

## CHAPTER II

### THEORETICAL FRAMEWORK

Some theories related to the study are reviewed in this chapter. They are the theories of pragmatics, Context, politeness strategy, and factors influencing the choice of politeness.

#### 2.1. The Concept of Pragmatic

##### 2.1.1 Pragmatic

Many linguistics propose various definitions of pragmatics. As Griffiths (2006:1) notes that “pragmatic is concerned with the use of these tools in meaningful communication. Pragmatic is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use”. He also adds that Pragmatics is a study of how senders and addresses, in acts of communication, rely on context to elaborate on literal meaning. Pragmatic is one of those words that give impression that something quite specific and technical is being talked about when often in fact it has no clear meaning.

According to Levinson (1983:21) “Pragmatics is the study of the relation between language and context that are basic an account of language understand”. It means that studying language cannot be separated from the situation which is the speech is uttered. There is close relation between an utterance and situations. Thus, pragmatics includes the relevant context or situation, instead of the language usage. In addition, Cutting (2002:1), adds that pragmatic is studying language’s relation to the contextual background features. In other words, pragmatic can be defined as study about the use of language in context.

In line with above theory, Meyer (2009:48) notes that pragmatics is a study that explores the role that context plays in the interpretation of what people say and understanding the entire social context from the sentence that uttered. Pragmatic is the study of how context (both social and linguistic) affects language use. The aspects of meaning and language use

that are dependent of the speaker, the addressee and other features of the context of utterance is discussed in pragmatic.

Meanwhile, Yule (1996:3) states that pragmatics is the study of contextual meaning. It's mean that pragmatics is concerned with the study of meaning as communicated by a speaker (a writer) and interpreted by a listener (a reader). So that, it involves the interpretation what people means in the particular context and how the context influences what it said.

Levinson (1983) in Nadar (2009:5) states that pragmatics is one of those words that gives the impression that something quite specific and technical is being talked about when often infact it has no clear meaning. Pragmatic is not only focus on the sentence which uttered by the speaker or written by the writer. It's also pays attention to how, when, where, who are the participants, and why an utterance is uttered. As Mey (2001:5) states that pragmatic is interested in the process of producing language and in its producers, not only in language as the end product.

In the same idea, pragmatic is a branch of linguistic that becomes an object of language in use it, such as oral and written communication. On the other side, Djajasudarma (2012:48), elaborates that pragmatic encompasses the study of interaction between knowledge of language and basic knowledge about world that is owned by listener or reader. Pragmatic focuses on how listener and reader use their knowledge to interpret the meaning of language.

Based on definition above, pragmatic deals with knowledge both language and world in interaction among speaker (writer) and listener (reader). Knowledge of language relates to vocabulary, form or structure of sentence, affixation and others. Pragmatic is not only study about meaning that is delivered by speaker, but also study about the use of language in daily based on the context.

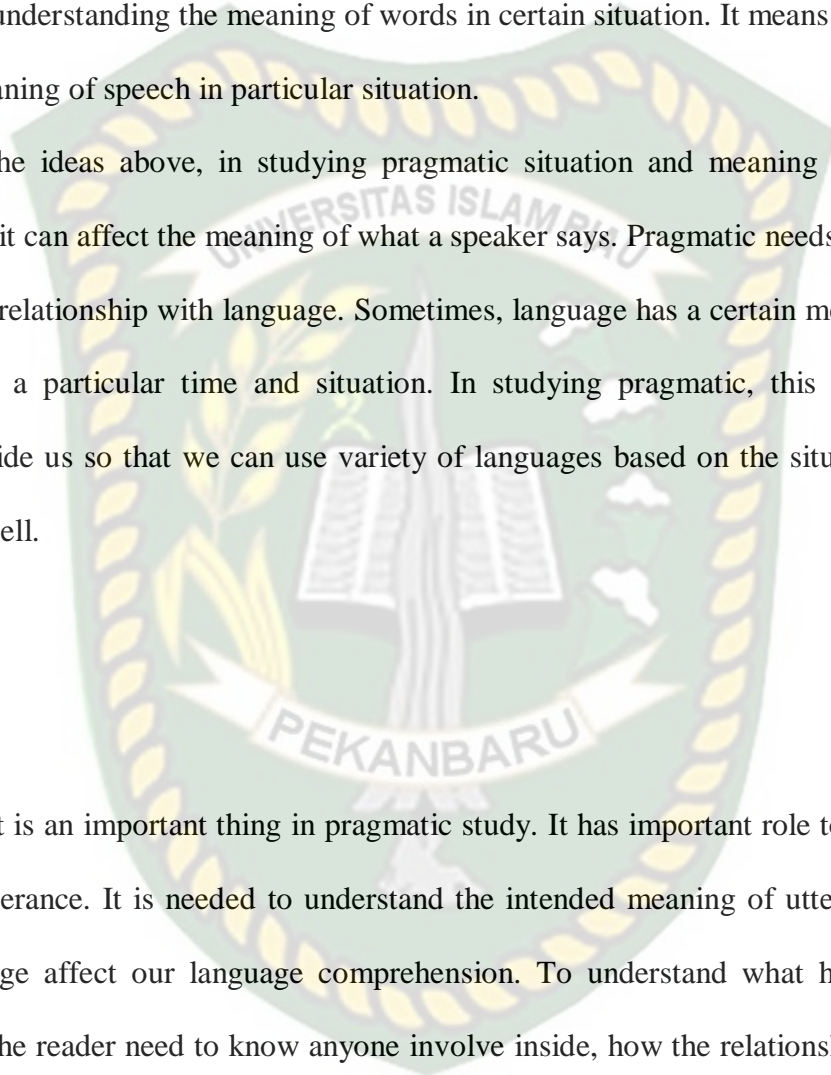
According to Tarigan (2009:24) set forth that pragmatic as a study of meaning in correlation with variety of speech situation. It means that pragmatic is a study about how context affects the participants in interpreting the sentence or analyzing the meaning of sentence in connection with speech situation. While Darma (2014:74) sees pragmatic as knowledge of understanding the meaning of words in certain situation. It means that the study toward the meaning of speech in particular situation.

From the ideas above, in studying pragmatic situation and meaning are important thing, because it can affect the meaning of what a speaker says. Pragmatic needs meaning and situation in its relationship with language. Sometimes, language has a certain meaning, which can change at a particular time and situation. In studying pragmatic, this knowledge is essential to guide us so that we can use variety of languages based on the situation and use the language well.

### **2.1.2 Context**

Context is an important thing in pragmatic study. It has important role to interpret the meaning of utterance. It is needed to understand the intended meaning of utterance. Things outside language affect our language comprehension. To understand what happened in a conversation, the reader need to know anyone involve inside, how the relationship and social distance or the relative status between them.

Leech (1983:13) states context is the listener's interpretation from the meaning of speaker's utterance that share as knowledge. It means that context is situation or condition when the utterance produced. By understanding the situation when the utterance produced the listener can guess what the speaker means by the utterance.



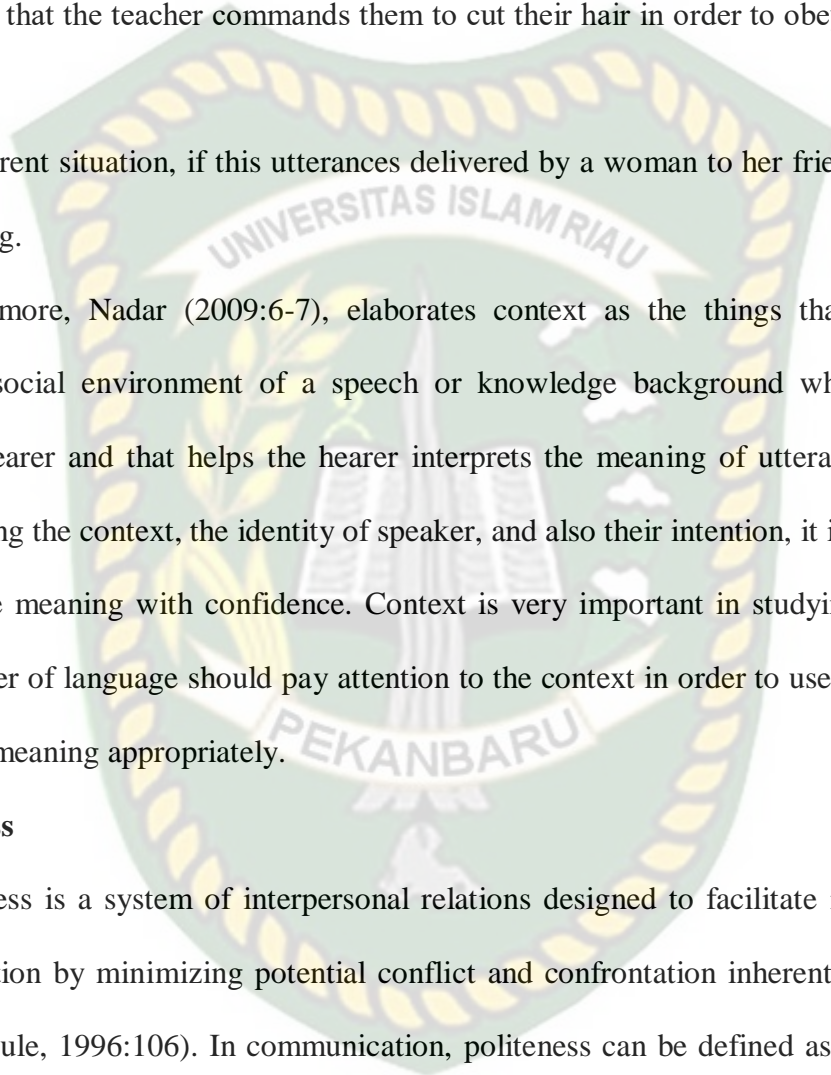
The same utterance will have different meaning if the context of each utterance is different. Below are given example:

1. “your hair is so long”
  - a. If the utterance above is delivered by a teacher to the students at school, it can be understood that the teacher commands them to cut their hair in order to obey the school’s rule.
  - b. In the different situation, if this utterances delivered by a woman to her friend, its can be as a praising.

Furthermore, Nadar (2009:6-7), elaborates context as the things that relevant to physical and social environment of a speech or knowledge background which has both speaker and hearer and that helps the hearer interprets the meaning of utterances. Clearly, without knowing the context, the identity of speaker, and also their intention, it is not possible to interpret the meaning with confidence. Context is very important in studying pragmatic, because the user of language should pay attention to the context in order to use language and determine the meaning appropriately.

### **2.1.3 Politeness**

Politeness is a system of interpersonal relations designed to facilitate interaction by human interaction by minimizing potential conflict and confrontation inherent in all human interchange (Yule, 1996:106). In communication, politeness can be defined as the means to show awareness of another person’s face. Face means public self-image of person. It refers to that emotional and social sense of self that every person has and expects everyone else to recognize (Yule, 1996:134). That definition has the same purpose with Eelen (2014), she stated that since the politeness has to do with the language, and more specifically with the language use, which is the main concern of pragmatics, and social world, which is an



outstanding issue in the field of sociolinguistics, all the theories regarding the issue of politeness, deal with either of the two subfields in one way or the other.

Additionally, Fraser (1990:233) views politeness as the implementation of conversational rights and obligations as speaker and hearer operate under the “terms and conditions of the conversational contract”. In other words he explained that politeness is conceptualized as social interaction with the activation of interlocutors’ psychological needs. This theory was strengthened by Holmes (1995: 21) who claims, (im)politeness is “always context dependent”. The study of (im) politeness shall involve both (a) the referential function as information transmission, and (b) the affective function as the representation of feelings and relationships.

According to Cutting (2008:43), in pragmatics, talk of politeness do not refer to the social rules of behavior such as letting people go first through a door, or wiping your mouth on the serviette rather than on the back of your hand. In order to enter into social relationships, the people have to acknowledge and show an awareness of the face, the public self-image, the sense of self, of the people that they address. It is mean that it is a universal characteristic across cultures that the speakers should respect each other’s expectation regarding self-image, take account of their felings and avoid Face Threatening Acts (FTAs).

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In line with theories above, According to Watts (2003:1), some might characterise a polite person as always being considerate towards other people; others might suggest that a polite person is self-effacing. Thus, if we being polite, many people feel comfortable and do not hesitate to make relation with us, although justtalk for a moment. Also, with being polite, we can keep our relationship. and feeling with other people. In other words, being polite can be indicate with the expression of face, control our speech, gesture, and many more.

In pragmatics, which stated by Kasper in Barron, 2003: 15, politeness is dealing with the ways in which the relational function in linguistic action is expressed. In otherwords, it described how language is employed in a strategic way to achieve such aims as supporting or maintaining interpersonal relationships. Nevertheless, politeness notonly indicates a pragmatics concept but also signifies a lay concept and absociolinguistic concept. The lay concept of politeness relates to an appropriate socialbehavior and good respect of others.

Furthermore, Cruse (2006: 132) states that politeness also enters into ways of addressing people. The speaker can have a preference of pronouns for assigning the addressee according to the relationship between the speaker and the addressee. For example, in addressing his wife, a husband usually calls her “Honey”; a father can call his children with “Sweetheart”. However, the theory was cited by Holmes (1995) says that women are more likely to use politeness than men.

Politeness strategies are used to formulate messages in order to save the hearer’s face when face-threatening act are predictable. Politeness strategies are the strategies to save the Hearer’s face and maintain the relationship in social interaction. Generally speaking politeness involves taking account of other. A polite person makes other feeling comfortable. Being linguistically polite involves speaking to people appropriately in the light of their relationship to readers. Inappropriate linguistic choices may be considered rude, therefore

involves assessing social relationship along dimensions of social distance or solidarity, and relative power or status.

## 2.2 Types of Politeness Strategies

Brown and Levinson (1987) outline four main types of politeness strategies, they are: bald on-record, negative politeness, positive politeness, and off record.

### 1.2.1 Bald On-Record

Bald on record strategy usually do not attempt to minimize the threat to the hearer's face, although there are ways that bald on record politeness can be used in trying to minimize FTAs implicitly. Often using this strategy will shock, embarrass and makes the hearers feel uncomfortable where the speaker does not know them or does not recognize them very well. Nevertheless, this strategy is commonly utilized with people who know each other very well and also very comfortable in their environment, such as close friend or family. There are two strategies of Bald OnRecord, they are:

- Cases of non-Minimization of the Face Threat

The speaker provides no effort to minimize threats to the hearer's face. Sometimes, it is essential no face redress, in case of great urgency and desperation. Redress would actually decrease the communicated the urgency, for instance: *Watch out!*. The example shows that the speaker does not care about the hearer's face because it is used in case of emergency.

- Cases of FTA oriented bald on record usage

It is assumed that this strategy is oriented to the hearer's face so that the hearer will be especially preoccupied. It is usually used in welcoming farewells and offers: examples are "come in", *I'm free*. "I have no plan for Saturday night". These examples can be associated as an offer or an invitation so that the hearer feels unwilling toward those.

### 2.2.2 Off-Record

The final politeness strategy outlined by Brown and Levinson is the Off-Record strategy or the indirect strategy. When the speaker chooses this strategy, it means that she or he is trying to avoid the direct FTA towards the hearer. This strategy uses indirect language and removes the speaker from the potential to be imposing. For example, a speaker is using the indirect strategy might merely say "wow, it's getting cold in here" insinuating that it would be nice if the listener to do so. There are fifteen strategies of Off-Record, they are give hints, give association, presuppose, understate, overstate, use tautologies, use contradiction, be ironic, use metaphor, use rhetorical question, be ambiguous, be vague, over generalize, displace, be incomplete, use ellipsis. There are fifteen strategies of Off-Record, the strategies involved are: Give Hints, Give association, Presuppose, Understate, Overstate, Use tautologies, Use contradiction, Be Ironic, Use metaphor Use rhetorical question, Be ambiguous, Be vague, Over generalize, Displace, be Incomplete, use ellipsis

### 2.2.3 Negative Politeness

The negative politeness also recognizes the hearer's face. However, it also admits that the speaker is in some way imposing on the hearer. This is the most common and linguistically diverse strategy. Negatively polite constructions contain negative face by demonstrating distance and wariness. *Negative face* represents the want of every action to get freedom from impingement.

According to Fasold (1996:160), face means something that is emotionally invested. It can be lost, maintained, or enhanced, and must be constantly attended to in interaction. The threat to face is relatively high. The *negative politeness* focuses on minimizing the imposition by attempting to soften it. The sub-strategies of negative politeness include being indirect, not presuming or assuming, not coercing the hearer, communicating the speaker's want to not impinge on the hearer, and redressing other wants of hearer's. The strategy involved are: Be conventionally indirect, Question and Hedges, Be



pessimistic, Minimize the imposition, Give Deference, Apologize, Impersonalize Speaker and Hearer, State the FTA as general rule, nominative, Go On Record as incurring a debt or as not indebted Hearer.

#### **2.2.4 Positive Politeness**

Positive politeness is used to satisfy the positive face of the hearers, desire of being liked and accepted, by regarding them as people who have close relationship with the speaker. Holmes states that positive strategy expresses solidarity and minimizes status difference (1992: 297). According to Brown and Levinson (1987) female are related to politeness strategy. According to Holmes (1995) politeness is a distancing and solidarity building practice. Holmes approaches of politeness agrees with Brown and Levinson (1987) notion of face saving act. He believed that women tend to be more polite than men. According to Holmes (1995), women are much more likely than men to express positive politeness or friendliness in the way they use language. So, it can be conclude that females are more tend to use politeness rather than males.

#### **2.3 Types of Positive Politeness**

According to Brown and Levinson (1987) in Nadar (2009:43) positive politeness consist of fifteen strategies, they are :

##### **1) Notice, attend to hearer (his or her wants, interest, needs and goods)**

Brown and Levinson (1987) stated that in this strategy the speaker should take notice or pay attention to the hearers condition. The speaker should give a respons to the hearer's condition. By doing it, the hearer will know and realize that the speaker notices to his condition. This kind of strategy is used by the speaker to show solidarity and make close relationship with the hearer. In this case the speaker needs to notice the noticeable changes, remarkable possessions or anything that the hearer wants the speaker to approve and realize.

Example: *Goodness, you cut your hair.. by the way, I come to borrow some flour.*

The keyword from this utterance is *goodness* that show that speaker gives special attention to hearer. The function of this strategy based on example is to give attention about the hearer's hair before says her/his goal. It can be seen from the sentence "*Goodness, you cut your hair*", the speaker shows that she/ he care to the hearer. And this strategy can make speaker and hearer have close relationship.

## 2) Exaggerate (interest, approval, sympathy with the hearer)

Showing the interested, approval and sympathy, the speaker can use exaggerative intonation, stress, or other aspect of prosedics, such as really, for sure, exactly, and absolutely. In this strategy the emphasis are on the intonation, stress and other aspects of exaggerate. This strategy usually uses intensifying modifier such as fantastic, incredible, extraordinary, marvelous and so on.

Example: *What a fantastic garden you have!*

The key word of that utterance is *fantastic*, the word *fantastic* from that utterance explain that speaker is interested with the hearer's garden is the key word. This strategy can be known not only from the keyword but followed by the intonation, stress, and the others of the speaker.

## 3) Intensify interest to the hearer in the speaker's contribution

Another way for the speaker to communicate to hearer is to intensify his interest to the conversation. The speaker tries to put the hearer into the middle of the events being discussed so that he can get his hearer's interest through his story.

Example: *You know? Harry Potter's novel is my favorite book.*

The words "*you know?*" is the key word from that utterance that has purpose to make the hearer is involved by the interaction. When the speaker ask the hearer with some question as the strategy and the hearer give an answer, so the answer of the hearer is the hearer's

contribution in a communication. And another example that can be used such as *see what I mean?* and *...isn't it?*.

#### 4) Use in groups identity markers

In this strategy use a marker to indicate the identity or similarity of the group. For example *"help me with this bag, will you son?"*. The use of the son, love, mate, friend and others serve to soften the imperative power of speech the speaker to the hearer's, and together create a close relationship between the speaker with hearer's.

The word *son* is the keyword from the example utterance in this strategy, which has meaning to show that the speaker has a close relationship or has same identity in group.

#### 5) Seek agreement

Another characteristic way of claiming common ground with hearer is to seek ways in which it is possible to agree with him. The raising of safe topics allows speaker to stress his agreement with hearer and therefore to satisfy hearer's desire to be right or to be corroborated in his opinions. In communication process, the speaker sees ways so agree with the hearer, when the speaker shows his agreement to the hearer means that the speaker tries to satisfy the hearer's positive face. Brown and Levinson 1987 said that showing the agreement, the speaker can repeat part of all of the preceding hearer has said, in conversation.

For example : A : *Today, Pekanbaru is very hot.*

B : *Yes, that's right it's hot.*

From that utterance that shows the seek agreement strategy is *"it's hot"* words. Speaker A says about an condition with says *"Pekanbaru is very hot"* than speaker B replies the speaker A utterance with says *"that's right, it's hot"*. When speaker B repeats what the speaker A says means that the hearer agrees with speaker. In this strategy the speaker ask an agreement of the hearer.

#### 6) Avoid disagreement

This strategy deals with how someone prefers to avoid disagreement by pretending to agree with hearer which is known as token agreement rather than showing the disagreement directly. White lies also involved in this strategy. It is about when speaker prefers to lie when confronted with the necessity to state an opinion rather than damage the hearer positive face. Brown and Levinson 1987 argued that someone can hide the disagreement by twisting his utterances, it can be done by saying “yes...but” it is better than a blatant, such as by saying “no”.

Example :

*a : what is she small?*

*b : yes, she is small, not really small but certainly not very big.*

The key word of this utterance in this strategy is “yes”. Actually, the speaker B does not too agree with the speaker A, but she or he does not want to make an disagreement. So, she or he answers “yes” but adds some explanations of his or her opinion.

#### **7) Presuppose/ Raise/ assert common ground**

This is where the speaks as if he was the hearer or his knowledge is same as the hearer's an example is the use of question tag question with falling intonation, another example can be seen in cases where in giving empathy or someone asserts what only the hearer can know, it is for showing that the hearer can know, it is for showing that the hearer is a central of the conversation. This strategy highlights the friendship as a cause of the quality time that is spent by the speaker and hearer's. The key word of the bellow utterances that show that it is presuppose is “*I know*”.

Example : *a : Oh, this cut hurts awfully, mom.*

*b : Yes dear, it hurts terribly, I know.*

#### **8) Joke**

Since jokes are based on mutual shared background knowledge and values, they can be used to stress that shared background or those shared values. They attempt to redefine and size of the face threatening act (FTA). Joke is also useful in maintaining friendship. It is a way to share experience or knowledge through fun situation. Joking is a basic positive politeness technique, for putting hearer at ease.

Example :     A : *How can I get clean water?*

                  B : *Bring dirty water and then wash with soap.*

The sentence of the speaker B is a joking because when the speaker A says seriously, the speaker B do not speak seriously but the speaker B gives unreasonable suggestion, the human never clean the water with a soap. It can be known from the sentence “*Bring dirty water and then wash with soap*”.

#### **9) Assert/ presuppose speaker’s knowledge of and concern for hearer’s intention**

Brown and Levinson 1987 argued that to indicate that he speaker and hearer are cooperation is by putting pressure on the hearer. The speaker may put other utterance that the speaker knows before asking for request and offering something to the hearer in order to make the hearer accept that request.

Example : *yes, I know you don't like party, but this one will really be good. do come!*

The sentence “*I know you don't like party*” is the key word of that utterance. From that sentence, it can be seen that the speaker know what the hearer wants, in this utterance the hearer does not like a party.

#### **10) Offer, promise**

In this strategy stated that offers and promises are the natural outcome of choosing this strategy, even if they are false they demonstrate speaker's good intentions in satisfying

hearer's positive face wants. In the case, whatever the speaker really fulfills his or her statements or not, he or she already made the hearer satisfied.

Example: *I'll come to your house sometime.*

The key word from the utterance is *"I'll come"*. The speaker promises to hearer will come to the speaker's house. It is suitable with the purpose of this strategy which to give a promising or an offering.

### **11) Be optimistic**

In this strategy the speaker must be sure that his or her want is also the same as the hearer want, so that a good cooperation can be created among them. Both speaker and the hearer can share mutual interest.

Example : *You will lend me your lawnmower for the weekend.*

The key word is *"you will lend me"* that makes the hearer optimistic. The hearer is not sure if the speaker can give his or her lawnmower to hearer, but the hearer has an expectation that the speaker can borrow her or him a lawnmower for the weekend.

### **12) Include both speaker and hearer in the activity**

The speaker uses the term while actually the speaker intention is "you" or "me" it is to show his cooperation and. This strategy deals with the term inclusive "we" which means that "you" and "me", or another word the speaker and hearer are involved in the same activity.

Example : - *Let's go to the wedding party!*

- *Let's stop for a bit*

The keywords of that utterances is *"let's"* that has purpose to invite the hearer to something.

### **13) Give or ask for reason**

According to Brown and Levinson 1987. The other way for the speaker to include the hearer in the activity is by showing his reason as to why he wants what his intention. In this

strategy the speaker explain the reason why she/he wants what he or she wants. It is related to the helping term that is a way for showing what helped is needed.

Example: *Why don't we go to the beach?*

The key word is “*why*” because it is one of the kinds of WH question that has function to ask the reason. Usually, the type of this question gets reason as its answer. The speaker ask the hearer’s reason to go to beach.

#### **14) Assume of assert reciprocity**

Brown and Levinson 1987 stated the existance of cooperation between the speaker and hearer may also be claimed or urged by giving evidence of reciprocal rights its mean the speaker promises to do something as long as the hearer does something for the speaker too for cooperation.

Example : *I'll lend you my novel if you lend me your article.*

The keywords of this utterance are “*I'll lend*” and “*if*”. The speaker will give his or her novel to the hearer if the hearer gives her or his article to the speaker. The sentence “*if you lend me your article*” is reciprocity words from the first sentence “*I'll lend you my novel*”.

#### **15) Give sympathy to hearer**

The speaker can satisfy the hearer by giving gifts, human relation wants such as desire of being liked, admire, cared about, understood, and listened to. In this strategy, the speaker tries to satisfy the hearer's wants by giving his/her something that he/she wants, helping to solve her/his problem and understanding his/her situation. This strategy is used to increase solidarity and human relations among the speaker and hearer like in bellow utterances.

Example: - *Hey, look at me, if there is a will there is a way, so doesn't give up.*

- *Please let me know if there is anything can I do for you.*

The utterance “*if there is a will there is a way, so doesn’t give up*” is sympathy feeling of the speaker to hearer. In this context, the speaker gives a motivation to hearer with says “*so doesn’t give up*”.

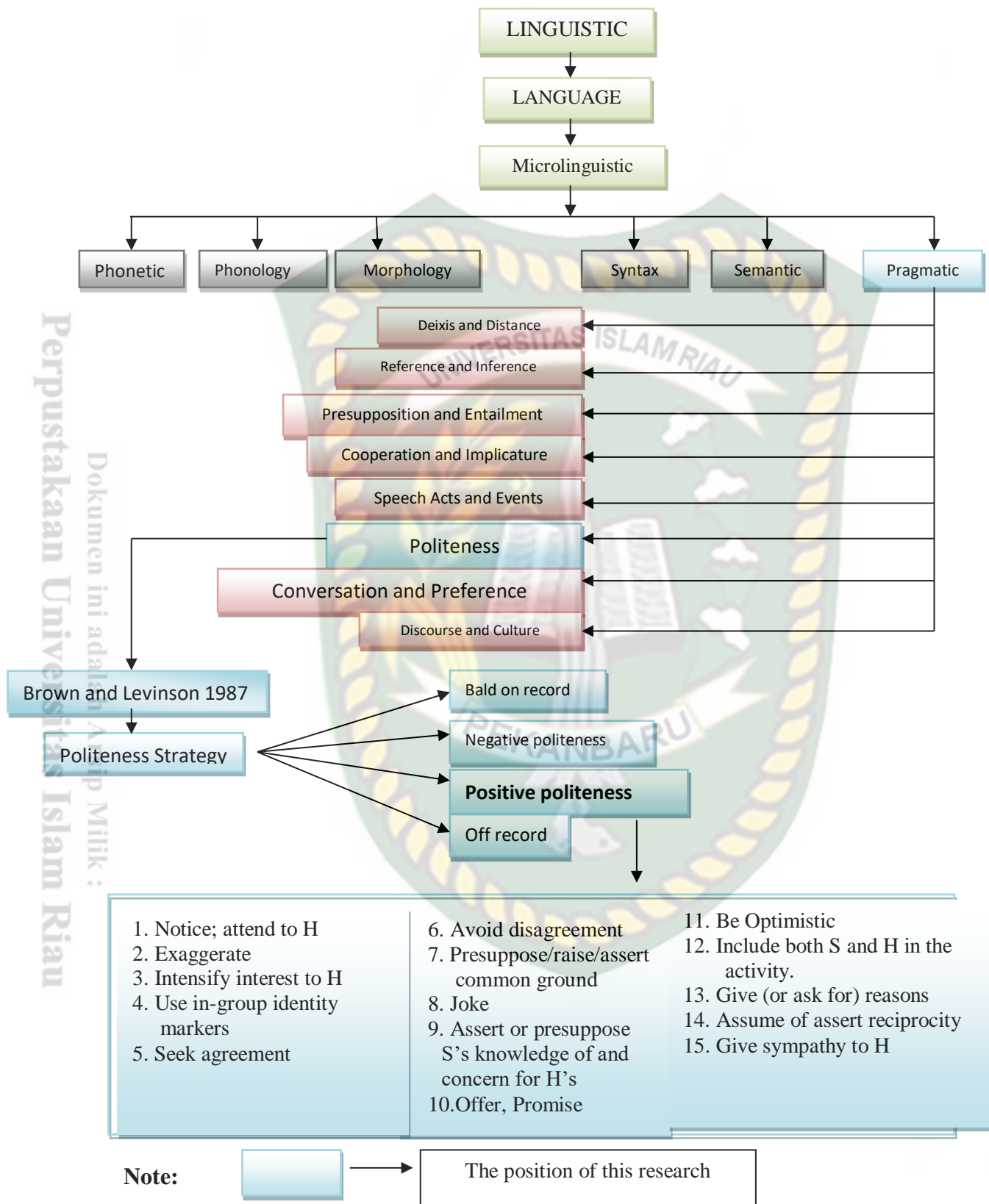


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## 2.4 The Conceptual Frame



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## 2.5 Relevant Studies

The idea on writing this research based on some linguistic books which applied some relevant information to the topic. The researcher refers to some related analysis based on the Politeness in pragmatic as described in the following;

First, a research journal from Tiara Pratiwi (2016) who has analyzed the politeness principle in the dialogue between characters on Snow white and the Huntsman movie. The purpose of her analysis were to find out the kinds of politeness principle maxim and to find out the most dominant politeness principle maxim in the movie.

She finds 53 data from the movie. Those classified into 6 maxim. The results are 23 agreement maxim, 12 sympathy maxim, 10 approbation maxim, 3 tact maxim, 3 modesty maxim, and 2 generosity maxim. The conclusion is the most dominant politeness maxim on Snow White and The Huntsman movie was agreement maxim.

Second, Adel, Davoudi, and Ramezanzadeh(2015) has analyzed that politeness strategies used by Iranian EFL learners in a class blog. Their paper aims at analyzing politeness strategies including, negative politeness, positive politeness, bald on-record, and bald-off record strategies in posts written by Iranian EFL learners in a class blog as an opportunity for asynchronous interaction in response to their teacher and peers. The participants of the study were 14 Iranian EFL learners selected based on their level of language proficiency. There were 1520 politeness utterances across all posts including 800 politeness utterances used when learners were interacting with their instructor and 720 politeness utterances used when learners were interacting with their peers.

Third, a research journal from Akutsu Yuka entitled Positive Politeness Strategies in Oral Communication I Textbooks. In her research, she analyzed about terms appear in high school English textbooks, Oral Communication I, approved by the Ministry of Education, Culture, Sports, Science, and Technology. Thirteen of the sixteen approved that Oral

Communication I textbooks which have body texts in the student's textbooks are investigated. The main research question her reserach is if the textbooks provide sufficient information regarding the functions and variety of address terms for the learners to acquire.

Her research findings were only one textbook explain the role of 'showing friendliness' of address terms and there is no explanation about the other functions of address terms in any other textbooks. The information about the interlocutors and the situations is often provided, but there are only several sentences of address terms used 'from a student to a teacher', which may be influenced by the Japanese standard.

This research has different with the three previous researchers. The first researcher analyzes the politeness principle in the dialogue between characters on Snow white and the Huntsman movie. While, in this research the researcher try to analyze the politeness strategies in Sing movie. Then, the second researcher analyzes of politeness strategies of Iranian EFL learners in a class blog. While, in this research the researcher analyzed politeness strategies in Sing Movie.

