

**COURTESY STRATEGY USED IN DIRECTIVE SPEECH OF  
THE CHARACTERS ON *THE ENGLISH TEACHER* MOVIE  
BY CRAIG ZISK**

**THESIS**

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in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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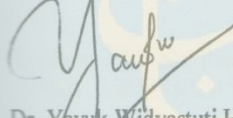
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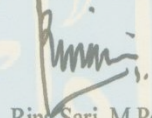
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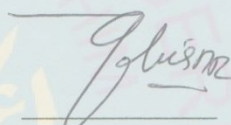
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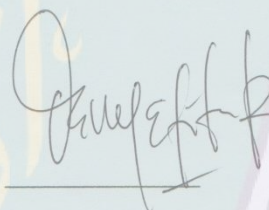
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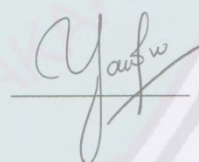
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## MOTTO

*Morality takes distance higher than intelligence*

~Hh



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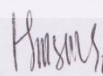
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Finally, I welcome any critics and suggestions for the improvement of this thesis. I hope this thesis writing will be useful for all of us, especially the students of English Letter Department.

Malang, 10 Oktober 2019

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## **ABSTRACT**

Husna, Humairotul. 2019. *Courtesy Strategy Used in Directive Speech of the Characters on The English Teacher Movie by Craig Zisk*. Thesis, Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Dr. Yayuk Widyastuti Herawati, M.Pd.

**Keywords** : Directive speech, courtesy strategy, effect, social status

This research aims at investigating the directive speech and courtesy strategy of the character in *The English Teacher* movie by Craig Zisk. Directive is the illocutionary force that have directive points. It is one of the illocutionary point that attempt the hearer to do something done by speaker. Directive is certainly have the courtesy strategy. The writer chooses directive in relation to courtesy strategy because the directive can show the direct utterances uttered by people in commonly conversation and how is the response of the hearer in receiving the direct speech.

The method of this study uses qualitative research. The data were in the form of transcribed utterances from the characters of *The English Teacher* Movie by Craig Zisk. There were 24 data which contained directive remarks uttered by speaker to get something done by the hearer by using Searle (1969). Furthermore, the data were classified by using courtesy strategy by Brown & Levinson (1987).

The finding of this study showed that the characters mostly have uttered the directive remarks based on John Searle's theory. There were three kinds of directive that could not be found in the data namely pray, permit, and recommed. Cooperative principle, Politeness principle and courtesy strategy's types used to analyze the proces of the use of courtesy strategy. Cooperative principle mostly used in the remarks that was to be informative conversation and there were some remarks that had violation in cooperative principle. Politeness principle used to know polite and impolite utterances and there were some remarks that had violation in politeness principle. Courtesy strategy such "bald on record" are frequently used by the character and the use of "off record" on this analysis was least used. To find the effect of the use of courtesy strategy the writer used face threatening act and three social status relationships: (1) Higher lower social status, (2) lower higher social status, (3) equal social status.

The researcher hopes that the further research employs the other objects such a spontaneous language performing in daily activities and sign language that might introduces more various data of directive speech and courtesy strategy. In addition, identity of the character or the speaker explored in social context to corroborate the influence of the use of courtesy.



## ABSTRAK

Husna, Humairotul. 2019. *Courtesy Strategy Used in Directive Speech of the Characters on The English Teacher Movie by Craig Zisk*. Skripsi Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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**Kata Kunci** : Ujaran langsung, strategi kesopanan, efek, status sosial

Penelitian ini bertujuan untuk menyelidiki strategi ujaran langsung dan kesopanan pada karakter dalam film *The English Teacher* oleh Craig Zisk. Ujaran langsung adalah kekuatan ilokusi yang memiliki poin arahan. Ini adalah salah satu poin ilokusi yang dilakukan oleh pembicara kepada pendengar untuk melakukan sesuatu yang dilakukan oleh pembicara. Ujaran langsung tentu memiliki strategi kesopanan. Penulis memilih ujaran langsung dalam kaitannya dengan strategi kesopanan karena hal tersebut dapat menunjukkan ucapan langsung yang diucapkan oleh orang-orang dalam percakapan umum dan bagaimana tanggapan pendengar dalam menerima pidato langsung.

Metode penelitian ini menggunakan penelitian kualitatif. Data yang diperoleh didalam studi ini berupa dalam bentuk ucapan transkrip dari karakter *The English Teacher Movie* oleh Craig Zisk. Ada 24 data yang berisi pernyataan direktif yang diucapkan oleh pembicara untuk mendapatkan sesuatu yang dilakukan oleh pendengar dengan menggunakan teori Searle (1969). Selanjutnya, data diklasifikasikan dengan menggunakan strategi kesopanan oleh Brown & Levinson (1987).

Temuan penelitian ini menunjukkan bahwa sebagian besar karakter telah mengucapkan ujaran langsung berdasarkan teori John Searle (1969). Ada tiga jenis ujaran langsung yang tidak dapat ditemukan dalam data yaitu berdoa, izin, dan direkomendasikan. Prinsip kooperatif, prinsip kesopanan dan tipe strategi kesopanan digunakan untuk menganalisis proses penggunaan strategi kesopanan. Prinsip kooperatif sebagian besar digunakan untuk membuat percakapan yang informatif dan ada beberapa ujaran yang melanggar prinsip koperasi. Prinsip kesopanan digunakan untuk mengetahui ucapan sopan dan tidak sopan dan ada beberapa ujaran yang melanggar prinsip kesopanan. Strategi kesopanan seperti "bald on record" sering digunakan oleh karakter dan penggunaan "off record" pada analisis ini paling sedikit digunakan. Untuk menemukan efek dari penggunaan strategi kesopanan, penulis menggunakan tindakan yang mengancam dan tiga hubungan status sosial: (1) Status sosial yang lebih rendah, (2) status sosial yang lebih tinggi, (3) status sosial yang sama.

Peneliti berharap bahwa penelitian lebih lanjut menggunakan benda-benda lain seperti bahasa spontan tampil dalam kegiatan sehari-hari dan bahasa isyarat yang mungkin memperkenalkan lebih banyak data yang beragam dari pidato direktif dan strategi kesopanan. Selain itu, identitas karakter atau pembicara dieksplorasi dalam konteks sosial untuk menguatkan pengaruh penggunaan kesopanan.



## مستخلص البحث

الحسن، حميرة. 2019. *Directive Speech and Courtesy Strategy in The English* (Teacher Movie). البحث العلمي. قسم الأدب الإنجليزي، كلية الإنسانية، بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

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الكلمات المفتاحية: التوجيهات ، استراتيجيات الإدارة ، الآثار ، الوضع الاجتماعي

تهدف هذه الدراسة إلى استكشاف اتجاهات واستراتيجيات الإدارة الشخصية في فيلم "The English Teacher". الإحالات هي قوى خادعة لها نقاط هبوط. هذه هي واحدة من النقاط الخاطئة بما في ذلك شروط الإخلاص (التسول ، والسؤال عن) ، وحالة المحتوى الافتتاحي للمتحدث (طرح الأسئلة) ، وشروط الإعداد (الدعوة أو التوصية). تصف جميع الاتجاهات مستقبل سلوك المستمع لأنه يظهر استجابة المستمع في قبول نية المتحدث. استراتيجية الإدارة هي وسيلة لإقناع المستمع أو المتحدث.

الهدف من البحث هو الفيلم الذي يحمل عنوان The English Teacher (2013). يستخدم هذا البحث النظرية Searle و Brown & Levinson لمعرفة اتجاهات الإدارة والاستراتيجيات المستخدمة في خطاب الشخصية. تصنف هذه الدراسة أنواع التوجيهات ، وتكشف عن استخدام استراتيجيات الإدارة ، وتحدد آثار استخدام استراتيجيات الإدارة الواردة في فيلم The English Teacher من Craig Zisk .

أظهرت نتائج هذه الدراسة أن عدد البيانات المختارة كان 24 عامًا. نطقت الأحرف في الغالب بملاحظات التوجيه بناءً على نظرية جون سيرل (Jhon Searle) . كان هناك نوعان من التوجيهات التي لا يمكن العثور عليها في البيانات وهي الصلاة والوصلة. يستخدم مبدأ التعاونية في الغالب في الملاحظات التي كان من المفترض أن تكون محادثة مفيدة ، وكانت هناك بعض

الملاحظات التي انتهكت في مبدأ التعاونية. يستخدم مبدأ الأدب لمعرفة العبارات المهذبة وغير المهذبة ، وكانت هناك بعض الملاحظات التي كان لها انتهاك في مبدأ الأدب. كثيرا ما تستخدم استراتيجية المجاملة مثل "أصلع في السجل" من قبل شخصية واستخدام أقل من "سجل خارج" في هذا التحليل. لإيجاد تأثير استخدام إستراتيجية المجاملة ، استخدم الكاتب فعلاً مهدداً للوجه وثلاثاً من علاقات الوضع الاجتماعي: (1) الوضع الاجتماعي الأدنى ، (2) الوضع الاجتماعي الأعلى ، (3) الوضع الاجتماعي المتساوي.

يأمل الباحث أن يستخدم البحث الإضافي الكائنات الأخرى مثل اللغة التلقائية التي تؤدي في الأنشطة اليومية ولغة الإشارة التي قد تقدم المزيد من البيانات المختلفة عن خطاب التوجيه واستراتيجية المجاملة. بالإضافة إلى ذلك ، تم استكشاف هوية الشخصية أو المتحدث في السياق الاجتماعي لتأكيد تأثير استخدام المجاملة.

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## CHAPTER 1

### INTRODUCTION

This chapter discusses the background of this study, the research question, the objective of the research, the limitation of the study, the significance of the study and the definition of key terms of this research. It discusses the directive speech act and courtesy strategy captured in the English Teacher movie. The writer also shows the previous studies that are relevant to the present study.

#### A. Background of the Study

Language becomes an essential tool in human daily life in conducting interaction. The aim of the use of language is for interaction. In communication, people convey the pieces of information or messages. There are speaker and hearer who are involved in exchanging the information. Sometimes, the speakers have a particular meaning in every piece of information which has been given to the listener even acting. In daily communication, the speakers sometimes need something done by the listeners. It determine the hearer to achieve the speaker's intention and the addressee does the speaker's intention or refuses the speaker's want. In Linguistic, it is known as Directive Speech. As one expert claimed that directive means the speaker attempt to get the hearer to do something (Levinson, 1983: 240). The directive is one of speech aspects that commonly used by people in daily communication. That statement is corroborated by Searle (1969) that human being performs speech act in annotation, give messages, asking and answering the question. Besides, the directive is one of illocution type of speech

act. According to Austin (1962), speech act can be classified into three main categories. The first, locutionary act (literal meaning). The second, illocutionary act (conduct something by saying something). Then, the perlocutionary act (related to the conclusion of something said or the effect left on the listener).

Directive Speech is commonly used by people in communication. It shows the way people interact with other people. It can be in formal and informal situations. The writer chooses this theory in this study because it involves speaker intention and the influence of interlocutors receiving in it. Directive speech is important to investigate because it applies the interaction among other people especially in the context of daily communication. We can understand the types of directive involved the speaker and shows the listener's reaction in receiving the speaker's intention in the context of daily conversation. The directive involves many people. It can be experienced between individual to individual, a group to an individual or among groups of people. Every people has their consciousness and unconsciousness utterances to their interlocutors such as the colleagues, parents, friends, family members, even between the teacher and the students. For example, a single parent commands her son to sign up for the singing contest. It can be seen that directive forces the hearer to achieve the speaker's intention and the addressee does the speaker's intention. So that, the speakers influence the interlocutors to commit the action they will. Therefore, Ervin-Tripp (1990; 308) claimed that the force of directive speech understood either by the speaker and the listeners to influence the behavior of other people.

In communication, people that involve in daily interaction have the strategy of courtesy to show their impression to the addressee. The speakers certainly have the way or strategy toward the addressee. There has a strategy when we have interaction with the interlocutors. It includes the expression of linguistic in social relationships and interaction. Mitchell- Kernan, and Kernan (1997) claimed that commonly, the speaker and interlocutor express the courtesy strategy with some variations to describe their impressions. The courtesy strategy has an important role in communication. Arani (2012) clarified that a universal parameter of linguistic communication is the courtesy strategy. Therefore, without courtesy strategy, the language that is conveyed is not well- functioned. The writer chooses courtesy strategy as a second theory of the present study because it shows the model of the choice of linguistic that is to describe what the speaker intends to keep closely with the interlocutor and the second is to maintain the distance. From this argument, the writer uses the courtesy strategy to investigate daily communication occurred by common people. In the context of communication, especially in communicative aim, the speaker informs the information to the hearer in the different rules as well as directly and indirectly. Everyone has a courtesy approach to keep their relationship to the interlocutors. For example, a teacher who has the responsibility to keep the rule of communication to the students in the classroom, a student keeps close to his friends. Furthermore, from investigating the courtesy strategy, the writer can know the way how and what people say from the utterances and the way people



convey the politeness. It reflects the expectation of others. Therefore, the courtesy strategy is important to be done in this research.

In making a directive speech, the directive is not only related to the intended meaning of the speaker but also consider the choice of expressing the courtesy strategy. Directive and courtesy strategy is interrelated and the position of both are side by side. The courtesy strategy is important in declaring the directive speech and it shows the speakers' feeling. Chair & Agustina (1995: 19) also stated that it may express the willingness of people, also their feeling and options. Analyzing a movie using directive and courtesy strategy can find the illocutionary types and describe the speaker's intention in conveying the information and also show the hearer response in receiving the speaker's intention in conversation.

Furthermore, the conversation among people in daily communication can be seen in the movie can be a tool to convey the information or messages to the society through the scenes of the story. The writer chooses film as an object of the study because the movie included an area where directive speech and politeness might have existed. It is a media that can create social reality into human life in a real way. Jowett (1981: 67) claimed that the content of a particular film is not only to illustrate but also to shape reality. The film is also referred to as the transformation of people's lives because it describes an actual and unprecedented condition. The existence of the movie has the perspective as a media for disseminating ideas and information.

A movie that will be investigated is *the English Teacher* movie directed by Craig Zisk (2013). The writer chooses the movie because it reflects a daily conversation that commonly experienced by people. The writer is only focused on the main character in the movie. The role of the main character in *The English Teacher* movie shows the human real-life especially experienced by the teachers, students, also the role of parents toward their children. The role of the teacher in fulfilling her obligations to educates the students even though she has the struggles in her own life. She/ he should become an inspirator for her students and guide them in making them successful. For instance, advising and commanding them in the learning process. She/ he must be able to balance his personal life and his role in the school. Meanwhile, every parent wishes the best for his child. For example, commanding or demanding them to follow the rules made by his parent. The aim of choosing the object is to know the role of the main character in uttering the courtesy strategy in directive speech.

The position of the characters in *The English Teacher* movie contributed the consciousness and unconsciousness to be polite in direct communication with use the polite remarks in related context that supported by the linguistics features such as punctuation marks, polite remarks, and sometimes there were impolite remarks and power position of the characters that show the courtesy strategy in directive remarks.

The study of directive illocutionary act and courtesy strategy has been conducted by some researches. They investigate in various object such as in the students communication (e.g., Arani, 2012; Reswari, 2013; Saputri, 2016; Wafa &

Fahmita, 2017), the directive Illocutionary Act found in Novel (e.g., Nindyasari, 2013; Sumardiono, 2014), the directive found in talk show (e.g., Liyanto, 2006; Amalia, 2012; Amiro, 2014; Syah et al., 2017; Aziz et al., 2017) directive found in the movie (e.g., Trisnawati, 2011; Muhartoyo, 2013; Tesaindra & Muallimin, 2017; Tyldum, 2017). The related researches with this study are first is conducted by Tesaindra & Muallimin (2017). They analyzed the types of a directive found in the utterances made by the speakers and investigated the factors affect the character in using indirect speech act in *the help* movie. The method used to take the data is used purposive sampling by Sudaryanto theory and to analyze the data the researchers used the Vanderveken theory. The result showed that there were 5 directive types in that movie. The factors influenced the speaker in using indirect speech as the effort in acquiring something from the interlocutors who have more power.

Another relevant study was investigated by Trisnawati (2011) that analyzed the directive Illocutionary Act concerning politeness strategy in the Historical movie *the Kings' speech*. The researcher analyzed the speech act produced by the main character in that novel and how the principle of politeness strategy can influence the speaker in using a directive illocutionary act. This research aims to analyze the types of directive produced by the characters in that movie and the strategy that influences the reason why the characters in that movie use directive. The writer used Searle, Austin, Leech, Grice, Vanderveken, and Brown & Levinson's theory. The study used a qualitative research method and the data employ the utterances uttered by the characters in the movie. The result of the

study there are fifty utterances contain directive speech uttered in direct and indirect.

The third is Muhartoyo & Kristani (2013) investigated directive speech performed in *sleeping beauty* movie. They identified the types of directive that often used by the characters and which types were mostly used by the characters in the movie. This research employed a qualitative research methodology. The theory used in this research was Yule (1996). There was a 139 directive speech found in the utterances. The result of this study showed that the directive speech of order was the most used by the character in the movie.

Those previous researches investigated the types of directive and courtesy strategies used for interaction. The studies are relevant to the previous study about directive speech and the use of the courtesy strategy. In the previous study, they analyzed the types of directive speech and politeness strategy in making the directive speech not its effect of the use of them. While the present study the writer discusses both directive and courtesy strategy and also the effect of the use of courtesy strategy by the speaker in a movie. This is important because the utterances that uttered show the information in different cultures or languages in appropriate or inappropriate way. These effects can be seen from social status the character included higher to lower social status, lower to higher social status, and equal social status relationship.

The present study focusses on discussing one part of the Illocutionary Act. According to Searle (1976) in Levinson (1983: 240), there are five categories in the Illocutionary Act. The directive is one of category included the Illocutionary



Act. The utterances included in the Directive show the way of the speakers' intention to fulfill the principle in conversation. Then the interlocutors do the speaker's intention. The speaker attempt to get the hearer to do something (Levinson, 1983: 240). The categories included in directives are; advice, request, ask, recommend, command, suggest, forbid, demand, insist, permit, order, entreat, invite, warn, prohibit, beg and pray. The aim of using directives in this study is to find the illocutionary types and to shows the listener in receiving the speaker's intention in the context of the conversation. In the same way, the effect of the use of courtesy strategy in making directive speech indicated the effect of social perceptions. Those all examined the directive speech act and courtesy strategy are in the context of daily life conversation.

However, the researcher examines the study of Directive Illocutionary Act and Politeness/ Courtesy Strategy in the English Teacher movie directed by Craig Zisk based on the theory of Searle (1969), Grice (1975), Leech (1983), and Brown & Levinson (1988). The researcher is interested to investigate the classification particularly on directive speech act and also makes the relation to politeness/ courtesy principle uttered by the speaker in making a directive speech act in the dialogue conversation of the movie.

## **B. Research Question**

Based on the background of the study above, in this study, the researcher investigates the Directive Illocutionary Act concerning Politeness Strategies

uttered by the speakers in English Teacher movie. This research question can be formulated as follows:

1. What are directive illocution types containing in courtesy strategy used by the speakers in *The English Teacher* movie?
2. How is the use of a courtesy strategy by the speakers in making the directive illocutionary act in *The English Teacher* movie?
3. What is the effect of the use of courtesy strategy in *The English Teacher* movie?

#### **C. Research Objective**

According to the problem of the research above, the researcher concludes several purposes of this study they are:

1. To classify directive illocution types that containing courtesy strategy used by the speakers in English Teacher movie.
2. To reveal the use of courtesy strategy by speakers in making a directive Illocutionary Act in English Teacher movie.
3. To identify the effect of the use of courtesy strategy containing in the English Teacher movie.

#### **D. Scope and Limitation of the Study**

This research discusses the pragmatics area, especially in the domain of the Speech Act. The study focusses on one of the illocutionary types that is directive speech and investigates the courtesy strategy applied in a movie to answer the

research problems. Consequently, the researcher is only dealing with the types of the directive and the courtesy strategy by using Searle and Brown and Levinson's theory.

#### **E. Significance of the Study**

The research of the study can be formulated theoretically and practically. Theoretically, the research shows how Searle's theory, Grice's theory, Leech theory, and Brown & Levinson's theory work in analyzing directive speech and courtesy strategy in *The English Teacher* movie. This research contributes to the pragmatic study especially on directive speech and courtesy strategy. Practically, this research can give the advantages for the students of the English department in understanding the directive speech by Searles and the use of courtesy strategy by Grice, Leech, and Brown & Levinson which are reflected in *The English Teacher* movie.

Furthermore, the result of present study becomes an additional reference for the students of English department even the next researchers in conducting study based on pragmatics analysis especially on directive and courtesy area in conversation in the movie.

#### **F. Triangulation**

According to Norman K. Denkin in Mudjia Rahardjo (2012) triangulation is the combination of various methods to verify phenomena that are interrelated in a different perspective. Based on Denkin, triangulation includes four types that are a

triangulation of data source, theory, method, and triangulation to the researcher. Thus, in this study, the writer applies triangulation to the researcher. This research be validated by H. Djoko Susanto, M.Ed, Ph.D (a lecturer at UIN Maulana Malik Ibrahim Malang). This looks into the use to give the information and direction in answering the research question.

#### **G. Definition of the Key Terms**

The study is applying the definition of key terms to avoid misunderstanding in understanding the term used in this research.

Directive Speech, the speaker attempt to get the hearer to do something, the speaker tends to get something done by the listeners. This act shows what the speaker wants, the speakers try to make the fit word with the hearer. The words included in directives are; advice, request, ask, recommend, command, suggest, forbid, demand, insist, permit, order, entreat, invite, warn, prohibit, beg and pray.

Courtesy Strategy is defined as the judgment of the addressee about something is said by the speaker. It describes how the way the speaker conveys the information to the listener.

The English Teacher is a drama directed by Craig Zisk. It is one of an American romantic comedy film released in the Tribeca Film Festival in the United States. The drama received the mixed reviews by reviewer predominantly with the high average rating.



## H. Previous Study

The study of a directive illocutionary act has been conducted by some researches. The related researches with this study are first is conducted by Tesaindra & Muallimin (2017). They analyzed the types of a directive found in the utterances made by the speakers and investigated the factors affect the character in using indirect speech act in *the help* movie. The method used to take the data is used purposive sampling by Sudaryanto theory and to analyze the data the researchers used the Vanderveken theory. the result showed that there were 5 directive types in that movie. The factors influenced the speaker in using indirect speech as the effort in acquiring something from the interlocutors who have more power.

Another relevant study was investigated by Trisnawati (2011) that analyzed the directive Illocutionary Act concerning politeness strategy in the Historical movie *the Kings' speech*. The researcher analyzed the speech act produced by the main character in that novel and how the principle of politeness strategy can influence the speaker in using a directive illocutionary act. This research aims to analyze the types of directive produced by the characters in that movie and the strategy that influences the reason why the characters in that movie use directive. The writer used Searle, Austin, Leech, Grice, Vanderveken, and Brown & Levinson's theory. The study used a qualitative research method and the data employ the utterances uttered by the characters in the movie. The result of the study there are fifty utterances contain directive speech uttered in direct and indirect.

The third is Muhartoyo & Kristani (2013) investigated directive speech performed in *sleeping beauty* movie. They identified the types of a directive that often used by the characters and which types were mostly used by the characters in the movie. This research employed a qualitative research methodology. The theory used in this research was Yule (1996). There was a 139 directive speech found in the utterances. The result of this study showed that the directive speech of ordering was mostly used by the character in the movie.

## **I. Research Method**

The method used in this research divided into several points that are research design, data source, data collection, and data analysis.

### **1. Research Design**

To conduct this research, the researcher employs descriptive qualitative research because the present study is designed by employing data sources. This study analyzes the words, phrases, and sentences. "Descriptive Qualitative research is especially effective in acquiring the culturally specific information about the values, behaviors, opinions and the context of social from particular populations" (Mack, 2005: 1). Qualitative research describes in written, oral data and interpret the data from understanding the phenomena. Therefore, the writer chooses descriptive qualitative research to solve the problems.

## 2. Data Source

This study involves the characters' utterances in *The English Teacher* movie. The data source of qualitative research typically gathers multiple forms of data such as from the documents, interviews, observations. In this study, the writer uses the document to fulfill the criteria of qualitative research. the utterance that contain directive speech and courtesy strategy become the data of this study. The conversation in the drama made by Linda Sinclair as the main character, Jason Sherwood, Dr. Tom Sherwod as the dominant single parent. The data source is taken from one of the websites of popular drama. There is 1 episode in this drama with 93 minutes. The writer reviews all the data and makes sense of it and also organizes it into categories that cut across all of the data sources (Creswell, 2009: 175).

## 3. Research Instrument

In this study, the researcher becomes the key instrument because she wastes the time for collecting and analyzing the data itself. The writer uses notes as observation because she does not interview directly with the character of the movie. The notes used in the form of the table that used to analyze the data included the types of the directive speech, cooperative principle, politeness principle, the types of courtesy strategy, and the types of social status on the characters in *The English Teacher* movies.

## 2. Data Collection

The data of this study is taken from observing, copying and analyzing the data from the conversation in a drama. There are some stages in collecting the data, first is the writer download firstly the movie in the youtube link. Second, the writer watches the movie. The third, the writer transcribe the movie. The fourth, the writer will select the utterances from the data which contain directive utterances and courtesy strategy utterances. The utterances are investigated descriptively to know about the directive illocutionary act phenomena by using Illocutionary act theory and courtesy strategy phenomena.

## 3. Data Analysis

There are four steps to analyze the data, the first is the writer collects the data needed to analyze the types of directive speech and the use of courtesy strategy in *The English Teacher* movie based on the theory related to this study. The second, to answer the first research problem, the writer classifies the types of directive. The third, to answer second research problem, the writer analyzes the remarks of the character in *The English Teacher* movie helped by cooperative principle, politeness principle, and the types of courtesy strategy that help to find the process of the use of courtesy strategy in making directive utterances. The fourth, to answer the third research problem, the writer employs face threatening act and social status to find the effect of the use of courtesy strategy. The fifth, the writer provides a conclusion from the present study supported by previous research and the theory.



## **J. The Organization of the Thesis**

The research consists of some points. The first is introduction which contains the Background of the study. This point discusses what the researcher investigated. A few reviews of the study that the researcher investigates will be explained in this section. The second is the problem of the study that contains the questions about the research then proceeds with the objective of the study that explains the results that the researcher wants to achieve. The third is the significance of the study that contains the aim which theoretically and practically. The fourth is the scope and limitation section that explains the focus of the research. the fifth is the definition of key terms that explain the main important keywords. The sixth is the previous study that contains the research relevant to the study. Furthermore, the proper methods such as research design, instrument, source data, collecting data and data analysis will be explained in the Methodology section. Then, the system of research that contains the discussion line in the arrangement of section points and continued by the conclusion and suggestion. The last one is a bibliography and apendices that contains the references related to the study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter enlightens the relevant theories of this study which consist of the scope of the study and the explanation for each term, such as the scope of the study and classification of the subject in this study. This chapter explains two theories used to help in analyzing the data about directive speech and courtesy strategies and also communication in the movie. Besides, this chapter reviews several results of studies related to the present study about the directive and courtesy strategies applied in *the English Teacher* movie.

#### A. Pragmatic

Pragmatics is the field of linguistics. Pragmatics is the study of speaker meaning. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influence what is said (Yule, 1996:3). Pragmatics is a study about meaning according to situation and context. This approach needs to understand how the context used by the speaker. According to Levinson (1983), Pragmatics is the study of those principles that explain why a particular set of sentences are anomalous, or not possible utterances. Pragmatics plays a central role in the learner's ability to adjust the part of speech taken from the conversation. This study related to the present study because it reflected the aspect of meaning depending on the context.

Besides, directive speech and courtesy strategy are the part issues in pragmatics field. The directive is the speaker's desire to gain something done by the hearer. The courtesy strategy is keeping the correspondence smoothly between the speaker and the hearer. Both of them interpret the meaning context related to each other.

### **B. Speech Act**

The origins of the speech act theory come from Austin 1962 in his famous book *How to Do Things with Words* that states utterances indicate actions. Then, Searle developed speech act theory through several books then determined speech act as “the basic or minimal units of linguistic communication” (Searle, 1969, p. 16). As we know that interaction and communication are crucial in human activities to convey the information or speak to each other. According to Yule (1996:47) When people uttered the utterance in unconsciously or consciously, they act. the actions that performed through utterances called speech Act. The actions will be conducted by the listeners as a change in the state of the behavior of the hearer or speaker when doing communication. To understand the speech act of the speaker will proceed intuitively. It means that they will muse the words said by the speaker and try to connect the necessary connection in it (Jesus Martinez del Castillo, 2015: 31-38). According to (Asher & Lascarides, 2006: 183) “the expressions performed in a speech Act indirectly by another act” (performed either in explicit and implicit meaning).

Furthermore, Austin (1962) defined that there are three main categories of speech acts that can occur simultaneously when doing a statement. First, Locutionary act. This act describes only the action of saying something or the literal meaning or the basic act of utterance. This kind of act performs the identifiable expression in producing meaning and produce the understandable utterances linguistic expression to the listener (Yule, 1996). Second, Illocutionary Act, conduct something by saying something. In this act, the speakers tend to have a certain purpose in her/ his utterances. It can be the information given by the speaker and it will be received by the listener. Third, Perlocutionary Act is related to the conclusion of something said or the effect left on the listener.

#### 1. Locutionary Act

The locutionary act is the act of saying something. It contains the actual meaning of the utterances (Searle, 1969). These acts show what is said by the speaker containing the form of the word which uttered (Cutting, 2002, p.16). The locutionary act shows the literal meaning of something. it means that when a speaker says something, she or he is conveying the meaning literally.

#### 2. Illocutionary Act

Illocutionary Act can be said as the conventional force that achieved in that utterance. It is carried with words or sentences. For instance, "*it is hot here*". It means that someone wants to turn on the fan or to close the door and asking it to someone else. According to Austin (1962) as the successful realization of the speaker's intention.



According to the previous study (Mahdalena, Anni Holila P. & Iwy Dirgeyasa, (2018), the Illocutionary Act exists in speaking or writing which performing the speech act more quite specific. Then, according to Yule (1996:48), Illocutionary Act shows how the whole of utterance is to be taken in conversation.

According to Austin (1962), Illocutionary Act has a force of the specific on interlocutors. The utterances uttered by the speaker and then can be accepted and understood by the hearer.

Searle (1969) classified the Illocutionary Act into five categories.

- a. Representative, the speaker commit the truth or the fact statement, the words included in the representative/ assertive are; concluding, informing, affirming, believing, boasting, claiming, denying, forecasting, stating, reporting, predicting, complaining, describing.
- b. Directives, the speaker attempts to get the hearer to do something, the speaker tends to get something done by the listeners. This act shows what the speaker wants, the speakers try to make the fit word with the hearer. The words included in directives are; advising, requesting, asking, challenging, begging, recommending, commanding, suggesting, forbidding, demanding, insisting, permitting, ordering, entreating, inviting.
- c. Commisives, it is an obligation for the speaker that they do something in the future, this act shows the intention by the speaker. It means that they commit the speaker to do something. The words included in the commissive are; offering, promising, swearing, threatening, vowing, guaranteeing, committing, refusing, wishing, predicting, volunteering.

- d. Expressives used to particularly the psychological state or express the feeling. They also express the attitudes of the speaker. The words included in the expressives are; congratulating, apologizing, welcoming, pardoning, thanking, praising, blaming, deploring, complimenting, condoling, regretting. It is also the statements of pleasure or pain, dislikes, likes, sorrow, joy.
- e. Declarative, a declarative statement or the guarantees of successful performance is suitable with the propositional content that corresponds to the world. It means that the speech act within declarative statements performed. This kind of action changes the world through utterance. The words included in declaratives are; appointing, resigning, arresting, dismissing, sentencing, naming, excommunicating, approving, betting, blessing, christening, confirming, cursing.

### 3. Perlocutionary Act

The perlocutionary act is the act of affecting people. These acts use language as a tool that will we give the effects to the hearer. According to Searle (1969), the perlocutionary act includes the act of amusing, embarrassing, persuading, intimidating or inspiring the hearer.

### C. Directive Illocutionary

The directive is the situation when the speaker wants the hearer to do something or not and do the action to bring out some states. According to Yule (1996: 54), directive speech is a speech act in which the speaker wants the hearer

or someone else to do something. According to Ervin-Tripp (1990; 308), the force of directive Speech can be understood either by the speaker and the listeners to influence the behavior of other people. There are some types of Directive Utterances, the first is to advise (e.g you should turn off the machine). The second is to request (e.g I like a cake made by you), it means that the speaker requests the cake. The third is to ask (e.g People said that you are an officer. Isn't?). The fourth is to command (e.g borrow my stuff in the trunk). The fifth is to recommend (e.g you may take it soon). The sixth is to entreat (e.g leave me alone, please. The seventh is to forbidden (e.g how crazy you are. You must not be rude). The eight is to invite (e.g anything else that you want to show this to Mr. Ramli, well please torn it). (Syah, Djatmika & Sumarlam, 2017).

Furthermore, the theory on Searle (1969) is used to answer the first research question.

#### **D. Cooperative Principle**

Cooperative principle is commonly used in conversation to make the cooperative conversation. Grice (1975) formulated four maxims of principle of cooperative to investigate the strategy applied by speaker. They are maxim of quantity, maxim of quality, maxim of relevance and maxim of manner.

Maxim of quantity can be said that the speaker shows adequate information as much as is needed. If the information given by speaker contains more than is needed, it is considered as the violation of this maxim.

Maxim of quality is the speaker is insisted to state the fact based on the real condition which happened. It fact must supported by adequate information or evidence.

Maxim of relevance is both speaker and listener are expected to give the relevant contribution about the remarks which is uttered. And the last one is maxim of manner is that the speaker must utter the remarks clearly, directly and unambiguously.

#### **E. Politeness Principle**

Leech (1983: 132) formulated the politeness principle into six maxim. They are tact maxim, generosity maxim, agreement maxim, modesty maxim, approbation maxim and sympathy maxim.

The first is tact maxim. In this maxim, the speaker is expected to minimize the disadvantage and maximize the advantage of the hearer that expected to be obeyed. It can be showed in the following example *let me carry those cases for you.*

The second is generosity maxim. This maxim making the advantage of speaker as less as possible and making the disadvantage of the speaker as much as possible, for example: *you must come and dinner with us.*

The third is agreement maxim. This maxim shows the speaker make an effort the maximal agreement and minimal disagreement with the other people. For instance:



A; a referendum will satisfy everybody.

B; Yes, definitely.

The fourth is approbation maxim. Approbation is commonly used to maximize the praise of others. This maxim is usually used to avoid unpleasant statement about others.

The fifth is modesty maxim. This maxim is used to maximized dispraise and minimize praise of others. Both modesty maxim and approbation maxim is commonly concerned by the degree bad evaluation or good evaluation of self or other uttered by the speaker.

The last is sympathy maxim. This maxim refers to maximize sympathy between other and self and minimize antipathy between other and self. This maxim is also evaluates and appreciates the other's achievement. On other hand, the calamity faced by other must be given condolence or sympathy.

#### **F. Courtesy Strategy**

The courtesy theory is the theory that enlightens for the redressing of the affronts to face posed by face-threatening acts to addressees. First, formulated by Levinson (1987), the courtesy theory has since expanded academic's perception of respect to others. Courtesy is the expression of the speaker's intention to reduce face threats carried by particular face-threatening acts toward another (Mills, 2003). Another definition is "a battery of social skills whose goal is to ensure everyone feels that affirmed in a social communication". To meet the courtesy, there are four strategies of courtesy proposed by Brown and Levinson (1987).

## 1. Bald on Record

Speaker mostly employs bold on record when he wants to do Face Threatening Acts (FTA) with maximum efficiency toward the hearer face (Brown and Levinson, 1987:95). Of course, the speaker considers social distance, imposition, and power when using this strategy. For example, close friends and family are the right people who use it. This strategy provides no effort to reduce the impact of FTA. This is also used effectively in an emergency. This technique will result in rivals saying they are shocked, humiliated and awkward. This system is broadly utilized by speakers and rivals who have known each other well, for instance between companions or between relatives according to Brown and Levinson (1978). There are some kinds of Bald on record strategies and the example:

The first is disagreement. This type shows that the speaker shows disagreement to the hearer without softening the threat. For example: no one makes your hair stronger. The second is giving suggestions, it means that the speaker suggests the hearer without regarding who the person is. For example: the car should be repaired. The third is requesting that shows when speakers directly request the interlocutors to do what they want. Usually it deals with imperative sentences. For example: put your jacket away!.

The fourth is warning. This shows in an emergency, the speaker uses the direct command to the hearer without softening the threat. For example: don't hide your body smell!. The fifth is using imperative form, it shows when the speaker

uses the imperative form, he did not regard who the person is. For example: go away!. The sixth is offering, it shows when the speaker directly offered for something. For example: leave it, I'll clean up later!. The seventh is task-oriented, it happens when speakers directly order the hearers to do what they want them to. For example: pass me the hammer!.

## 2. Positive Politeness

Positive politeness is redress which directed to the positive face of the addressee (Brown and Levinson, 1987:101). In this strategy, the speaker tries to keep the positive face of hearers. As Yule (1996) states that positive face is the need to be accepted, even liked by others, to be treated as a member of the same group and to know his or her wants are shared by others. Therefore, in this strategy, the speaker involves the hearer as a group member and share the interest and likes similarly. The speaker tries to reduce the distance between him and the hearer by expressing friendliness and the same interests and also minimize the FTA.

According to Brown and Levinson (1987), this strategy is used to show commonality to the talking adversary who isn't an individual close to the speaker. To encourage its cooperation, speakers attempt to give the impression of a similar and they have indistinguishable wants from the contradicting discourse and are considered as shared wants that are alluring together too.

Besides, according to Brown and Levinson (1987), there are some kinds of positive politeness and the example:

The first is noticing or giving attention to the hearer. Example: Jim, you are good at solving computer problems. I wonder if you could just help me with a little formatting problem I have got.

The second is exaggerating approval, sympathy, and interest for the hearer). Example: good old Jim. Just the man I wanted to see. I knew I had found you here. Could you spare me wanted to see? I knew I had found you here. Could you spare me a couple of minutes?.

The third is increasing the sense of interest to the hearer. Example: you will never guess what Fred told me last night. This is right up your street.

The fourth is using markers in the speech that indicate the similarity or identity of the group. Example: Here is my old mate Fred. How are you doing today, mate? Could you give me a hand to get this car to start?.

The fifth is finding the agreement with the hearer. The example I agree. Manchester United played badly last night, did not they?.

Avoiding disagreement or conflict. Example: Well, in a way, I suppose you are sort of right. But look at it like this. Why do not you?.

Raising the perception of similarities. Example: People like me and you, Bill, don't like being pushed around like that, do we? Why do not you go and complain?.

Further is making the joke for the hearer. Example:

A: Great summer we're having. It is only rained five times a week on average

B: Yeah, terrible, is not it?

A: Could I ask you for a favor?

Making the perception of the hearer's wants. Example: I know you like marshmallows, so I have brought you home a whole box of them. I wonder if I could ask you for a favor.

Making promises and offers. Example: I will take you out to dinner on Saturday. If you will cook the dinner this evening.

Demonstrating the optimism. Example: I know you are always glad to get a tip or two on gardening, Fred.

Attempting to involve in together activity. Example: I am feeling really hungry. Let's stop for a bite.

asking and giving for reasons. Example: I think you have a bit too much to drink, Jim. Why not stay at our place this evening.

Offering reciprocal action. Example: Dad, if you help me with my mathematics homework, I will cut the lawn after school tomorrow.

Giving sympathy (understanding, cooperation). Example:

A: Have a glass of malt whiskey, Dick.

B: Terrific! Thanks.

A: Not at all. I wonder if I could confide in you for a minute or two.

### 3. Negative Politeness

Negative politeness is the action of redressive that addressed to the negative face of the addressee (Brown and Levinson, 1987:101). Furthermore, he said that it minimizes the function of the particular imposition that the FTA unavoidably



effects. By implementing this strategy, a speaker is making a social distance. The reason for applying this strategy is assuming that the speakers may be imposing and bothering on the hearer's space. According to Brown and Levinson (1987) negative politeness consists of ten different things, they are:

The first is being indirect. For example: could you tell me the time, please?. The second is using the questions with a specific form. Example: I wonder whether I could just sort of ask you a little question. The third is do not be optimistic. Example: If you had a little time to spare for me this afternoon, I had like to talk about my paper. The fourth is minimizing the threat of the hearer. Example: could I talk to you for just a minute?. The fifth is giving respect. Example: Excuse me, officer. I think I might have parked in the wrong place. The sixth is employing an apology. Example: Sorry to bother you. The seventh is do not mention the interests of the speaker and the hearer. Example:

A: Those cars parked in a no-parking area.

B: It's mine, officer.

A: Well, it will have to have a parking ticket.

The eighth is stating the FTA as public social rules. Example: Parking on the double yellow lines is illegal, so I am going to have to give you a fine. The ninth is counting the questions. Example: participation in an illegal demonstration is punishable by law; could I have your name and address, madam?. The tenth is stating vividly if the speaker has the goodness to the hearer. Example: if you could just sort out a problem I have got with my formatting, I will buy you a beer at lunchtime.

#### 4. Off Record

This strategy is only applied by giving hints to the listener. It is the opposite of bald on record strategy. According to Brown and Levinson (1987:211), the speaker wants to do an FTA but he should avoid the responsibility of doing it. Then, if the hearer acquires the messages acquired by the speaker, it means that the speaker manages to communicate more from what she or he said. Off record, the strategy allows the hearer not to respond to what the speaker intended. This technique is used if the speaker needs to make a face-undermining move yet does not have any wish to be in charge of the activity. This methodology is in opposition to the Grice saying, in particular, the adage of importance, saying of amount, saying of value, and a proverb of the request based on Brown and Levinson (1987).

Off record articulation can be made in different techniques, which indicate that they are utilized in occasions when the FTA is extreme and the status of the addresser does not allow the execution of the discourse demonstration in different strategies of Off-Record:

The first is giving hints. For example: It's cold here instead (shut the window). The second is giving association clues. Example: Oh God, I have got a headache again. The third is presupposing. Example: I cleaned the home again today. The fourth is understating. Example: The red dress is quite nice for you. (quite means not too good). The fifth is overstating. Example: I tried to call a hundred times, but there was never any answer. The sixth is using repetitions.

Example: War is a war. The seventh is using contradictions. Example: hmm maybe, between yes and no. The eighth is being ironic. Example: John is a real genius. (he had just done many stupid things). The ninth is using metaphors. Example: Harry is a real fish. (he swims like a fish). The tenth is using rhetorical questions. Example: how many times do I should tell you?. The eleventh is being ambiguous. Example: John is a pretty sharp or smooth cookie. The twelfth is being vague. Example: I am going down the road for a bit. The thirteenth is over-generalizing. Example: Mature people sometimes help do the dishes. The fourteenth is over-sum up. For example:

A: Someone has to be responsible for this mess.

B: You know who was have time with his friends tonight here.

The last is being incomplete, using ellipsis. For example: well, I will just....

Above all, the theory on Grice (1975), Leech (1983), and Brown & Levinson (1978) is used to answer the second research question.

### **G. Face Threatening Acts**

FTA has positive and negative faces that exist in human culture universally. In social interactions, face-threatening acts are not to be ignored based on the terms of the conversation. A face-threatening act is a verbal act that can cause damages to the face of the addressee or the speaker by acting against the wants and desires of the other. However, they can also be conveyed in the characteristics of speech such as inflection, tone, etc or the forms of non-verbal communication. In addition, FTA is classified into negative face-threatening acts and positive face-

threatening acts. Brown Levinson in Goody (1996: 67) stated that one can distinguish between two types of face requirements that are positive and negative.

The first is negative Face Threatening Acts. Negative face is threatened when someone does not avoid or intend to avoid the upset of the freedom of the addressee's action. This can cause damage to the speaker or the hearer and makes one of them submit their will to the other.

The second is positive Face Threatening Acts. A positive face is threatened when the speaker or hearer does not care about their addressee's feelings, wants, or does not want what the other wants. Positive face threatening acts can also cause damage to the speaker or the hearer. When someone is snapping other so that the addressee feel fear to him, it is implied that the positive face is threatened. Brown and Levinson (1983: 240) defined positive face in two ways: as “the want of every member that his wants be desirable to at least some others executors”, or alternately, “the positive consistent self-image or personality”.

#### **f. Social Status levels**

According to Brown and Levinson (1987), courtesy involves an awareness of the face of other people. Then, common people believed that courtesy related to some speech that examines face-threatening acts intrinsically. Delivering information may vary among cultures and languages. Whether those all socially appropriate or inappropriate. So, what is accepted in one culture could be rejected in another (Banikalef, Alladin, and Alnatour, 2015; Sukarno, 2010). Therefore, Courtesy strategy related to different social status levels.

Courtesy strategy as social regulation. To the layman in Penelope Brown (2015), courtesy is a concept showing appropriate social behavior rules for speech and behavior that generally comes from the individual or group with high status. In learned societies that the rule is often formulated in etiquette books. These “emic” (culture-specific) notions revolve from decorous formula such as thank you and please, the forms of greetings and farewells, etc. To more complicated routine for table manners, deportment in public, or the protocol for the formal events. Courtesy has conventionally adhered to particular linguistic forms and expressions, that can be very disparate in different cultures and languages. This is how people try to think about courtesy, as inhering in certain words or forms.

There are three types of social status levels according to Brown and Levinson (1987), they are:

The first is Lower to Higher social status (LHSS). Example: A lodger has to refuse an invitation to a party in a five-star hotel extended by his/her house mother (a lodger and house mother).

The second is Higher to Lower social status (HLSS). Example: A senior in an organization has to refuse a part-time job offer given by his/her junior (senior member of an organization and junior member of the same organization).

The third is Equal social status (ESS). Example: A student has to refuse his/her friend's suggestion related to regular physical exercises (a student and friend).

Above all, the theory on Brown & Levinson (1978) is used to answer the third research question.



**g. The English Teacher movie**

Linda Sinclair is an English teacher of high school in the small town of Kingston, California. She is passionate about her subject and popular with her students but lives alone in simple circumstances. Cursed with a hopeless romantic soul, she lives in a world of men unable to match her impossible standards. When her former star pupil Jason Sherwood returns from New York, crushed and insecure after failing to succeed as a playwright, Linda convinces him to produce his play at the school, as the play is far too good to never reach a stage. Jason's overbearing father, Dr. Tom Sherwood, pressures him to attend law school instead, which he finally relents. Complications arise after Linda and Jason have a relationship that they should not do. Many people in surrounding fell jealousies, affecting her and everyone around her including the production of Jason's play. When the school heads are confronted with proof of her indiscretion with a former student, Linda is fired from his job. Embarrassed and in erratic egress from the situation, Linda storms off, get into a minor car collision and ends up at an A&E where she's attended to by no other than Dr. Tom Sherwood. When she is moved by his gracious manner after having been mean to him on a previous occasion, she guiltily admits to having had sex with his son.

With surprise news of successful advance-ticket sales of beyond \$18,000 for Jason's atypical play, the headmaster is reluctant to miss out on the much-needed cash injection. He persuades Linda to return and resume directing duties so the play may go on. However, there remains another slight bone of contention. The school heads require a new ending for the play as they refuse to sanction the

current one which they deem to be overly violent. They fear the parents will be outraged by the dark themes of murder and suicide. When Jason feels betrayed and refuses to rewrite the play's ending, Linda is forced to come up with a suitable replacement herself, lest the entire play is a failure. After many souls searching, she manages to write an improved ending which Jason comes around to accepting when he realizes the play will be a roaring success.

All is forgiven and Jason moves on to write further plays as Linda eases back into teaching and regaining her reputation. Sometime later, Linda runs into Jason's father at her favorite bookshop. They catch up over coffee and both realize they' misread each other previously. Grateful for all Linda has done for his son, and pleasantly surprised they have much more in common than previously thought, Tom, in spite of any remaining awkwardness, invites Linda on a further proper date. She, somewhat hesitantly, accepts the invitation.

([https://en.wikipedia.org/wiki/The\\_English\\_Teacher\\_\(film\)\)](https://en.wikipedia.org/wiki/The_English_Teacher_(film))).

## 2. Previous Study

The study of a directive illocutionary act has been conducted by some researches. The related researches with this study are first is conducted by Tesaindra & Muallimin (2017). They analyzed the types of a directive found in the utterances made by the speakers and investigated the factors affect the character in using indirect speech act in *the help* movie. The method used to take the data is used purposive sampling by Sudaryanto theory and to analyze the data

the researchers used the Vanderveken theory. the result showed that there were 5 directive types in that movie. The factors influenced the speaker in using indirect speech as the effort in acquiring something from the interlocutors who have more power.

Another relevant study was investigated by Trisnawati (2011) that analyzed the directive Illocutionary Act concerning politeness strategy in the Historical movie *the Kings' speech*. The researcher analyzed the speech act produced by the main character in that novel and how the principle of politeness strategy can influence the speaker in using a directive illocutionary act. This research aims to analyze the types of directive produced by the characters in that movie and the strategy that influences the reason why the characters in that movie use directive. The writer used Searle, Austin, Leech, Grice, Vanderveken, and Brown & Levinson's theory. The study used a qualitative research method and the data employ the utterances uttered by the characters in the movie. The result of the study there are fifty utterances contain directive speech uttered in direct and indirect.

The third is Muhartoyo & Kristani (2013) investigated directive speech performed in *sleeping beauty* movie. They identified the types of a directive that often used by the characters and which types were mostly used by the characters in the movie. This research employed a qualitative research methodology. The theory used in this research was Yule (1996). There was a 139 directive speech found in the utterances. The result of this study showed that the directive speech of ordering was mostly used by the character in the movie.

## CHAPTER III

### FINDINGS AND DISCUSSION

This chapter enlightens the finding of this study to answer the research question of this research. This chapter explains the types of directive speech and the use of courtesy strategy and the effect of the use of courtesy strategy in *The English Teacher* movie with employs two theories used to help in analyzing the data. The data were taken from the conversation in the movie and the number of selected is 24 data.

#### A. Findings

##### 1. The Types of Directive Speech that Containing in Courtesy Strategy Used by the Character in *the English Teacher* Movie

Directive speech is the context in an utterance that speaker makes an attempt to get the hearer conduct the future course of action represented by speaker. In this analysis, the writer found some types of directive uttered by the character in the English teacher movie. Some of them were “insist”, “suggest”, “forbid”, “entreat”, “request”, “advise”, “prohibit”, “beg”, “ask”, “command”, “warning”, “order”, “demand”. The writer gives examples of each type of directive by searle (1969) uttered by the characters of *The English Teacher* movie as followed:

a. Insist

Insist does not differ greatly with suggestion. Both of them are respectively strong and weak of directive. Insist is the fact of a social mode of achievement of Illocutionary point. Insist more shows the persistence of the speaker. The example of insist can be formulated as follows:

1) Data 1 / SL 104

*Linda: 00:05:58,880 --> 00:06:00,159*

***Let me take you to the hospital.***

*Jason: 00:06:00,160 --> 00:06:01,446*

*No. I'm fine...*

*Linda: **Jason, I insist.***

**Context**

The participants from the data above were between Linda and Jason Sherwood. The relationship between them is between a teacher and an ex-student. It takes a place in ATM banking when Linda checked her money then Jason approached to Linda and he intends to greet her. It makes Linda shocked and gives a bottle of water spray to Jason's eyes.

**Directive**

From the utterance "**Let me take you to the hospital**" Linda asks Jason to go to the hospital to check her eyes. Linda felt guilty for causing Jason's pain and asked him to go to the hospital. Linda requested Jason to persuade him to the hospital for medical treatment. In the utterances "**Jason, I insist**" Linda insisted to instruct Jason when he refuses Linda's instruction. Linda's utterances show that she is hell-bent on getting Jason to the hospital.



b. Suggest

Suggesting are more weak than insisting. Nevertheless, they each have an directive sense. these are the following example:

1) Data 2/ SL 116& 117

*Linda: 00:06:29,680 --> 00:06:31,682*  
***You know, I have a clean towel in the trunk,***  
*00:06:31,800 --> 00:06:33,768*  
***I could get that for you.***

**Context**

The participants above are between Linda and Jason after Jason refuses Linda advises to go to the hospital. The dialog happened in Linda's car when she offered to take Jason to go to his home. Linda offered the towel to wipe out Jason's eyes.

**Directive**

From the utterance "**You know, I have a clean towel in the trunk, I could get that for you**" Linda offered to Jason to take a towel have already in the car. From that utterance shows that Linda "suggest" Jason to wipe out his eyes using a towel.

2). Data 4/ 276-277

*Linda: **But what if there were a way to get it produced. Right now.***

**Context**

The dialogue that happened on the telephone was between Linda and Jason after Linda read Jason's play. She likes Jason's idea of writing the script. She reads the play with intense feeling and she was pretty psyched. She called Jason and brought him back to be a writer.

### Directive

From the utterances "**But what if there were a way to get it produced, Right now**" Linda wanted Jason to give the play to Linda's school that will be played by the students. Jason was not confident about his play. On the other hand, Linda was still wanted Jason to play the drama with his script.

3). Data 24 1555

*Linda :I have a copy if you want to borrow it.*

### Context

The dialogue is between Linda and Jason's father when they met at the library accidentally. Linda offered Jason's father to borrow her copy of book that Jason's father wanted to borrow at the library.

### Directive

From the utterances *I have a copy if you want to borrow it* Linda suggested Jason's father to borrow her copy book. Linda offered her copy book to Jason's father because Linda has felt close to him. She is only suggest that she will lend him the copy book if Jason's father need it.

c. Forbid

Forbid in directive means "order not ". Forbidding is the negation of ordering.

Forbid is something that consider over a long period of time.

1). data 8/ 668

*Linda: What is going on here?*

*Jason's father: This is really none of your business.*

*Linda: This is my school. And when I see someone bein manhandled, it is my business.*

### Context

The dialogues made by Linda and Jason's father when Linda was protested to Jason's father to force Jason. Linda asked Jason's father to let Jason embody his dream to be a guide of her play. Linda declared about Jason's personality and wanted to be her personality.

### Directive

From the utterance "**What is going on here?**" uttered by Linda showed the participation to Jason when he faced his father. Linda tried to help Jason. It's utterance expressed disagreement from Linda because it showed strong opposition to Jason's father. Furthermore, the utterance "**This is my school. And when I see someone being manhandled, it is my business**" made by Linda after got a protest from Jason's father. She intended to defend Jason. Linda forbid Jason's father to do not force his son. Linda showed the forbidden to Jason's father to handle everything in the school because she said that everything happens in the school was her business.

2). Data 19/ 1354

*Carl: Hey! Language.*

### Context

The utterance uttered by headmaster of the school when he listened one of the student said rudely to Linda. He was angry and snapped spontaneously. The student did not accept Linda back to school and wanted Jason to back again. She protested because the ending of the story was not made inappropriately.

### **Directive**

The utterance “*Hey! Language*” represented the forbidden for someone who utter the utterance to a teacher. Those words were implicit. It means that the student should polite when speak to the teacher. The student could differentiate between someone who existed in high level than them. they should consider about the words.

#### d. Entreat

To beseech or to entreat is to beg fervently. Therefore, to request both earnestly and humbly in expressing a strong wistfulness.

#### 1). Data 11/ 1251- 1260

*Carl: I know I behaved abominably, you have every right to be mad, but please call me. I beg of you. I swear I'll never deceive you again. I'll be entirely honest from now on.*

### **context**

The dialogue occurred when Linda dismissed from the school. Linda depressed and chose to stay at home. She wasted the time lonely and did not talk with other people. She disappointed with the decision of head master of the school. She disappointed with Carl (partner of teacher in handling the play) because Carl lied to her about Jason's play.

### **Directive**

From the dialogue “*Linda, it's Carl. I know I behaved abominably, you have every right to be mad, but please call me. It's about the play*” uttered by Carl was an apology to Linda because he confessed his guilty for lying. Carl leave the message in the telephone because Linda did not answer the phone call. Therefore,

from the utterance “*Linda, call me, I beg of you, I swear I'll never deceive you again*” Carl entreated Linda to answer his phone and received his apologies. It can be seen when Carl leave his next message the next day. He tried to persuade Linda and entreated Linda to forgive him.

e. Request

Request is the directive illocutionary which have possibilities of refusal. The request can allowed the refuse by the hearer. Request having a rather polite and primitive in directive (searle & vandervaken; 1985).

1). Data 14/ 1296

1296  
Linda: 01:03:11,040 --> 01:03:13,122  
*Yeah, you  
should call Jason.*

**Context**

The dialogue occurred when vice of principle requested Linda to return to school. Linda still does not want to do that. When vice of principle asked her to handle the play, Linda suggested to her to ask Jason to handle the play.

**Directive**

From the utterance “*Yeah, you should call Jason*”, means that Linda refused an offer from the vice of principle. She suggested her that the play should handle by Jason.

f. Advise

Advising and warning are the directive about the state of affairs represented by speaker. When speaker advises the hearer means that speaker



advises the hearer to do something which speaker presupposes in hearer's interest.

1). Data 3/ SL 163-164

*Linda: 00:08:13,200 --> 00:08:15,567*  
*Jason, if I can do anything*  
*to help, you know...*  
*00:08:15,680 --> 00:08:18,411*  
*I'd love to read*  
*your play at least.*

**Context**

The dialogue conducted between Linda and Jason in the car when Linda ushered Jason to his home. Jason talked to Linda about his wishes to be a writer that his father did not want him to be a writer. Linda offered to help him when he was in trouble. Jason thought about Linda's utterances then he entered into the home and leaving Linda alone.

**Directive**

From the utterances "**Jason, if I can do anything to help, you know...**" Linda wanted Jason to be what he dreams to be. Linda wanted to help Jason to be a writer. From the dialog "**I'd love to read your play at least**" Linda offered to Jason to read Jason's drama script. She still wants to help Jason. She advised Jason to be a writer and publishes the play.

2). Data 10/ 1156-1157

*Jason's father: 00:56:29,080 --> 00:56:31,128*  
*Listen, you've been through a very physical trauma. It's perfectly normal to have...*

### **context**

The dialogue occurred when Linda was sick and checked to the hospital. Jason's father handled Linda's illness. As a doctor, Jason's father handled Linda as a patient well. Linda felt that Jason's father did not like her since she thought Jason's father was a bad father. Linda embarrassed and she did not let Jason's father handle her. She interrupted the conversation when Jason's father wanted to give the advice.

### **Directive**

From the utterance "*Listen, you've been through a very physical trauma*" Jason's father tried to give good handle as a doctor toward a patient. He wanted Linda to attend the advice. The word of Jason's father interrupted by Linda when he wanted to continue his words in order to advise. It can be seen from the next words "*It's perfectly normal to have...*"

3). Data 22

*Linda: You know, sometimes you can't run away. you can't go to law school. And you can't kill yourself. Because sometimes you have to stay and suck it up.*

### **Context**

The dialogue occurred when Linda came to Jason's house to persuade him to write a new ending for his play. Linda advised him because he did not want to write a new ending.

### **Directive**

The utterance shows an advice from Linda to Jason when he refuses Linda's invitation. Linda intended to persuade Jason to write a new ending for

the play. Linda talked to Jason that he should not think about her wishes. He should listen to people's advice.

g. Prohibit

Prohibit and forbid differ only in that prohibition that are more likely to be standing orders. Prohibit is forbid with an additional propositional content condition concerning the time.

1). Data 5/ 434)

00:20:24,600 --> 00:20:26,682  
*Carl! We can't cut the ending, we just can't.*

**Context**

The utterance conducted by two teachers is Linda and Carl. Linda and Carl discussed the agreement of Jason's script play in the school. Carl wanted to change the end of the script for acquiring the agreement because the end of the play was not fascinating. Meanwhile, Linda promised to Jason to do not change the ending of the play.

**Directive**

From Linda's utterances "**Carl! We can't cut the ending, we just can't**" to Carl describe the prohibition. Linda prohibited Carl's ideas to do not cut the ending of the play. Linda made the agreement previously with Jason to do no change the script without Jason's agreement. Thus it, Linda prohibited Carl to do not change Jason's script.

#### h. Beg

Beg is to request the hearer humbly while expressing a strong desire or usually because a strong need. Another sense of directive, beg is to request very polite.

#### 1). Data 6/ 489-492

*Linda: 00:23:10,800 --> 00:23:12,484*

*You know, you've just lost confidence, that's all. Yeah. That can happen. That can happen to any artist. But if you do this... You're gonna get it back. I promise you.*

#### Context

The dialogue happened between Linda and Jason when they talked about the play that wanted to play by the students. Linda wanted Jason to treat the students in playing the drama. While Jason thought about his father's restriction.

#### Directive

From the dialogue "**You know, you've just lost confidence, that's all**" showed that Linda was still invited Jason to play his script and Jason was still not ready for a treat the students and he was not confident about his play. From the utterance "**That can happen to any artist. But if you do this ... You're gonna get it back, I promise you**" Linda begged Jason to conduct her desire. Linda was still wanted Jason to treat the students with his play.

#### 2). Data 7/ 660

*Jason: 00:31:24,240 --> 00:31:26,049*

*Just go on without me, please.*

### Context

The utterance uttered by Jason who became a guide to students' plays. Jason asked Linda to control play without Jason when he asked his father to get out of the room.

### Directive

From Jason's utterance **Just go on without me to** Linda show the invocation to do something. Jason asked Linda to control the play as the replacement. It is proven by the word "**please**" at the end of the utterance. It shows the invocation by someone, to do something with invoking.

3). Data 12/ 1155

1155  
Linda: 00:56:24,920 --> 00:56:27,082  
*Could you please leave'?*

### Context

The dialogue made by Linda when she was hospitalized and handled by Jason's father. She felt embarrassed when met him. She did not handled by Jason's father.

### Directive

From the utterance *Could you please leave'?* Linda begged Jason's father not to handle her at the hospital. She asked him to leave her.

4). Data 20/ 1367

Linda : *If you could just write a new ending.*  
Jason: *No. No. No.*  
Linda: *Write a new ending? Jason, please...*



### **Context**

The dialogue occurred when Linda came to Jason's house to persuade Jason to make a new ending for his play.

### **Directive**

From the utterances *if you could write a new ending* Linda wanted Jason to change the ending of his play because according to Linda the ending did not suit and unreasonable. Linda begged Jason when he did not want to follow her invitation. It can be seen from the word *please*.

#### i. Ask

Ask is a directive illocutionary point. The questions are always directive.

The example of ask can be formulated as follows:

#### 1). Data 1366

1366  
Linda: 01:07:36,400 --> 01:07:38,323  
*I'm here to ask for a favor.*  
Jason: *Are you kidding me?*

### **Context**

The question occurred when Linda invited Jason's house to meet him. Linda wanted to ask for help from Jason. Jason asked Linda if she was joking with him.

### **Directive**

From the utterance *"I'm here to ask for a favor"* Linda asked for help from Jason. She wanted to Jason to make the new ending of the play. Jason asked to Linda if she joking with him. Jason wanted Linda answer the question because the utterance Linda previously was confusing Jason.

## 2). Data 809- 814

00:39:48,120 --> 00:39:51,488

Linda: **How can he trust you?** You are crushing his spirit.

Jason's father: **How am I crushing his spirit?**

Linda: Forcing Jason to go to law school is like... Like using a Shakespeare folio for toilet paper.

Jason's father: "Forcing him!" I've never forced Jason to do anything. Going to law school was entirely his idea.

### Context

Dialogue occurred when Linda met Jason's father at street. Linda asked Jason's father why he crushing Jason's spirit and compelled him going to law school.

### Directive

from utterance "**How can he trust you?**" Linda asked Jason's father why Jason always follow his wishes. Linda asked Jason's father why he compelled Jason to go to law school and forbided Jason to be a writer. Otherwise, Jason's father did not understand about Linda's question. He consider to ask Linda. It can be seen from the utterance "**How am I crushing his spirit?**"

#### j. Command

Command is almost like the order. However, command is to order someone to do something in a power position without the structure of authority.

## 1). Data 13/ 1291- 1295

1291

Vice of principle: 01:02:56,640 --> 01:02:58,563

**But there's no way he can finish the play. And we are days away from opening night, there's a ton of work to do. And we've sold \$18,000 in tickets. We need the money. Someone needs to step in.**

### Context

The dialogue occurred when vice of principal invited to Linda's house and asked her to go back to school. She asked Linda to handle again the play. She intended to talk that there was no person who handle the play because Carl was in the hospital caused stress. She commanded Linda to back to school.

### Directive

From the utterance "*But there's no way he can finish the play*" vice of principal told about Carl could not handle the play because he was sick. She commanded Linda to handle the play with told about why is she requested Linda to back to the school. It can be seen from the utterance "*And we are days away from opening night*", "*there's a ton of work to do*", "*And we've sold \$18,000 in tickets*", "*We need the money. Someone needs to step in*". She told that in a few days the show will begin, meanwhile the tickets have sold and there are a lot of unfinished work. Those were the command on Linda for her return to school.

#### k. Warning

Warning can be directive about the state of affairs represented by speaker. When a speaker warns the hearer means that speaker warns the hearer about a state of affairs which speaker presupposed is not the hearer's interest. The examples of warn are:

#### 1). Data 21/ 1392- 1395

1392

Linda: 01:08:44,320 --> 01:08:48,370

*I was thinking about your ending, and I realized that there may be something that I missed in previous readings of your play. And that is... That the ending sucks.*

### Context

The utterance uttered by Linda when she came to Jason's house. She intended to ask Jason to change the new ending of the play. Jason felt that the ending was appropriate from the beginning until the ending of the play. Nothing had to change.

### Directive

From the utterance "*I was thinking about your ending, and I realized that there may be something that I missed in previous readings of your play*" Linda tried to resuscitate Jason that there was missed from the ending of Jason script. From the utterance "*And that is... That the ending sucks*" Linda warned Jason about the ending of the play. From the word "*suck*" Linda warned Jason to make the new ending because the condition at the end of story was not acceptable.

#### 1. Order

Order do not require an institutional structure of authority. There are the examples of order, they are:

##### 1). Data 21/ 1517- 1519

1517  
Carl: 01:18:19,200 --> 01:18:20,725  
Author! Author!

1518  
Linda: 01:18:24,440 --> 01:18:25,726  
**He means you. Go on.**

### Context

The utterance occurred when Linda ordered Jason to stand up on a stage drama. Jason called up by Carl to introduce the author of drama which have been played.

### **Directive**

From the utterance “*He means you*” Linda told Jason that Carl was calling for him. She ordered Jason to stand up on a stage with the following utterance “*Go on*”.

2). Data 7/ 654

654  
Jason's father: 00:31:12,040 --> 00:31:13,863  
*I need to talk to you outside. Let's go.*

### **Context**

The dialogue occurred when Jason's father came to the school the place where Jason was handling the play with Linda and Carl. Jason's father asked to stop the play for a minute and ordered Jason to get out of the dressing room with him.

### **Directive**

From the utterance “*I need to talk to you outside. Let's go*” Jason's father ordered him to be out of the room and wanted to talk about something outside. In this case, Jason's father as a father from Jason ordered him to do something. Jason's father has the right to order his son since he is a father.

3). Data 8/ 657

657  
Jason's father: 00:31:18,400 --> 00:31:20,164  
*Excuse me, I'm gonna talk to my son. Now!*

### **Context**

The dialogue occurred when Jason's father ordered Jason to be out of the



play room. Linda ordered Jason's father to let Jason handle the play but Jason's father did not want and insisted he leave the room.

### **Directive**

From the utterance "*Excuse me, I'm gonna talk to my son. Now!*" Jason's father felt he more has the right to do anything or his son than other people.

#### m. Demand

Demanding someone that he/ she does something is telling him to do it with a greater degree of strength than simply telling or requesting.

#### 1). Data 15/ 1351- 1353

1351

A student: 01:06:12,480 --> 01:06:15,211

*It sucks. This ending sucks. My grandparents are coming in from Tucson to see me suck. This isn't Jason's play anymore. It's bullshit.*

### **Context**

The dialogue occurred when Linda back to school to handle the play. She changed the end of the play by herself. One of the student who became a performer did not approve the end of the story. The student wanted Jason to make the end of the story but Jason did not want to participate anymore. It was because Jason did not approve that the end of her play changed. Nevertheless, Linda was consistent to keep a new ending.

### **Directive**

The utterance "*It sucks. This ending sucks*", "*This isn't Jason's play anymore. It's bullshit*" represented the disapproval about the new ending of the play. It uttered by a student who does not accept Linda to back to school. She

showed unwillingness about the end of the story. It described the resistance about the decision and she demanded Linda to bring Jason back to school.

## 2. The Use of Courtesy Strategy in English Directive in *The English Teacher* Movie

The writer employs the theory of Grice, Leech and Brown & Levinson in discovering how the use of courtesy strategy in making directive. In answering this research problem, the writer analyzes the process of the use of courtesy strategy. To find the use of courtesy strategy in english directive of the character in *The English Teacher* movie, the writer elaborates the cooperative principle by Grice (1975), politeness principle by Leech (1983) and kinds of courtesy strategy by Brown & Levinson (1987) uttered by the character included english directive speech.

### 1. Data 1

*Linda: 00:05:58,880 --> 00:06:00,159*

*Let me take you to the hospital. (1.1)*

105

*00:06:00,160 --> 00:06:01,446*

*Jason: No. I'm fine... (1.2)*

*Linda: Jason, I insist. (1.3) We have to take you to the emergency room...*

The use of courtesy strategy in making directive speech, the first process is looking for the cooperative principle in conversation. Firstly, In the data above, Linda used insist directive type to the hearer (Jason). Linda suggested Jason to give a pressure to Jason to do something. In this case, Jason used the maxim of quantity because he was not gave more informations than was required. It can be

seen in the utterances “no. I’m fine”. It reflected enough informations to be conveyed.

The second process is looked by the principle for doing politeness. In data 1, Linda employed tact maxim in the conversation because she means try to give the benefit to Jason. Linda emphasized Jason to go to the hospital because it was really important to check Jason’s eyes to doctor.

The third process is looking for the types of politeness strategy used by speaker.

- a. Data (1,1) shows that the speaker uses **positive politeness** (noticing or giving attention to the hearer). In this case, Linda wanted to bring Jason to the hospital. She felt sorry for him because she squirted water spray in Jason’s eye. Therefore, in data (1,3) Linda is hoping that Jason wanted to go to hospital because Linda wanted to minimize the detriment from Jason. This speech of the speaker automatically assumes that there are no social distance in the situation because the speaker feels close to the hearer. Therefore, the speaker uses insist directive to the hearer.
- b. Data (1,2) shows that the speaker uses **bald on record** (disagreement). In this case, Jason refuse Linda’s invitation to go to the hospital. He felt that there is no need for this case to go to the hospital. This speaker’s speech shows that there might be social distance for Jason to Linda.

## 2. Data 2

00:06:29,680 --> 00:06:31,682

*Linda: You know, I have a clean towel in the trunk, I could get that for you*  
 .(2.1)

The first process is looking for cooperative principle, Linda used maxim of quantity because she was not gave more informations than it was required. It was enough words to say. It can be seen from the utterances above that Linda was only stated that she have a clean towel in the trunk without gave the more information to Jason. Secondly, in politeness principle, the utterance above included tact maxim because Linda wanted to maximixe the benefit to Jason. Linda emphasize Jason to clean his eyes with using the towel because it was really important for his health. Third, the types of politeness strategy can show as follows:

- a. Data (2.1) shows that the speaker uses **bald on record** (offering). In this case, Linda offered Jason to take the towel in the luggage. She offered Jason to volunteered to take the towel by herself. This speaker's speech is automatically there was social close between speaker and the hearer.

### 3. Data 3

00:08:13,200 --> 00:08:15,567

*Linda: Jason, if I can do anything to help, you know... I'd love to read your play at least. (3.1)*

In cooperative principle, the utterance above used maxim of quantity because Linda was not gave more information than was it required. From the utterance "if I can do anything to help, you know..." was not adequate information. Then, Linda continued her statement that showed enough information. It can be seen from the utterances "I'd love to read your play at least". Linda's remarks intended to ask Jason to become a writer and she wanted Jason published his creation. In politeness principle, the utterances included approbation maxim because Linda's statement showed the pleasant to Jason's

play. From his utterances, she maximized praise and minimized dispraise of Jason. Furthermore, the types of courtesy strategy can be seen as follows:

- a. Data (3.1) shows that the speaker uses **negative politeness** (do not be optimistic). In this case, Linda is hoping that Jason wanted to be a writer. She will helps him in difficult situation. it is preferred to the hedge strategy. This speaker's speech is automatically assume that the hearer (Jason) is unlikely to be willingable to do what the speaker's predicted.

#### 4. Data 4

00:14:22,200 --> 00:14:25,602

*Linda: But what if there were a way to get it produced. Right now. Would you be interested in that? (4.1)*

In cooperative principle, the utterances above includes maxim of quality because Linda told Jason about the real situation which happened when he followed Linda's request because Linda insisted to help Jason to produce his play by becomming a drama instructor for student's drama shows at school. In politeness principle, the remarks above is classified as tact maxim. It can be seen from Linda's utterances that she wanted Jason to produce his play. Linda emphasized Jason that her suggestion was really important to Jason and also to realize Jason's dream to be a writer. It is called as tact maxim because can be seen from someone try to maximizes benefit to others. The types of courtesy strategy can be formulated as follows:

- a. Data (4.1) shows that the speaker uses **negative politeness** (being indirect). In this case, Linda intended Jason to be a writer and published



her script play. Linda asked Jason whether he interested in it or not. Therefore, by using indirect strategy, Linda hopes that Jason wanted to be a writer.

#### 5. Data 5

00:20:24,600 --> 00:20:26,682

Linda: *Carl! We can't cut the ending, we just can't.* (5.1)

In cooperative principle, the remarks above can be classified as violating the quality maxim. When Carl wanted to cut the ending of Jason's play, Linda forbided him to change the ending of Jason's play. Linda said that they just can not cut the ending of the play. this response did not have enough evidence. She was not tell the reason if they cut the ending of play. so, it is obvious called as violate the quality maxim. In politeness principle, the utterances were not include in the principle of politeness because the remarks reflects the disagreement even though there is the types of politeness principle that the speaker minimizes the disagreement between self and other. Therefore, this utterances violate the agreement maxim. The types of politeness strategy can be formulated as follows:

- a. Data (5.1) shows that speaker uses **bald on record** (disagreement). In this case, Linda offered Carl not to change the new ending because she had promised with Jason to do not change the script play. Therefore, this strategy Linda asked Carl not to cut the ending of the play without the agreement from Jason.

#### 6. Data 6

00:23:10,800 --> 00:23:12,484

Linda: *You know, you've just lost confidence, that's all. Yeah. That can happen. That can happen to any artist. But if you do this... (6.1) You're gonna get it back. I promise you.* (6.2)

In cooperative principle, the utterances above included the maxim of quantity because Linda is expected to give adequate information as much as is required. She explained that Jason just lost confident. Nothing else. It reflects that the speaker gave the information was more than required. In politeness principle, the utterances showed the maxim of agreement because Linda try to minimizes the expression of disagreement between self and the hearer. In the utterances “but if you do this... you’re gonna get it back” reflected the maximized the agreement between self and others. The types of politeness strategy can be formulated as follows:

- a. Data (6.1) shows that the speaker uses **possitive politeness** (making promises and offers). In this case, the speaker offering the hearer. Linda offered Jason to do what he want to do. Do not listen to anyone else’s words. Jason can manifest his wishes if he has confidence in himself. Therefore, speaker’s speech is automatically ofeering and promising the hearer.

#### 7. Data 7

00:31:12,040 --> 00:31:13,863

Jason’s father: ***I need to talk to you outside. (7.1) Let's go ! (7.2)***

In cooperative principle, the remarks above showed the maxim of manner because Jason’s father was spoken clearly and directly. He wanted Jason to talk with him outside the room of play. Jason understand about his father’s command. In politeness principle, this utterances can be classified as generosity maxim because Jason’s father minimized the benefit to his self and maximized the cost

for his self even though the remark implies the benefit to the hearer. The types of courtesy strategy can be formulated as follows:

- a. Data (7.1) shows that the speaker uses **bald on record** (task- oriented).

This case Jason's father ordered Jason to get out from the room. It represents a speaker directly orders the hearer to do what the speaker want the hearer do.

- b. Data (7.2) shows that the speaker uses **bald on record** (requesting).

Jason's father ordered Jason to talk outside the room. He uses imperative form for example is "*let's go !*". it reflects that the speaker directly request the hearer to do what speaker want.

#### 8. Data 8

00:31:18,400 --> 00:31:20,164

Jason's father: *Excuse me, I'm gonna talk to my son.* (8.1) *Now!* (8.2)

In cooperative principle, the remarks above showed the maxim of manner because Jason's father was spoken clearly and directly. He wanted Jason to talk with him outside the room of play. this utterance was related to data 7. In politeness principle, this utterances can be classified as generosity maxim because Jason's father minimized the benefit to herself and maximized the cost for his self even though the remark implies the benefit to the hearer. The types of courtesy strategy can be formulated as follows:

- a. Data (8.1) shows the speaker uses **bald on record** (task- oriented). In this case, Jason's father asked Linda to let Jason and him to talk outside the room. Thus, the speaker directly order the listener to do what he want.

- b. Data (8.2) shows the speaker uses **bald on record** (requesting). Because in this case, the speaker uses imperative form when talked with the hearer. It shows that the speaker directly request the interlocutor to do what the speaker want.

#### 9. Data 9

00:31:24,240 --> 00:31:26,049

Jason: *Just go on without me, please.* (9.1)

In cooperative principle, this remarks included showed the maxim of manner because Jason was spoken clearly and directly. He wanted Linda to allow him to go to outside the room of play with his father. this utterance was related to data 7 & 8. In politeness principle, this remark included generosity maxim in polite way because the speaker give priority to the hearer's advantage and imply disadvantage of the speaker. It can be seen when Jason asked Linda to control the play's students practice. The types of courtesy strategy can be formulated as follows:

- a. Data (9.1) shows that the speaker uses **negative politeness** (being indirect). In this case, Jason asked Linda to handle the play without him. Thus, in order not to impose and take up the listener's time. Therefore, using this strategy, Jason is hoping that Linda handled the play without him.

#### 10. Data 10

00:32:00,920 --> 00:32:02,684

Linda: *What is going on here?* (10.1)

669

00:32:02,800 --> 00:32:04,323

Jason's father: *This is really none of your business.* (10.2)

670

00:32:04,340 --&gt; 00:32:06,171

Linda: *This is my school. And when I see someone being manhandled, it is my business.* (10.3)

In cooperative principle, the utterances above included the violating maxim of relevance. It can be seen from Linda asked Jason's father (10.1) then he did not answer the question and he changed answer that did not match with the question (10.2). In politeness principle, this utterances included the violating agreement maxim because the conversation between Linda and Jason's father maximized the expression of disagreement in one another. Furthermore, the types of courtesy strategy can be formulated as follows:

- a. Data (10.1) shows the speaker uses **possitive politeness** (avoiding disagreement or conflict). In this case, Linda asked Jason's father and Jason about what happened in outside the room. It intended that Linda does not want the conflict going on at his school. Using this strategy, the speaker may avoid the conflict by questioning the hearer.
- b. Data (10.2) shows the speaker uses **bald on record** (disagreement). In this case, Jason's father shows the disagreement to Linda because she has interrupted the conversation between his son and him. From the utterance *"This is really none of your business"* means that Linda should not have interfered in the affairs of his son and him.
- c. Data (10.3) shows the speaker uses **bald on record** (warning). In this case, Linda warned Jason's father that actually she should interfered because it



concerns to his school. Thus, the speaker uses directly command to the hearer.

### 11. Data 11

00:39:48,120 --> 00:39:51,488

Linda: *How can he trust you? You are crushing his spirit.*

810

00:39:51,600 --> 00:39:53,045

Jason's father: *How am I crushing his spirit?*

811

00:39:53,160 --> 00:39:54,650

Linda: *Forcing Jason to go to law school is like... Like using a Shakespeare folio for toilet paper.*

813

00:39:56,760 --> 00:39:59,969

Jason's father: *"Forcing him!" I've never forced Jason to do anything. (11.1) Going to law school was entirely his idea.*

In cooperative principle, this remarks included relevance maxim because the conversation between Linda and Jason's father have relevant contribution about something uttered. In politeness principle, those utterances showed violating agreement maxim because Jason's father argued Linda's accusation. These following below are the types of courtesy strategy:

- a. Data (11.1) shows that the speaker uses **bald on record** (disagreement).

From the utterance, Jason's father refused the stating from Linda. It can shows the disagreement about statement from Linda. In this case, the speaker shows disagreement to the hearer without softening the threat.

### 12. Data 12

00:56:24,920 --> 00:56:27,082

Linda: *Could you please leave'? (12.1)*

In cooperative principle, the remarks above showed the maxim of manner because Linda was spoken clearly and directly. She wanted Jason's father to leave

her alone. Jason's father understand about Linda's command. In politeness principle, this utterances can be classified as generosity maxim because Jason's father minimized the benefit to herself and maximized the cost for his self even though the remark implies the benefit to the hearer. The types of courtesy strategy can be formulated as follows:

- a. Data (12.1) shows the speaker uses **negative politeness** (being indirect). In this case, Linda asked Jason's father to let her alone. It reflects that the speaker uses this strategy to making a social distance to the hearer.

### 13. Data 13

00:56:29,080 --> 00:56:31,128

Jason's father: *Listen, you've been through a very physical trauma. It's perfectly normal to have...*(13.1)

In cooperative principle, the utterance above included maxim of manner because Jason's father utterances were ambiguously. He did not continue his utterance. In politeness principle, the utterance showed sympathy maxim because Jason's father maximized sympathy to Linda because she was sick. The types of politeness strategy can be showed as follows:

- a. Data (13.) shows that the speaker uses **bald on record** (metaphorical urgency for emphasis). When Jason's father said "*Listen, you've been through a very physical trauma. It's perfectly normal to have...*", he intended to gives suggestion in order to making the emphasis for the patient. In this case, usually, when the speaker begging or entreating the hearer called the metaphorical urgency for emphasis strategy.

#### 14. Data 14

1252

01:01:00,160 --> 01:01:01,969

Carl: *Linda, it's Carl. I know I behaved abominably, you have every right to be mad, but please call me. It's about the play.*

1258

01:01:17,040 --> 01:01:19,122

Carl: *Linda, call me, I beg of you. (14.1) I swear I'll never deceive you again. I'll be entirely honest from now on (14.2)*

In cooperative principle, those utterances showed maxim of quantity because Carl gave adequate statement as much as required. He explained about his mistakes without contained more than required. In politeness principle, these remarks included modesty maxim because the speaker reflected bad evaluation of self and occurs in apologizing to someone. The types of courtesy strategy can be showed as follows:

- a. Data (14.1) shows that the speaker uses **bald on record** (requesting). In this case, Carl asked Linda to answer the telephone and asked her to forgive him. It reflects that the spaker uses this strategy to request the interlocutor.
- b. Data (14.2) shows that the speaker uses **possitive politeness** (making offer and promise). From the dialogue, Carl promised Linda that he will be honest in the future. In this case, the speaker tries to reduce the distance between him and the hearer by expressing the same interest and friendliness and also minimize the FTA.

#### 15. Data 15

01:02:56,640 --> 01:02:58,563

Vice of principal: *But there's no way*

*he can finish the play. And we are days away from opening night, there's a ton of work to do. And we've sold \$18,000 in tickets. We need the money. Someone needs to step in. (15.1)*

In cooperative principle, the utterances above included maxim of quality because the speaker gave information based on real situation which happened. It can be seen when vice of principal asked Linda to handle the play as in the beginning. In politeness principle, the utterances showed agreement maxim because the speaker showed the maximize of expression of agreement between self and the hearer. Those utterances reflected the regret of vice of principal that excluded Linda from the school. The types of courtesy strategy can be showed as follows:

- a. Data (15.1) shows that the speaker uses **bald on record** (task- oriented). In this case vice of principal ordered Linda to back to school and handle the play again. It reflects that speaker directly order the hearer to do what the speaker want. Thereby, task- oriented strategy can be formed as the instruction.

#### 16. Data 16

01:03:11,040 --> 01:03:13,122

*Linda: Yeah, you should call Jason. (16.1)*

In cooperative principle, the remarks above showed the maxim of manner because Linda was spoken clearly and directly. She wanted vice of principle to ask Jason to handle the play. vice of principle understand about Linda's command. In politeness principle, this utterances can be classified as generosity maxim because Linda minimized the benefit to herself and maximized the cost for

his self even though the remark implies the benefit to others. The types of courtesy strategy can be formulated as follows:

- a. Data (16.1) shows that the speaker uses **bald on record** (giving suggestion). It can be seen from the speaker suggest the hearer to do what she want.

17. Data 17

01:06:12,480 --> 01:06:15,211

*A student: It sucks. This ending sucks. (17.1) My grandparents are coming in from Tucson to see me suck. This isn't Jason's play anymore. It's bullshit. (17.2)*

In cooperative principle, the utterances above included violating the maxim of quantity because the statement more than is required. The student should not have to exaggerating the words because it can caused the violation of this maxim. In politeness principle, those utterances reflected violating approbation maxim because the student did not like the new ending made by Linda and she preferred the original ending made by Jason. It means that the speaker maximized dispraise of others. It can caused unpleasant things about the hearer. In addition, those utterances also reflected the violating agreement maxim because the student maximized the expression of disagreement. The types of politeness strategy can be showed as follows:

- a. Data (17.1) shows that speaker uses **off record** (repetition). It can be seen from a student said “suck” more than one word. In this case, by uttering repetition, the speaker encourages the hearer to look for an interpretation of informative of non informative utterance.



- b. Data (17.2) shows that the speaker uses **bald on record** (disagreement).

From the utterance, a student did not agree with the school's decision that Linda back to a teacher in that school. She wanted Jason to handle the play instead of Linda. In this case, the speaker shows disagreement to the hearer without softening the threat.

#### 18. Data 18

01:06:21,880 --> 01:06:22,961

Headmaster: *Hey! Language.* (18.1)

In cooperative principle, the words included maxim of manner because the speaker uttered the words directly. The words well conveyed because the others understood about the words. In politeness principle, the words included to violating approbation maxim because it maximized dispraise of others. the words uttered by a student who have to say politely to the teacher. Therefore, head master gave the warning to her after listened his words. The types of courtesy strategy can be showed as follows:

- a. Data (18.1) shows the speaker uses **bald on record** (warning). From the utterances, Carl admonished his student not to rude to Linda as a teacher. By using this strategy, the speaker uses direct command to the hearer.

#### 19. Data 19

01:07:36,400 --> 01:07:38,323

Linda: *I'm here to ask for a favor.*

Jason: *Are you kidding me ?* (19.1)

In cooperative principle, the utterances above included the violating maxim of relevance because the speaker (Jason) was not give the relevant

contribution about speaker's utterance. It can be seen when Jason did not response Linda's statements. In politeness principle, the utterances above included the violating tact maxim because Jason's utterance minimized the advantage of the hearer. It can be seen from Jason's response that he tried to refuse the invitation.

The types of courtesy strategy can be described in the following example:

- a. data (19.1) shows that the speaker uses **negative politeness** (be indirect). Jason asked Linda about Linda's puprose in asking for help to him. It describe the action of redressive that adressed to the negative face of speaker.

20. Data 20

01:07:38,480 --> 01:07:40,050

Linda: *If you could just write a new ending.*

1368

01:07:40,160 --> 01:07:41,969

Jason: *No. No. No. (20.1)*

1369

01:07:42,080 --> 01:07:44,162

Linda: *Write a new ending? Jason, please... (20.2)*

In cooperative principle, the utterances above included maxim of quantity because the speaker conveyed the statement as much as is required. It can be seen when Linda wanted Jason to write a new ending for the play. In politeness principle, the utterances above included violating agreement maxim because Jason maximized the expression of disagreement. He refused Linda's requests with saying "No" directly. The types of courtesy strategy can be showed in the following example:

- a. Data (20.1) shows that the speaker uses **bald on record** (disagreement). It can be seen from Jason's words "*No. No. No.*" that he did not want to write a new ending. In this case, the speaker reflects disagreement to the hearer without softening the threat.
- b. Data (20.2) shows that the speaker uses **bald on record** (requesting). Linda requested Jason to write a new ending of the play. The speaker entreated the hearer to do what the speaker wants.

#### 21. Data 21

01:08:44,320 --> 01:08:48,370

*Linda: I was thinking about your ending, and I realized that there may be something that I missed in previous readings of your play. And that is...That the ending sucks. (21.1)*

In cooperative principle, the utterances included maxim of quality because the speaker insisted to say the real condition which happened. The adequate evidence was proven by Carl who has read Jason's script before drama show. They considered about the ending that was not appropriate. In politeness principle, the utterances included the violating approbation maxim because it refers to maximize dispraise of others and minimize praise of others. The types of courtesy strategy can be formulated as follows:

- a. Data (21.1) shows that the speaker uses **off record** (giving hints). From the utterance, Linda gave the clues to Jason. She indirectly asked Jason to make a new ending of the play. In this case, the speaker says something that is not explicitly. Thus, the speaker's speech is automatically assumed that the speaker invites the hearer to search the interpretation of the words.

#### 22. Data 22

01:09:17,240 --> 01:09:19,561

*Linda: You know, sometimes you can't run away. And you can't go to law school. And you can't kill yourself. Because sometimes you have to stay and suck it up. (22.1)*

In cooperative principle, the utterances above included maxim of quantity because the speaker gave adequate statement as much as is required. She explained Jason that he should not insist on obeying his wishes without hearing advice from others. the utterances uttered by Linda was not exaggerate sentence. In politeness principle, the utterances above included tact maxim because the speaker maximized the expression of beliefs that imply the benefit to hearer. The types of courtesy strategy can be showed in the following example:

- a. Data (22.1) shows that the speaker uses **negative politeness** (be pessimistic). From the utterances, Linda stated the condition if Jason does not realize his wishes. In this case, the speaker gives redrees to the hearer negative face by expressing doubt explicitly about the condition.

23. Data 23

01:18:19,200 --> 01:18:20,725

*Carl: Author! Author!*

1518

01:18:24,440 --> 01:18:25,726

*Linda: He means you. **Go on.** (23.1)*

In cooperative principle, the utterances above included maxim of manner because Linda uttered the words directly and clearly. She ordered Jason to go to the drama stage because Carl was calling him to introduce herself as a playwright. In politeness principle, the utterance above included approbation maxim because Linda maximized the expression of beliefs that express the approval of others. the types of politeness strategy can be described in the following example:

- a. Data (23.1) shows that the speaker uses **bald on record** (task- oriented).

From the word “*go on*”. Linda ordered Jason to stand up on play’s stage.

In this case, the speaker directly orders the hearer to do what the speaker asks.

#### 24. Data 24

01:21:16,040 --> 01:21:17,769

Linda: *I have a copy if you want to borrow it.* (24.1)

In cooperative principle, the utterance above included maxim of quantity because Linda conveyed the information adequately. She was only stated that she has the copy of book which Jason’s father wanted to borrow. In politeness principle, the utterance above included tact maxim because Linda showed the expression of beliefs that imply the benefit to Jason’s father. The types of courtesy strategy can be formulated as follows:

- a. Data (24.1) shows that the speaker uses **bald on record** (offering).

From the utterance Linda offered Jason’s father to borrow the copy of book which Linda have. In this case, the speaker directly offer for something to the hearer.

### 3. The Effect of the Use of Courtesy Strategy in *The English Teacher* Movie.

To find the effect of the use courtesy strategy in *The English Teacher* movie, the researcher considers the face threatening acts of using courtesy strategy and social status relationship in the conversation.



a. Higher lower status social (HLSS)

1). Offer

00:05:58,880 --> 00:06:00,159

*Linda: Let me take  
you to the hospital.*

105

00:06:00,160 --> 00:06:01,446

*Jason: No. I'm fine...*

*Linda: Jason, I insist. We have to take you to the emergency room...*

The dialogue conducted by a teacher (Linda) and a student (Jason), a teacher offered a student to go to the hospital. A student refused the invitation but a teacher insisted him to go to the hospital. A student directly refuse with a performative verb “refuse”. It shows declining an offer to addresser of social high status. From the dialogue, the researcher assumes that there is possibility of face threatening act, that is:

a). Possitive face to the hearer

Offer is an act that can damage the possitive face of the hearer. This expression shows the act of speaker toward interlocutor that may gives some pressure such as reject it and accept it. from the dialogue, Linda has threatened Jason’s possitive face. The expression of Jason shows after receiving the offer. In response, he refuses the offer and says “*No..I am fine..*”

2). Order

00:31:12,040 --> 00:31:13,863

*Jason’s father: I need to talk to you outside.  
Let’s go.*

The dialogue uttered by Jason’s father (addresser) to Jason (addressee). He ordered Jason to get out from drama practice room. Jason obeyed his father’s orders. His son directly does what father’s commands without saying the words

and immediately he left the room. It shows accepting an order to the addresser of social high status. From the dialogue, the researcher assumes that there is possibility of doing face threatening acts, that is:

a). Negative face threatening act to hearer

Order may damage the hearer's negative face. This expression may occur the rejection and acceptance of the hearer. This expression can be seen from the hearer's expression when the speaker order him to do what speaker's orders. He accepts the order from the addresser with conducts what the addresser's commands. In response, a son receives his father's commands.

3). Forbid

01:06:21,880 --> 01:06:22,961  
Carl: Hey! Language

The dialogue conducted by Carl (a teacher) to a student in the school. He warned one of student whos had spoken impolitely to Linda (another teacher). The student directly silent and no more said again. It shows the addressee accepts the warning of the addresser of high social status. There is possibility going on face threatening acts, that is:

a). Negative face threatening act to hearer

forbid may damage negative face of the hearer. This expression can considers the acceptance and rejection by the hearer. This expression can be seen from the expression of the hearer when the addressee indirectly command to the hearer without softening the threat. Nevertheless, the hearer accepts the forbid from the addresser of high school. It can be seen when the addressee directly be quiet. Thus, the student responded well the teacher's forbids.

#### 4). Beg

01:07:38,480 --> 01:07:40,050

Linda: *If you could just write a new ending.*

1368

01:07:40,160 --> 01:07:41,969

No. No. No.

The dialogue conducted by a teacher (Linda) to a student (Jason), a teacher entreats a student to write a new ending of the play. A student refuses the invocation. A student directly refuses with a performative utterance “No. No. No”. It shows declining an invocation to addresser of social lower status. From the dialogue, the researcher assumes that there is possibility of face threatening act, that is:

##### a). Possitive face threatening to the hearer

Beg is an act that can damage the possitive face of the hearer. This expression shows the act of speaker toward interlocutor that may gives some pressure such as reject it and accept it. from the dialogue, Linda has threatened Jason’s possitive face. The expression of Jason shows after receiving the offer. In response, he refuses the offer and says “No.No.No”.

##### b. Lower higher social status (LHSS)

##### 1). Beg

00:31:24,240 --> 00:31:26,049

Jason: *Just go on without me, please.*

The dialogue conducted by Jason (a student) to Linda (a teacher). Jason asked Linda to handle the play without him. He entreated Linda to let him to get out from the play room to talked with his father outside the room. Then, Linda let

him to do that. This expression shows the acceptance of the addressee to the addresser. There is the possibility going on face threatening act, that is:

a. Negative face threatening act to the hearer

Beg is the kind of expression that can damages to the hearer's negative face. This expression may be rejected or accepted by the hearer. This expression can be seen from the hearer's expression when the addresser begs her. The hearer accepts the speaker's begs. It can be seen when hearer responses the begging with silent as give the permission. Thus, the teacher responded well the student's entreats.

2). Demand

01:06:12,480 --> 01:06:15,211

*It sucks. This ending sucks. My grandparents are coming in from Tucson to see me suck. This isn't Jason's play anymore. It's bullshit.*

The dialogue conducted by a student to a teacher. The student demanded Linda to order Jason to back to school. She wanted Jason handle the play. She talked to Linda impolitely. This expression shows the rejection to the addresser to the addressee. There is the possibility going on face threatening acts to the speaker, that is:

a). Possitive threatening acts to the hearer

Demand is the kind of the expression that can threaten hearer's possitive face. In possitive threatening acts to the hearer, namely irreverence. By using irreverence utterance, the speaker does not care about the hearer's position. The utterance above shows the irreverence. A student directly demand the teacher impolitely.

c. Equal social status (ESS)

1). Prohibit

00:20:24,600 --> 00:20:26,682

*Linda: Carl! We can't cut the ending, we just can't.*

The dialogue conducted by Linda (a teacher) and Carl (a teacher). Linda forbided Carl not to cut the ending of the play. The addresser asked the addressee to do what the addresser's wants. The expression of the hearer is inconclusive because he is silent on a flat face. The researcher assumes that there is possibility of face threatening act, that is:

a). Possitive face threatening to the hearer

Prohibit is the kind of expression that can damages the hearer's possitive face. This expression shows the act of speaker toward interlocutor that may gives some pressure such as reject it and accept it. from the dialogue, Linda has threatened Carl's possitive face. The expression of Carl shows after receiving the prohibit. In response, he is unbelievable about the order and expresses flat face.

2). Order

00:31:18,400 --> 00:31:20,164

*Jason's father: Excuse me, I'm gonna talk to my son. Now!*

The dialogue uttered by Jason father (addresser) to Linda (addressee). Jason's father ordered Linda to let Jason talked with him outside the room. He directly requested the permission. This expression of the addresser was serious and like threatening the addressee. The researcher assumes that there is possibility of face threatening act, that is:



a). Possitive face threatening to the hearer

order is the kind of expression that can damages the hearer's possitive face. This expression shows the act of speaker toward interlocutor that may gives some pressure such as reject it or challenge it and accept it. from the dialogue, Jason's father has threatened Linda's possitive face. The expression of Jason's father shows after receiving the order. In response, he shows the expression of violent emosion to the hearer. It can be seen from the expression to the hearer to fear or embarrassed her.

4). Forbid

00:32:00,920 --> 00:32:02,684

*What is going on here?*

669

00:32:02,800 --> 00:32:04,323

*This is really none of your business.*

670

00:32:04,340 --> 00:32:06,171

*This is my school. And when I see someone being manhandled, it is my business.*

The dialogue uttered by Linda (addresser) to Jason's father (addressee). Linda disclaimed Jason's father when he was crushing his son. This expression of the addresser was serious and like threatening the addressee. The researcher assumes that there is possibility of face threatening act, that is:

a). Possitive face threatening to hearer

Forbid is the kind of expression that can damages the hearer's possitive face. This expression shows the act of speaker toward interlocutor that may gives some pressure such as reject it or challenge it and accept it. From the dialogue, Linda has threatened Jason's father possitive face. The expression of Jason's father shows after receiving the forbid. In response, she shows the expression of

violent emotion to the hearer. It can be seen from the expression to the hearer to fear or embarrassed him.

### 5). Entreat

1252

01:01:00,160 --> 01:01:01,969

*Linda, it's Carl. I know I behaved abominably, you have every right to be mad, but please call me. It's about the play.*

1258

01:01:17,040 --> 01:01:19,122

*Linda, call me, I beg of you. I swear I'll never deceive you again. I'll be entirely honest from now on.*

The dialogue uttered by Carl (friend) to Linda (friend). Carl entreated Linda to forgive him. The expression of the addresser is an apology. The researcher assumes that there is possibility of face threatening act, that is:

#### a). Possitive face threatening to speaker

Entreat is the kind of expression that can damages the speaker's possitive face. This expression shows the act of speaker toward interlocutor that may gives some pressure such as reject it or challenge it and accept it. The expression of Carl shows an apology to Linda (addressee). In response, she shows the expression of apology. It can be seen when the addresser regrets to the hearer.

### B. Discussion

Directive in english is generally used to get the hearer to do something which allows the option of refusal of the hearer or it can be precluded. In this study, the researcher found directive speech that included in courtesy strategy in *The English Teacher* movie, they were “insist”, “suggest”, “forbid”, “entreat”,

“request”, “advise”, “prohibit”, “beg”, “ask”, “command”, “warning”, “order”, “demand”.

Directive types that containing in courtesy strategy in finding have proven that directives show the felicity condition that is sincerity condition is want, desire or wish since the sincerity condition included part of the illocutionary acts. it is corroborated by Searle (1985) that a few hypothesis of directive concern the beliefs, intention, and desire. There are two kinds of the desires, that are strong and weak directive. There are the distinction between them. in a strong directive commitment show directive strongly commit the speaker and in a weak directive commmitment show directive commit the speaker to another even though it is not explicitly performed. Therefore, the degree of strength of the sincerity condition can be seen from the condition of success of the directives and it is have elaborated in the finding. In performing the directive speech, the speaker necessarily expresses the psychological state that specified by sincerity condition. Furthermore, the courtesy has the relevance to the expressing the psychological state because the speaker certain consider about the courtesy strategy to achieve the wants. It is considered by the hearer through the achievement mood they use in either success or not. Above all, the character used directive utterances was to show their desire toward their interlocutors. Mostly, the character used the directive wanted the interlocutors do what the speaker wants.

In analyzing the use of courtesy strategy in making directive speech, the writer investigates the process about it. The first to find the process of the use of

courtesy strategy the writer uses the theory of cooperative principle by Grice concept (1975).

Cooperative principle used to help to know how people make the conversation cooperatively. Cooperative principle is the assumption that people who making conversation normally try to be truthful, informative, clear and relevant. Cooperative principle in the utterances of the character in *the English Teacher* movie sometimes employed the cooperative principle or violated the cooperative. They used cooperative principle to make the interlocutor understand in what they utter. Violating the cooperative principle used to show the uninformative information have given by speaker. The use of maxim of quantity in the remarks was to convey the statement or information as much as was required. Violated the quantity maxim showed when the character conveyed the statement more than required. The character was also used inference to convey the statement that understandable by the hearer. It showed that they wanted to make the conversation clearly and directly. Sometimes, they also answered the question was not to the point. They did not answer straightforward that related to the question. Mostly, they did the violation because they wanted to keep their feeling or to safe their face.

The use of maxim of quantity and quality in the findings used by the characters has proven two inventions by Grice's theory (1975). The first one is there is no logical inferences. It assumes the standar interpretation of the hearer to the speaker is representing the existential. It is also due to implicature that the hearer concludes the speaker's utterance. It can be attributed not to logic, but to

pragmatics. In addition, the use of quantity and quality maxim show the further illustration type of explanation that is in grammatical terms. These maxims are not only show the explanatory of cooperative principle but also strengthen the grammar by showing the standar logical analysis can work quite well in natural language. It shows that it produces the satisfactory solution between semantics and pragmatics as the disciplines. These maxims can be violated if there is no adequate information given by the speaker. This is the evidence that the inference can be cancelled by the addition of contradictory information. Violating this maxim find in the findings is used by the character to hide the truth because the characters do not say in adequate information.

The use of maxim relevance used by the character in the findings was to conveyed the statement to be relevant with the topic discussed between the speaker and the hearer. For example when Linda discussed and give the question about Jason with Jason's father and he explained and answered the question from Linda. Therefore, the use of maxim relevance can see as subservient. There is the conversational goals and personal goals. It supplies the information required and normal for one participant to adopt some extent the assumed goal or goals of other. At the other extreme, the use of maxim relevance contains the ulterior goal to the hearer. It can cause a misunderstanding of how the speaker's utterance is meant to contribute the conversational goals. It is the cases where the relevance is unclear and violate the maxim. In violating this maxim, they intentionally changed answer that did not match with the question because the character did not want to answer the question and the question did not need to be answered.



The use of maxim manner used by the character in the findings was to convey the statement clearly and directly. There are two kinds of clarity can be seen in Grice's (1975) concept. The first is making unambiguous use of syntax and phonology in order to construct te clear text and, the second is framing a message which is prespicuous to the addressee. In findings, the characters convey the prespicuous and intelligible message for the hearer. The prespicuity is obviously hand in hand with relevance. It is corroborated by Leech (1983) that maxim of manner only function was to support the maxim relevance.

Politeness principle consider between cooperative principle and the problem of how to relate the sense to force. This theory from Leech (1978) to answer the use of politeness principle that related to cooperative principle. There has the general social function of these two principles. Cooperative principle enables in the conversation to communicate with the assumption that the other participant is being cooperative. Cooperative principle arrange what the people say so that contribute to some assumed illocutionary. Furthermore, politeness principle has the higher regulative role than cooperative principle. Therefore, it can mantain the friendly relation and social balance that people enable to assume that the interlocutors are being cooperative. Therefore, the politeness principle is used to corroborated the coperative principle used by the character found in the findings.

Courtesy strategy by Brown & Levinson (1987) used as the last process to complete the answer how the use of courtesy strategy. The types of courtesy strategy used to take up the strategies for doing face threatening acts. there are

many cases that the mean is no more specific wants. The speaker wants to achieve it. therefore, the courtesy strategy include the super strategies or higher order.

In analyzing the effect of the use of courtesy strategy, the writer employs face threatening acts of using courtesy strategy and social status relationship from the theory Brown & Levinson (1987) in the conversation. Face threatening acts show the people self image that every member want to claim for himself. The use of negative face in the findings include the personal preserves and possitive face show the personality that the claim from the interactants is appreciated and approved. The use face threatening act used by the character has relevance with Brown & Levinson theory that the face include the emotionally invested. It can be lost and maintained. Therefore, the degree of respectfulness depend on the factor of the status, degree of intimacy, and age included in directive utterance.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. It concludes the findings of this study to answer the research problems. Also, this research provides the suggestion to the reader or next researcher in accomplishing the similar topics of linguistics studies.

#### A. Conclusion

Based on the directive speech analysis, the characters mostly have uttered the directive remarks based on John Searle's theory that involved "request", "ask", "order", "command", "invite", "beg", "recommend", "advise", "entreat", "suggest", "forbid", "demand", "permit", "insist", and "pray". In this study, "pray" and "recommend" could not be found in the data since there was no remarks of pray and recommend directive uttered by the characters. The result of the analysis shows that some characters in *The English Teacher* movie mostly confirm the dialogues with directive speech. Linda as the main character is the one who frequently uttered the directive utterance. In the result of analysis, there are no the directive included "pray", "permit", and "recommend" found in the utterance.

To find the use of the courtesy strategy, the writer analyzed the process of making it. the process included the cooperative principle, politeness principle and courtesy strategy. Cooperative principle mostly used in the remarks that was to be informative conversation and there were some remarks that had violation in

cooperative principle. Politeness principle used to know polite and impolite utterances and there were some remarks that had violation in politeness principle. On the other hand, courtesy strategy such “bald on record” were frequently used by the character. Otherwise, the use of “off record” on this analysis is the least used. This illustrates nicely the way the character respect their interlocutor.

Furthermore, courtesy strategy being the effect of the use of courtesy strategy. Face threatening act and social status relationship could be answered and completed the effect of the use courtesy strategy. Those strategies being the effect in the use of courtesy strategy because those theories classify the mood and the level of using courtesy strategy. Furthermore, the speaker will considers and determines who he/ she is talking to. In identifying the mood and the level between the speaker to the hearer can know the different effects the use of courtesy strategy made by the speaker. Two different characters in “higher lower social status” mostly use positive face to the hearer because the speaker considers the level of interlocutor. The use of “lower higher social status” used by the speaker mostly utter negative face to the hearer. It shows that the speaker more consider about their mood than the level of interlocutor. In equal social status, the researcher found the expression of the hearer when they response speaker’s statement. The speaker in this level consider about the mood because they consider the level of interlocutor and also their mood.

## **B. Suggestion**

Based on the findings and results of this research, the researcher divided two possible studies that can enrich the directive and courtesy's scope in linguistic studies.

Firstly, further researches might employ the other objects such as spontaneous language performing in daily activities. It can be related to the sign language that might induce the degree of courtesy strategy. Secondly, the further researches might employ the identity of the character or the speaker. It can be explored in social context to corroborate the influence of the use of courtesy. Above all, the writer hopes those suggestions could broaden in the linguistic field especially in directive and courtesy strategy.



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## Appendix 1

## Types of Directive speech

No	Sentences	Directive's type
1.	<i>Linda: Let me take you to the hospital. Jason: No. I'm fine... Linda: Jason, I insist.</i>	Insist
2.	<i>Linda: You know, I have a clean towel in the trunk, I could get that for you.</i>	Suggest
3.	<i>Linda: But what if there were a way to get it produced. Right now.</i>	Suggest
4.	<i>Linda :I have a copy if you want to borrow it.</i>	Suggest
5.	<i>Linda: What is going on here? Jason's father: This is really none of your business. Linda: This is my school. And when I see someone bein manhandled, it is my business.</i>	Forbid
6.	<i>Carl: Hey! Language.</i>	Forbid
7.	<i>Carl: I know I behaved abominably, you have every right to be mad, but please call me. I beg of you. I swear I'll never deceive you again. I'll be entirely honest from now on.</i>	Entreat
8.	<i>Linda: Yeah, you should call Jason.</i>	Request
9.	<i>Linda: Jason, if I can do anything to help, you know... I'd love to read your play at least.</i>	Advice
10.	<i>Jason's father: Listen, you've been through a very physical trauma. It's perfectly normal to have...</i>	Advice
11.	<i>Linda: You know, sometimes you can't run away. you can't go to law school. And you can't kill yourself. Because sometimes you have to stay and suck it up.</i>	Advice

12.	<i>Linda : Carl! We can't cut the ending, we just can't.</i>	Prohibit
13.	<i>Linda: You know, you've just lost confidence, that's all. Yeah. That can happen. That can happen to any artist. But if you do this... You're gonna get it back. I promise you.</i>	Beg
14.	<i>Jason: Just go on without me, please.</i>	Beg
15.	<i>Linda: Could you please leave'?</i>	Beg
16.	<i>Linda : If you could just write a new ending.</i>  <i>Jason: No. No. No.</i>  <i>Linda: Write a new ending? Jason, please...</i>	Beg
17.	<i>Linda: I'm here to ask for a favor.</i> <i>Jason: Are you kidding me?</i>	Ask
18.	<i>Linda: How can he trust you? You are crushing his spirit.</i> <i>Jason's father: How am I crushing his spirit?</i> <i>Linda: Forcing Jason to go to law school is like... Like using a Shakespeare folio for toilet paper.</i> <i>Jason's father: "Forcing him!" I've never forced Jason to do anything. Going to law school was entirely his idea.</i>	Ask
19.	<i>Vice of principle: But there's no way he can finish the play. And we are days away from opening night, there's a ton of work to do. And we've sold \$18,000 in tickets. We need the money. Someone needs to step in.</i>	Command
20.	<i>Linda: I was thinking about your ending, and I realized that there may be something that I missed in previous readings of your play. And that is... That the ending sucks.</i>	Warning
21.	<i>Carl: Author! Author!</i>	Order



	<i>Linda: <b>He means you. Go on</b></i>	
22.	<i>Jason's father: <b>I need to talk to you outside. Let's go.</b></i>	Order
23.	<i>Jason's father: <b>Excuse me, I'm gonna talk to my son. Now!</b></i>	Order
24.	<p>1351</p> <p>A student: <b>It sucks. This ending sucks. My grandparents are coming in from Tucson to see me suck. This isn't Jason's play anymore. It's bullshit.</b></p>	Demand



## Appendix 2

## Cooperative Principle by Grice (1975) &amp; Politeness Principle by Leech (1983)

## 1. Cooperative Principle

No	Sentence	Types of Cooperative Principle	Explanation
1.	00:05:58,880--> 00:06:00,159 <i>Linda: Let me take you to the hospital.</i>  105 00:06:00,160--> 00:06:01,446 <i>Jason: No. I'm fine..</i> <i>Linda: Jason, I insist. We have to take you to the emergency room...</i>	Maxim of Quantity	The speaker does not give more informations than was required. It reflects enough informations to be conveyed.
2.	00:06:29,680--> 00:06:31,682 <i>Linda: You know, I have a clean towel in the trunk, I could get that for you .</i>	Maxim of Quantity	The speaker does not give more informations than was required. It reflects enough informations to be conveyed.
3.	00:08:13,200--> 00:08:15,567 <i>Linda: Jason, if I can do anything to help, you know... I'd love to read your play at least</i>	Maxim of Quantity	The speaker does not give more informations than was required. It reflects enough informations to be conveyed.
4.	00:14:22,200 --> 00:14:25,602 <i>Linda: But what if there were a way to get it produced. Right now. Would you be interested in that</i>	Maxim of Quality	The speaker tells about the real situation which happened to the hearer.
5.	00:20:24,600 --> 00:20:26,682 <i>Linda: Carl! We can't cut the ending, we just can't.</i>	Violate Maxim Quantity	The speaker does not have enough evidence.
6.	00:23:10,800 --> 00:23:12,484 <i>Linda: You know, you've just lost confidence, that's all. Yeah. That can happen. That can happen to any artist. But if you do this... You're gonna get it back. I promise you</i>	Maxim of Quantity	The speaker does not give more informations than was required. It reflects enough informations to be conveyed.
7.	00:31:12,040 --> 00:31:13,863 <i>Jason's father: I need to talk to you outside. Let's go !</i>	Maxim of Manner	The speaker conveys statement clearly and directly.
8.	00:31:18,400 --> 00:31:20,164 <i>Jason's father: Excuse me, I'm gonna talk to my son. Now!</i>	Maxim of manner	The speaker conveys statement clearly and directly.
9.	00:31:24,240 --> 00:31:26,049 <i>Jason: Just go on without me, please</i>	Maxim of Manner	The speaker conveys statement clearly and directly.

10.	00:32:00,920 --> 00:32:02,684 Linda: <b>What is going on here?</b> 669 00:32:02,800 --> 00:32:04,323 Jason's father: <b>This is really none of your business.</b> 670 00:32:04,340 --> 00:32:06,171 Linda: <b>This is my school. And when I see someone being manhandled, it is my business.</b>	Violate maxim of relevance	The speaker does not answer the question and he changes answer that does not match with the question.
11.	00:39:48,120 --> 00:39:51,488 Linda: How can he trust you? You are crushing his spirit. 810 00:39:51,600 --> 00:39:53,045 Jason's father: How am I crushing his spirit? 811 00:39:53,160 --> 00:39:54,650 Linda: Forcing Jason to go to law school is like... Like using a Shakespeare folio for toilet paper. 813 00:39:56,760 --> 00:39:59,969 Jason's father: <b>"Forcing him!" I've never forced Jason to do anything. Going to law school was entirely his idea.</b>	Maxim of Relevance	The conversation between Linda and Jason's father have relevant contribution about something uttered.
12.	00:56:24,920 --> 00:56:27,082 Linda: <b>Could you please leave'?</b>	Maxim of Manner	The speaker conveys statement clearly and directly.
13.	00:56:29,080 --> 00:56:31,128 Jason's father: <b>Listen, you've been through a very physical trauma. It's perfectly normal to have...</b>	Maxim of Manner	The speaker conveys statement clearly and directly.
14.	1252 01:01:00,160 --> 01:01:01,969 Carl: Linda, it's Carl. I know I behaved abominably, you have every right to be mad, but please call me. It's about the play. 1258 01:01:17,040 --> 01:01:19,122 Carl: <b>Linda, call me, I beg of you. (14.1) I swear I'll never deceive you again. I'll be entirely honest from now on</b>	Maxim of Quantity	The speaker does not give more informations than was required. It reflects enough informations to be conveyed.
15.	01:02:56,640 --> 01:02:58,563 Vice of principal: <b>But there's no way he can finish the play. And we are days away from opening night, there's a ton of work to do. And we've sold \$18,000 in tickets. We need the money. Someone</b>	Maxim of Quality	The speaker tells about the real situation which happened to the hearer.

	<i>needs to step in</i>		
16.	01:03:11,040 --> 01:03:13,122 <i>Linda: Yeah, you should call Jason.</i>	Maxim of Manner	The speaker conveys statement clearly and directly.
17.	01:06:12,480 --> 01:06:15,211 <i>A student: It sucks. This ending sucks. My grandparents are coming in from Tucson to see me suck. This isn't Jason's play anymore. It's bullshit.</i>	Violate Maxim of Quantity	The speaker conveys the statement more than is required
18.	01:06:21,880 --> 01:06:22,961 <i>Headmaster: Hey! Language.</i>	Maxim of Manner	The speaker conveys statement clearly and directly.
19.	01:07:36,400 --> 01:07:38,323 <i>Linda: I'm here to ask for a favor.</i> <i>Jason: Are you kidding me ?</i>	Violate maxim of relevance	because the speaker does not give the relevant contribution about speaker's utterance
20.	01:07:38,480 --> 01:07:40,050 <i>Linda: If you could just write a new ending.</i> 1368 01:07:40,160 --> 01:07:41,969 <i>Jason: No. No. No.</i> 1369 01:07:42,080 --> 01:07:44,162 <i>Linda: Write a new ending?</i> <i>Jason, please...</i>	Maxim of Quantity	The speaker does not give more informations than was required. It reflects enough informations to be conveyed.
21.	01:08:44,320 --> 01:08:48,370 <i>Linda: I was thinking about your ending, and I realized that there may be something that I missed in previous readings of your play. And that is...That the ending sucks.</i>	Maxim of Quality	The speaker tells about the real situation which happened to the hearer.
22.	01:09:17,240 --> 01:09:19,561 <i>Linda: You know, sometimes you can't run away. And you can't go to law school. And you can't kill yourself. Because sometimes you have to stay and suck it up</i>	Maxim of Quantity	The speaker does not give more informations than was required. It reflects enough informations to be conveyed.
23.	01:18:19,200 --> 01:18:20,725 <i>Carl: Author! Author!</i> 1518 01:18:24,440 --> 01:18:25,726 <i>Linda: He means you. Go on.</i>	Maxim of Manner	The speaker conveys statement clearly and directly.
24.	01:21:16,040 --> 01:21:17,769 <i>Linda: I have a copy if you want to borrow it</i>	Maxim of Quantity	The speaker does not give more informations than was required. It reflects enough informations to be conveyed.

## 2. Politeness Principle

No	Sentence	Types of Politeness Principle	Explanation
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1.	<p><i>Linda: 00:05:58,880 --&gt; 00:06:00,159</i>  <i><b>Let me take you to the hospital.(1.1)</b></i></p> <p>105  00:06:00,160 --&gt; 00:06:01,446  <i>Jason: No. I'm fine...(1.2)</i>  <i>Linda: Jason, I insist.(1.3) We have to take you to the emergency room...</i></p>	Tact maxim	The speaker tries to give the benefit to the hearer.
2.	<p>00:06:29,680 --&gt; 00:06:31,682  <i>Linda: You know, I have a clean towel in the trunk, I could get that for you .(2.1)</i></p>	Tact maxim	The speaker tries to give the benefit to the hearer.
3.	<p>00:08:13,200 --&gt; 00:08:15,567  <i>Linda: Jason, if I can do anything to help, you know... I'd love to read your play at least</i></p>	Approbation maxim	The speaker's statements show the pleasant to the hearer. The speaker maximizes praise and minimizes dispraise of the hearer.
4.	<p>00:14:22,200 --&gt; 00:14:25,602  <i>Linda: But what if there were a way to get it produced. Right now. Would you be interested in that</i></p>	Tact Maxim	The speaker maximizes benefit to others.
5.	<p>00:20:24,600 --&gt; 00:20:26,682  <i>Linda: Carl! We can't cut the ending, we just can't.</i></p>	Violate the agreement maxim	The speaker makes or maximizes disagreement to others.
6.	<p>00:23:10,800 --&gt; 00:23:12,484  <i>Linda: You know, you've just lost confidence, that's all. Yeah. That can happen. That can happen to any artist. But if you do this... (6.1) You're gonna get it back. I promise you</i></p>	Agreement maxim	The speaker makes agreement or minimizes disagreement to others.
7.	<p>00:31:12,040 --&gt; 00:31:13,863  <i>Jason's father: I need to talk to you outside. Let's go !</i></p>	Generosity maxim	The speaker minimizes the benefit to his self and maximizes the cost for his self.
8.	<p>00:31:18,400 --&gt; 00:31:20,164  <i>Jason's father: Excuse me, I'm gonna talk to my son. Now!</i></p>	Generosity maxim	The speaker minimizes the benefit to his self and maximizes the cost for his self.
9.	<p>00:31:24,240 --&gt; 00:31:26,049  <i>Jason: Just go on without me, please</i></p>	Generosity maxim	The speaker minimizes the benefit to his self and maximizes the cost for his self.
10.	<p>00:32:00,920 --&gt; 00:32:02,684  <i>Linda: What is going on here?</i>  669  00:32:02,800 --&gt; 00:32:04,323  <i>Jason's father: This is really none of your business.</i></p>	Violate agreement maxim	The speaker makes or maximizes disagreement to others.



	670 00:32:04,340 --> 00:32:06,171 <i>Linda: This is my school. And when I see someone being manhandled, it is my business.</i>		
11.	00:39:48,120 --> 00:39:51,488 <i>Linda: How can he trust you? You are crushing his spirit.</i> 810 00:39:51,600 --> 00:39:53,045 <i>Jason's father: How am I crushing his spirit?</i> 811 00:39:53,160 --> 00:39:54,650 <i>Linda: Forcing Jason to go to law school is like... Like using a Shakespeare folio for toilet paper.</i> 813 00:39:56,760 --> 00:39:59,969 <i>Jason's father: "Forcing him!" I've never forced Jason to do anything. Going to law school was entirely his idea.</i>	Violate agreement maxim	The speaker makes or maximizes disagreement to others.
12.	00:56:24,920 --> 00:56:27,082 <i>Linda: Could you please leave'?</i>	Generosity maxim	The speaker minimizes the benefit to his self and maximizes the cost for his self.
13.	00:56:29,080 --> 00:56:31,128 <i>Jason's father: Listen, you've been through a very physical trauma. It's perfectly normal to have...</i>	Sympathy maxim	The speaker maximizes sympathy to the hearer.
14.	1252 01:01:00,160 --> 01:01:01,969 <i>Carl: Linda, it's Carl. I know I behaved abominably, you have every right to be mad, but please call me. It's about the play.</i> 1258 01:01:17,040 --> 01:01:19,122 <i>Carl: Linda, call me, I beg of you. (14.1) I swear I'll never deceive you again. I'll be entirely honest from now on</i>	Modesty maxim	the speaker reflects bad evaluation of self and occurs in apologizing to someone.
15.	01:02:56,640 --> 01:02:58,563 <i>Vice of principal: But there's no way he can finish the play. And we are days away from opening night, there's a ton of work to do. And we've sold \$18,000 in tickets. We need the money. Someone needs to step in</i>	Agreement maxim	The speaker makes agreement or minimizes disagreement to others.
16.	01:03:11,040 --> 01:03:13,122	Generosity maxim	The speaker

	<i>Linda: Yeah, you should call Jason.</i>		minimizes the benefit to his self and maximizes the cost for his self.
17.	<i>01:06:12,480 --&gt; 01:06:15,211</i> <i>A student: It sucks. This ending sucks. My grandparents are coming in from Tucson to see me suck. This isn't Jason's play anymore. It's bullshit.</i>	Violate maxim	approbation The speaker maximizes dispraise of others. It can caused unpleasent things about the hearer.
18.	<i>01:06:21,880 --&gt; 01:06:22,961</i> <i>Headmaster: Hey! Language.</i>	Violate maxim	approbation The speaker maximizes dispraise of others. It can caused unpleasent things about the hearer.
19.	<i>01:07:36,400 --&gt; 01:07:38,323</i> <i>Linda: I'm here to ask for a favor.</i> <i>Jason: Are you kidding me ?</i>	Violate tact maxim	The speaker's utterance minimize the advantage of the hearer.
20.	<i>01:07:38,480 --&gt; 01:07:40,050</i> <i>Linda: If you could just write a new ending.</i> <i>1368</i> <i>01:07:40,160 --&gt; 01:07:41,969</i> <i>Jason: No. No. No.</i> <i>1369</i> <i>01:07:42,080 --&gt; 01:07:44,162</i> <i>Linda: Write a new ending?</i> <i>Jason, please...</i>	Violate maxim	agreement The speaker makes or maximizes disagreement to others.
21.	<i>01:08:44,320 --&gt; 01:08:48,370</i> <i>Linda: I was thinking about your ending, and I realized that there may be something that I missed in previous readings of your play. And that is...That the ending sucks.</i>	Violate maxim	approbation The speaker maximizes dispraise of others. It can caused unpleasent things about the hearer.
22.	<i>01:09:17,240 --&gt; 01:09:19,561</i> <i>Linda: You know, sometimes you can't run away. And you can't go to law school. And you can't kill yourself. Because sometimes you have to stay and suck it up.</i>	Tact maxim	The speaker tries to give the benefit to the hearer.
23.	<i>01:18:19,200 --&gt; 01:18:20,725</i> <i>Carl: Author! Author!</i> <i>1518</i> <i>01:18:24,440 --&gt; 01:18:25,726</i> <i>Linda: He means you. Go on.</i>	Approbation maxim	The speaker's statements show the pleasent to the hearer. The speaker maximizes praise and minimizes dispraise of the hearer.
24.	<i>01:21:16,040 --&gt; 01:21:17,769</i> <i>Linda: I have a copy if you want to borrow it</i>	Tact maxim	The speaker tries to give the benefit to the hearer.

## Appendix 3

## Courtesy Strategy by Brown &amp; Levinson (1978)

No	Data	Types of courtesy strategy
1.	<p><i>Linda: 00:05:58,880 --&gt; 00:06:00,159</i>  <b>Let me take you to the hospital.(1.1)</b></p> <p>105  00:06:00,160 --&gt; 00:06:01,446  <i>Jason: No. I'm fine...(1.2)</i>  <i>Linda: Jason, I insist.(1.3) We have to take you to the emergency room...</i></p>	<p><b>1. possitive politeness</b> (noticing or giving attention to the hearer)</p> <p><b>2. bald on record</b> (disagreement)</p>
2.	<p>00:06:29,680 --&gt; 00:06:31,682  <i>Linda: You know, I have a clean towel in the trunk, I could get that for you .</i></p>	<p><b>1. bald on record</b> (offering)</p>
3.	<p>00:08:13,200 --&gt; 00:08:15,567  <i>Linda: Jason, if I can do anything to help, you know... I'd love to read your play at least</i></p>	<p><b>1. negative politeness</b> (do not be optimistic)</p>
4.	<p>00:14:22,200 --&gt; 00:14:25,602  <i>Linda: But what if there were a way to get it produced. Right now. Would you be interested in that?</i></p>	<p><b>1. negative politeness</b> (being indirect)</p>
5.	<p>00:20:24,600 --&gt; 00:20:26,682  <i>Linda: Carl! We can't cut the ending, we just can't.</i></p>	<p><b>1. bald on record</b> (disagreement).</p>
6.	<p>00:23:10,800 --&gt; 00:23:12,484  <i>Linda: You know, you've just lost confidence, that's all. Yeah. That can happen. That can happen to any artist. But if you do this... (6.1) You're gonna get it back. I promise you</i></p>	<p><b>1. possitive politeness</b> (making promises and offers)</p>
7.	<p>00:31:12,040 --&gt; 00:31:13,863  <i>Jason's father: I need to talk to you outside. Let's go !</i></p>	<p><b>1. bald on record</b> (task- oriented).  <b>2. bald on record</b> (requesting).</p>
8.	<p>00:31:18,400 --&gt; 00:31:20,164  <i>Jason's father: Excuse me, I'm gonna talk to my son. Now</i></p>	<p><b>1. bald on record</b> (task- oriented).  <b>2. bald on record</b> (requesting).</p>
9.	<p>00:31:24,240 --&gt; 00:31:26,049  <i>Jason: Just go on without me, please</i></p>	<p><b>1. negative politeness</b> (being indirect)</p>
10.	<p><i>Linda: What is going on here?</i>  669  00:32:02,800 --&gt; 00:32:04,323  <i>Jason's father: This is really none of your business.</i>  670  00:32:04,340 --&gt; 00:32:06,171  <i>Linda: This is my school. And when I see someone being manhandled, it is my business.</i></p>	<p><b>1. possitive politeness</b> (avoiding disagreement or conflict)  <b>2. bald on record</b> (disagreement)  <b>3. bald on record</b> (warning)</p>

11.	<p>00:39:48,120 --&gt; 00:39:51,488  <i>Linda: How can he trust you?  You are crushing his spirit.</i>  810  00:39:51,600 --&gt; 00:39:53,045  <i>Jason's father: How am I  crushing his spirit?</i>  811  00:39:53,160 --&gt; 00:39:54,650  <i>Linda: Forcing Jason to go to  law school is like... Like using a  Shakespeare folio for toilet  paper.</i>  813  00:39:56,760 --&gt; 00:39:59,969  <i>Jason's father: "Forcing him!" I've  never forced Jason to do anything.  Going to law school was entirely his idea</i></p>	<p><b>1. bald on record</b> (disagreement).</p>
12.	<p>00:56:24,920 --&gt; 00:56:27,082  <i>Linda: Could you please leave'?</i></p>	<p><b>1. negative politeness</b> (being indirect).</p>
13.	<p>00:56:29,080 --&gt; 00:56:31,128  <i>Jason's father: Listen, you've been  through a very physical trauma. It's  perfectly normal to have...</i></p>	<p><b>1. bald on record</b> (metaphorical urgency for emphasis)</p>
14.	<p>1252  01:01:00,160 --&gt; 01:01:01,969  <i>Carl: Linda, it's Carl. I know I  behaved abominably, you have every  right to be mad, but please call me.  It's about the play.</i>  1258  01:01:17,040 --&gt; 01:01:19,122  <i>Carl: Linda, call me, I beg of you.  (14.1) I swear I'll never deceive you  again. I'll be entirely honest from now  on</i></p>	<p><b>1. bald on record</b> (requesting)  <b>2. positive politeness</b> (making offer and promise)</p>
15.	<p>1252  01:01:00,160 --&gt; 01:01:01,969  <i>Carl: Linda, it's Carl. I know I  behaved abominably, you have every  right to be mad, but please call me.  It's about the play.</i>  1258  01:01:17,040 --&gt; 01:01:19,122  <i>Carl: Linda, call me, I beg of you.  (14.1) I swear I'll never deceive you  again. I'll be entirely honest from now  on</i></p>	<p><b>1. bald on record</b> (task- oriented).</p>
16.	<p>01:03:11,040 --&gt; 01:03:13,122  <i>Linda: Yeah, you should call Jason.</i></p>	<p><b>1. bald on record</b> (giving suggestion).</p>
17.	<p>01:06:12,480 --&gt; 01:06:15,211  <i>A student: It sucks. This ending sucks.  My grandparents are coming in from  Tucson to see me suck. This isn't  Jason's play anymore. It's bullshit.</i></p>	<p><b>1. off record</b> (repetition).  <b>2. bald on record</b> (disagreement).</p>



18.	01:06:21,880 --> 01:06:22,961 Headmaster: <b>Hey! Language.</b>	<b>1. bald on record</b> (warning)
19.	01:07:36,400 --> 01:07:38,323 Linda: <b>I'm here to ask for a favor.</b> Jason: <b>Are you kidding me ?</b>	<b>1. negative politeness</b> (be indirect)
20.	01:07:38,480 --> 01:07:40,050 Linda: <b>If you could just write a new ending.</b> 1368 01:07:40,160 --> 01:07:41,969 Jason: <b>No. No. No.</b> 1369 01:07:42,080 --> 01:07:44,162 Linda: <b>Write a new ending? Jason, please...</b>	<b>1. bald on record</b> (disagreement) <b>2. bald on record</b> (requesting)
21.	01:08:44,320 --> 01:08:48,370 Linda: <b>I was thinking about your ending, and I realized that there may be something that I missed in previous readings of your play. And that is...That the ending sucks.</b>	<b>1. off record</b> (giving hints)
22.	01:09:17,240 --> 01:09:19,561 Linda: <b>You know, sometimes you can't run away. And you can't go to law school. And you can't kill yourself. Because sometimes you have to stay and suck it up.</b>	<b>1. negative politeness</b> (be pessimistic)
23.	01:18:19,200 --> 01:18:20,725 Carl: <b>Author! Author!</b> 1518 01:18:24,440 --> 01:18:25,726 Linda: <b>He means you. Go on.</b>	<b>1. bald on record</b> (task- oriented).
24.	01:21:16,040 --> 01:21:17,769 Linda: <b>I have a copy if you want to borrow it</b>	<b>1. bald on record</b> (offering).