

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher reviews several theories and main theory use to analyze the research data related to politeness which guide this research. The theories reviewed include pragmatics, speech acts, context, implicature, politeness, politeness strategies, and movie.

B.1 Theoretical Framework

B.1.1 Pragmatics

When communication occurs, both the speaker and listener must understand each other when speaking. So there must be a purpose which is expressed during the conversation. Then to understand this further, in linguistic studies we know the scope of study called pragmatics. According to Yule (1996) pragmatics is concern with the study of meaning as communicated by a speaker (the writer) and interpreted by a listener (the reader). By offering insights into how language is utilized in context to communicate meaning beyond the literal interpretation of words and phrases, pragmatics plays a crucial role in effective communication.

Moreover it enables people to understand communication in context by taking into account the situational, social, and cultural variables that affect meaning, in this case Verschueren states the same thing where, pragmatics truly integrates those factors on linguistic phenomena and how they are used to

influence behavior (Asheva and Santosa, 2022). It is important to appropriately comprehend signals by being aware of these factors that will be affect into how the communication is deliver. Considering language use can be ambiguous sometimes, and pragmatics helps resolve this ambiguity by considering the context and the speaker's intended meaning, thereby preventing misinterpretation.

B.1.2 Speech acts

Speech acts are the actions that speakers undertake when using language. As cited in Sintamutini et al (2019) a speech act is something that is expressed which in communication does not just present information but is also intended to refer to an action. Moreover this is also mentioned by Yule (1996) defines speech act as a series of words that react in a manner similar to action. Concisely speech acts are actions that are performed through the use of utterances. The speech act commonly performed when offering any apologize, greeting,request, complaint, compliment, refusal, and invitation. Levinson (1985) & Yule (1996) classified there are five kinds of speech acts which consist of declarations, representatives, expressives, directives, and commissives.

B.1.3 Context

The context of language relates to the situation in which it is employed and helps in understanding the meaning of an utterance. Context is a crucial elements that used for determining the implicit meaning Betti & Khalaf (2021).

By having understanding about this, it enables people to decipher meaning, clear up ambiguities, and modify language use to the circumstance, context comprehension is crucial for efficient communication.

B1.4 Implicature

Implicature refers to the process by which speakers convey implied or inferred meanings indirectly, in other words it is acts of speaking one thing while really meaning something another. Often by violating the Gricean conversational maxims, any violation of these maxims results in implicatures being produced. This is also explained by Leech (1983) explain implicature as a result to breaching the maxims rather than obeying them. In this case, implicature plays an important role in communication. Betti & Khalaf (2021) defined conversational implicature as "inferences that allow interlocutors to go beyond what speakers say to what speakers truly mean."

B 1.5 Politeness

In this situation, politeness is not concerned with following societal norms, like being patient in a long grocery line-up. The term politeness in linguistic studies refers to how we communicate correctly according to the context and situation when an interaction occurs. According to Cutting (2008) give an insight that politeness in pragmatics accommodates words options, or the linguistic phrases that let people convey friendliness to their listener. Leech (1983) defines politeness as the ability of participants in a social engagement to engage in conversation in a relatively harmonious atmosphere in a

communication. Furthermore the goal of politeness, especially politeness in language, is to make the interaction pleasant, non-threatening, and effective (Culpeper, 2009). According to Lakoff (1990: 123), politeness is a system of interpersonal relations designed to improve engagement by reducing the potential for conflict and confrontation inherent in any human interaction.

Moreover, if we talk about politeness and interaction. We cannot separate a concept of face which is the basis of politeness, which has been proposed by many researchers. According to Mansoor (2018), studies conducted by sociologist Erving Goffman (1967, 1971, 1981) were used as a basis for the idea of face, which refers to the image of oneself that one wants to project. Then in an interaction this concept of face will be present from both the speaker and the listener. One of the researchers in this field Brown and Levinson (1987) further stated in their work that face is something which may be lost, conserved, or optimized, and should be constantly present in an interaction. Politeness was showing awareness of another person's face, as Yule (1996) also states that politeness is described as being able to show notice of another person's face.

Then the notion of a face is divided into two concepts: a positive face and a negative face. According Brown & Levinson (1987) positive face is desire to be valued, liked, and admired. Then negative face is the urge to be free from action and coercion. Assume that the setting in which the participants live has established rigidly consistent social relationships. People want their

public self-image or face desires to be honored when they act in their everyday social interactions. Face threatening acts (FTAs) occurs when an individual is confronted with anything that threatens his self-image. In other words it is an act that failed to maintain the positive and negative face.

Thus, to minimize or avoid FTAs. In any case, the speaker can mitigate the potential harm by expressing regret. This is known as a face saving act. Yule (1996) defined face-saving acts as saying something to lessen the possible threat to another's face. These acts are crucial in maintaining one's positive and negative face in social interaction in purpose enhancing social harmony and avoid conflict. According to Wang (2010) speakers have to be able to choose various communicative strategies to build a good relationship between both interlocutors. These strategies are also called as politeness strategies. Nasirli (2021) explain that politeness strategies are employed to correct certain rude of utterances, and make it sound appropriate to the hearers. In the design of politeness speech, Brown and Levinson (1987) proposed four strategies that could help the speaker to communicate more politely and save other's face. Those strategies are positive politeness, bald on record, negative politeness and off-record. Using politeness strategies can help us regulate ourselves when communicating with others properly.

B 1.6 Brown & Levinson Politeness Strategies

B 1.6.1 Bald on Record

Brown and Levinson (1987: 94-101) stated This strategy in accordance with Grice's cooperative principle because it adheres to all the principles proposed by Grice. It spoken directly and frankly without any effort to minimize face threats. bald on record is when speaker want to deliver communication intent in straight, clear, and unambiguous way. or Moreover the main reason for bald-on-record usage whenever S wants to do the FTAs with maximum efficiency more than he wants to satisfy H's face or even to any degree, or in cases of great urgency or desperation, redress would actually decrease the communicated urgency. Speaker will choose the bald-on-record strategy. Example : *Help!* (Compare the non-urgent 'Please help me, if you would be so kind'), *Watch out!* (Case when speakers want to warn), *Give me the pen* (when speaker ask request).

B 1.6.2 Positive Politeness Strategies

Brown and Levinson (1987: 101-129) Positive politeness strategies can be chosen if the speaker wants to reduce differences in distance and status with other participants. The speaker wants to create a friendly atmosphere and emphasize equality between the participants. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTAs). The only feature that distinguishes positive politeness compensation from normal everyday intimate

language behavior is an element of exaggeration. There are fifteen sub-strategies that are used in positive politeness strategies:

1. Notice, attend to H (his interests, wants, needs, goods): In general, this output suggests that S should take notice of aspects of H's condition, example: *You must be hungry, it's a long time since breakfast. How about some lunch?*
2. Exaggerate (interest, approval, sympathy with H): this strategy of providing expressive speech (exaggerated emphasis) regarding interest, agreement and sympathy for the speech partner, example: *What a fantastic garden you have!*
3. Intensify interest to H: This strategy is carried out, for example, by making a good story so that the interlocutor is interested and involves himself in the story. Example: *Come down the stairs, and what do you think I see? — a huge mess all over the place, the phone's off the hook and clothes are scattered all over.*
4. Use in-group identity markers: By using any of the innumerable ways to convey in-group membership, these include in-group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis. *Example: Here mate, I was keeping that seat for a friend of mine.*
5. Seek agreement: ways in which it is possible to agree with him. The raising of 'safe topics' allows S to stress his agreement with H and therefore to satisfy H's desire to be 'right', or to be corroborated in his opinions. in other

words S can use safe topics like *The "weather, as is the beauty of gardens, the incompetence of bureaucracies (to those outside of them, at least).*

6. Avoid disagreement: Avoiding disagreement is one way to achieve common ground, even though the facts actually don't agree. Example: *A: What is she, small? B: Yes, yes, she's small, smallish, um, not really small but certainly not very big.*
7. Presuppose/raise/assert common ground: It talks about Gossip or small talk. This strategy is used to give rise to the strategy of redressing an FTA by talking for a while about unrelated topics. Example: *I had a really hard time learning to drive, didn't I.*
8. Joke: Since jokes are based on mutual shared background knowledge and values, Joking is a basic positive-politeness technique, for putting H 'at ease'. Example: *How about lending me this old heap of junk? (H's new Cadillac).*
9. Assert or presuppose S's knowledge of and concern for H's wants: One way to show that S and H are cooperators, and potentially so to put pressure on H to cooperate with S, is to assert or imply desired knowledge and H's willingness to conform his desires to theirs. Example: *I know you love roses but the florist didn't have any more, so I brought you geraniums instead, (offer + apology).*
10. Offers and promises: In order to redress the potential threat of some FTA S may choose to stress his cooperation with H in another way. He may, that is, claim that (within a certain sphere of relevance) whatever H wants,

S wants for him and will help to obtain. Example: *'I'll drop by sometime next week'*.

11. Be optimistic: An optimistic strategy is the speaker's belief that he assumes that his interlocutor wants the speaker's wishes to come true for the speaker (or for both) and will help him to get it. Example: *Wait a minute, you haven't brushed your hair! (As husband goes out of the door).*

12. Include both S and H in the activity: By using an inclusive 'we' form, when S really means 'you' or 'me', he can call upon the cooperative assumptions and thereby redress FTAs. Example: *Let's stop for a bite. (I.e. I want a bite, so let's stop).*

13. Give (or ask for) reasons: S gives reasons as to why he wants what he wants. By including H in his practical reasoning and assuming reflexivity (H wants S's want), H is thereby led to see the reasonableness of S's FTA (or so S hopes). Example: *Why don't we go to the seashore!*

14. ★ Assume or assert reciprocity: The existence of cooperation between S and H may also be claimed or urged by giving evidence of reciprocal rights or obligations obtaining between S and H. Example: *I'll do X for you if you do y for me.*

15. Give gifts to H (goods, sympathy, understanding, cooperation): S may satisfy H's positive-face want (that S want H's wants, to some degree) by actually satisfying some of H's wants. Example *giving liked, admired, care about, understood, listen to, and so on.*

B 1.6.3 Negative Politeness

Brown and Levinson (1987: 129-211) negative politeness is redressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. Where positive politeness free-ranging, negative politeness is specific and focused; it performs the function of minimizing the particular imposition that unavoidably effects. Some of the sub-strategies of negative politeness are:

1. Be conventionally indirect: This strategy is carried out by saying what the speaker wants in an indirect way but can be understood by the interlocutor because he uses speech that has become habitual or conventional. Example: *Can you please pass the salt?*
2. Question, hedge: The strategy of using questions will avoid the impression that the speaker has prejudged or forced his interlocutor and the use of hedges (a statement that the information provided is subjective, likely, or depends on a particular situation, and to avoid the impression that the statement is an absolute fact). Example: *a. Would you mind if I ask you a question about your project? b. I am not entirely sure, but it seems like this approach might work.*
3. Be pessimistic: This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for the appropriateness S's speech act obtain. Example: *Would you do X?*

4. Minimize the imposition, Rx: This strategy is carried out to minimize the burden of requests on the interlocutor. An example is using the word just 'only' which seems to minimize the value of a request, example: *I just dropped by for a minute to ask if you . . . (just conveys both its literal meaning of 'exactly', 'only', which narrowly delimits the extent of the FTA).*
5. Give deference: one in which humble and abases himself, and another one where S raises H (pays him positive face of a particular kind, namely that which satisfies H's want to be treated as superior). Example: *We look forward very much to dining with you.*
6. Apologize: By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H's negative face and thereby partially redress impingement, example: *I'm sure you must be very busy, but...*
7. Impersonalize S and H: avoid personalization or direct references to the people involved in the FTA, such as using the words 'I' and 'you' in speech. Example: *Do this for me (I ask you to do this for me)*
8. State the FTA as a general rule: The strategy of placing FTA as a general rule is a safe way to reduce FTA in speech. By expressing the FTA as a social rule or an obligation that must be carried out by the interlocutor, it will appear that it is not coercion.
9. Nominalize: make speech more formal. Example: *I am pleased to be able to inform you . . .*

10. Go on record as incurring a debt, or as not incurring H: the strategy of saying explicitly (clearly) that the speaker does (goodwill) to hearer, or the speaker does not do anything to hearer. Example: I'll never be able to repay you if you . . . (request), I could easily do it for you (offer).

B 1.6.4 Off Record

Brown and Levinson (1987: 211-227), a communicative act is done off-record if it is done in such a way that it is not possible to attribute only one clear communicative intention to the act. Thus, if a speaker wants to do an FTA, but wants to avoid the responsibility for doing it, he can do it off-record and left it up the addressee to decide how to interpret it. Some sub-strategies of off-record:

1. Give hints: If the speaker says something that is not explicitly relevant, he uses certain cues to invite the interlocutor to seek an interpretation of its possible relevance. Example: *It's cold in here. (c.i. Shut the window).*
2. Give association clues: The type of related implicature triggered by a relevance violation is provided by mentioning something related to the action requested by H, either based on precedent in S-H's experience or based on shared knowledge independent of their interactional experience. Example: *My house isn't very far away . . . [Intervening material]. . . There's the path that leads to my house, (Please come visit me).*

3. Presuppose: in this strategy the utterance can be almost completely relevant in its context, but violates the maxim of relevance only at the level of presupposition. Example: *"I've washed it twice." It has been used twice to mean a form of protest or resistance to dissatisfaction.*
4. Understate: By saying less (that is, providing less information) than necessary. Example: *It's not half bad. (c.i. S thinks it's surprisingly good).*
5. Overstate: The opposite of the fourth strategy, with saying more than necessary. Example: *I tried to call a hundred times, but there was never any answer.*
6. Use tautologies: using repeated statements to exaggerate meaning. This strategy also violates the maximum quantity because it does not actually provide the required information. Example: *Boys will be boys.*
7. Use contradictions: is a strategy that violates the maxim of quality by saying two contradictory things. Example: *Do you agree? Yes and no.*
8. Be ironic: By saying the opposite of what the speaker means, the speaker indirectly conveys the meaning he intended, if there are indications that the meaning he intended is being conveyed indirectly. Example: *He's a genius! (He's stupid).*
9. Use Metaphors: This is also a violation of the maxim of quality, namely by telling speech that does not have a literal meaning. Example: *Harry's a real fish (He swim like a fish).*

10. Use rhetorical questions: To ask a question with no intention of obtaining an answer is to break a sincerity condition on questions — namely, that S wants H to provide him with the indicated informations, example: *How many times I have to tell you . . . ? (Too many)*
11. Be ambiguous: This strategy violates the maxim of manner by saying something that is ambiguous or has two conflicting meanings. Example: *He is good at talking. (Can mean praise or even insult).*
12. Be vague: narrative strategy in a disguised way and it is not even clear what the intended object is. Example: *Maybe there is someone who is vicious.*
13. Over generalize: Making conclusions that are too general can use proverbs that are commonly used, example: *People who live in glass houses shouldn't throw stones.*
14. Displace H: The speaker deliberately does not clearly state who the FTA target is, he hopes that the actual target will understand for himself what he said. For example: *When A was eating with his fiancé and his future in-laws asked his fiancé to take soy sauce, even though the soy sauce was closer to his future in-laws.*
15. Be incomplete, use ellipsis: This strategy violates the maxim of manner as well as the maxim of quantity, because it uses speech that is incomplete

and not even spoken (ellipsis) or seems to be hanging. Example: *Then, I think you....*

B.1.6.5 Factor Influencing the Use of Politeness Strategies

According Brown & Levinson (1987: 71-79), there are two factors that influencing the use of politeness strategies, payoff and relevant circumstance.

1. Payoff

The speakers employs politeness strategies because speakers can get any advantage from it. Furthermore, each strategy used can represent the wishes desired by the speaker, by using on record the speaker want get a credit for honesty, get trust, and avoiding to be seen as manipulator. Using positive politeness strategy speaker can use to minimize the face threat by act as if speakers want as same as a hearer. Using negative politeness strategy speaker want to give a sense of pay respect, avoiding or less return of doing a FTAs in future. By using off record strategy, speaker wants to do FTAs but is not seen doing it.

2. Relevant Circumstance

The seriousness of a FTAs is also influenced by the circumstances, sociological variables, and thus to a determination of the level of politeness, there are three dimensions to determine the level of politeness. Among them are relative power (P), social distance (D) and rank of imposition (R).

a. Relative power

Power (P) is the general idea that when we interact with someone who has some sort of authority or power over us, we usually use tend to be polite than people who don't. It is based on the asymmetric relation between the speaker and the hearer. These types of power are most found in obviously hierarchical settings, such as workplace or people who has higher status such as parent to their child, teacher and students, employees and boss. Usually the more power or higher status a speaker has, his utterance will be more direct and blunter.

b. Social distance

Social distance (D) is factor that representing the relation between participants. This factor can be seen by degree of familiarity or how close the participants relationship, differences of status, roles, age, education, gender, social class. The greater social distance has between participant, the more polite strategy and vice versa.

c. Rank of imposition

Rank of impositions (R) occurs in an unusual circumstance. The degree of agents' positive-face and negative-face demands determines their absolute rating of imposition, which they are considered to interfere with an agent's wants of self-determination or of approval their negative- and positive-face wants. However, a set of operations that rearrange the impositions based on

whether actors have certain rights or obligations to carry out the act, whether they have specific reasons (ritual or physical) for not performing them, and whether actors are known to actually enjoy being imposed upon in some way.

B 1.7. Movie

A movie, also known as a film or motion picture, is a form of visual art and entertainment that uses moving images to tell stories, convey ideas, or evoke emotions. Most movies follow a narrative structure, telling a story with a beginning, middle, and end. This structure may involve characters, plot development, conflicts, and resolutions. Movies are typically produced for cinema (theatrical release) or television, but they can also be distributed through various other platforms such as streaming services, DVDs, or online platforms. Movies serve various purposes, including entertainment, education, cultural expression, and communication. They have become a powerful and influential medium for storytelling and artistic expression.

B 1.8 Wonder Boys



Wonder Boys is a comedy-drama film released in 2000, directed by Curtis Hanson. This film is based on the novel of the same name written by Michael Chabon. In this movie Michael Douglas starring as Professor Grady Tripp the professor who teaches creative writing in university. This movie also stars Tobey Maguire, Frances McDormand, Katie Holmes and Robert Downey, Jr. Then this movie also had positive reviews from magazine and critics at that time its the movie is released despite this movie not really successful in terms of profit. This movie also nominated in many movie awards and winning Best Original Song for Bob Dylan's "Things Have Changed". *Wonder Boys* depicts the life of a professor who teaches creative writing who is struggling with a creative crisis that cause him unable to finish his second book and personal problems.

The story begins with an unexpected moment where suddenly he is left by his wife, then continues during the night party in Gaskell's family house. His editor Terry Crabtree, played by Robert Downey Jr, comes to take his unfinished work, then Professor Trips finds out Sara Gaskell, played by Frances McDormand, is pregnant with his child. Then he finds out James Leer, played by Tobey Maguire, is outside the house and asks him to get inside, showing him the memorabilia from Marly Moonroe. The incident continues as his student kills the family dogs, who bite him. The next day he gets the news from his friend that the memorabilia was stolen and the dog is missing, also finding that his student James Leer did it. The adventure of this film continues about how he faced the events he experienced, from his wife, relationship with Sara, his novel works with Crabtree, his student James, and the dead dogs.

One of the reasons that make the researcher want to analyze this movie is first the researcher finds this movie interesting. The other is because this movie briefly provides an overview of how each person, in this case represented by the characters in the film, finds a stagnant phase in their life. This film tells the story of how an unexpected event that occurred in their lives indirectly changed their lives in unpredictable ways. The other reason is this movie also provides interaction among characters which later will be analyzed in context of how politeness is delivered in interaction.