

CHAPTER II

LITERATURE REVIEW

B.1 Theoretical Framework

This chapter explain about the main keyword of Politeness Principles using by Leech's theory in Pinocchio movie and also describe previous research.

B.1.1 Politeness

Politeness is a concept studied in pragmatics and sociolinguistic in the Anglo-Saxon linguistic tradition. Eelen in Shohibussirri (2011). It is in approach in pragmatics that some experts have stated the theory about it, and they also define some scale to draw a person politeness. According to Yule (1996) Politeness is defined as the means employed to show awareness of another person's face, the public self-image of a person. In other words, it is satisfying the face wants of other people. It also describes the extent to which somebody's actions (and his words) match other's perceptions of how they should be performed (Grundy, 1995) and can be accomplished in situations of social distance or closeness. The kind of politeness shown by a person who shows awareness of another person's face (when that other appears socially distant)

Yule (1996) said that "described to be of respect and deference, while politeness shown by a person to another person when that other is socially close is described in terms of friendliness, camaraderie, or solidarity". Addition in Goffman's perspective (1967) suggested that politeness is specifically aimed at the maintenance of the face by

everyone involved in a communication transaction, so that no one who felt her face smudged. Goffman's idea influenced the thought developed by Brown and Levinson (1978, 1987) which stated that in order to make transaction polite communication, everyone should pay attention to two types of desire and two types of face of every person involved in the transaction in question, which is positive desire and craving.

B.1.2. Leech Politeness

Leech stated politeness with six principles as a way of explaining how politeness operates in communication with other. He also defines politeness as a type of behaviour that allows participants to engage in a social interaction in a atmosphere of relative harmony. Leech (1983), similar to Lakoff, accepted Grice's construct of conversational principle and elaborate a through analysis of politeness in terms of principles and maxims within a pragmatic framework in which politeness is understood as a regulative factor in interaction. In his extension of Grice's framework, Leech attempts to state why people often convey meaning indirectly. Leech (1983) has proposed that several scales are involved in determining the type and degree of politeness: cost-benefit, optionality, indirectness, authority, and social distance. One very vital point in Leech's concept of politeness is distinction between a speaker's illocutionary goal and a speaker's social goal.

Leech Politeness Principle and Maxims of Interaction had depended on a Gricean framework, he proposed the Politeness Principle and elaborated on politeness as a regulative factor in communication through a set of maxims. Politeness, as Leech

(1983) found out, is a facilitating factor that influences the relationship between ‘self’, the speaker and ‘other’ that is the addressee/hearer and a third person.

B.1.2.1 Maxim of Politeness

Geoffrey Leech (in Haryanto etc, 2018) defines politeness as a behavior that is expressed in a good words, respects others, and does not impose. Leech’s politeness maxims are described as follows:

1.1. The Tact Maxim

Tact maxim is a situation where the participants of the speech should always adhere to the principle of reducing their own profit and maximizing the other’s profit in the communication (Safitri, 2014). A person who holds and practices tact maxim will be regarded as a polite person. Similarly, the instruction which is expressed indirectly is more polite than the one is spoken directly. Therefore, the more indirect a speech, the more polite it is. Leech (2014:93) said that tact maxim is to minimize cost to other and also maximize the benefit to other. An indirect utterance tends to be more polite than the direct one. Tact maxim can be found in impositive ways such as ordering, commanding, advising, and others (Leech in Jonathan 2011). The example of impositive way is :

Would you lend me some money ?

The speaker tends to beg or borrow money from the hearer with an indirect utterance.

The sentence is indirect because it includes ordering sentences and these sentences are interrogative sentences.

Another use of tact maxim can be found in commissive ways such as promising, offering, vowing *and etc.* (Leech: 1983) and the example is:

I am really sorry, hope you will give me a second chance.

This utterance is the speaker express his regret about something, and in his utterance, he intends to give an appointment to the hearer, he promises that he will not do the mistake again.

1.2. The Generosity Maxim

Generosity maxim is a situation that expresses on ‘make your profit as little as possible; make your loss as big as possible’ (Kurniawati, 2012). For example, in speech “You may use my umbrella,” there is disadvantage for the speaker and the benefit for the interlocutor.

1.3. The Approbation Maxim

Approbation maxim is an attempt to avoid saying unpleasant things about others, more specifically, about the listener. For example, after a music show, a spectator would be considered polite if he/she praised the artist’s performance by saying, “He played very well,”.

1.4. The Modesty Maxim

In modesty maxim, the speech participants are expected to be humble by reducing the praise of themselves. The modesty maxim is focused on self-centered. It

intends to minimize praise and maximize dispraise of self (Leech, 2014:94). Below is the example :

Teacher : **Perhaps my explanation to you is still not enough for you, well it's because of the limitation of me**, but you can complete it by reading a lot at home, or you may visit the library.

Here, the teacher does not showcase her teaching ability although her explanation is clear and can be easily understood by the students.

1.5. The Agreement Maxim

Agreement maxim emphasizes that all speech participants speak to one another mutually and appropriately and compatibility is created among them in the communication. The use of this maxim is to avoid disagreement between the speaker and the hearer with an assertive utterance (Leech, 2014:96), and to maximize agreement between them.

Example :

Student : “It looks like this sentences is more appropriate, ma'am”

Teacher : “**Yes, this sentences is suitable to complete the descriptive paragraph**”

The teacher accept and agree on the student opinion about the choice of a more precise sentence, it's polite because the teacher agree with the students so that is maximal agreement between them.

1.6. The Sympathy Maxim

Sympathy maxim is a maxim in which a speaker minimizes antipathy between self and other; maximize sympathy between self and other (Leech, 2014:97) just like congratulating, expressing condolences, commiserating and etc. Example : **I am so glad you can do your assignment well.**

This utterance showing a sympathy maxim because it's expression of joyful over the success of complete the task is very well.

B.1.2.2. Leech Scale of Politeness

Leech's politeness principle divided into six maxims, in which each maxim has parameter scale to determine the degree of politeness. Below are the description of scale :

A. The Cost-benefit scale

It gives detail about the cost and benefit that are oriented to the hearer or the addressee. In this case, if the cost is higher than the benefit of the addressee, it seems to be impolite. On the other hand, if the benefit is higher than the cost of addressee, it seem to be polite. From the details, we can point out that the higher cost the addressee indicates the impoliteness, in contrast, the higher benefit to the addressee indicates the politeness.

B. The Optionally Scale

It assess the degree to which the illocutionary performed by the speaker allows the addressee a degree of choice. Frequently, an option is offered when the speakers uses indirect utterance in giving a command, a request etc to the addressee. In this case, the speakers give an option to the addressee to answer or to gives an option to the addressee to answer or to give response toward the speaker's utterance. Since the speaker gives an option to the addressee to choose the response, it will increase the degree of politeness.

C. Indirectness Scale

In this case, the higher of indirectness indicates the greater of politeness. It clearly shows that indirect utterance will increase the degree of politeness. The more indirect utterance will be the more polite because it is more beneficial for the hearer or the addressee.

D. Authority Scale

Representing the social relationship between the participants. The various ways we choose words can show whether we see the person addressed is a superior, a subordinated or an equal. In other words, we can see say that the way somebody talks to other reflects his or her relationship to others.

E. Social Distance Scale

Indicating the degree of familiarity between the participants. This scale is useful in emphasizing that how well the participant know each other. Generally, it used to

show difference, existence, or solidarity between the groups members. For example, the relationship between two persons who have been good friends for long time and have known each other shows that they have a high solidarity to each other. On the other hand, people in distant relationship will have a low solidarity to each other.

B. 1.2.3 Disney Movie

Disney, a movie production which is very popular. The popularity of Disney can be well illustrated by the fact that young children between three and six years old are already able to recognize Disney based on its brand logo (Fischer et al., 1991) and adding by Dreier (2007) said especially Disney's animated movies are popular and children do often watch these movies repeatedly. The one of Disney movie is Pinocchio. On 2022, Disney bring a new face of Pinocchio.

The adventure begins in Italy, where a carpenter gets a log of pine wood in order to fashion a leg for a table. No sooner had he started cutting the wood that it began to talk to him, and he, understandably, became a bit worried. Trying to get rid of the potential liability as soon as possible, he gives it to a poor man named Geppetto. Geppetto takes the wood gladly, and spends much time trying to fashion a wooden doll that he will call Pinocchio. Pinocchio instantly shows signs of being a trouble maker - as soon as he has legs, he kicks, and his knows grows with every sign of trouble. When Geppetto gladly takes the time to teach Pinocchio how to properly walk, the doll rushes out of his home, into the streets, and runs away. The town, which, apparently, sympathizes with talking puppets, imprisons Geppetto for "mistreating" the doll.

Pinocchio goes back home famished, as even a block of wood needs nutrition. In Geppetto's house, he finds a talking cricket, indeed, *the Talking Cricket*, that tells him how bad his behavior was. Acting as a fatherly figure now that Geppetto is gone, the cricket give Pinocchio some much needed advice. And what does the doll do to thank him? He throws a stone at the poor little insect, killing him instantly. This, Pinocchio claims, was accidental. Geppetto is freed from prison rather quickly, and fashions a new pair of feet for Pinocchio after his old ones burned off when he fell asleep on the stove. Geppetto obviously still has respect for his doll, likely because he has never had much before. Geppetto even sells his last somewhat valuable item a jacket, to send Pinocchio to school.

When it is time to leave for school the next morning, Pinocchio takes the school book with him, but has other plans in mind. He goes to a theater - the Great Marionette Theatre to be exact, to sell the book to one of the people there. He is given five golden coins that he says he will give back to Geppetto, who people are now calling his "father". However, he is intercepted on his way home by two sly animals - a fox and a cat. Both of them pretend to be disabled to attract Pinocchio's attention, and it works. They say that, if Pinocchio gives them the golden coins, they will plant them in the Field of Miracles, where they will grow into Golden Coin Trees. Believing this fallacy, Pinocchio plants the coins, and the animals go to an inn where they get much food with the help of one of the coins. The fox and cat return to Pinocchio disguised as robbers, and attempt to hang him. However, the doll runs up to a white house, where it turns out

he isn't very safe anyway. Residing there is a dead fairy, and the fox and cat quickly catch and hang him. They leave after a while, as they get bored of waiting for him to die (he will not, as he is a wooden doll).

Pinocchio is helped down by the fairy, and goes back to Geppetto. Over the rest of the novel, Pinocchio becomes more and more mature, just like an actual child. Pinocchio eventually bonds tightly with Geppetto, giving up his old ways. The mean cat and fox actually obtain the disabilities that they once claimed to have, and lead a miserable remainder of their lives.

B.1.2.4 Children Movie

Children identify with media-dominated society norms. Indeed, "media consumption has a measurable influence on people's perceptions of the real world, and regardless of the accuracy of these perceptions, they are used to help guide subsequent attitudes, judgments, and actions," (Morawitz & Mastro, 2008, p. 131).

Children and teenagers show a strong preference for media, which consumes an increasing amount of their time (Rideout, Foehr, & Roberts, 2010). This video entertainment is more accessible than ever for so many people for so much time every day (Zillman & Vorderer, 2000) and may be an integral part of a routine day (Wolf, 1999). Person-activity fit is critical to success in terms of improving wellbeing (Lyubomirsky & Layous, 2013) meaning that some sort of gathering place for youngsters or teenagers and their parents is essential. Success requires intrinsic rather than external motivation (Ryan & Deci, 2000). Parents want to connect with their

children and teenagers; consequently, discussions about movies, rather than yes or no queries like "how was school today?" are more likely to meet this basic need.

B.2 Review on Related Research

Mulyono (2016) with the title “Politeness Principle Analysis in Cartoon Movie Entitled Stand by Me Doraemon” this research focuses on the politeness principle analysis to find the politeness principle such as kinds of maxim and politeness scale in the conversation of Stand by Me Doraemon cartoon movie. The researcher found from the data the use of politeness principle are six maxims: tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, sympathy maxim, and the scale are the formality, hesitancy and equality scale. The researcher found that the use of politeness principle in cartoon movie of Stand by Me Doraemon is 1 tact maxim, 3 generosity maxim, 6 approbation maxim, and 2 formality scale, 4 hesitancy scale, and 3 equality scale. So, approbation maxim becomes most used maxim in the movie. This research only used the maxim and Leech’s scale of politeness, while my research adding analyze about violation politeness, not only analyze Leech’s maxim politeness and Leech’s scale of politeness.

The second research by Andrea Hermanova (2018) entitled Politeness Strategies- in Foreign Students’ Written Requests. By using the research subject in the form of the politeness strategies which native speakers and non-native speakers of English employ in written English requests addressed to the faculty, Andrea explained about the non-native speakers of English who have not received formal instructions on

email politeness and the native speakers will adopt a wider range of politeness strategies and that in the choice of politeness strategies, non-native speaker students will be influenced by the culturally specific norms of their native language. This study used the theory from Lakoff (1973: 64) by using descriptive analysis produces 'found that nationality/students' L1 is the most distinctive feature influencing the choice of politeness strategy, while for instance gender did not seem to have much effect on the students' choice of particular politeness strategies and gender did influence was the directness of the requests; the female students gravitated towards more direct requests than the male students. This research used Lakoff politeness, while the research gap on my research adding analyze about violation politeness, not only analyze Leech's maxim politeness and Leech's scale of politeness.

The third related research goes to Yangliang Huang on 2008 entitled Politeness Principle in Cross-Culture Communication Xianyang Normal University, Xianyang. This study described the Chinese people politeness at Xianyang Normal University, Xianyang. In the English-speaking culture and the Western world in general, politeness has been closely related to the behavior typical of a certain social location and a certain social group. To be polite, means to live up to a set of conventiona-lized norms of behavior and the notion of politeness in both the English-speaking culture and the Chinese culture, it has become clear that while the notion of politeness is universal, it has different origins and thus different connotations in different cultures. By using quantitative methods in purposive sampling and using the theory of Gu (1990). The results of this study showed that in western countries, the aged people do not like the

young people to call them as “old man”, they prefer the term of “senior man” or “senior citizen”. They do not like others help at all. Because if they accept your help, it seems like they need other's help and sympathy which might be perceived that they are old. Also there are many taboos we should remember when talking with westerners. Such as the questions about religion, salary, children, marriage, sex, etc. In Chinese traditional culture, there are also some taboos. Chinese people will not think “offering something”, “offering some help”, or “sending some invitations” to be an insult to individualism or a “face-threatening act”. Chinese people consider those actions to be of care or sincerity. The research gap is that research using Brown Levinson’s theory of politeness then my research using Leech’s theory of Politeness.

The fourth related research by Dien Aulia Fasya by the title “Politeness strategies used by Michelle Obama and Oprah Winfrey at the United State of women summit in 2016” (2017) is investigating the types of politeness used by Michelle Obama and Oprah Winfrey in the show. This research is using the qualitative method of research and used Brown Levinson politeness approach; it has results that all the types of politeness strategies by Levinson are found in the conversation. However, bald on and off record strategy is only by Michelle Obama and it became the fewest type found in the show, the highest one is positive politeness. The research gap is that research using Brown Levinson’s theory of politeness then my research using Leech’s theory of Politeness.

The fifth research by Michael Haugh (2014) entitled The Importance of “Place” in Japanese Politeness: Implications for Cross-Cultural and Intercultural

Analysis. This study shows how positive and or negative faces cannot be used to explain certain politeness phenomena in various languages in Japanese local politeness and also becomes a challenge for foreign tourists about how frequent pronunciation errors occur in communicating with local Japanese people. By using the same theory from Brown and Levinson regarding the positive and negative of politeness which is processed using purposive sampling from a collection of case studies. The result is Politeness involves speakers showing what the-y think of themselves and others, and addressees' perceptions of those evaluations. More specifically, it arises when an addressee thinks a speaker is showing that he/she thinks well of the addressee or not too highly of him/herself. These can be represented in a meta-language as: "B thinks A thinks well of B" and "B thinks A does not think too highly of A" respectively where A is the speaker and B is the addressee. The research gap is that research using Brown Levinson's theory of politeness then my research using Leech's theory of Politeness.

The Sixth research by Fitri Rakhmawati with entitled "An Analysis Leech's Politeness Principles in the movie Notting Hill" (2008). This study analyzed about Leech's politeness principles in the movie notting hill with using a qualitative research under the scope of pragmatic. By using purposive sampling or criterion based method, generate the result of this research there are 9 conversations are employed tact maxi, 6 conversations employed generosity maxim, 8 conversation approbation maxim, 5 conversations employing sympathy maxim and 5 employed modesty maxim. This research use Leech's maxim as the theory by people in daily conversation.

There's have any differences between related research that the researches find. The research gap is the related research almost using Brown and Levinson's theory but this research is about analyze Leech's politeness maxim with the scale of politeness.

