategies are derived from the aspect of redressing H's negative face. According to R. Lakoff (in Brown and Levinson, 1987: 130), coming rapidly to the point to minimize the imposition and avoiding the further imposition of prolixity and obscurity is the most important feature of politeness. Therefore, when someone chooses this strategy to convey his message e.g. request, he will face the dilemma between the desire to deliver the FTA on record as bald on record usage and the desire to save H's face negative face. However, Brown and Levinson disagree with this statement. They argue that even though the desire to go on record provides a pressure to deliver the FTA directly, it is a desire that never convey it baldly. Hence, it can be stated that choosing negative politeness strategy appears a natural tension between two wants, namely the want to go on record (be direct) and the want to go off record (indirect) to avoid imposing or transgressing. To overcome this problem, Brown and Levinson suggest that speaker employs conventional indirectness (1987: 130).

### **Strategy 1: Be conventionally indirect**

Conventional indirect speech act is unambiguous sentence or phrases (by virtue of conventionalization) which contextually have different meaning from its internal meaning. In many contexts there are many sentences which are conventionally understood differently from its



literal meaning e.g. questions are used to make request or assertion, imperatives to make offers, assertion to command. This strategy encodes the clash of desires. The desire of going on record and the desire of going off record and partially allow the speaker to achieve both. For example when someone says "can you pass the salt?" it is understandable as a request for salt (not asking about the addressee's potential abilities) (*ibid*, 1987: 132-133).

#### **2.2.2.2 Do not presume/ assume**

To satisfy H's negative face S should carefully avoid presuming or assuming what H desires or believes in FTA, or H's personal interest such as his want, interest or what is worthy of his attention, in other word, S would keep ritual distance from H (*ibid*, 1987: 144)

#### **Strategy 2: Question, hedge**

The second strategy which is derived from the desire not to presume and the desire not to coerce H, is using hedge. Hedge is a particle word, or phrase that modifies the degree of membership of as predicate or noun phrase in set. It involves particle like *really*, *sincerely*, *certainly*, as in "he *really* did run that way" or "I tell you he *certainly* run that way" (*ibid*, 1987: 145)

### 2.2.2.3 Do not Coerce II

Another way to satisfy H's negative face is avoiding coercing him especially when FTA involves predicating act of H such as requesting help to offering something which needs H's acceptance. This condition can be created by explicitly giving H the option not to do the expected act. By assuming that H is not likely to do the act, there by this makes easy for H to open out. The second way to avoid coercing H is by minimizing the threat of coercion by clarifying the P (Power), D (Distance), and R ( ranking of imposition) values (*ibid*, 1987: 172)

#### Strategy 3: Be pessimistic

His strategy suggests that H is not likely to do his expected act. It means that S should be pessimistic about H's response. There are three important realizations of this strategy, namely the use of negative (with a tag), the use of subjunctive, and the use of remote-possibility markers. Some examples can be given as follows: (*ibid*, 1987:173-175)

1. *You could not by any chance pass the salt, could you? – (the use of negative tag)*
2. *Could you do me a favor?-(the use of subjunctive)*
3. *Perhabs you'd care to help me. -(the use of remote possibility markers)*



#### **Strategy 4: Minimize the imposition, Rx**

Another strategy to avoid coercing H is minimizing the imposition on H by inserting some expression like *just, a drop, a tiny little bit* and *a bit in his remarks*. These expression function to delimit the extent of FTA. Some examples of the use of such expressions are '*I just ask you if I can borrow a tiny bit of paper*', '*could I have a taste (chi, slice) of that cake?*', and '*just a second.*' (*chi. A few minutes*) (*ibid*, 1987: 177).

#### **Strategy 5: give deference**

This strategy suggests that S considers H being in higher social status than him. There are two ways to actualize this one; one in which S humbles and *lowers* himself and the other in which S raises H's position or treats H as superior. (*ibid*, 1987: 178)

#### **2.2.2.4 Communicate S's want to not impinge on H**

The other strategy to satisfy H's negative face is by indicating that S recognize H's negative face demands and takes them into account in his decision to communicate the FTA. This strategy produced two kinds of sub strategies namely apologizing ( strategy 6) and conveying implicitly S's reluctance for being imposing on H, the latter can be carried out by dissociating S and H from the infringement. The dissociation can be obtained by various ways; those are by making it unclear who the agent of the FTA is, by being fuzzy about who H is

(strategy 7), by phrasing the FTA as general principle (strategy 8), and by de-stressing the act of imposing by nominalizing the expression of the FTA (strategy 9) (*ibid*, 1987: 187-190)

### **Strategy 6: Apologize**

The next strategy to show that S does not mean to impinge H is apologizing. By apologizing for doing FTA, S indicates his reluctance to impose on H's negative face. Some expressions that can be used are *I'm sure you must be very busy, but....., I know this is a bore, but, or I hope this isn't going to bother you too much.* (*ibid*, 1987: 187).

### **Strategy 7: impersonalize S and H**

The seventh strategy is to indicate that S does not want to impinge on H's negative face is to phrase the FTA as though the agent were other than S, or at least possibly not S alone, and the addressee were other than H, or only inclusive of H. This strategy result an avoidance of the pronoun 'I' and 'you' is another technique to save H's negative face. For example S may use performatives such as in *it is so* instead of *I tell you that it is so and do this for me* instead of *I ask you to do this for me.*

### **Strategy 8: State the FTA as general rule**

Another way to distance S and H from the impingement in FTA is by conveying that S does not intend to impinge, but is merely forced to by circumstances, general rule, or obligation. The example is *international*



*regulations require that the fuselage be sprayed with DDT, the commite request the president... and the late comers cannot be seated till the next interval (ibid, 1987: 206-207)*

### **Strategy 9: Nominalize**

It suggests that S can minimize the threat of his FTA and save H's negative face by nominalizing the subject, the verb phrase and even the complement of his utterance. For example: *I am surprised at your failure to replay* instead of *I am surprised that you failed to replay*. Hence, the sentences become more formal as the speaker nominalizes the subject, predicate, or complement. It is because intuitively the more nouny expression, the more removed the speaker or/and the addressee is from doing, feeling for being something (*ibid*, 1987: 208).

#### **2.2.2.5 Redress other wants of H's**

The last higher-order strategy of negative politeness is offering partial compensation for the face threat or damage in FTA by satisfying or redressing other wants of H's. Nevertheless, the wants which are compensated are very limited for negative politeness focus on a narrow band of H's wants. Or a narrow face of person. However from the core of negative politeness namely satisfying, H's desire for territorial integrity and self determination other want can be derived such as a higher power. There are two strategies naturally emerged; those are giving deference

(strategy 5) and going on record as incurring a debt (strategy 10) (*ibid*, 1987: 209).

#### **Strategy 10: Go on record as incurring a debt, or as not indebting H**

This suggest S may redress his FTA by explicitly conveying his indebtedness to H or disclaiming any indebtedness of H. These are the example in request. S may state *I'd be eternally grateful if you would...* or *I'll never be able to replay you if you....*; or for offer he may say *I could easily do it for you or it for you or it wouldn't be any trouble; I have to go right by there anyway* (*ibid*, 1987: 210)

### **3.3 Previous Studies**

The previous study about Politeness Strategies that are quite helpful for this research. Almost 27 years (1987-2014) the theory of Brown and Levinson has been used and applied in many linguistic study and research, especially the study of politeness and any other studies related to linguistic politeness. The writer will show the similar focus in the study. First, "*Politeness Strategies In The Interaction Between Santriwati and Ustadz/Ustadzah In Pesantren Zainul Hasan*" as the title by Wardatun Nadzifah student of English department of Airlangga University of Surabaya 2012. This study on Politeness Strategies used in the interaction between santriwati and ustadz/ ustadzah in Pesantren Zainul Hasan was conducted to examine the types of Politeness Strategies employed by both santriwati and ustadz/ ustadzah. Further, a case study qualitative approach by doing observation based on the politeness strategies

theory based on the theory proposed by Brown and Levinson. There are two research's questions, there are: 1. What kind of Politeness strategies are used in the interaction between santriwati and ustadz/ ustadzah in Pesantren Zainul Hasan? 2. What factors motivated santriwati and ustadz/ ustadzah of Pesantren Zainul Hasan to employ politeness strategies in their interactions?

Second, the thesis titled *"Politeness Strategies used by Joe and Kathleen in You've Got Mail"* by Ilena Wongso student of English department of Petra Christian University 2005. She uses 'You've Got Mail' as the source to investigate the politeness strategies based on Brown and Levinson theory that are used in the movie. The film is a romantic comedy set in the age of e-mail based around the remake of the 1940 film. There are several questions about politeness expression as follows: 1. What are the politeness strategies produced by Kathleen when speaking to Joe? 2. What are the politeness strategies by Joe when speaking to Kathleen? 3. Which politeness strategies are mostly used by Kathleen and Joe?

Third, the thesis titled *"The Politeness Strategies used by Sebastian in the film Cruel Intention"* by Anne Darsono Hadi student of English department of Petra Christian University 2000. In her study, she intends to find out the politeness strategies used by Sebastian when conversing with Kathryn and Annette, the factors for the choice of each strategy and analyze the influence of Sebastian's relationship with Kathryn and Annette to the choice strategy. The problem of the research is whether Sebastian, the main male character in the film Cruel Intentions, uses different politeness strategies or not when



conversing with two main female characters in the film; Kathryn and Annete and which strategy is used the most to each character. This problem then, leads to what factors and reasons that affect the usage of each strategy and how Sebastian's relationship with Kathlyn and Annete influences his usage of politeness strategies.

Based on the previous study above, this research has similar study. Politeness strategies but the writer only focuses on Positive and Negative Politeness strategies in the same theory that used in this research but has different topic of object. The writer analyzes the conversation among the characters in *Despicable Me 2* movie. In this research, the writer uses Qualitative method to analyze her research. The writer chooses that previous study to her references because it has some things that relevant with her research.

Table 2.5 previous studies

No	Researcher	Title	Technique of data	Data	Result
1.	Wardatun Nadzifah	<i>Politeness Strategies In The Interaction Between Santriwati and Ustadz/Ustadzah In Pesantren Zainul Hasan</i>	Recording and transcribing the data	The conversation among santriwati and ustad/ustadzah by using Indonesia language	Mostly used positive politeness and bald off record
2.	Ilena Wongso	<i>Politeness Strategies used by Joe and Kathleen in You've Got Mail</i>	Watching the movie and read the scripts that she got from internet	Western movie which were the main characters, Kathleen and Joe and other characters are excluded	The main characters used four kinds of Politeness strategies. Mostly Joe used

					positive politeness to Kathleen.
3.	Anne Darsono Hadi	<i>The Politeness Strategies used by Sebastian in the film Cruel Intention</i>	Watching the movie and used film's transcription	Western movie which were the main character, Sebastian	The main character, Sebastian applies more Positive Politeness to female characters.

## CHAPTER III

### METHODOLOGY

#### 3.1 Research design

This study is qualitative research. Stainback said, "Qualitative research intended as a more descriptive and interpretations under study rather than judging or evaluating them" (1998:22). It means that qualitative inquiry is process the understanding of the problem rather than to determine its value on of the appropriate subject for the qualitative research is linguistics. Linguistics is served in form of interpretations and descriptions entirely. Yule says, "Linguistics is served with expositions and explanations which are comprehensive and authoritative and excellent in their way".

One of linguistic area which also served with interpretation and description is pragmatics. The object of pragmatic study is mostly in form of speaking or utterances. This is caused that the most important thing in speaking or utterances is the contextual meaning on it and pragmatics is the right one to be the equipment to analyze it. Since it is gathering data of politeness strategies in *Despicable Me 2* and another sources related with the research. The data are described in form of interpretations and interpretation verbally not in form judgments and evaluations statistically.



### 3.2 Source of data

Due to the used approach, so the data of this study are in the form words. The data sources of the reseach according to Lofland and Lofland (in Moleong, 2005: 157-159) are classified as primary sources and secondary sources. Therefore, the primary sources of this research are gethered from the script of *Despicable Me 2* movie.

While the secondary sources, the writer uses especially Brown and Levinson's theory concerning with the politeness theory, books and many sources that taken from the internet containing supporting theories, critics, reviews, analysis of the related theories.

### 3.3 Technique of collecting data

In gathering the data of this research, the writer comes to some steps. They are as follows:

1. Reading and observing the script of movie throughly.
2. Selecting and identifying particular dialogues one by one that has relation to the research, namely the utterances that contain the positive and negative politeness strategies.
3. Segmenting the dialogues which indicate the data required into fragments.

### 3.4 Technique of analyzing data

The technique of analyzing data in this study is descriptive. The writer will try to describe the politeness strategies by the characters of *Despicable Me 2*. All of them will be described clearly by the writer, so it can make the reader understand on the type of the politeness and the actual intended politeness, especially the positive and negative politeness of the characters

The steps of analyzing data are ordered as follow:

1. Classifying the data according to the types of positive and negative politeness strategies based on Brown and Levinson theory.
2. Analyze the positive and negative politeness strategies by the characters.
3. Analyze the positive and negative politeness strategies based on the situation happen in that time.
4. Explain the intention of positive and negative politeness of the characters in *Despicable Me2* based on Brown and Levinson theory.

## **CHAPTER IV**

### **DISCUSSION**

In this chapter, the writer presents the data that has been collected based on data analysis as mentioned in chapter 3.

#### **4.1 Positive Politeness**

##### **4.1.1 Strategy 1: Notice, attend to H's interest, wants, needs, goods**

In this type the writer found the data that concerned with the type of strategy 1. They are in conversation below:

##### **Data 1:**

Lucy: You know, you really should announce your weapons after you fire them, Mr. Gru

The above data is the utterance of Lucy. It happened in the Gru's garden. After Lucy introduced herself to Gru that she was an Agent of AVL anti-crime and showed her id card, she explained that Gru must followed her but Gru was refusing her and than they was fighting and she gave a notice to the Gru that Gru had to announce about his weapon when he attacked her. Lucy said that because Lucy's intention is wanted Gru followed her to the AVL office with the good way. It happened in the Gru's garden.

##### **Data 2:**



Gru: Listen, Lucy, we may not get out of this alive, so I need to ask you a question.

Lucy: Uh, better make it quick.

From the above data, it can be seen the conversation between Gru and Lucy. It happened in the El-macho's shark rocket when Gru and Lucy was flying to the Volcano because El-Macho wanted their death and sent them to the Volcano. During Gru and Lucy on the shark rocket, Gru was trying to cut the wire but found it too long, Gru was looking eyes with Lucy he gave a notice to Lucy and said "Listen, Lucy, we may not get out of this alive, so I need to ask you a question". It can be seen that Gru's utterance used Strategy 1: Notice, attend to H's wants. Gru's intention is he wants to give a notice to Lucy that they were in a dangerous situation and want to say something serious to Lucy.

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

In this type, the writer found the data that concerned with the type of positive politeness strategy 2. They are in conversation below:

##### **Data 3:**

Jillian: She sings karaoke, she has a lot of free time

In conversation above, It happened in Gru's garden during Agnes' birthday party was be held. Jillian's utterance to Gru that her friend Nataline has a lot of free time to make date with Gru. In the sentence, "she has a lot of free time", it can be seen that Jillian's utterance gave a more meaning then she has a free time.

**Data 4:**

Gru: Wow! That was.... Something else! I really liked the way you smiled at the end.

In conversation above happened in Gru's children room. In this time Agnes was speaking blankly about mother, when Gru came to her, she was still speaking blankly and repeated it again. In the end, Agnes smiled to Gru. In his intention, Gru used Positive Politeness Strategy 2: Exaggerate (interest). In the phrase "That was something else!" and the stressing word "really" indicated that Gru was surprised by Agnes' sweet smile in the end.

**Data 5:**

Edith: Work, what kind of work?

Gru: Very important business.

In above data are the conversation between Edith and Gru. It happened in the children room. Gru told that he had a new work. Gru answered Edith question with exaggerating word 'very'. It means that Gru's new job absolutely very important business.

**4.1.3 Strategy 3: Intensify interest to H**

In this type, the writer found some data that concerned in the Positive Politeness Strategy 3: Intensify interest to H.

**Data 6:**

Gru: He was ruthless!. He was dangerous and as the name implies, very macho. He had a reputation for pulling off heists using only his bare hands! But sadly, like all the greats, El Macho was gone too soon. He died in the most macho way possible. Riding a shark with 250 pounds of

dynamite strapped to his chest into the mouth of an active volcano!

The above data are the conversation between Gru and Lucy. It happened in the store when Eduardo came to them. In Gru's imagine Eduardo's face likes El-Macho. Gru used Positive Politeness Strategy 3: Intensify interest to H, he told to Lucy about how the way El-Macho's death by himself in the past.

**Data 7:**

Lucy: Oh, me now? [the giant monitor reveals the crime being committed earlier in the beginning] Um, recently, an entire top secret lab disappeared from the Artic Circle. Yeah, the entire lab. Just whoosh. Voom. Gone. Where did it go?

The above data is the utterance of Lucy. It takes place in AVL office, Lucy explained to gru about secret laboratory that was disappeared from the Artic Circle by the crimes. In her intention, lacy want to gru accepted and interested in their offer to join AVL because they were sure that gru can help their duty. she applied Positive Politeness Strategy 3: Intensify interest to H; she was involved switching back and forth between past and present tenses to told her utterance.

**4.1.4 Strategy 4: Use in-group identity markers**

In this type, the writer found some data that concerned with Positive Politeness Strategy 4: Use in-group identity markers.

**Data 8:**

Gru: Hey, I told you **guys** to get bed.

The above data are the Gru's utterance to his adopted children, they are Edith, Margo and Agnes. It happened in their house. They were gathering in their



bedroom. Gru applied Positive Politeness Strategy 4: Use in-group identity markers when Gru entered their room and say to them by the word “guys”. It showed that Gru considered his children adopted were belonging to his group.

**Data 9:**

Lucy: Well, good night, **partner**.

It is Lucy’s utterances to gru in front of gru’s house. Before lacy go home, she applied Positive Politeness Strategy 4: Use in-group identity markers. The used word “partner” showed that Lucy considered Gru include in her group.

**Data 10:**

Gru: Uh, sorry. **Honey**, we got to go

The above data Gru’s utterance to Edith. Gru asked to Edith to leave the party and called her by the word “Honey” Based on the above data, it can be seen that it have same strategy. They used Positive Politeness Strategy 4: Use in-group identity markers.

#### **4.1.5 Strategy 5: Seek agreement**

In this type, the writer found some examples of data that concerned with Positive Politeness Strategy 5: Seek Agreement.

**Data 11:**

Agnes: **Are you sure we should be doing this?**

Margo: Yes, it's for his own good.

The above data are the conversations between Agnes and Margo. It happened in the living room. They were choosing a gru's photo to join the online dating. In this fragment, Agnes applied Positive Politeness Strategy 5: Seek Agreement to Margo. Agnes asked to make sure Margo that what they were doing is good to gru or not.

**Data 12:**

EL-Marcho/ Eduardo: Soon I will unleash them on the world and if anyone, anyone tries to stop them... Yeow!...their city gets eaten!We can do it together.

Gru: **Together?**

EL-Marcho/ Eduardo: Together!

In the above data is conversation between Gru and El-Marcho/ Eduardo in the El-Marcho/ Eduardo place. They employed Positive Politeness Strategy 5: Seek Agreement, they stressed by repeating the word "together" in their conversation. They used to stress emotional agreement with their utterance. It indicated that gru and El-Marcho/ Eduardo had repeated agreement statement to make sure about the speaker has spoken.

**Data 13:**

Mr. Silas: Well, now you're free to go back to your business. Mmm. Jams and jellies. And it looks like Agent Wilde will be transferring to our Australian branch.

Gru: **Australia?**

The above data are the conversation between Mr. Silas and Gru. it happened in AVL office. In this fragment, Mr. Silas said to gru that he was free and finished his work in AVL, Mr. Silas also told that Agent Wilde or Lucy would be transferring to Australian branch. Gru applied Positive Politeness

Strategy 5: Seek Agreement, he stressed by repeating the word “Australia” in his conversation.

#### 4.1.6 Strategy 6: Avoid disagreement

In this type, the writer found some data that concerned Positive Politeness Strategy 6; Avoid Disagreement.

##### **Data 14:**

Edith: Why not? Are you scared?

Gru: Scared? Of what? Women? **No! That's bonkers! I just have no interest in going on a date, that's all. Case closed. I'm not scared of women or dates.**

The above data are the conversations between Edith and Gru. It took place in Gru's house. When Edith persuade him to make a date with a woman, Gru was imagine the unforgettable memory in his childhood that tried to close the girl but his friends mocked him and that girl followed her friends to go away, Gru applied Strategy 6 (Avoid disagreement) with Edith's inviting by the reason no interest in going on a date and he is not scared of woman or dates.

##### **Data 15**

Lucy: The plan is to set you up undercover at a shop in the mall, where hopefully.

Gru: Okay, I see where this is going, with all the Mission: Impossible stuff, but no. No! I'm a father now and a legitimate businessman. I am developing a line of delicious jams and jellies.



From those fragment Gru employed Positive Politeness Strategy 6 (Avoid disagreement) to reject Lucy's planning and offering with the reason explain his profession now.

#### **4.1.7 Strategy 7: Presuppose/ raise/ assert common ground**

In this type, the writer found a data that concerned with Positive Politeness Politeness Strategy 8: Joke.

##### **Data 16:**

Gru: **If I had asked you out on a date, what would you have said?**

Lucy: Are you kidding me? Yes!

The above data are the conversation between Gru and Lucy. It happened on the Shark rocket. In this case, Gru applied strategy 7: Presuppose to Lucy. Gru's is falling in love with Lucy and he feels that she is too. Gru wants to say his feeling by presuppose by saying "If I had asked you out on a date, what would you have said?". So, Gru's utterance is to indicate that he knows H's wants, and therefore partially redress the imposition of FTA .

#### **4.1.8 Strategy 8: Joke**

In this type, the writer found a data that concerned with Positive Politeness Politeness Strategy 8: Joke.

##### **Data 17:**

Agnes: Hey, Gru!

Gru: Oh, girls! What are you doing here?

**Margo: Well, we thought we'd come visit you at work. So, you're saving the world in a garbage can?**

Gru: A ha ha ha! Funny.

The above data are the conversation between Agnes, Gru, and Margo. It happened in front of the store when Agnes and Margo visited Gru but he was in a garbage can. Last night, Gru told that he got a new job and would save the world. In this case, Margo's utterances have only Joke to Gru who was looking up the situation around that place.

#### **4.1.9 Strategy 9: (Assert of presuppose S's knowledge of and concern of H's wants)**

In this type, the writer found a data that concerned with Positive Politeness Politeness Strategy 9: (Assert of presuppose S's knowledge of and concern of H's wants).

#### **Data 18:**

Gru: Okay, what are you doing?

Agnes: We're signing you up for online dating!

Gru: Oh, okay. What? No, no, no.

**Edith: Oh, come on. It's fun and it's time for you to get out there**

The above data is the utterance of Edith. It happened in their house. In this case, Edith applied Positive Politeness Strategy 9: (Assert of presuppose S's knowledge of and concern of H's wants). Edith knew that Gru wanted to have a couple but he is afraid of making date with woman because of his experience closed a girl was very bad. So that Edith wanted Gru to try for online dating. It

indicated that between Gru and Edith were mutually cooperating each other by implying knowledge of him.

#### **4.1.10 Strategy 10: Offer, promise**

In this type, the writer found some examples of data that concerned with Positive Politeness Strategy 10: Offer, promise.

##### **Data 19:**

Floyd: I promise that this wig will transform you from ugly to irresistibly

The data above are the utterance of Floyd. it happened in the Floyd store.

Floyd promised that Gru will be a better man, he made a promise to Gru, if Gru wears the wig, he would transform him from ugly to irresistibly. It was demonstrate that Floyd good intentions in satisfying Gru positive-face wants. Floyd applied Positive Politeness Strategy 10: Offer, Promise.

##### **Data 20:**

Mr. Silas: Mr. Gru, please!

Gru: No! It is not him, and **I will prove it!**

The data above took place in AVL office. Gru make to Mr. Silas' sure that Eduardo is El-Macho. And Gru promise that he would prove that Eduardo is El-Macho who still alive. In this case, Gru applied Positive Politeness Strategy 10: (Promise)

#### **4.1.11 Strategy 11: Be optimistic**

In this type, the writer found some data that concerned with Positive Politeness Strategy 11: Be optimistic.



**Data 21:**

Agnes: I know it's really you, Gru. I'm just pretending for the other kids.

The above data happened in the garden when Agnes' birthday party was being held . Actually she knew that real fairy princess was not coming, so she is sure that Gruzinkerbelle is Gru.

**Data 22:**

Lucy: Yeah! And you know who made that happen? Huh This guy. Nailed it. Amazing right?

Gru: No, I mean, sure. But **it's not him, it is El Macho!**

The data above is the conversation between Lucy and Gru. It happened in the store. In Gru's utterance, he employed Positive Politeness Strategy 11: Be optimistic to express his opinion. He optimists that Eduardo is El-Macho.

**4.1.12 Strategy 12: Include both S and H in the activity**

In this type, the writer found some examples of data that concerned with Positive Politeness Strategy 12: Include both S and H in the activity.

**Data 23:**

Gru: The serum is in here!

Lucy: **Okay, let's get it!**

The above data is the conversation between Lucy and Gru. It happened in the El-Macho's kitchen. They were looking for the PX-41 serum which can make cruel organism. Lucy's utterance employed Positive Politeness Strategy 12: Include both S and H in the activity by using an inclusive 'let's' form, it means that 'let's (let us)' in English is an inclusive 'we' form.

**Data 24:**

Dr. Nefario: Come on. Let's finally put this horrible jelly to some good use.

The above data are Dr. Nefario's utterance. It happened in the El-Marcho's place. In this case, Dr. Nefario said to the Member of Gru's family to make horrible jelly be usefull. Those jellies would be mixing with antidote of PX-41 serum. In this fragment, Dr. Nefario applied Positive Politeness Strategy 12: Include both S and H in the activity. The used of the word let's (let us) addressed that they are cooperate.

**4.1.13 Strategy 13: give (or ask for) reasons**

In this type, the writer found some examples of data that concerned with Positive Politeness Strategy 13: give (or ask for) reasons.

**Data 25:**

Gru: Yeah, well, she is a nut job, and I'm not going on any date.

Edith: **Why not? Are you scared?**

The above data are the conversation between Gru and Edith. It happened in their house. In this fragment, Edith used Positive Politeness Strategy 13: give (or ask for) reasons. Those fragment by demanding reasons "why not", and assumuing that there are no good reasons why Gru rejects her support to make dating with a woman.

**Data 26:**

Gru: Perfect! Time to go.

Agnes: I don't think I should do this.

Gru: **Well, what do you mean? Why not?**

Agnes: I don't even have a mom

The data above are the conversation between Gru and Agnes. it happened in their house. In this cases, Gru employed Positive Politeness Strategy 13: give (or ask for) reasons. The sentence "Well, what do you mean? Why not?" incated that there are no good reasons why Agnes assume that she does not have a mother.

#### **4.1.14 Strategy 14: Assume or assert reciprocity**

In this case, the writer found a data that concerned with Positive Politeness Strategy 14: Assume or Assert reciprocity.

##### **Data 27:**

Gru: Well, you don't need one to do the show. I mean, you did the Veterans Day Pageant and you haven't been in combat.

The above data is the utterance's of Gru to Agnes after Agnes speaks blankly about Mother for a event in their house. Gru applied Ststrategy 14 (Assume) because at that time Agnes was sad, she realized that she have not a mother and she is one of adopted child of Gru. Gru asked to Agnes to assume Gru as her parent. Gru wanted her did the Veterans Day Pageant and she has not been in combat.

#### **4.1.15 Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)**



In this type, the writer give some of the examples data that concerned with Positive Politeness Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation).

**Data 28:**

Agnes: You mean I pretend I have a mom?

Gru: Yes, right? You can do that, can't you?

Agnes: Yeah! I do that all the time. **Thanks**, Gru!

The above data are the conversation between Agnes and Gru. It happened in their house, Gru suggested to Agnes that she must pretend have a mom to make her felling happy every day. Agnes applied Politeness Strategy 15: Give gifts to H (goods) to Gru by saying "Thanks". The gifts can be used the gratitude of someone because his/ her goodness.

**Data 29:**

Lucy: Oh! Here. I wanted to give you this.

Gru: Your lipstick taser?

The above data are the conversation between Lucy and Gru. It happened in front of Gru's house after taking Shannon back home. In this fragment, Lucy gave her lipstick taster or her weapon. Lucy applied Positive Politeness Strategy 15: Give gifts to H (goods) to give something to her partner as their cooperation.

Based on the data above, it can be seen that the conversation above used Positive Politeness Strategy 15: Give gifts to H (goods).

## **4.2. Negative Politeness**

### **4.2.1 Strategy 2: Question, hedge**

In this type, the writer found a data that concerned with Negative Politeness Strategy 2: Question, hedge.

**Data 30:**

Gru: Whoa! Whoa, okay! Okay, all right. That's enough of the magic show.

The above data is the utterances of Gru to the minion. It happened at Gru's garden when Agnes' birthday party be held. After Gru knew that fairy princess did not attend, Gru had a decision to replace the Fairy princess. Gru's utterances employed Negative Politeness Strategy 2: hedge. Gru used hedge because Gru's desire not to coerce the minions to prepare the magic show.

### **4.2.2 Strategy 3: Be pessimistic**

In this type, the writer found the data that concerned with Negative Politeness Strategy 3: Be pessimistic.

**Data 31:**

Gru: Well, she's moving away. I'm never going to see her again.

The above data is the utterances of Gru to Agnes. It happened in their house. Gru told to Agnes that Lucy moved away. Gru's utterances employed Negative Politeness Strategy 3: Be pessimistic. Gru was pessimistic and felt would not see Lucy again because Lucy moved in America, one of branch AVL office.

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**Data 32:**

Gru: Well, what do you mean? Why not?

Agnes: **I do not even have a mom.**

The above data are the conversation between Gru and Agnes. It happened in their house. Agnes' utterances by saying "I do not have a mom" it can be seen that she was pessimistic. Agnes is one of Gru's adopted children. She felt did not have a mom because she is an orphan. So, it can be seen that Agnes applied Negative Politeness Strategy 3: Be pessimistic.

**4.2.4 Strategy 6: Apologize**

In this type the writer found some examples of data that concerned with the type of strategy 1.

**Data 33:**

Mr. Silas: I apologize for our methods in getting you here.

The above data is the utterance of Mr. Silas. It happened in the AVL office when Gru was bought by Agent Lucy based on Mr. Silas' command. Mr Silas asked for sorry to Gru because their way bought him very badly. In the fragment include negative politeness strategy 6 (Apologize).

**Data 34:**

Lucy: Oh, **I'm sorry.** I should have known. You are free to go.

From the above data is Lucy's utterances to a minion that accompany Gru in the store. Lucy asked for sorry to a minion because she attacked him. Lucy did



not know that a minion was a kind of Gru's member. In the word "sorry" it can be seen that Lucy regreted and let him gone.

#### 4.2.5 Strategy 7: Impersonalize S and H

In this type, the writer found some examples of data that concerned with Negative Politeness Strategy 7: Impersonalize S and H.

##### Data 35:

Gru: Hey. Hey, please. **Kevin, Jerry, watch the girls for me, okay?**  
Dave, Stuart, come this way! With me! Come on!

The above data is Gru's utterances to his minions. They are Kevin, Jerry, Dave and Stuart. It happened in the Gru's company when the minions was taking a rest and enjoyed the time together with his friends. Gru applied Strategy 7: Impersonalize S and H because Gru asked to the minions to help gru watched the girls for him. This strategy result an avoidance of the pronoun 'I' and 'you' is another technique to save H's negative face. For example in the sentence "watch the girls for me, okay".

#### 4.2.6 Strategy 9: Nominalize

In this type, the writer found 2 data that concerned with Negative Politeness Strategy 9: Nominalize.

##### Data 37:

Gru: Very well. Let us give you the proper send-off. Minions! The highest honor awarded to Dr. Nefario for your years of service. The twenty one fart guns salute!

The above data is Gru's utterance to Dr. Nefario. It happened in the Gru's company that produced jam and jelly. After Dr. Nefario said that he wants to resign from Gru's company, Gru gave Nominalize to Dr. Nefario among the minions and command to the minions for gave the proper send-off as their appreciated to Dr. Nefario who had been giving his service before leaving their company.

**Data 38:**

Agnes: She kisses my boo-boos, she braids my hair. We love you mothers, everywhere and my new mom, Lucy, is beyond compare.

In the above data is Agnes' utterance to the guests in Gru's yard home during Gru and Lucy wedding party was be held. Agnes employed Negative Politeness Strategy 9; Nominalize. After she said something about mother and then she is nominalizing Lucy as her new mom who beyond compare.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Analyzing one of the pragmatic theories namely politeness strategy of the script entitled "Despicable Me 2" is a complex thing to study since the content of the script itself is same with the movie. the writer used the script in data.

Concerning with the data having analyzed then the writer proposes the conclusions of this study. They are as follows:

1. Mostly the characters in the script or movie have applied the members of positive and some them uses negative politeness strategies when they express their wants.
2. The use of any positive politeness does not determine the result absolutely. In some occasions, the response give by the hearer has no relationship to the strategies used. It means the used of strategy does not always produce what the speaker expects. When H considers the substance of S's request is too much, it is possible that H does not fulfill S's want. Nevertheless, the use of S's politeness strategy may effect the choice of H's politeness strategy in responding S's request.

After all, it can be concluded that the theory of positive and negative politeness strategy proposed by Brown and Levinson is applied in real communication. The application of the strategy is based on the expectation and perception of the speaker. This, in the next turn, will affect the choice of the



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## APPENDIX

No.	The examples of conversation	The Type of Positive Politeness	The Type of Negative Politeness
1.	Agnes: This is the best party ever!	Strategy 2: Exaggerate	
2.	A minion: Fear not, for here come the gallant knights to save us.	Strategy 11: Be Optimistic	
3.	Gru: That's enough of the magic show.		Strategy 2: Question, hedge
4.	a) Agnes: <u>Thank you</u> , Gruzinkerbelle! b) Agnes: You're the best fairy princess ever!	a) Strategy 15: Give gift to H b) Strategy 2: Exaggerate	
5.	Agnes: I know it's really you, Gru. I'm just pretending for the other kids	Strategy 11: Be Optimistic	
6.	Jillian: She sings karaoke, she has a lot of free time	Strategy 2: Exaggerate	
7.	Gru: No, Jills, that is not happening. Seriously, I'm fine.	Strategy 6: Avoid disagreement	
8.	Gru: I'm sorry, I did not see you there.		Strategy 6: Apologize
9.	Gru: Good boy!	Strategy 15: Give gift to H	
10.	Lucy: Hi. Agent Lucy Wilde of the AVL. [shows her AVL ID-card, but notices she shows it upside-down] Oops. [giggles nervously, then becomes serious]	Strategy 3: Intensify interest to H)	
11.	Lucy: Sorry, you're gonna have to come with me.		Strategy 6: Apologize
12.	Lucy: Oh, sorry, I... Freeze ray!		Strategy 6: Apologize
13.	Lucy: You know, you really should announce your weapons after you fire them, Mr. Gru.	Strategy 1: Notice, attend to H's interest, wants, needs, goals.	
14.	Mr. Silas: I apologize for our methods		Strategy 6: Apologize

	in getting you here.		
15.	<p>a)Mr. Silas: We are the Anti-Villain League. An ultra-secret organization dedicated to fighting crime on a global scale. Rob a bank, we're not interested. Kill someone, not our deal. But you want to melt the polar ice caps, or vaporize Mount Fuji, or even steal the Moon. Then we notice. First of all, you got no proof that I did that. Second, after I did do that, I put it back! We're well aware of that, Mr. Gru.</p> <p>b)<u>That's why we brought you here.</u></p>	<p>a)Strategy 3: Intensify interest to H)</p> <p>b)Strategy 13: Give (or ask for) reason.</p>	
16.	<p>a)Mr. Silas: As you can see, in the wrong hands, the PX-41 serum, could be the most devastating weapon on Earth.</p> <p>b)Mr. Silas: Fortunately, it has a <u>very distinct chemical footprint.</u></p>	<p>a)Strategy 3: Intensify interest to H)</p> <p>b)Strategy 2: Exaggerate</p>	
17.	Mr. Silas: Precisely. And we believe that one of these shop owners is a master criminal and that's where you come in. As an ex-villain, you know how a villain thinks, how a villain acts.	Strategy 11: Be Optimistic	
18.	Lucy: Oh, me now? Ah, Um, recently, an entire top-secret lab disappeared from the Arctic Circle. Yeah, the entire lab, just gone. Where did it go?	Strategy 3: Intensify interest to H)	
19.	<p>Lucy: The plan is to set you up undercover at a shop in the mall, where hopefully.</p> <p>a)Gru: Okay, I see where this is going, with all the Mission: Impossible stuff, but no. No! I'm a father now and a legitimate businessman. I am developing a line of delicious jams and jellies.</p> <p>b) Lucy: <u>"Jams and jellies"?</u></p> <p>c) Gru: Oh, attitude! That's right!</p>	<p>a)Strategy 6: Avoid Disagreement</p> <p>b)Strategy 5: Seek Agreement</p> <p>c) Strategy 1: Notice, attend to H's interest,</p>	



	So, thanks, but no thanks. And here's a tip. Instead of tazing people and kidnapping them, maybe you should just give them a call! Good day, Mr. Sheepsbutt.	wants, needs, goals.	
20.	a) Gru: Hey, I told you <u>guys</u> to get bed. b) Margo: Oh, <u>sorry</u> .	a)Strategy 4: Use in-group identity markers	b) Strategy 6: Apologize
21.	a)Edith: <u>Remember, Miss Jillian said she was arranging a date for you</u> .  Gru: Yeah, well, she is a nut job, and I'm not going on any date.  b) Edith: Why not? Are you scared?  c) Gru: Scared? Of what? Women? No! That's bonkers! I just have no interest in going on a date, that's all. Case closed. I'm not scared of women or dates.  d) <u>let's go to bed</u> . Good night Edith, Good night Margo. Who are you texting? Margo: No one. Just my friend. Avery.  e) Gru: <u>Avery?</u> Is that a girl's name or a boy's name?	a)Strategy 1: Notice, attend to H's interest, wants, needs, goals.  b)Strategy 13: Give (or ask for) reason.  c) Strategy 6: Avoid disagreement  d) Strategy 12: Include both S and H in the activity  e)Strategy 5: Seek Agreement	
22.	a) Gru: Hey, Tim, nice haircut! Donnie, hang in there, <u>baby!</u> It's almost Friday. So, how's today's batch.  b) Dr. Nefario: I developed a new formula which allowed me to get every known kind of berry into one flavor of jelly. c) Gru: That tastes good! I love the flavor of that! d) Dr. Nefario: <u>It's horrible, isn't it?</u> e) Gru: No, no! Oh, we're making	a) Strategy 1: Notice, attend to H's interest, wants, needs, goals. And Strategy 4: Use in-group identity markers b)Strategy 3: Intensify interest to H)	

	great progress! Here, try some of this.	c) Strategy 15: Give gift to H  d) Strategy 5: Seek Agreement  e) Strategy 6: Avoid disagreement	
23.	a) Dr. Nefario: Listen, Gru. There's something I've been meaning to talk to you about for some time now. b) Gru: What? What's wrong? Dr. Nefario: I miss being evil. Sinister plots, large-scale crimes, it's what I live for. <u>I mean, don't you think there's more to our future than jelly?</u> Gru: Well, I'm also considering a line of jams. Dr. Nefario: Um, the thing is, Gru, I've had an offer of employment elsewhere. c) Gru: Dr. Nefario! <u>Come on, you're kidding, right?</u>  Dr. Nefario: It's a great opportunity for me. Bigger lab, more evil, full dental.  d) Gru: Very well. Let us give you the proper send-off. Minions! <u>The highest honor awarded to Dr. Nefario for your years of service. The twenty one fart guns salute!</u>	a) Strategy 1: Notice, attend to H's interest, wants, needs, goals.  b) Strategy 13: Give (or ask for) reason  c) Strategy 5: Seek agreement  d) Strategy 9: Nominalize	
24.	Dr. nefario: Farewell, <u>my friends</u> .	Strategy 4: Use in-group identity markers	
25.	Agnes: Are you sure we should be doing this? Margo: Yes, it's for his own good.	Strategy 5: Seek Agreement	

26.	<p>a)Gru: Good morning, <u>girls</u>!</p> <p>b)Gru: I have an announcement to make.</p> <p>Margo: Hey, what celebrity do you look like?</p>	<p>a)Strategy4: Use in-group identity markers</p> <p>b)Strategy 1: Notice, attend to H's interest, wants, needs, goals.</p>	
27.	<p>Gru: Okay, what are you doing?</p> <p>Agnes: We're signing you up for online dating!</p> <p>Gru: Oh, okay. What? No, no, no.</p> <p>a)Edith: <u>Oh, come on. It's fun and it's time for you to get out there</u></p> <p>b) Gru: No! Stop! No one is ever getting out there! Ever! <u>Oh! Okay, now for the announcement. I have accepted a new job.</u></p> <p>c) Margo: <u>Whoa! Really?</u></p> <p>Gru: Yes, I have been recruited by a top-secret agency to go undercover and save the world!</p> <p>d) Edith: <u>You're gonna be a spy?</u></p> <p>e) Gru: That's right, <u>baby!</u></p> <p>f) Edith: <u>Awesome!</u></p> <p>g) Agnes: <u>Are you really gonna save the world?</u></p> <p>Gru: Yes. Yes, I am</p>	<p>a)Strategy 9: assert or presuppose S's knowledge of and concern for H's wants.</p> <p>b) Strategy 1: Notice, attend to H's interest, wants, needs, goals.</p> <p>c) Strategy 5: Seek Agreement</p> <p>d) Strategy 5: Seek Agreement</p> <p>e) Strategy4: Use in-group identity markers</p> <p>f) Strategy 2: Exaggerate</p> <p>g) Strategy 5: Seek Agreement</p>	
28.	<p>a)Lucy: Oh. <u>I'll let you get it.</u></p> <p>b)Lucy: Yeah, what you just saw there was a little something new I've been working on. It's a combination of Jujitsu, Krav Maga,</p>	<p>a)Strategy 10: Offer, Promise</p> <p>b) Strategy 3: Intensify</p>	



	<p>Aztec warfare and krumping.</p> <p>c) Gru: Okay, that's weird. <u>Why are you here?</u></p> <p>Lucy: On assignment from Silas. I'm your new partner. Yay!</p> <p>d) Gru: What? No, no "yay". Ramsbottom didn't say anything about a partner.</p>	<p>interest to H</p> <p>c)Strategy 13: Give (or ask for) reasons</p> <p>d) Strategy 6: Avoid disagreement</p>	
29.	Lucy: Oh, <u>I'm sorry</u> . I should have known. You are free to go.		Strategy 6: Apologize
30.	Eduardo: Anyway, I have to go. It's all settled. <u>I'll pick them up next week!</u> Have a good day. Come by if you get a chance, okay?And welcome to the mall family!	Strategy 10: Offer, Promise	
31.	Gru: <u>That guy looks exactly like a villain named El Macho. From about 20 years ago.</u> Gru: He was ruthless!. He was dangerous and as the name implies, very macho. He had a reputation for pulling off heists using only his bare hands! But sadly, like all the greats, El Macho was gone too soon. He died in the most macho way possible. Riding a shark with 250 pounds of dynamite strapped to his chest into the mouth of an active volcano!	Strategy 3: Intensify interest to H	
32.	<p>a) Gru: All that was ever retrieved was a pile of singed chest hair. But that face! It has got to be El Macho!</p> <p>b) Lucy: so what do you say you and I break into his restaurant? Tonight?</p> <p>Gru: Yes, that's good, because I am telling you,</p> <p>c) Gru: if anybody in this place has the PX-41 serum, it's him.</p>	<p>a) Strategy 11: Be optimistic</p> <p>b) Strategy 5: Seek agreement</p> <p>c) Strategy 11: Be optimistic</p>	
33.	a)Gru: All right, all right, homework done, pajamas on, teeth brushed, time for bed.	a) Strategy 1: Notice, attend to H's interest,	

	<p>Margo: What's the big hurry?</p> <p>b) Gru: I just have a lot of work to do.</p> <p>c) Edith: Work, what kind of work?</p> <p>d) Gru: Very important business.</p>	<p>wants, needs, goals.</p> <p>b) Strategy 2: Exaggerate</p> <p>c) Strategy 5: seek agreement</p> <p>d) Strategy 2: Exaggerate</p>	
34.	<p>a) Gru: Wow! That was.... Something else! I really liked the way you smiled at the end.</p> <p>b) Gru: <u>Let's</u> try this one more time,</p> <p>c) Gru: but a teensy bit less like a zombie, okay?</p> <p>Agnes: Okay. She kisses my boo-boos, she braids my hair...</p> <p>d) Gru: Perfect! Time to go.</p> <p>e) Agnes: I don't think I should do this.</p> <p>f) Gru: Well, what do you mean? Why not?</p> <p>g) Agnes: I don't even have a mom.</p> <p>h) Gru: Well, you don't need one to do the show. I mean, you did the Veterans Day Pageant and you haven't been in combat.</p>	<p>a) Strategy 2: Exaggerate</p> <p>b) Strategy 12: Include both S and H in the activity</p> <p>c) Strategy 5: seek agreement</p> <p>d) Strategy 15: Give gift to H</p> <p>f) Strategy 13: Give (or ask for) reason</p> <p>h) Strategy 14: Assume or assert reciprocity</p>	<p>e) Strategy 3: Be pessimistic</p> <p>g) Strategy 3: Be pessimistic</p>
35.	<p>a) Agnes: You mean I pretend I have a mom?</p> <p>Gru: Yes, right? <u>You can do that, can't you?</u></p> <p>b) Agnes: Yeah! I do that all the time.</p> <p>c) Thanks, Gru!</p>	<p>a) Strategy 5: seek agreement</p> <p>b) Strategy 11: Be optimistic</p> <p>c) Strategy 15: Give gift to H</p>	
36.	<p>Gru: Hey. Hey, please. <u>Kevin, Jerry, watch the girls for me, okay?</u></p> <p>Dave, Stuart, come this way! With me! Come on!</p>		<p>Strategy 7: Impersonalize S and H</p>
37.	<p>Gru: All right, El Macho. You're going down.</p>	<p>Strategy 11: Be optimistic</p>	
38.	<p>Lucy: Are you lost, <u>little guy?</u></p>	<p>Strategy 4: Use in-group identity</p>	

		markers.	
39.	Gru: The serum is in here! Lucy: <u>Okay, let's get it!</u>	Strategy 12: Include both S and H in the activity	
40.	Agnes: Hey, Gru! a) Gru: Oh, <u>girls!</u> What are you doing here? b) Margo: Well, we thought we'd come visit you at work. So, you're saving the world in a garbage can? Gru: A ha ha ha! Funny.	a) Strategy 4: Use in-group identity markers. b) Strategy 8: Joke	
41.	Agnes: Are you gonna marry Lucy? a) Gru: <u>Are you out of your gourd?</u> <u>No! She just works with me.</u> b) Agnes: Plus, you love her. You love her! You love her! <u>You really,</u> <u>really love her! And you're gonna</u> <u>get married!</u> Gru: Okay, stop. This is a song of lies. c) Agnes: <u>And I will be the flower</u> <u>girl!</u>	a) Strategy 6: Avoid disagreement b) Strategy 11: Be optimistic and Strategy 2: Exaggerate c) Strategy 10: Offer, Promise	
42.	a) Antonio: I was just going to get a cookie. Care to join me? b) Margo: Uh, sure. Um, I'll catch up with you <u>guys</u> later.	a) Strategy 5: Seek Agreement b) Strategy 10: Offer, Promise and Strategy 4: Use in-group identity markers	
43.	Agnes: <u>We</u> gotta go tell Gru!	Strategy 12: Include both S and H in the activity	
44.	a) Floyd: When someone moves into the mall who is follically-challenged, I make it my business to know all about them. You are bald, and that is bad. b) Floyd: There you go, <u>my sweet.</u>	a) Strategy 3: Intensify interest to H) b) Strategy 4: Use in-group identity	

		markers.	
45.	Floyd: I promise that this wig will transform you from ugly to irresistibly	Strategy 10: Offer, Promise	
46.	Gru: Who cares? <u>Let's go</u> .	Strategy 12: Include both S and H in the activity	
47.	a) Eduardo: Oh, oh! I'm sorry. Pollito is usually very friendly.  b) Gru: Well, <u>we</u> really should be going. <u>Girls</u> , come on.	b) Strategy 12: Include both S and H in the activity and Strategy 4: Use in-group identity markers.	a) Strategy 6: Apologize
48.	Eduardo: Antonio, why don't you invite your girlfriend and her family to our party?	Strategy 13: Give (or ask for) reasons	
49.	a) Mr. Silas: I'm sorry, El Macho? b) Hadn't we eliminated him as a suspect after the whole salsa incident?  Gru: Yes, but there has been a new development, and I'm telling you, this is the guy.	b) Strategy 5: Seek Agreement	a) Strategy 6: Apologize
50.	a) Lucy: Yeah! And you know who made that happen? Huh This guy. Nailed it. Amazing, right? b) Gru: No, I mean, sure. But it's not him, it is El Macho! Mr. Silas: Mr. Gru, please! c) No! It is him, and I will prove it!	a) Strategy 5: Seek Agreement b) Strategy 11: Be optimistic c) Strategy 10: Offer, Promise	
51.	Agnes: Gru's not here. Jillian: Are you sure? Agnes: Yes, he just told me!	Strategy 5: Seek Agreement	
52.	Jillian: I know you're in there, Gru! There's no way you're getting out of this.	Strategy 11: Be optimistic	
53.	Gru: Ah. Well, thank you very	Strategy 15:	



	much.	Give gift to H	
54.	Lucy: Shall we take her home? Gru: Oh!	Strategy 5: Seek Agreement	
55.	Lucy: Well, I think you did it. You just officially had the worst date ever.	Strategy 2: Exaggerate	
56.	Lucy: Well, good night, <u>partner</u> .	Strategy4: Use in-group identity markers.	
57.	Mr. Silas: Well, now you're free to go back to your business. Mmm. Jams and jellies. And it looks like Agent Wilde will be transferring to our Australian branch. a) Gru: Australia? b) Mr. Silas: Yes. But thank you for everything and by everything, of course I mean nothing.	a) Strategy 5: Seek Agreement b) Strategy 15: Give gift to H	
58.	Lucy: Oh! Here. I wanted to give you this. Gru: Your lipstick taser? Lucy: Yeah, it's just a memento.	Strategy 15: Give gift to H	
59.	Gru: Remember when you said that I liked Lucy? Well, it turns out, you're right. Agnes: <u>Really?</u> Gru: Yes, but...	Strategy 5: Seek Agreement	
60.	Gru: Well, she's moving away. I'm never going to see her again.		Strategy 3: Be pessimistic
61.	Gru: Aw, I don't... I don't think so, <u>sweetheart</u> .	Strategy4: Use in-group identity markers.	
62.	a)Edith: This place is awesome! b)Gru: Okay. <u>Let's</u> party, huh? But first, <u>let's</u> go over the rules.	a)Strategy 2: Exaggerate b) Strategy4: Use in-group identity markers.	
63.	a)Stewardess: I really need you to make a choice, <u>hon</u> . b)Lucy: I chose gru! <u>Thank you</u> .	a)Strategy4: Use in-group identity	

	<u>Gru stewardess!</u>	markers. b)Strategy 15: Give gift to H.	
64.	Eduardo/ El macho: You have not lost your touch, <u>my friend</u> .	Strategy4: Use in-group identity markers	
65.	a)EL-Marcho/ Eduardo: Soon I will unleash them on the world and if anyone, anyone tries to stop them... Yeow!...their city gets eaten! <u>We</u> can do it together. b) Gru: Together? EL-Marcho: Together!	a)Strategy 12: Include both S and H in the activity.  b) Strategy 5: Seek Agreement	
66.	El-Marco/ Eduardo: So, are you in? Gru: Uh, yeah, probably. <u>El-Marcho: Probably?</u> Gru: I mean, yes, yes! Of course, yes.	Strategy 5: Seek Agreement	
67.	El-Marco/ Eduardo: I am not so convinced that he is in		Strategy 3: Be pessimistic
68.	Gru: Hey, what's wrong? Edith: I hate boys.	Strategy 13: Give (or ask for) reasons	
69.	Gru: Uh, sorry. <u>Honey</u> , we got to go.	Strategy4: Use in-group identity markers	
70.	Dr. Nefario: Come on. <u>Let's</u> finally put this horrible jelly to some good use.	Strategy 12: Include both S and H in the activity	
71.	Gru: Hey hey! Nice work, Dr. Nefario!	Strategy 15: Give gift to H	
72.	Gru: Thank you, Doctor.	Strategy 15: Give gift to H	
73.	Gru: You <u>guys</u> , take care of the rest of the minions.	a) Strategy4: Use in-group identity markers	



74.	Eduardo/ El-Macho: I am not afraid of your jelly guns.	Strategy 11: Be optimistic	
75.	Lucy: Don't worry about me, Gru, I'll be fine.	Strategy 11: Be optimistic	
76.	Gru: I'm actually kind of freaking out up here! Don't worry, <u>I will get you out of this.</u>	Strategy 10: Offer, Promise	
77.	Gru: Listen, Lucy, we may not get out of this alive, so I need to ask you a question. Lucy: Uh, better make it quick.	Strategy 1: Notice, attend to H's interest, wants, needs, goals.	
78.	Gru: If I had asked you out on a date, what would you have said? Lucy: Are you kidding me? Yes!	Strategy 7: Pressuppose/ raise/ assert common ground	
79.	Agnes: Excuse me. Um, hi, excuse me. hi, everybody. I'd like to make some toast.	Strategy 1: Notice, attend to H's interest, wants, needs, goals.	
80.	Agnes: She kisses my boo-boos, she braids my hair. We love you mothers, everywhere and <u>my new mom, Lucy, is beyond compare</u>		Strategy 9: Nominalize