

**POLITENESS STRATEGIES USED BY MIA AND HER GRANDMA IN
“PRINCESS DIARIES” FILM**

THESIS

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**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
HUMANITIES AND CULTURE FACULTY
THE STATE ISLAMIC UNIVERSITY OF MALANG**

2007

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Presented to Humanities and Culture Faculty
In Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra

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MOTTO

*To hope is to risk pain
To try is to risk failure
But risk must be taken,
because the greatest hazard in life is to risk nothing
(Leo F. Buscaglia)*

*If you say in good words to someone else,
The kindness will return to you.
Kindness and prayers of adoration that you said actually is for your self
(Jalaluddin Rumi)*

*To My beloved father Suhardi and mother Siti Arofah for their endless love and
prays. My little sister Vina, my little brothers Cholís and Alfathoni,
I miss you so much*

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ABSTRACT

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People who are trying to maintain social relation in the society need certain communication strategies. One of the most important ways to achieve this objective is politeness strategy. This social phenomenon can appear in visual form such as film since it provides a lot of utterances used by the characters. Film reflects the real of social life, when it is made by the director, it is influenced by the social and cultural values where the film is being created. Considering the important of politeness strategies in a conversation, here, the researcher wanted to find out the politeness strategies used by Mia and Her grandma, two main characters in film entitled “Princess Diaries”.

This research was designed by using sociolinguistic approach because the researcher tried to study a language phenomenon used by the speaker and the hearer. The data were the utterances of Mia and grandma, the main characters of “Princess Diaries” film, which contain the politeness strategies. They were analyzed inductively through the observation done by the researcher himself. The approach for analyzing the politeness strategies is based on the Scollon and Scollon’s Theory of Politeness.

As the result, the researcher found out that both Mia and her grandma used two kinds of strategies based on Scollon and Scollon’s Concept of Politeness, they are involvement and independent strategies. There were twenty politeness strategies used by Mia: four involvement strategies (notice and attend to hearer, exaggerate when says to the hearer, and giving voluble) and sixteen independent strategies (showing apology, being pessimistic, using the hearer’s nicknames, and minimizing threat to the interlocutor, etc). Meanwhile, there are fifteen politeness strategies used by her grandma: twelve involvement strategies (showing attend or notice to the hearer, giving voluble, showing sympathy, using the hearer’s language and claim common point of view, opinions, and empathy, etc) and three independent strategies (state general rules, giving apology, and calling the hearer by using his/her nicknames).

This study can lead the further researchers to conduct research on politeness strategies in other kind of films, theories, and no limited on the two characters. It is also hoped that the study on politeness strategies involving other languages, not just in English, therefore it can broaden the knowledge in applying linguistic aspects in various languages.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is the most important aspect in human being's life.

Through communication people can interact with each other. To do this, people need a code which is called language to communicate. Wardhaugh (1977:7) has said that language allows people to say things to each other and express their communicative needs. It means that language is the primary medium of communication. People use language to express their feelings and to convey information. They can exchange the ideas and knowledge among each other. Besides, language can also be used to maintain the social relationship and personal behaviors.

In oral communication process, two people try to communicate efficiently and accurately. At the same time, they also try to cooperate with one another. Brown and Yule (1986:32) said that people cooperate on simple mechanics of speech. In one hand, the speaker tries to use the language that can be understood easily by the listener. On the other hand, the listener tries to understand well what is said and expressed by the speaker. It means that the speaker tries to be informative and the listener tries to be cooperative. To reach this aim, a general rule or principle is needed in order the communication which involves both the speaker and the hearer can run well. Therefore, the speaker will participate in the topic discussed in conversation, and then it is followed by the involvement of the hearer. Renkema (1993:8) has stated that to make a conversation run smoothly, it

needs a strategy which is called politeness. This term is not strange in scientific study and casual terminology which are often used by the people in a society. In scientific field, there are experts who have studied politeness phenomena in order to know the characteristics of polite language in a society. Meanwhile, politeness may be associated with the terms, like “respectful, considerate and courteous” by the people in daily conversation.

Brown and Levinson (in Mills, 2003:60) stated that politeness is essentially a matter of avoiding Face Threatening Acts (FTAs), that is any kinds of act that can threat potentially interlocutor’s face. Face refers to the sense of linguistic and social identity. It can be lost, maintained, or improved in social interaction. Then, it is needed a strategy to save people’s face. The strategies which are developed by Brown and Levinson are for the aim of dealing with the FTAs. In this case, the speaker or hearer makes himself or herself polite in front of the interlocutor by saving his or her face. They also argued that in human communication people tend to maintain other people’s face continuously. It is done for creating a good communication and building a harmonious relationship.

Furthermore, Holmes (1992:296) explained that politeness is an activity which involves taking account of the feelings of others. A polite person makes others feel comfortable. Being polite also involves speaking to people appropriately. The appropriate utterances are usually used to make a harmonious interaction. While, inappropriate linguistic choices may be considered rude, cringing, and pusillanimous. Moreover, what is considered polite or not in community also involves the social relationship, distance, solidarity, and status.

Scollon and Scollon (1995:36) suggest a definition related to the term of politeness. In this politeness strategy, people are the individuals in which they want and need to be realized in two different ways. In one side, they are independent persons who wish to keep their privacy. In an other side, they also want to contribute to the social world in their surroundings, as participating member. Politeness is involvement and having independent between the speaker and the hearer in a communication. This involvement can be shown by paying attention to others, showing a strong interest in the topic discussed, or pointing out in group membership. It means that either the speaker or the hearer needs to be involved in a conversation. Meanwhile, independent can be shown by giving freedom to others to communicate.

Scollon and Scollon (1992: 42) added that there are three factors which influence this politeness system, those are power, distance, and weight of the imposition. Power may refer to the social position in a community, such as educational background, profession, and social status. Then, distance may be related to the relationship among the speaker and hearer, addresser and addressee. Meanwhile, the weight of imposition could be dealt with degree of kinship among participants. These aspects cannot be avoided from the use of language because they will influence the people of community when they have conversation.

In addition, Holmes (1992: 297) argued that making decisions about what is likely to be considered polite in any community involves social aspects, distance and status. Therefore, intimacy, solidarity, and close relationship in a community also influence the politeness system which will take place. That is

why, using politeness strategy should pay attention to the social factors of the society.

Politeness is used by people to make a smooth communication and to build equilibrium of relationship in a society. Watts (2003:53) states that politeness instructs the interactants to produce a harmonious interaction socially. If someone wants to make a good conversation, he or she should pay attention to the strategy of politeness.

Because of it, either the speaker or hearer will feel respected and appreciated. There are kinds of media that can be used as a means of communication. One of them is film since it contains lot conversations that provide valuable information and messages to the audiences. Film is an audio-visual media where situation and setting of the conversation reflect the real of social life. The social values may be given by the film with certain modification since it is made by a director of the film. It is also quite possible that the phenomena of politeness will appear in the film because it reflects the real situation of the society.

One of example of film is Princess Diaries. It is categorized as comedy-drama film, sometimes known as dramedy that is a style of film in which there is an equal or nearly equal balance of humor and serious content. This film is directed by Garry Marshall telling about a princess. Her name is Amelia Thermopolis Renaldi who just graduated from college and returned to Genovia to prepare for her coronation as the time approaches for her grandmother, Queen Rinaldi, to hand down the throne.

It is an interesting film because it contains entertaining aspects like jokes. Besides, it becomes a good film because it includes many teachable aspects like women in authority, consequences of one's actions, and solidarity. In this film, the characters try making the appropriate utterances when they are speaking to the interlocutors. It is because of its line of the story tells about the differences of social status in a community. Though the story sometimes takes place in informal places, the speaker and the hearer use the language based on the consideration of their position in social status of the community. However, the primary reasons why the researcher has chosen this film is because of its language, such as the dictions, satirical language, and some utterances which give more data in analyzing the phenomena of politeness strategies. Moreover, the researcher believes that there are many phenomena of politeness strategies that can be found in the film like *Princess Diaries* where the social factors influence the choice of the utterances. We will realize how important studying politeness strategies to achieve a harmonious and equilibrium interpersonal relationship. As Ohoiwutun (2002:88) has said that each language contains system of politeness. It means, any languages have the system of politeness. So, it is quite needed by anyone to study polite language to balance the relationship and solidarity in society through a good communication. Watts (2003:9) states that politeness is not something we are born with, but something we have to learn and be socialized into. From this definition, politeness has the worth aspects which should be learnt by anyone.

Related to the illustration above, the researcher wants to investigate and analyze the utterances of this film, especially the politeness strategies which are

used by the main characters, Mia and her grandma. There are some ways to find politeness utterances as Iragiliati (2005: 40) has said, that is Lakoff's form of politeness strategies (1975), Leech's politeness in terms of principle and maxim (1980), and Brown-Levinson's politeness strategies (1987) which emphasizes on management of face. In this study, however, the researcher uses the politeness strategies which are proposed by Scollon and Scollon (1995). There are two primary reasons why the researcher uses this theory to find out the politeness phenomena in *Princess Diaries* film.

First, this theory is able to cover the politeness phenomena at various social groups, such as ethnicity, gender, age, education, income and profession. The communication which involves the participants in different social status, such as between employer and employee, boss and worker, even teacher and student often does not run well because of their difference social status. The concept of politeness which has been suggested by Scollon and Scollon tries to reduce those different social statuses, so it will be solidarity and intimacy.

Second, this theory emphasizes on the important of social aspects, such as power, distance, and weight of imposition. Using polite language does not just have to know the appropriate utterances but also to understand the social factors because most of communication that we make is influenced and even determined by our social relations. Therefore, in doing politeness strategies either speaker or hearer should pay attention to those factors. These aspects influence the ways how the speaker utters. For example, the speakers who feel that he/she is in subordinate level tend to use interlocutors' title and the family name, such as Prof. Takamura,

Mr. Adam, Mrs. Clinton, or Dr. Jimmy. Besides, in doing politeness strategies both the speaker and the hearer should also consider the weight of imposition. This aspect also influences the speakers in using utterances. For example, if the speaker has a close relationship to the interlocutor, he/she may use the interlocutor's first name, even though the interlocutor is in higher level such as doctor or professor.

This study has relation to the previous researches on the same field: Kitamura (2000) who analyzed the small segment of casual conversation in Japanese to show how Brown and Levinson's theory of politeness can be applied in non goal oriented interaction. Then, Aini (2003) had examined how the nurses in the hospital used the politeness strategies in therapeutic communication. She found out that there were two kinds of politeness strategies which were used by the nurses, positive and negative politeness. Further, Lailiyah (2003) has also conducted the politeness phenomena. She had investigated how the farmers in Ngronggot Nganjuk used the politeness language in daily conversation either with the people in higher level or lower of the society. Besides, a research on politeness phenomena had been conducted by Yuliana (2003). She studied about a cross cultural politeness phenomena in Probolinggo, East Java. This research studied how people in this area performed politeness strategies in Madurese and Javanese.

The different things between this research and the previous researches are on the theory and the object. The previous researchers used Brown and Levinson's theory of politeness with human being as the object of research, while the researcher uses the model politeness proposed by Scollon and Scollon with the

film as the object. Brown and Levinson classified the theory of politeness into Bald on Record, Positive Politeness, Negative Politeness, and Off Record strategy of politeness. However, Scollon and Scollon modified this theory into involvement (showing solidarity) and independent strategy (showing respect) by emphasizing the important of social aspects in using politeness strategies.

1.2 Problems of the Study

The researcher is interested in analyzing the styles of language used in the “Princess Diaries” Film, especially the politeness strategies used by Mia and her grandma, the two main characters. The researcher has several questions about this.

- 1) What politeness strategies are used by Mia and her grandma in “Princess Diaries” film?
- 2) Which politeness strategies are mostly used by Mia and her grandma in “Princess Diaries” film?

1.3 Objectives of the Study

The objectives of the study are as follows:

- 1) To find out what politeness strategies used in the conversation of the main characters, Mia and her grandma in “Princess Diaries” film.
- 2) To investigate politeness strategies which are mostly used by Mia and her Grandma in the “Princess Diaries” film.

1.4 Significance of the Study

The result of this study is expected to be able to give valuable contribution both theoretically and practically.

Theoretically, this study is expected to give scientific contributions, especially in linguistics about the concept of politeness strategies. Practically, this study is expected to give valuable information to further researchers, students, and readers. For the further researchers, this study is expected to provide the base in analyzing the politeness strategies more deeply. For the students, this study is expected to give useful information in understanding politeness strategies. Then, this study will help the readers who want to know the concept of politeness strategies.

1.5 Scope of the Study

This study is focused on analyzing politeness strategies in the “Princess Diaries” film. In this study the researcher analyzes the utterances which contain politeness strategies used by Mia and her grandma, the main characters, based on Scollon and Scollon’s theory of politeness which classifies the strategies of politeness into involvement and independent.

The limitation of this study is the use of the politeness strategies used by Mia and her grandma which cannot be analyzed perfectly. In this film, sometimes there is same situation that reflect same strategies. So, the repetition may occur in the findings of the study although the researcher has striven to avoid it.

1.6 Definition of Key Terms

1. Politeness: a desire of the speaker to make others comfortable and try to prevent any inconvenience to make a harmonious communication.
2. Face: it is the public self image that every member wants to claim for himself.
3. Positive Face: needs to be appreciated by others and to be the member of the same group.
4. Negative Face: needs to be free, has freedom to act, and not be pressured by others.
5. Involvement strategy: it is an aspect which is related to the person's right. Someone may show involvement by participating in a communication because people need to be considered normal, contributing and supporting the member of the society.
6. Independence strategy: it is an aspect which emphasizes the individuality of the participants. This strategy emphasizes the participants' right in order to not to be dominated by group or social values and to be free from the impositions of others.
7. Social factor: it is social aspect, such as power, distance, and solidarity that influences the use of politeness strategies.
8. Film: it is one of art media in which audio-visually written play performed. It includes many utterances which are produced by its characters. This kind of media of communication is also able to reflect the situation of certain community because social factors are part of the film

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about pragmatics, politeness theory, concept of face, Scollon and Scollon's model of politeness, film, and previous study. They are presented here as a basic support in doing analysis.

2.1 Pragmatics

Pragmatics is a systematic way of explaining language used in context. It attempts to explain aspects of meaning which cannot be found in the sense of words or structures, like explained by semantics. For example, Finch (1998: 160) said that if we do not understand something we usually ask either "*What does it mean?*" or "*What do you mean?*" In the first case the concern is with the sense of what has been said, while in the second, it is with the speakers' attitude or point of view.

Yule (1996:3) argued that pragmatics is the study about meaning which is conveyed by the speaker (or writer) and interpreted by the hearer (or reader). As consequence, this study relates to the analysis about what is meant by the speaker's utterances. Crystal (1993:120) in Encyclopedia of Language also explains pragmatics as a linguistic field which studies about the factors that govern our choice of language in social interaction and the effects of our choice on others. Pragmatics covers amount topics such as Speech Act Theory, Felicity Conditions, Conversational Implicative, the Cooperative Principle, Conversational Maxims, Politeness, and Deixis.

Pragmatics is related to the interpretation of linguistic meaning, how and why people use language in a context. There are four kinds of context. First, physical context, that is where a conversation and what action takes places, and what objects are present. Second, epistemic context, it is a background knowledge shared by speaker and hearer. The third is linguistic context. It is about the utterance which is followed by other utterances under consideration. Fourth or the last is social context. It is the social relationship and setting of interactive participants.

Through pragmatics, we will have a point of view in looking at particular meaning of some sentences from the context. The sources of pragmatics are sentences. Below are the examples of how to analyze sentences pragmatically.

Example:

Two persons have been having a little conversation in a café shop.

A: What is your name, by the way?

B: Stephen.

A: You haven't asked my name back.

B: What is your name?

A: It's Pat.

From the dialog above, we can analyze the sentences pragmatically as follows:

- a. They are strangers and just meet each other. It can be seen from the introduction of names to each other.

- b. A is active or aggressive. It is shown by the “chasing question” to interlocutor B. Although B does not ask her name back, A insists or pretends to insist that B asks her name.
- c. B does not want to continue the conversation. It is shown when A asks his name. He does not ask the interlocutor A’s name back. It indicates that B does not want to keep the conversation goes on.
- d. B wants to be polite or pleasing A. it is demonstrated when A tells him that (B) has not asked A’s name back. B understands that he has the obligation to ask A’s name. He (B) does this because he does not want to cut the conversation impolitely.

From the sentences above, we obviously can understand the meaning not only based on the meaning of the sentences but also based on the situation and the background knowledge that we have. Further, Pragmatics will help in explaining how we produce and understand peculiar uses of language. It will help to differ between what the speakers’ words mean literally and what the speakers’ might mean by his or her words. Wardhaugh (1994: 251) stated that how we say something is at least as important as what we say.

The study of pragmatics will help us to understand the communication including its context, about who, when, why, and where the communication takes place. Politeness, as a topic in pragmatics, contains many theoretical aspects; including the model of politeness that is proposed by Scollon and Scollon.

2.1.1 Politeness Theory

In conversation, there are ways to go about getting the things we want. However, in different social situation we are obliged to adjust our use of language to fit the occasion. It would seem socially unacceptable if people speak the same ways to all kinds of people surrounding them. Brown and Levinson (in Watts, 2003: 34) describe politeness as an instrumental system of means to satisfy individual face. Politeness strategies are developed to save the hearer's face. Face refers to the respect that an individual has for him or herself. The main concept is about maintaining "face" which consists of two related aspects. First, negative face, that is the want of the member of society in which their actions are not imposed by others. Second, positive face, that is the want of the member of society in which they want to be appreciated by others. In this concept generally, people cooperate in maintaining face in interaction.

Meanwhile, Holmes (1992) explains that politeness involves taking account of the feeling of others. A polite person will make others feel comfortable. Being polite linguistically involves speaking to people appropriately in the light of their relationship to others. Using an imperative such as *stop talking* or *shut that door* to a superior at work is likely to earn the office junior a reprimand. Calling the managing director *Sally when* you do not know her well and have only just started work in the typing pool or stationary store is like to be considered impolite.

Making decisions about what is or is not considered polite in any community, therefore involves assessing social relationship along the dimensions

of social distance or solidarity, and relative power or status. We need to understand the social values of a society in order to speak politely.

Being polite may also involve the dimension of formality. In formal situation the appropriate way of talking to your brother will depend on your roles in context. If he is acting as the judge in a law court then calling him *Tom* will be considered disrespectful, while at the dinner table calling him *your honour* will be perceived as equally rude.

2.1.2 Concept of Face

In everyday interaction in a society, each action is shown to maintain person's face and to avoid losing face. Face means the positive social value member of the society. This value presupposes that everyone urges to be free from imposition (negative politeness) and that everyone wants to be appreciated and approved of (positive politeness). Scollon and Scollon face as the negotiated public image, mutually granted each other by participants in a communicative event a person projects in his social contacts with others. Face has a meaning as in the words "to lose face". When we are trying to save the other's face, we could pay attention to their positive's need or negative need. Yule (1996: 107) stated that negative face is the needs to be free, has freedom to act, and is not pressured by others. The term "negative" here does not mean bad, however the word negative is only the opposite of "positive". Meanwhile, positive face is needs to be received by others, to be liked by others, and to be the member of the same group.

In other word, “positive face” is the need to be appreciated and “negative face” is the need to not be disturbed by others in a conversation.

As result, the act to save someone’s face which appears in person’s negative face will tend to show respect, to emphasize the important of other’s interest, and to show apology. These acts are usually related to the independent strategy of politeness. The act to save someone’s face which appears in person’s positive face will tend to show solidarity, to emphasize that both speaker and hearer want the same thing, and they have the same purpose.

Wardhaugh (1994, 275) added that in social interaction we present a face to others and to others’ faces. We are obligated to protect both our own face and the faces of others to the extent that each time we interact with others we lay out a kind of mini drama. Brown and Levinson define face as the public self-image that every member wants to claim for himself.

2.3 Scollon & Scollon’s Model of Politeness Strategies

Scollon and Scollon (1995: 36) said that face is a paradoxical concept. In one side we need to be involved with other participants, in other side we need to maintain some degrees of independence from other participants and to show them that we respect their independence. Both involvement and independence will show the polite behavior that speakers or hearers do. The following are clearer description about these terms.

2.3.1 Involvement Strategy

The involvement aspect of face is related to the person's right. People need to be considered normal, contributing and supporting the member of the society. Someone may show involvement by participating in a communication. It is shown by paying attention to interlocutors such as showing interest to the topic discussed or using the interlocutors' first name. Watts (2003: 89) gives some examples about it, "Jim, you're really good at solving computers problems", "I agree. Right. Manchester United played really badly last night, didn't they", "I think you've had a bit too much to drink, Jim". These examples show how someone respects to the interlocutor by involving him/her in a communication.

Scollon and Scollon (1995: 40) have argued that there are many ways in which involvement can be shown through linguistic forms. The examples below are just ten types which have been selected from English, as also Brown and Levinson said (in Goody, 1996). In these examples the letter "H" represents the "Hearer" to whom one is speaking, and "S" represents the "Speaker".

1. Notice or attend to H:

- a) "I like your jacket."
- b) "Are you feeling better today?"
- c) "Goodness, you cut your hair! By the way, I came to borrow some flour! "

Here, S wants to show his or her understanding and attention to H's condition.

2. Exaggerate (interest, approval, sympathy with H):

- a) "Please be careful on the steps, they're very slippery."
- b) "You always do so well in school."

c) “How absolutely marvelous!”

Here, S wants to show his or her empathy towards H by exaggerating his or her expression.

3. Claim in-group membership with H:

“All of us here are at economic department”

Here, S wants to show H that they are in the same group.

4. Claim common point of view, opinions, attitudes, knowledge and empathy:

“I know just how you fell. I had a cold like that last week.”

Here, S wants to satisfy hearer’s positive face that is the wants to be liked and appreciated by giving hearer gifts in the form of goods or compliment. S gives the opinion to H that he or she had same condition last week.

5. Be optimistic:

a) “I think we should be able to finish that annual report very quickly.”

b) “I know you’re always glad to get a tip or two on gardening, Fred.”

c) “I’ll just help my self to a cookie then-thanks!”

Here, S is optimistic that H also wants S’s wants. This strategy usually happens among person with close relationship.

6. Indicate S knows H's wants and is taking them into account:

“I’m sure all of you will want to know when this meeting will be over.”

7. Assume or assert reciprocity:

a) “I know that you want to do well in sales this year as much as I want you to do well.”

b) “I’ll do this for you if you do that for me.”

- c) “If you help me with my math homework, I’ll mow the lawn after school tomorrow.”

Here, the involvement strategy of politeness works by giving evidence of reciprocal rights or obligations between S and H.

8. Use given names and nicknames:

“Bill, can you get that report to me tomorrow?”

9. Be voluble (speak a lot):

“I come down the stairs, and what do you think I see? – a huge mess all over the place, the phone’s off the hook and clothes are scattered all over “

By making good stories in this example, S shares some his or her wants to intensify the interest of S’s contribution to the conversation.

10. Use H's language or dialect:

- a) “Mind if I stay here for a while?”
 b) “How about a drink?”
 c) “Got any spare cash.”

S can implicitly claim the common ground with H that is carried by that definition of the group.

2.3.2 Independence Strategy

The independence has been defined by Scollon and Scollon (37) as an aspect which emphasizes the individuality of the participants. This strategy emphasizes the participants’ right in order to not to be dominated by group or social values and to be free from the impositions of others. Independence shows

that a person may act with some degree of autonomy and freedom of movement or choice.

Scollon and Scollon also stated that independence can be shown by some acts as making minimal assumptions about the needs or interests of others, such as by “not putting words into their mouths,” by giving others the widest range of options, or by using more formal names and titles. For example, in ordering in a restaurant we may say, “I don’t know if you will want to have rice or noodles”, or in making the initial suggestion to go out for coffee we might say “I’d enjoy going out for coffee, but I imagine you are buss”. The characteristics of independence can be seen from giving independence to the hearer.

As in case of involvement, there are many ways in which Independence can be reflected linguistically. The ten features below have been selected from among the most common used in English. Again, “H” refers to the “Hearer” and “S” to the “Speaker”.

1. Make minimal assumptions about H's wants:

- a) “I don't know if you want to send this by air mail or by speed post.”

2. Give H the option not to do the act:

- a) “I would be nice to have a tea together, but I am sure you are very busy.”

3. Minimize threat:

- a) I just need to borrow a little piece of paper, any scrap will do.
- b) “I just need a little of your time”
- c) “Can I talk to you for just a minute”

In this strategy, S tries to make the request by minimizing the favor asked.

4. Apologize:

- a) "I'm sorry to trouble you. Could you tell me the time?"
- b) "I don't want to bother you, but..."
- c) "Can you possibly help me with this, because I can't manage it"

By apologizing S tries to not interrupt on H's negative face.

5. Be pessimistic:

- a) "I don't suppose you'd know the time, would you?"
- b) "If you had a little time to spare for me this afternoon, I'd like to talk about my paper"
- c) "There wouldn't I suppose be any chance of your being able to lend me your car for just a few minutes, would there"

This strategy gives compensation to H's negative face by explicitly expressing doubt that S can obtain the expected acts from H

6. Dissociate S, H from the discourse:

- a) "This is to inform our employees that..."

7. State a general rule:

- a) "Company regulations require that I ask you to leave"
- b) "Passengers will please refrain from flushing toilets on the train"
- c) "You will please refrain from flushing toilets on the train"

This strategy is used by manipulation that S does not want to disturb H's face, but what he or she does is forced by the situation.

8. Use family names and titles:

- a) "Mr Lee, there's a phone call for you."

- b) “Can I help you, Sir?”
- c) “Excuse me, officer. I think I might have parked in the wrong place”

In these examples, H has higher social status than S. So, the S uses the family or the titles of the hearer.

9. Be taciturn (speak little):

- a) “Well, if one doesn’t leave the gas open when he leaves the house ...”
- b) “Well, I really can’t see you ...”

10. Use own language or dialect:

- a) “I was honored by his kaishaku.”
- b) “Takeshi-san, have you seen what happens to the villages that stand in the way of the railroad?”

2.4 Politeness System

According to Scollon & Scollon (1995:42), there are three main factors which are involved in politeness system. They are power, distance, and the weight of the imposition. When the assistant manager of a sales department meets his/her manager, for example, the relationship is not likely to change. The assistant will use the polite utterances to the manager, while the manager may use the first name when he/she calls her.

2.4.1 Power (+P, -P)

In discussing politeness systems, “power” refers to the vertical inequality between the participants in a hierarchical structure. For example, Mr. Hutchins

can be expected to always address Bill by his first name and Bill is likely to always say “Mr.” when speaking to Mr. Hutchins. In other words, Mr. Hutchins is above Bill in the hierarchical structure of their company. It would be described their relationship as +P (plus power) because Mr. Hutchins has special privileges (and, of course, responsibilities) over Bill and Bill owes certain duties to Mr. Hutchins. In contrast to such a situation, where there is little or no hierarchical difference between participants, it would be considered that to be –P or an equal system. Close friends generally share a –P relationship, since neither one is considered above the other.

2.4.2 Distance (+D, -D)

The distance between two participants should not be confused with different power between them. Distance can be seen most easily in equal relationship (-P). For example, two close friends would be classified as –D because of the closeness of their relationship. On the other hand, two governmental officials of different nations are likely to be of equal power within their systems but distant, +D.

2.4.3 Weight of Imposition (+W, -W)

The third factor that will influence face strategies is the weight of the imposition. Even if two participants in a speech event have a very fixed relationship between them, the face strategies they will use will vary depending on how important the topic of the discussion is for them. For example, if Bill is

talking to Mr. Hutchins about a routine daily business matter, their face strategies will be quite predictable. On the other hand, if Bill has decided that today is the day to approach Mr. Hutchins about getting a promotion, he is likely to take on an extra-deferential tone and use a much higher level of independence strategies than he normally uses.

In other words, when the weight of imposition increases, there will be an increased use of independence strategies. When the weight of imposition decreased, there will be an increased use of involvement strategies.

Three main types of politeness system can be observed in many different contexts. These based primarily on whether there is a power difference (+P or -P) and on the distance between participants (+D or -D). These terms are called as the difference politeness system, the solidarity politeness system, and the hierarchal politeness system.

a) Difference Politeness System (-P, +D)

If a university professor named Dr. Wong from Hongkong meets a university professor from Tokyo named Dr. Hamada, they are likely to refer to each other “as Professor Wong” and “Professor Hamada”. In such a system they would treat each other as equals and use a relatively high concentration of independence politeness strategies out of respect for each other and for their academic positions. Such a system of mutual but distant independence is what we mean by a difference politeness system.

A difference politeness system is one in which participants are considered to be equals or near equals but treat each other at a distance. Relationships among professional colleagues who do not know each other well is an example.

The characteristics of this system are that it is:

1. Symmetrical (-P), that is, the participants see themselves as being at the same social level.
2. Distant (+ D), that is, each uses independence strategies speaking to the other.

Such a face system can be sketched as in figure 1.1:

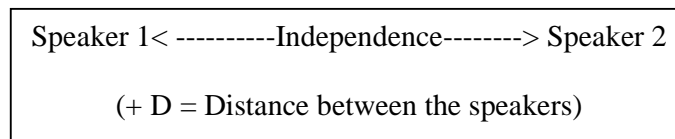


Figure 1.1. (Difference Politeness System)

Someone can find the deference politeness anywhere in which the system is equal or egalitarian but the participants are maintaining a deferential distance from each other.

b) Solidarity Politeness System (-P,-D)

When two close friends have a conversation with each other, they exemplify a solidarity face system. There is a high level of involvement politeness strategies. There is no feeling of either a power difference (- P) or distance (- D) between them.

The characteristics of this solidarity face system are that it is:

1. Symmetrical (- P), that is the participants see themselves as being in

equal social position.

2. Close (- D), that is the participants both use politeness strategies of involvement.

Such a face system can be sketched as in figure 1.2:

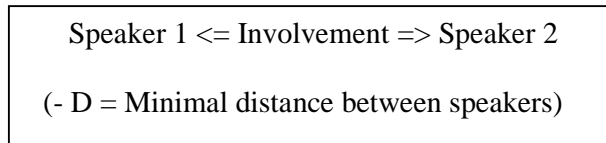


Figure 1.2 Solidarity Politeness System

Someone can find solidarity politeness anywhere in which the system is equal or egalitarian and participants feel closeness to each other. Friendship among close colleagues is often solidarity systems. For example, Professor Wong, who calls Professor Hamada “Professor”, or, “Doctor,” might call a colleague in his own department with whom he works every day by some much more familiar name. Those familiar with North American business will recognize this pattern as one Americans adopt very quickly in business relationships, especially in sales and marketing.

c) Hierarchical Politeness System (+ P, +/-D)

The third politeness system is hierarchical. In such a system the participants recognize and respect the social differences that place one in a superordinate position and the other in a subordinate position. This is the system of face in which Mr. Hutchins speaks “down” to his employee Bill and Bill speaks “up” to his superior, Mr. Hutchins. The main characteristic of this system is the recognized difference in status, for which we are using the designation + P.

It may be of much less significance whether or not there is distance between the participants. For our purposes we have considered this system to be close or distance, + P or – P.

In such a face system the relationships are asymmetrical. It means that the participants do not use the same face politeness strategies in speaking to each other. The person in the superordinate or upper position uses involvement strategies in speaking “down”. The person in the subordinate or lower position uses independence strategies in speaking “up”. Calling someone by his or her surname and title (Mr. Hutchins) is an independence strategy. Calling someone by his or her given name without a title (Bill) is an involvement strategy.

The characteristics of this hierarchical face system are:

1. Asymmetrical (+P), that is the participants see themselves as being in unequal social position.
2. Asymmetrical in face strategies, that is the “higher” uses involvement face strategies and the “lower” uses independence face strategies.

Such a face system can be sketched as figure 1.3:

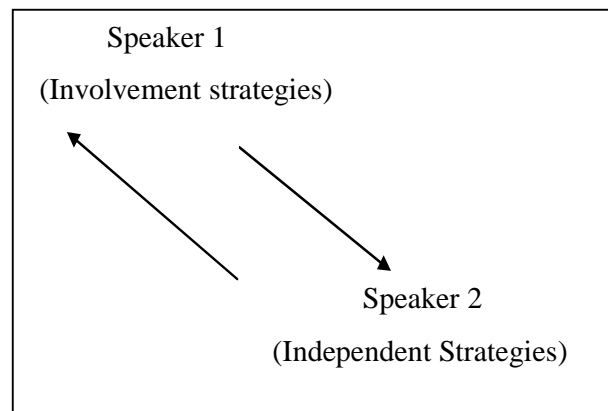


Figure 1.3 Hierarchical Politeness System

This kind of hierarchical face system is quite familiar in business, governmental, and educational organizations. In fact, it could be said to be the common sort of organizational relationship, as indicated in tables of organization.

2.5. Film

There are many definitions of film which are stated by experts. Amateur Cinema League, Inc. (1975:1) stated that:

“Film is the most faithful record of the living world that man’s genius has yet devised. It lets us look at, and listen to, the past with fewer obstacles than we should have met if we had tried to observe that past when it was the present, because a film can recreate an event, in actual motion and sound, just as it really happened, and can then present a similar record of what occurred five thousand miles away, without losing time. This is a feat beyond the present capacity of any other human mechanism”.

The definition above shows that film is basically a documentation of event either which takes place at the present or the past time which are recorded and replayed. Film includes picture and sound which reflect the real social condition. It functions as the documentation of event. It is since the film camera will take picture and the result of it will be projected to projector screen. Then, it can be seen by the audience although they live in far places. The film camera is used to record picture and sound. Afterward, the recorded film can be saved in cassette ribbon, celluloid ribbon, compact disc, or DVD. Afterward, the result of the record can be watched again whenever and wherever we want.

There are several kinds of film nowadays. Although there are differences of them, all films have the advantages and disadvantages. In positive aspect, the film can provide valuable information and knowledge to the public. In other hand,

the film also can give negative aspects if the film contains uneducated values such as violence and pornography. Sumarno (1996:10) said that there are two kinds of film, fiction and non fiction. Fiction film is the film which is produced based on the composed story. It is played by actors and actress. In general, fiction film is commercial because it is shown in cinema or theatre with certain cost. Meanwhile, nonfiction film is factual because it takes the real life as the object and records the reality of social situation in a community. This kind of film includes the subjectivity of the director. The ideas of director will include in a film when they make it. Fiction film has several genre, such as drama, horror, action, comedy, musical, and historical film.

Jahn (2003) argued that film is a multimedia narrative form based on a physical record of sounds and moving pictures. Film contains the story which tells the situation of the community. It may also become the documentation of the human being life because it sometimes tells about the human life from the birth to death. Even, it can be a mirror of life, if it provides valuable and worth messages. As Rose (1996) stated, the film contains social and cultural contexts. When a film is made by the director, he or she might use a community as the setting. Though it has been modified, however it is influenced by the social values where the film is being created. From this, the researcher can assume that politeness strategies can be learnt from the film. It contains lots of conversations which are used by the characters. It is also quite possible that the characters of the film will use the utterances like they are conversing in real community. The ways how the characters speak may appear when they are having a conversation. They might use

different utterances, sometimes polite even rude depending on the situation where the story takes place. There is no doubt, that politeness phenomena can be studied through the film since it contains a lot of conversation or utterances which reflect the real life.

2.6 Previous Studies

Some researchers have investigated many studies about politeness strategies. Kitamura (2000) conducted a study of politeness phenomena. He analyzed a small segment of casual conversation in Japanese to show how Brown and Levinson's theory of politeness can be applied in non goal oriented interaction. The researcher found out that politeness phenomena could be identified by using Brown and Levinson's theory, not only in goal oriented interaction, but also in non goal oriented interaction.

Similarly, Aini (2003) studied about politeness phenomena. She examined how the nurses in hospital used the politeness strategies in therapeutic communication. The result showed that there were two kinds of politeness strategies used by the nurses, positive and negative politeness. Two kinds of these politeness strategies usually were used to interact and communicate with the patients in hospital.

Then, Lailiyah (2003) also conducted a study about the politeness phenomena. She investigated how the farmers in Ngronggot Nganjuk used the politeness language in daily conversation. From her study, it was found that the farmers used "Krama Inggil" when they communicated with people of the higher

level to show politeness. They also used “Krama Inggil” in a formal situation and they use “Ngoko” with the lower level, an informal situation, and their relations are intimate.

Besides, a research on politeness phenomena was also conducted by Yuliana (2003). She conducted a cross-cultural study of politeness phenomena in Probolinggo. This research investigated how the people in this area performed politeness strategies in Madurese and Javanese. She found out that Madurese culture had a strong impact on Javanese culture which influenced the use of politeness strategies. It was shown by the use of direct approach in making conversation and the use of brief utterances. There were three kinds of politeness which had been found: (1) bald on record; (2) positive politeness; and (3) negative politeness. By using the concept politeness of Brown and Levinson, the researcher investigated the use of politeness strategies in Madurese, and then compared the use of politeness strategies in Javanese, exactly in Probolinggo community.

The differences between the researcher and the previous researchers are the object of the research and the theory of politeness which is used. The previous researchers took the data which were collected from the human beings, while the present researcher takes data from a film. Besides, the previous researchers also used the same theory, that is Brown and Levinson’s theory of politeness to analyze. Meanwhile, the present researcher uses the Scollon and Scollon model of politeness strategy. It is hoped that the researcher will provide a scientific contribution about how to analyze politeness phenomena, especially in film.

CHAPTER III

RESEARCH METHOD

This chapter presents the method which was used in the study. It discusses about the research design, data and data sources, research instrument, data collection, and data analysis.

3.1 Research Design

This study was designed to get information concerning with the politeness phenomena. In this case, the researcher used the sociolinguistic approach since the researcher tried to study language phenomenon, that is politeness which is used by people a conversation. This study had examined the utterances of the dialogue, between two or more characters which were identified having the probability in creating politeness strategies by using Scollon and Scollon's theory of politeness.

3.2. Data and Data Sources

The researcher obtained the data by watching a film. The data was the conversations or utterances which contained politeness strategies used by Mia and her grandma in the "Princess Diaries" film. Source of the data is film entitled Princess Diaries because all conversation was obtained from this film.

3.3 Research Instruments

Since this study was a qualitative research, the basic instrument used was the researcher himself, also known as human instrument. It did not use instruments such as interview, questionnaires, even observation to collect the data accordance with the problem of the study. In addition, computer was needed as a tool in visualizing the film, so it was easier to understand the phenomena of politeness strategy.

Another additional instrument used was a checklist, which used to identify and classify the data.

3.4 Data Collection

There were several steps in collecting the data as follows:

1. The researcher collected the data by watching “Princess Diaries” film from the beginning to the end. Then, the researcher investigated the utterances used by Mia and her grandma in the film whether it contained politeness strategies or not. There were not criteria about how many utterances should be investigated to find a certain strategy because sometimes they were different depending on the situation which took place.
2. The researcher selected each utterance used by Mia and her grandma based on the type of politeness strategies, whether they were involvement politeness strategies or independent politeness strategies. If the utterances indicated that the speaker closed to the solidarity to the hearer, it was

classified into the involvement politeness strategies. Meanwhile, if the utterances indicated that the speaker closed to the formality to the hearer, it was classified into independent politeness strategies.

3. The all data obtained were reread to see whether they had reflected the target strategy or not. Besides, it was done to make sure that there would not be repetition from the same pattern of the politeness strategies.

3.5 Data Analysis

To analyze the data, the researcher had activities as below:

1. Identifying and classifying data based on Scollon and Scollon's theory of politeness, involvement and independent strategies. The first politeness strategy includes ten strategies, such as notice or attend to H, exaggerate (interest, approval, sympathy with H), claim in-group membership with H, claim common point of view, opinions, attitudes, knowledge and empathy, be optimistic, indicate S knows H's wants and is taking them into account, assume or assert reciprocity, use given names and nicknames, be voluble (speak a lot) or use H's language or dialect. Then, the second politeness strategy also includes ten strategies, such as make minimal assumptions about H's wants, give H the option not to do the act, minimize threat, apologize, be pessimistic, dissociate S (H from the discourse), state a general rule, use family names and titles, be taciturn (speak little) and use own language or dialect.

2. Describing the data from each category above. To explain the data categorized, the researcher considered the social aspects, such as power, distance, and weight of imposition.
3. Re-observing all findings to avoid the repetition of analysis.
4. Concluding the whole data analyzed to obtain the answer of research questions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the results of data analysis that cover the description of the politeness phenomena in the “Princess Diaries” film based on Scollon and Scollon’s theory of politeness. All results of analysis are discussed in the section below.

4.1 Data Presentation and Analysis

1. Conversation (1)

Grandma : Amelia, I’m so glad you could come (1.1).

Mia : Hi, You’ve got a great place (1.2).

Grandma : Thank you. Well, *let me look at you*. You look...so young (1.3).

Mia : Thank you (1.4).

Context:

Mia came to Clarisse Renaldi’s place. This place was the Genovian Consulate which was located in San Francisco, America. She wanted to meet her grandmother, Clarrise Renaldi. Her grandma invited Mia because there was an important thing to say. Mia was not acquainted with her grandma before. It was the first time she met her grandmother since her mother told her that Mia owned grandmother who lived in Genovia. It was also the first time Mia entered to the great place in such Genovian Consulate. One of staff introduced herself while Mia was waiting her grandma came. The dialog took place in the living room. Then, her grandma came and said, “Amelia, I’m so glad you could come (1.1)”. Mia replied by saying, “Hi, You’ve got a great place (1.2)”. After that, the dialog

continued like this,” Thank you.Well, *let me look at you*. You look...so young (1.3).”

Analysis:

The utterance “*Let me look at you*” shows involvement strategy of politeness. This strategy is used to satisfy the interlocutor’s positive face in which the speaker wants to give attention to her interlocutor. In this context, Grandma is a queen of Genovia. At the beginning of the conversation she is interested in Mia. She realizes that she is in higher position of social status. However, Grandma wants to build a good relationship. There is an important thing that should be said immediately to Mia. Therefore, grandma said “*Let me look at you*”. After grandma used the utterance “*Let me look at you*”, Mia felt comfortable getting closer to her. The politeness system used in this conversation is hierachial, or it can be called as hierachial politeness system. The participants recognize and respect the social difference in which one in a superordinate position and the other in a subordinate position. In this conversation, the participants see themselves as being in unequal social position (+P). Grandma has known that Mia is her granddaughter, however Mia does not know it yet. Therefore, the closeness does not appear between them (-D). The pattern of relationship, in which the power is unequal and the distance is equal will form the strategy of politeness which is called involvement. Because grandma wants to be close and reduce the social distance, she uses involvoment strategy of politeness by giving notice and attending to the hearer.

2. Conversation (2)

Grandma : *Please, sit* (2.1).

Mia : So, my mom said you wanted...to talk to me about something.

Shoot (2.2).

Grandma : Oh, before I “shoot”...I have something I want to give you. Here (2.3).

Mia : Oh, um, thank you (2.4).

Context:

The dialog took place in the living room. It was the Consulate of Genovia in San Francisco, America. The participants were Grandma as the speaker and Mia as the hearer. Grandma wanted to tell to Mia that she was a princess of Genovia. Therefore, the topic in this conversation was about telling information. The speaker invited the hearer to come to her place to discuss this matter. It was unusual situation for Mia. Grandma tried to be kind to Mia because she wanted to build a good conversation. Then, Grandma asked Mia to sit such as in utterance, “Please, sit” (2.1). Mia sat and said something to Grandma like in utterance, “So, my mom said you wanted...to talk to me about something. Shoot.” Mia asked something to Grandma why Grandma had invited her. Grandma, however, did not tell the main point directly. She just said that she wanted to say something as in utterance, “Oh, before I “shoot”...I have something I want to give you. Here”.

Analysis:

The utterance “*Please sit*” also shows notice or attention. It is used to save interlocutor positive’s face, so the hearer feels being paid attention by the speaker. In this case, the conversation may not go well if the speaker (grandma) does not give notice to hearer as in utterance “*Please, sit*” (2.1). After Grandma says this

utterance (2.1), Mia then responds by asking question and the conversation runs well. The utterance “*Please, sit*” make the hearer feels comfortable in front of the speaker. Someone makes him/herself polite or impolite is influenced by social aspects such as power (P) which refers to the difference of the social status among the speaker and the hearer, Distance (D) which refers to the degree of solidarity among participants. In this conversation, the system of politeness used is hierarchical. Power (degree of social status) is high and Distance (degree of solidarity) between the participants is far. Therefore, the quite possible strategy to be used is involvement strategy of politeness.

3. Conversation (3)

- Grandma : I remember. *Helen*, if Amelia refuses to accept the throne then Genovia will cease to exist as we know it (3.1).
 Mia’s mother : So, the future of your country is in the hands of my fifteen year old (3.2).
 Grandma : Here it is (3.3).
 Mia’s mother : Oh (3.4).

Context:

The conversation involved two participants, Grandma and Helen (Mia’s mother). It took place at Mia’s house. Grandma as the speaker wanted to talk about her matter to Mia’s mother. Grandma shared her matter because she failed in making communication with Mia in the Consulate of Genovia the day before. She wished Mia to be a princess of Genovia, then governing Genovia country. Unfortunately, this conversation did not run well, so Grandma strived to make a conversation again at Mia’s house. It happened in the living room and it was still in the morning when the dialog was taking place. When Grandma waited Mia, she

told her experiences in Genovia, told her son who had died, wished Mia to be princess of Genovia. So, the topic in the dialog was the wish of Grandma in order that Mia to be a princess of Genovia. The situation of the conversation was informal. It seemed relax.

Analysis:

The word “*Helen*” is nickname of person. It refers to Mia’s mother. This word is used by the speaker to be closer to her interlocutor. The use of nickname in a conversation is to reduce the social gap among the participants. Both Grandma and Mia’s mother (Helen) have known each other. In this context, Helen is daughter in law, while Grandma is mother in law. They, however, do not meet each other for a long time. Grandma involved Mia’s mother in the conversation which is taking place. She calls her daughter in law by using her nickname “*Helen*”. Besides, the main aim of this strategy of politeness is to save the interlocutor’s positive face, that is the need to be received as the member in a conversation. As a member of the family, Helen feels being paid attention. In utterance, “*I remember. Helen*”, if Amelia refuses to accept the throne then Genovia will cease to exist as we know it.” (3.1) show their closeness. Calling someone by using the hearer’s nickname will make him/her comfortable. It will be different, if the speaker uses the word *you*. It is less polite. It, however, is more polite if the speaker calls the hearer by using the nickname. In this case, the solidarity politeness system is used as long as conversation because there is no difference of social status which influences the conversation. It means that their relationship is close and the participants see themselves as being in equal social

position. As result, the possible strategy to be used is also involvement strategy of politeness.

4. Conversation (4)

Grandma : *Amelia, in a matter of weeks we have an annual ball. I was... I am hoping that I may present you... to the press and the public on that occasion. However, you desperately need some instruction. I speak for the intire Genovian parlianmet and the royal family* (4.1).

Mia : Excuse me, I don't have a family with either one of you because you I ignored me for fifteen years and you lied to me. Families don't stuff like that, OK (4.2).

Context:

This conversation still occurred in Mia's house. But the participants were Grandma and Mia. Grandma hoped that Mia wanted to consider her wish, being a princess of Genovia. There was not person who took the thrown except Mia because she was the only person who had royal blood. In this dialog a conflict is raised because Mia did not want to follow Grandma. Mia felt being lied for many years. So it was impossible if she received the advice. Moreover, Mia doubted with her abilities. Then, grandma tried convincing Mia by speaking a lot as in utterances (4.1). After that, Mia responded her disagreement politely like in utterance (4.2).

Analysis:

The utterance in 4.1 is to speak too a lot. The speaker uses a long utterance when she conversed to her interlocutor. It is one of involvement strategy of politeness. It is used to save the hearer's positive face in which the hearer wants to be appreciated by the speaker. In this case, the conversation does not run well, and

then Grandma speaks a lot to make a smooth situation. Grandma seems to force the hearer by convincing to the hearer, but she still pay attention to what the hearer's wants. Social aspects such as power and distance influence the use of politeness strategy. There is less or even no the gap of social position which influences the conversation. Both participants are intimate and close. In this situation, the power is less (-P) and the distance is close (-D), therefore the involvement strategy of politeness is quite possible to be used to make conversation run smoothly.

5. Conversation (5)

Grandma : Please, sit (5.1).

Mia : Good Morning, Mr. Robutesen (5.2).

Grandma : *Who is this gentlement?* (5.3).

Mia : Oh, he's my neighbor....But you woulddn't want to meet him. He doesn't have very nice manner (5.4).

Grandma : Good Morning (says to Mr. Robutesen) (5.5).

Context:

The conversation happened in the morning when Mia would go to school. Grandma visited Mia's house to ask wether Mia wanted to be a Princess of Genovia or not. Because no longer her Grandma, Clarrisse would down the thrown. Automatically there was no anyone who would change this position except, Mia. If Mia wanted to be a princess, she should move to Genovia in Europe. However, it was a difficult choice for Mia. She did not give an exact answer either she would agree or not with Granma's wish. Because Mia still wanted to be another girl who could do anything they want. Then, grandma walked out the house. Both Grandma and Mia walked together. As usual Mia

walked through a narrow street beside her house. Then, she met her neighbour and said, “Good Morning, Mr. Robutesen” (5.2). And Grandma asked to Mia, “Who is this gentlement?” (5.3). It was the first time her grandma, Clarrise visited Mia’s house.

Analysis:

The utterance “*Who is this gentlement*” shows notice or attention. This strategy is used by the speaker to appreciate her interlocutor. Here, Grandma wants to accompany Mia to go to school. As usual Mia addresses to people who she knows, especially her neighbor. Mia says, “Good Morning, Mr. Robutesen”. Then, Grandma gives notice to the interlocutor by asking, “*Who is this gentlement?*” (5.3). By asking people, she tries to involve herself in conversation although the interlocutor talks with another people. Grandma uses this strategy to show that she follows the conversation that is going on. Both Grandma and Mia have known each other. So their relationship is closer than before. Mia has known that Clarrise Renaldi, a queen of Genovia is her grandma. Mia herself also has known that her status is as a princess of Genovia. It, however, does not make her relationship equal. The form of relationship which is shown in this conversation, the Power is less (-P) and Distance is also less (-D). This pattern is called as solidarity politeness system, and the strategy of politeness which is quite possible to be used is involvement strategy of politeness.

6. Conversation (6)

- Joseph : Uh, Princess? (6.1).
 Joseph : Princess , may I point out...that no matter how many times you
 pust it...it will go up ad dow the same way (6.2).
 Mia : Joseph, can we eighty-six the flags? Please? (6.3).
 Joseph : No. The flags allow me to park anywhere. We keep the flags (6.4)
 Mia : *Sorry, Joseph* (6.5).

Context:

It was still in the morning when the dialog ocured in Limousine car.

It was the great car for Mia. She had never sat in such a good car before. Mia enjoyed sitting in the car. But she felt strange inside. Unconsciously she pulled something and she looked a window moves. This window was meant to divide the place between the driver and the princess or queen. Mia played it, so the window moved several times. Finally, Joseph who was driving the car said to Mia, "Uh, Princess". He thought that playing it was not a joke. Besides, there was a flag of Genovia in front of the car. It was a sign that the car was owned by people who had special privileges. So, the car could be parked in any places without charge. Mia wanted that flag was avoided from the car, however Joseph did not permit her because this flag was a symbol of Genovia. It showed the existence of Genovia country. So, Mia apologized to Joseph, as a driver. The situation was informal in which Joseph wanted to accompany Mia to the school.

Analysis:

The utterance "*Sorry, Joseph*" shows an apology. It is used when someone has a mistake. In this case, Mia was conversing with Joseph and she makes a mistake, so she apologizes to Joseph. She also realizes that when she asks

too much to Joseph, it disturbs him. This strategy of politeness is used to make conversation runs well. The distance between Mia and Joseph are rather far (+ D) because Mia is just acquainted with Joseph. Before Mia comes into the car, her grandma introduces him. As a driver and a security staff of the Genovia, Joseph realizes his position is under Mia. However, Mia did not show that she is superordinate position (-P). This pattern of relationship is called difference politeness system. Then, each participant uses independent strategy when speaking to the interlocutor to make a harmonious relationship. It can be seen from the use of their utterances in the conversation. Joseph seems not point out when he wants to prohibit Mia playing inside the car.

7. Conversation (7)

- Mrs. Harbula : Good glove, Michael. Way to go. I'll let this one go, Mia. Try catching (7.1).
 Mia : Are you sure? (7.2).
 Mrs. Harbula : It's slow-pitch. Don't worry about it (7.3).
 Mia : Oh (7.4).
 Mrs. Harbula : Now get it and throw it back to the pitcher (7.5).
 Mia : OK (7.6).
 Mrs. Harbula : Come on. (Crowd gasps) (7.7).
 Mia : *I am so sorry* (7.8).
 Mrs. Harbula : Mm (7.9).
 Mia : I'm really (7.10).
 Mrs. Harbula : Mm (7.11).
 Mia : *I didn't mean to* (7.12).
 Mrs. Harbula : Mm (7.13).
 Mia : *Can I help you?*(7.14).
 Mrs. Harbula : Ice. Get me ice (7.15).

Context:

Mia was in baseball court. There were also other students who were playing the baseball. There was a teacher who trained the students how to play

baseball. It was the time for Mia to strike the ball. The participants were Mia and her teacher, Mrs. Harbula. Mia could not play the baseball well. She, however, should followed the exercise. It was one of her school program which was should be followed by the students. Mia was being trained by Mrs. Harbula. After her friend, Michael played well the baseball, then the turn for Mia to play. Mia was worried because she could not play the baseball. Moreover, she had to throw the ball as strong as possible she could. When Mrs. Harbula gave the ball to Mia to be thrown by her, Mia threw it uncounciously in Mrs.Harbula's head. Finally, Mrs. Harbula felt getting headache. Although Mia did not mean to throw it in Mrs. Harbula's head, she apologized her. Mia also offered help, then Mrs. Harbula got out from the baseball field.

Analysis:

The utterance "*I am so sorry*" is also an apology. It is the independence strategy of politeness. It is used to save the interlocutor's negative face in which the interlocutor wants to be respected. The conversation begins when Mia has a turn to throw the ball. Mia is doubt that she is able to throw the ball and says, "Are you sure?" Her teacher, Mrs. Harbula convinces Mia that she can throw the ball well," It's slow-pitch. Don't worry about it". Mia is still not sure that she can do it. Then, Mrs. Harbula says," Now get it and throw it back to the pitcher" as a sign that she must throw the ball at that time. She, however, throws it to Mrs. Harbula's head precisely. It made Mia worried. Finally, to make the situation not too bad, Mia applies the strategies of politeness, exactly in independent strategy of politeness in utterance "*I am so sorry*" (7.8).

The utterance “*I didn’t mean to*” is also an apology. It is independent strategy of politeness. Then, the utterance “*Can I help you?*” is also the independent strategy of politeness exactly in minimizing the threat. There are two factors which influence the use the politeness strategy used by Mia, power and distance. Because the situation of the conversation is in the school, the student is in lower position while the teacher is in higher position (-P). Mia is in less power because she is the student of the school. As student, Mia tries to be polite in front of her teacher. The solidarity is rather far (+ D). There is a little gap between Mia and her teacher. Therefore, Mia tends to respect to her teacher. The pattern of this relationship tends to make the speaker uses the independent strategy of politeness.

8. Conversation (8)

Mrs. Harbula : Come on. Come on! Just block one, Mia! (8.1).

Mia : *I can’t do this, I’m a girl* (8.2).

Mrs. Harbula : What am I, a duck? (8.3).

Mia : *No! I mean... You’re an athletic girl. I am a synchronized swimming, yoga-doing, horseback-riding, wall-climbing-type girl. My hand-eye coordination is zero.* (8.4).

Mrs. Harbula : All right, you can go agsain later (8.5).

Context:

The participants were Mrs. Harbula and Mia. Both of them were in the soccer court. Besides, there were Mia’s friends who were also in field. They had exercise. It was the time for catching a soccer ball. Each student was expected to be able to block the soccer ball which was kicked by his or her friend. The conversation was started when Mia had the turn to block the ball. At that time she was standing in front of goal post. Her teacher motivated her by saying,” Come on. Come on! Just block one, Mia!” But, Mia was doubt she could do it. She

realized that she was just a girl and could not do what a boy could do. Then, she said to Mr. Harbula, her teacher, “I can’t do this, I’m a girl” (8.2). The situation was informal because it was the time for doing one of activity outside the class.

Analysis:

The utterance “*I can’t do this, I’m a girl*” is to show pessimistic. The speaker feels that she cannot do something. It is, however, used to build a good conversation. By using this strategy of politeness the conversation run well. In this case, Mia realizes that she cannot play the soccer. She wants to apologize to her teacher that she cannot do the activity. Therefore, she applies the independent strategy of politeness exactly in being pessimistic. It is done by Mia to build a good conversation because she is inability in doing something.

Besides, Mia also uses the involvement strategy of politeness as in utterance 8.4. It is to speak a lot. After saying, “*I can’t do this, I’m a girl*” (8.2). Then, dialog continues, “*What am I, a duck?*” said Mrs. Harbula for motivating Mia. But, Mia convinces herself that she cannot do it. So, she is being polite in front of Mrs. Harbula by speaking a lot such as in utterances (8.4). It is an involvement strategy of politeness to show that Mia still wants to make a good conversation. Finally, Mrs. Harbula believes and agrees with Mia’s opinion that is shown in utterances, “*All right, you can go again later*” (8.5). So, Mia is permitted to go out from the soccer field by saying, “*All right, you can go again later*”. Mia and her teacher seems having a close relationship. The degree of social status (P) and solidarity (D) still influence the strategies chosen. In this conversation, there are two strategies which are used by the speaker. First, the

speaker uses independent strategy of politeness. The speaker uses this strategy because the system of politeness which appeared as long as conversation is difference politeness system. Here, the power is less and the distance is rather far. Second, the speaker uses involvement strategy of politeness. The speaker uses this strategy because the system of politeness which appeared as long as conversation is hierarchal, the participants realize that one is in superordinate position and the other is in subordinate position.

9. Conversation (9)

Grandma : Good afternoon. *We're so pleased you could make yourself available* (9.1).

Paolo : Your majesty (9.2).

Grandma : We won't waste time. Let the work begin (9.3).

Paolo : Ah, of course (9.4).

Context:

The conversation happened in the Consulate of Genovia. This dialog involved two participants, Grandma and Paolo. As speaker, Grandma wanted Paolo to make tidy Mia's hair. Paolo was a hair dresser who was invited by grandma to make Mia's hair more attractive. Paolo came to the Consulate of Genovia were accompanied by two women who would help him. Then, grandma said to staff that Paolo was pleased to enter to the living room, she greeted as in utterance, "*Good afternoon. We're so pleased you could make yourself available*" (9.1). Then, dialog was continued like in utterance, "*Your majesty*" (9.2).

Analysis:

The utterance “*We’re so pleased you could make yourself available*” shows notice or attention. At the first dialog, her grandma wants to make a harmonious communication by saying, “*Good afternoon. We’re so pleased you could make yourself available*”. After Paolo arrived in the living room, grandma said it. It is used to save the hearer’s positive face, the needs to be appreciated and noticed. As the guest, Paolo tries to make himself polite in front of the speaker (Grandma). There is degree of social status which appears in this conversation. Grandma is a queen, and it is of course, she is in superordinate position. Paolo is an ordinary person, so he is in subordinate position of his social status (+P). The solidarity, however, among participants is close because they have acknowledged with each other (-D). Therefore, the system of politeness which appears in the conversation is hierarchal. As a result, the involvement strategy of politeness is used by the speaker to make a smooth conversation.

10. Conversation (10)

Lilly : You can’t be all “bleah” during the day (10.1).

Mia : *Lilly*, um...I really don’t want to talk about this...at the moment, OK? (10.2).

Lilly : Just one last question (10.3).

Lilly : Now that you’re “out”. Would you come on my cable show on Saturday night? (10.4).

Mia : Yeah, sure. (10.5).

Context:

The conversation took place in the basket ball court. The participants were Mia and her friend, Lilly. The topic discussed was about Mia’s problem the day before. Every body in the school had known that Mia was a princess. It was not

expected by Mia before the dinner party would have finished. Besides, Mia felt that she was not appropriate being princess. She never led others and did not have ability to rule a country. Lilly was giving advices to Mia that being a princess should be kind, polite, and appealing.

Analysis:

The word “*Lilly*” is a nickname of a person. This is involvement strategy of politeness. It is used by the speaker to save the interlocutor’s positive face. The hearer feels comfortable if the speaker calls her by using her nickname. Both participants are close friend. The use of nickname in conversation will reduce the social gap, so the power is less (-P) because each participant sees herself equal in social status. Then, the distance is also less (-D). Therefore, the pattern of strategy which is used by the speaker is involvement.

11. Conversation (11)

Mia : *Joe!* (11.1).

Joseph : Yes, Miss Mia? (11.2).

Mia : I don’t want to run my own country. I just want to pass tenth grade. So *I can’t just tell everyone* that I simply quit? (11.3).

Joseph : No one can quit being who they really are. Not even a princess. Now, you can refuse the job. But you are a princess by birth (11.4).

Mia : *How can I tell if I can even do the job?* (11.5).

Joseph : By simply, simply trying (11.6).

Context:

The conversation occurred in the basket ball court. The participants were Mia and Joseph. The topic discussed was about Mia’s problem. Yesterday everybody in the school had known that Mia was a princess. It was not expected by Mia before the dinner party would have finished. Besides, Mia felt that she was not

appropriate being princess. She never led others and did not have ability to rule a country. Mia talked her problem to Joseph who always protected her. Because of her inability in running a country, Mia said, "*I don't want to run my own country*" to Joseph. Joseph was the head of security in Genovia country. He had a task to protect Princess Mia. At that time, he followed and accompanied Mia. Mia felt herself about inability or inappropriateness in being princess. Moreover, she might not be able to do the task given by the country. She just wanted to be Mia as a ordinary person, not to be Mia as a princess Mia. It made her rather pessimistic in facing her life. Joseph convinced Mia that she could do and to be a princess because Mia was actually a princess by birth, so, she was able to rule a country like her grandmother, queen of Genovia who could rule a country although she had blood of nobility by married not by birth.

Analysis:

The word "*Joe*" is a nickname of person. It is used by the speaker to save her interlocutor's positive face. At the beginning of conversation the speaker involves the hearer by using this strategy of politeness. Before Mia calls her interlocutor by using the nickname *Joe*, the conversation does not run well because the hearer feels being in subordinate position. It is not appropriate if Joseph speaks to Mia because she is conversing with her friend, Lilly. Then, Mia makes her interlocutor feel comfortable by calling him with his nicknames *Joe*. The politeness system in this conversation is hierarchal. The participants see themselves unequal in social status (+P). However, the solidarity among

participants is less (-D). Therefore, involvement strategy of politeness is used by the speaker during conversation.

The utterance “*I can’ just tell everyone*” is a statement to show pessimistic. This strategy is used to save the interlocutor’s positive face, that is he or she wants to be respected. It is an independent strategy of politeness. Then, the conversation runs smoothly when Joseph gives response. Afterwards, Mia uses independent politeness strategy again in responding Joseph’s utterances,” *How can I tell if I can even do the job?*” (11.5). Power and Distance influenced the strategies used. Mia is in superordinate (+ P) since Mia is a princess while Joseph is a staff of security. For Mia, her position as princess is same as other ordinary people but the solidarity is close (-D). This pattern is same as the utterance above, showing the independent strategy of politeness.

12. Conversation (12)

Grandma : *How are the children, Robbie?* (12.1).
 Robbie : *Would you like to see them, ma’am?* (12.2).
 Robbie : *There’s Ryan and Bridget* (12.3).

Context:

The conversation happened in the dining room. It was in Genovia Consulate which was located in America. There were honorable guests from Genovia country, Europe such as prime ministers, ministers of affairs, staffs of consulate, and the members of parliament. The participants are grandma, a queen of Genovia and Robbie, a member of Genovia Parliament. The participants were talking about their family’s matters. Then, Robbie showed his children photo.

Analysis:

The utterance “*How are the children, Robbie?*” shows notice or attention. It is involvement strategy of politeness. It is used by speaker to appreciate the hearer. At the beginning, the conversation does not run well because both Grandma and Robbie do not talk anything. Grandma makes the situation better by starting a conversation. She asks something to Robbie such as in utterances “*How are the children, Robbie?*” that is notice or attention to the hearer as opening the conversation. This strategy of politeness is used by the Grandma to show solidarity to Robbie since both of them come from one country. In other word, this strategy is used as involvement to the interlocutor. Robbie is involved in the conversation so he feels being appreciated. Grandma tries to save the interlocutor’s positive face. By this strategy the conversation will run well, so Robby responds the Grandma’s question by saying, “*Would you like to see them, Ma’am?*” Both participants are cooperators because they try to be cooperative. Both Grandma and Robbie know well what the interlocutor’s wants. In this case, Grandma is in higher position than Robbie (+ P). Then, the solidarity is far (+D) because grandma has a special privileges than Robbie. This system of politeness is called hierarchal and the strategy which is used by the speaker is involvement strategy of politeness. By using this strategy, exactly the notice and attend to the interlocutor, Grandma makes her interlocutor feel being respected although they are in different social status.

13. Conversation (13)

- Grandma : This place was such a mess when I first arrived I've been spending every spare moment in it I can (13.1).
- Grandma : Pick up one of these. *Make yourself useful*. Spray everything (13.2).
- Mia : You're not mad at me for what happened? (13.3).
- Grandma : Actually, I found it rather funny. Reminds me of first royal dinner party. *I accidentally knocked over a suit of armor...and the spear went right through the suckling pig* (13.4).
- Grandma : Amelia, why don't we cancel lessons for today (13.5).

Context:

The conversation happened in the flower garden of Genovia Consulate. There were many kinds of flowers in this place. The participants were Mia and Grandma. The topic talked was about event last night. Mia had made the dinner party worst. She made faults; breaking the glass and making noise. Mia realized that she had made something which should not happen. It, of course, made her grandma embarrassed in front of her guests. So, the situation in the flower garden was not good. Mia was not like usual which usually spoke a lot to her grandma. The conversation began when grandma told her about the experiences when grandma came first in the flower garden, "*This place was such a mess when I first arrived. I've been spending every spare moment in it I can*".

Analysis:

The utterance "*Make yourself useful*" is used to give attention to the hearer. It is involvement strategy of politeness. At the beginning of conversation Mia does not talk anything because she realizes that she has made faults at the dinner party. She is embarrassed with herself and her grandmother. Her grandma has understood what Mia feels at that time. To make the conversation runs well,

she gives notice to Mia as the interlocutor. It is done to save the interlocutor's positive face, she wants to be appreciated. In utterance "*Make yourself useful*" (13.2) the hearer feels being paid attention. After saying this strategy the conversation continued well. Mia gives respond in utterances, "*You're not mad at me for what happened?*" It means that the strategy which is used by grandma has succeeded.

Then, Grandma also uses another strategy of politeness such as in utterance "*I accidentally knocked over a suit of armor...and the spear went right through the suckling pig*" 13.4). It is to speak a lot. This is used to emphasize that Grandma still wants to continue the conversation goes well. The appreciation which is shown by grandma as in utterances 13.2 and 13.4 are useful to be used in building relationship in conversation. Social aspect such as power and distance tend to influence the choice of the strategy used in the conversation. Mia and her grandma are same in social status level. Both of them are the honorable people in Genovia country. Either Mia or Grandma has privileges. Mia's status is as a princess, while her grandma, Clarisse is as a queen. So the power is less (- P). The solidarity is close (- D).

14. Conversation (14)

Grandma : So, where are you taking me? (14.1).
 Mia : Well, do you have any change? (14.2).
 Grandma : *It's not appropriate for royalty to jingle* (14.3).
 Mia : OK. I'll get the change (14.4).

Context:

The conversation occurred in the car. At that time Mia was riding her car. Beside her was grandma. So, the participants were Mia and her grandma. They wanted to go around San Francisco. Mia felt boring in studying to be princess. So, her grandma invited her to go out for relax. The participants were Grandma and Mia. They talked about who would get the change. The situation was informal. Mia asked her grandma whether she had any change, and her grandma replied her that she was not appropriate for a queen get the change.

Analysis:

The utterance “*It’s not appropriate for royalty to jingle*” is to state general rule. The speaker does not use her own opinion in giving reason why she prohibits her interlocutor. The speaker, however, uses the general rule of Genovia country. This strategy includes the involvement strategy of politeness. By using this strategy of politeness, actually Grandma wants to say that she does not have coins, but her utterance is based on her country tradition. It is more polite than the speaker uses her own opinion.

15. Conversation (15)

Mia : *Lilly?* (15.1).

Mia : *Hey, can I talk to you for a minute, please?* Lilly, can I just talk to you for a minute? Is that cool? (15.2).

Lilly : *Sure. Let’s talk. But about what, hmm?* (15.3).

Context:

The dialog occurred in the basket ball court. The participants involved Mia as the speaker and Lilly (Mia’s friend) as the hearer. In this time Mia wanted to

clarify what had happened the day before. Mia wanted to give reasons why she did not come to the TV program which was managed by Lilly. Unfortunately the conversation did not run well. Lilly was annoyed to Mia because Mia ignored her.

Analysis:

The utterance “*Lilly*” is the word which refers to a person’s nickname. It is used to call a close friend. Someone will feel comfortable if his/her friend call him/her by using nickname. In this conversation for example, the speaker calls her friend by using her nickname. Besides, the use of this strategy will make the conversation goes smoothly. In this case, Lilly does not say anything at first. She keeps silent. After that, the speaker calls the hearer by her nickname. The politeness system which occurs in this conversation is solidarity. The position of power and distance are equal. There is no gap of social status among participants because they are close friend. Therefore, the conversation runs without any problem.

Besides, the speaker also uses another strategy of politeness in this conversation. The utterance “*Can I talk to you for a minute, please?*” is an indirect request. It is categorized as independent strategy of politeness. This strategy is used to minimize the threat. It means that the speaker asks something by minimizing the favor asked. It will be different from the direct request, it seems impolite. The social factors which influence the use of strategy are same as in above conversation. There is no gap of power and distance among participants. Although the speaker is a princess, however the gap between the speaker and the hearer does not appear.

16. Conversation (16)

Mia : *Michael! Hi!* (16.1).

Michael : Little guy on your...(16.2).

Mia : Oh! Um...Did Lilly tell you that I called... Because I ...called (16.3).

Michael : I brought your car (16.4).

Mia : Oh, thank you (16.5).

Context:

The conversation took place in the Mia's house. Michael met Mia for giving the key of her car. Mia usually repaired her car in "Doctor Car" in which Michael was usually there to repair the cars. Michael was Mia's friend at the high school. He went to auto repair shop "Doctor Car" after going home from the school. Michael was acquainted with Mia well, and Mia too. In Mia's house, Michael just wanted to say that Mia's car had been repaired. The conversation was started when Mia said, "Michael"(16.1). Then, Mia replied by saying, "Princess". There are two topics which are discussed. Michael wanted to tell about Mia's car. Besides, Mia wanted to apologize because she did not come to the Michael's invitation on Saturday. The day before Saturday Mia had promised that she would come to the invitation however Mia did not fulfill a promise. The participants of the conversation were Mia and Michael. Both of them were close friend. They were in the same class of the senior high school of Grove.

Analysis:

The utterance "*Michael! Hi!*" is a strategy of politeness. It is involvement strategy of politeness. The speaker and the hearer have a problem the day before. So, it is possible the conversation will run well if the speaker does not do

something. Then, the speaker gives notice or attention to the hearer at the beginning of the conversation. In this case, the speaker sees the hearer's positive desire, that is the desire to be appreciated. By applying the strategy of politeness, then the conversation continued as in utterances, "*Little guy on your nose*".

Michael as the hearer gives back the notice to Mia as the speaker. After that, the conversation continued well enough as in utterances, "*Little guy on your... (16.2)*"

The position of Mia being a princess does not influence the conversation. Mia regards to Michael as a friend, not as in sub ordinate people (- P). The solidarity among Mia and Michael is close because both of them are classmate (- D).

17. Conversation (17)

Grandma : *I also came to apologize for the way I spoke to you about the beach incident. It was judgmental of me. I didn't pause to verify the facts (17.1).*

Mia : *That's all right grandma. (17.2).*

Context:

Grandma met Mia in her home. She wanted to apologize what she had told to Mia. Grandma just accused Mia without looking at the fact such as in utterances, "*I also came to apologize for the way I spoke to you about the beach incident. It was judgmental of me. I didn't pause to verify the facts*" (17.1). The participants were Grandma and Mia. The topic of the conversation was giving apology by the speaker.

Analysis:

The utterance “*I also came to apologize for the way I spoke to you about the beach incident*” is an apology. It is used to make situation get better, so that the conversation runs well. Since Grandma accuses Mia, the relationship does not run well. At the beginning of the conversation, Grandma wants to repair their relationship by using apology. It shows the importance of the harmonious relationship in making good conversation. This strategy of politeness is used by Grandma to save the hearer’s negative desire, that is the need to be respected and the form of giving apology. After saying utterances 17.1 the conversation seems that it runs well. It can be seen from the respond of Mia such as in utterances,” *That’s all right grandma*”. (17.2)

18. Conversation (18)

Mia : *You are an extraordinary person, grandma*, but I don’t think I’m meant be so afraid that I would disappoint the people of Genovia and I couldn’t bear to disappoint you again. (18.1).
 Grandma : Well, as I said... I have faith in you (18.2).

Context:

The conversation took place in Mia’s house. The participants were Grandma and Mia. Grandma wanted to visit Mia and talk something. Grandma still wanted Mia to be the princess of Genovia, then governing Genovia country because Grandma would down the thrown. The person who would take this position was only Mia. She was afraid that she would make the people of Genovia disappointed because Mia felt disable to rule the Genovia country. However, her

grandma believed to Mia that her granddaughter was able to rule the people of Genovia.

Analysis:

The utterance “*You are an extraordinary person, grandma*” is used to exaggerate. It is strategy of politeness as impression to the hearer. In this case, this strategy is used to save the hearer’s positive face, the needs to be appreciated. Then, the conversation continues in utterances, “*Well, as I said... I have faith in you* (18.2)”. The conversation then runs smoothly after the hearer believes in the speaker. The power (degree of social status) and distance (degree of solidarity) between the speaker and the hearer are less. It makes the conversation goes without any problem. These social factors influence the strategies chosen.

19. Conversation (19)

Mia : Oh, your foot. *I’m sorry*. Are...(19.1).

Mia : *Are you all right?*(19.2).

Nicholas : I’ll survive, Your Highness (19.3).

Nicholas : The fault was entirely my own. I apologize (19.5).

Context:

The conversation occurred in the living room. The participants were Mia and Nicholas. That night was the twenty first of Princess Mia’s celebration of birth. There were many guests invited by the Genovia Government. Most of them were honorable in this country, such as ministers, the members of Genovia Parliament, and the seniors of Genovia country. Besides, some of the leaders and princes from other countries were also invited. This was first great party which was celebrated by Mia. She never did it before. The officials of Genovia

Government made it different because they wanted to show to public that the Genovia country had owned a princess. No longer, the queen will be thrown, and Princess Mia would take the position. In tradition of Genovia, a princess who celebrates her twentieth of the birth should dance with the unmarried princes. At that time Mia stepped on Nicholas' foot undeliberately as in utterances. The conversation begins with the utterances, "*Oh, your foot. I'm sorry. Are...*" (19.1). Then it was followed by next utterances as, "*Are you all right?*" (19.2)

Analysis:

The utterance "*I'm sorry*" is the independent strategy of politeness used to save the hearer's negative face, that is the needs to be respected. Mia used it to build a good relationship. Mia as the speaker did not want her interlocutor feel uncomfortable, even less she is acquainted with Nicholas.

Besides, Mia also used the involvement strategy of politeness, "*Are you all right?*" (19.2), that is notice or attention to hearer. This strategy is also aimed to respect the interlocutor. Although their social status is equal since Mia as a princess and Nicholas are an honorable person (- P), the solidarity is not close (+D). Moreover, the weight of imposition is also less (- W) because both participants were not in one family. These kinds of social aspects tend to influence the use of utterances when the participants are conversing. The involvement strategies of politeness will be used if the situation of power is equal (-P) and the closeness among participants is not close (-D). In one hand, Mia respects to Nicholas as guest who has privileges. In other side, Nicholas also respects to Mia as a princess of Genovia.

20. Conversation (20)

- Grandma : Would you care to explain what was going on out there? (20.1).
 Mia : *Sorry. I, uh, have met Lord Nicholas, actually.* (20.2).*Yep. At the ball. Didn't know who he was, so, you know, we danced, and I flirted I feel so stupid right now* (20.3).
 Grandma : As a grandma, I say,"right on." (20.4).
 Grandma : Now, if you'll come with me, i have something to show you (20.5).
 Mia : Oh, yeah (20.6).

Context:

The dialog happened in the kitchen. Mia was thinking what she had done to Nicholas. Her grandma wanted Mia to clarify what Mia had done. Mia should not step on Nicholas's foot. It was embarrassing for Clarrisse's family. Nicholas and her uncle, Lord Devereaux were invited by Clarrise (grandma) for talking about the matter who would be a new queen of Genovia. Lord Devereaux disagreed if Mia to be a queen of Genovia, continuing her grandma because Mia had not married. One of requirement to be a queen is the candidate should got married. The parliantment wanted Mia to marry in thirty days. In this time she must have married. If this requirement was not fulfilled, automaticaaly the position of being leader of Genovia should be given to Lord Devereaux's family. For Mia, it was impossible, how she marry in thirty days. So, Lord Devereaux and her nephew were invited to clarify this matter. Mia was annoyed, so she stepped on Nicholas's foot. It was the second time she stepped on Nicholas's foot, first was in Mia 's party when Mia celebrated her birth. The participants were grandma and Mia. Her grandma wanted a clarification, and Mia gave apologize like in utterances, "*Sorry. I, uh, have met Lord Nicholas, actually.*" (20.2).

Analysis:

The conversation is not actually going on well. At the beginning of the dialog, the hearer (grandma) wants to clarify directly. In this position, of course, the conversation will not continue well if Mia does not apologize. As in utterances, "*Sorry. I, uh, have met Lord Nicholas, actually*" (20.2), is the strategy of politeness in which the speaker wants to give apology to save the hearer's negative face, the needs to be respected. By giving this strategy, the speaker expects that a situation will change in a conversation. Besides, the speaker (Mia) also gives the strategy of politeness by speaking a lot as in utterances, "*Yep. At the ball. Didn't know who he was, so, you know, we danced, and I flirted I feel so stupid right now*, (20.3). This kind of strategy of politeness includes the involvement in which the speaker wants to save the hearer's positive face, the need to be appreciated. By using this strategy Mia wants to emphasize that her acts are actually right. After using the two strategies, apologize and speak a lot, then the conversation continued smoothly as in next utterances, "*As a grandma, I say, "right on."* And "*Now, if you'll come with me, I have something to show you.*". Social aspects like power, distance, and weight of imposition actually influence the conversation. Both Mia and her grandma are nobility of Genovia, so their social position are equal (- P). Besides, their closeness make the distance less (-D). Moreover, the weight of imposition is also less (-W) because both of the participants are the member of same family. These kinds of social aspects tend to influence the use of politeness strategy. If the power, distance, and weight of imposition are less, sometimes the utterances which are used are not too polite

since the participants have known each other. Then, the possible strategy used by the speaker is independent strategy of politeness.

21. Conversation (21)

Mia : An aranged marriage is my only choice. What kind person agrees to an arranged marriadge? (21.1).

Mia : You agrred to an arranged marriadge (21.2).

Grandma : *Right. Yes I did. And it turned out quite splendidly* (21.3).

Grandma : He was my best friend. We grew very fond of each other (21.4).

Context:

The conversation occured in the living room. It was at night. The participants were Mia and her grandma, a queen of Genovia. Mia had a difficult choice. In one hand, she wanted to be a queen of Genovia, continuing her grandma. In other hand, she should marry in thirty days. However, Mia had never been in love. How she could marry in thirty days. Besides, she wanted to marry with a loved boy, not by arranged marriage. Mia shared this problem with her grandma as in utterances, “*You agrred to an arranged marriadge*”. Grandma gave her experiances when she married. She told Mia that arranged marriage was actually not so bad.

Analysis:

The utterance “*Right. Yes I did. And it turned out quite splendidly*” is used to give emphaty and to claim common opinions. At the beginning of the conversation, the speaker (grandma) knows what her hearer wants. The hearer wants to be involved in the conversation. The speaker knows about her speaker’s problem after giving utterances, “*An aranged marriage is my only choice. What*

kind of person agrees to an arranged marriage?”. It shows the hearer’s problem. By using strategies of politeness “*Right. Yes I did. And it turned out quite splendidly*” (21.3), grandma wants to share her experiences in marriage. Both of the participants have the same experiences in marriage. This kind of involvement strategy is good to be used in saving the hearer’s positive face, that is the needs to be involved. It emphasizes that both participants want the same thing, and they have the same purposes. Speaker (grandma) gives the opinion to the hearer that she had same condition in the past. Both Grandma and Mia are in high social status, so their position are equal (- P). Besides, the solidarity among participants is also less since both of them are acquainted with each other (- D). Mia is granddaughter of Clarisse, a queen of Genovia. They are the member of family, so the weight of imposition is minim (-W).

22. Conversation (22)

- Mia : I can’t ride sidesaddle (22.1).
 Grandma : No, no, no. *I couldn’t ride* sidesaddle either when I was your age, and frankly, dear, it is acutely uncomfortable (22.2).
 Grandma : Herbie is my riding companion. Here he is herbie (22.3).
 Mia : it’s wooden leg (22.4).
 Grandma : Yes (22.5).

Context:

The dialog occurred in the living room. It was still in the morning because it was about 7 a.m. The topic discussed was about the preparation of the Royal Guard. The participants of the conversation were Grandma and Mia. Mia would have been riding sidesaddle. She actually could not ride sidesaddle. It was quite difficult for Mia to do. Mia said to her grandma, “*I can’t ride sidesaddle*”. Her grandma told her that riding sidesaddle for the first time was very difficult.

However, for the beginner rider like Mia, it could be solved. Grandma had a solution. She did it when she would ride sidesaddle for the first time. She was using a wooden leg which was called Herbie five years ago. It helped her very much. So, Grandma advised Mia in order to use it when Mia rode sidesaddle. Everybody might see it like the real leg. Besides, Grandma tried convincing Mia that her idea would succeed.

Analysis:

The utterance "*I couldn't ride*" shows pessimistic. Mia shows her inability in riding sidesaddle. Then, dialog continues with the utterances, "*I couldn't ride sidesaddle when I was your age, and frankly, dear, it is acutely uncomfortable.*" (22.2), that is claim common point of view and opinion. Grandma uses this strategy to give sympathy. Mia as the hearer feels being paid attention. Claim common point of view and opinion are the involvement strategy to save the hearer's positive face. It is often used by the speaker to give the same opinions to the hearer. In this case, the hearer may have a bad condition. Moreover, this strategy is used by the speaker to make the hearer feels better, so the comfortable communication will occur. If in a communication the speaker does not pay attention to the hearer's condition, the communication may be not cooperative, even informative. It is an important strategy to reach the successful communication. The social factors influence the conversation. In this dialog, the social aspects are less in power (- P), distance (- D), and weight of imposition (- W). Because of that, the speaker tends to close to the hearer when the conversation is taking place.

23. Conversation (23)

Grandma : *Buenas tardes, Tanya* (23.1).

Guest : Buenas tardes, your majesty. Aqui le presento a mi tio, que nos visita de Rosario (23.2).

Grandma : Oh, how do you do (23.3).

Context:

The conversation took place in the Mia's wedding party. There were many people invited in this place. Most of them were nobilities, ministers, and the members of parliaments. The participants of the conversation were Grandma and the guest. The guest was from Argentina. He spoke a little in English and sometimes mixed it with Argentina language. The participants just knew each other. The topic talked about was related to the condition of the speaker and the hearer. Grandma said directly to the guest when she met.

Analysis:

The utterances "*Buenas tardes, Tanya*" is used by Grandma to make solidarity although she does not come from the same country. Grandma is from Genova Country and English is her language. The guest, however, is from Argentina and uses Argentina language. To make closer grandma greets the guest by using the hearer's language. It is involvement strategy for saving the hearer's positive face, the need to be received. Afterward, the guest replies by using his own language such as in utterance, "Buenas tardes, your majesty. Aqui le presento a mi tio, que nos visita de Rosario". Besides, this strategy is used by Grandma to respect her guest.

24. Conversation (24)

Grandma : *Oh, my dear Mia* (24.1).

Mia : Oh, grandma, *I'm sorry. I'm so sorry* (24.2). *I just need a minute. I can do this. I can't do this* (24.3).

Grandma : I know. Darling, listen to me. I made my choice. Duty to my country over love. Now I've lost the only man I ever really loved (24.4).

Context:

The conversation occurred outside of the church. It was Mia's wedding party. There were many people who were watching this event such as the citizens of Genovia, including the reporters. Mia did not want to continue the wedding party. She was still doubtful with herself because she would marry without love. The reason why she married was to fulfill the requirement of being the queen of Genovia. The Queen of Genovia is a married woman and the royal descent. It was impossible for Mia to marry. So, she left the room which had been attended by the guests, such as the prime minister of Genovia, the ministers of Genovia, the members of Genovia, and the honorable people from other countries. Her grandma realized that what had been faced by Mia was difficult. Finally, Grandma left the room of wedding party and followed Mia. After that, Grandma said to Mia as in utterances, "*Oh, my dear Mia.*" This dialog then continued by the expression of apology from Mia, Mia realized her faults but she could not continue the wedding. However, Grandma was wise. She did not force Mia.

Analysis:

There are three strategies used in this conversation. First, the utterance "*Oh, my dear Mia*" is the involvement strategy of politeness. It shows attention to hearer. Second, the utterance "*I'm sorry. I'm so sorry*" shows an apology. It is

the independent strategy of politeness which is used to avoid the bad relationship. This strategy is used to save the hearer's negative face to show respect and polite in front of the speaker. Third, the utterance "*I just need a minute*" is independent strategy of politeness. This strategy is used to minimize the threat. In utterance *I "just need a minute"*, for example, means that the speaker wants to speak to the hearer, but it is said by using indirect expression. It is more polite than the speaker uses direct expression, for example, "*I want to speak with you*". Social factors such as power and distance tend to influence the use of strategies.

4.2 Findings and Discussion

Politeness strategy is one of the communication strategies that aim to make a harmonious and equilibrium relationship. This strategy is used to make the speaker to be informative and the listener to be cooperative. Politeness strategies are related to the concept of face. There are two kinds of face, positive face and negative face. Positive face is the needs to be received by others, be liked by others, and to be the member of the same group. In a conversation, the speaker wants his/her interlocutor respects him/her by paying attention. Meanwhile, negative face is the needs to be free, has freedom to act, and not be pressured by others. It means that either speaker or hearer has a right to speak and give opinion without any pressure.

Politeness is a language phenomenon that appears in our social life. It cannot be avoided from our daily activity, especially in a conversation. It is quite needed by person to build a smooth conversation, so that it can make an equilibrium relationship. We can study politeness phenomena not only in real

society, but also we can study from media, film for example. Film contains a lot of conversations that are used by the characters in which social context is included in it. The ways how the characters use politeness quite possibly appear when they have a conversation. Because film contains a lot of conversation or utterances and it is supported by social context in it, there is no doubt that politeness phenomena can be studied through the film.

To analyze the politeness phenomena from film, the researcher used a film entitled “Princess Diaries” and used Scollon and Scollon’s theory of politeness. The two kinds of politeness strategies according to this theory are involvement and independent strategies. If the utterances indicated that the speaker closed to the solidarity to the hearer, it is classified into the involvement politeness strategies. Meanwhile, if the utterances indicated that the speaker closed to the respect to the hearer, it is classified into independent politeness strategies. In this theory there are ten involvement theory of politeness and there are also ten independent theory of politeness. In the finding, however, the researcher found some of strategies and some strategies were not found. The followings are politeness phenomena which were found by the researcher in “Princess Diaries” Film with the characters Mia and her grandma.

4.2.1 The Politeness Strategies Used by Mia

In the section below, the researcher focused on the character *Mia* in finding the strategies of politeness used either in involvement or in independent. The character *Mia* is the speaker of the conversation from each data. Therefore, this character becomes the main focus in discussing the use of the strategies of

politeness. The researcher discussed involvement strategies firstly, then discussing independent strategies.

4.2.1.1 Involvement Strategy

The involvement strategy of politeness is related to the person's right. People need to be considered normal, contributing and supporting the member of the society. The involvement strategies, which are used by Mia are in giving voluble (speak a lot), showing exaggeration, and attending to hearer (give a notice).

The utterances (8.4) and (20.3) show the strategies of politeness in involvement. These strategies are used by the speaker to reduce the problem occurred as long as the conversation. These strategies happened in informal situation in which the topic discussed is less serious. Although the conversation took place in less formal situation, the problem among participants (the speaker and the hearer) makes their relationship getting worst. This problem happened when there is no further conversation anymore. To avoid the worst situation and to make harmonious relationship among participants, the hearer speaks a lot. It is used to contain the emptiness of the conversation. The important thing of the use this strategy is to make the hearer/interlocutor will feel being appreciated.

Further, the involvement strategy of politeness also appears in next conversation as in utterance (18.1). It shows exaggeration (making something seems better). The situation is also less formal. This strategy used by the speaker to admire the interlocutor. It, of course, make the interlocutor fell comfortable. In this case, this strategy is not used to reduce the conflict among participants

because during the conversation, it happened well. However, the use of this strategy is because the speaker wants to build her relationship get better than before.

Besides, another involvement strategy of politeness that is used by Mia is in giving a notice to hearer. In one hand, the speaker wants to respect to the hearer. In other side, the speaker also wants to be respected by the hearer. Giving notice is quite needed to reach this aim. It seems simple, however, it is not easy to do. Ask the interlocutor about his/her condition and attend the conversation which is taking place is the example of giving notice. The utterance (19.2) shows the situation like this. The speaker used this strategy because she wants to make the situation more comfortable during the conversation.

Based on the findings, the use of involvement strategy of politeness is much influenced by the informal context. It could be seen from the how the speaker close to the hearer and the topic discussed is less serious. The speaker tends to reduce his/her the social status, so the hearer feel easy to get closer to her/him.

4.2.1.2 Independence Strategy

This strategy emphasizes on the participants' right in order to be free from the impositions of others. Independence strategy shows that a person acts with some degree of autonomy and freedom of movement or choice of something. The independent strategies that are used by Mia are in giving apology, being pessimistic, calling the interlocutor by his/her nicknames, and minimizing threat to the interlocutor.

The utterances (6.5), (7.8), (7.12), (7.14), (19.1), (20.2), and (24.2) show independent strategy of politeness. They are used by the speaker to apologize to the hearer. The reason of the speaker used these utterances are because the speaker makes a mistake and wants her relationship continue well. To avoid the trouble during the conversation, the speaker asks apology to the hearer. The situation seems less formal when the conversation took place. In a conversation, this strategy is quite important to be used as strategy to make our conversation run well. Giving apology to the interlocutor usually occurs when one of participant is in super ordinate position.

Then, the utterances (8.2), (11.3), (11.5), and (24.3) show being pessimistic. These strategies are usually performed by the participants who cannot do something. These strategy are not only just to show being pessimistic, however, these are used to express that the hearer/interlocutor can do well than the speaker. It means that the speaker assumes that the hearer has better competence. These strategies are better given to the hearer than the hearer knows by herself that the speaker cannot do something. Because of that the hearer may fell more comfortable after the speaker used these strategies.

Besides, the utterances (10.2), (11.1), (15.1), and (16.1) also show the independent strategy of politeness. Calling the interlocutor by his/her nicknames will make the interlocutor getting close. Someone prefers to be called by his/her nickname than the word "you" or another name. The speaker used this strategy to reduce the social gap between the participants.

The utterance (15.2) shows strategy in minimizing threat to the interlocutor. In a conversation, we usually dislike that our interlocutor know or even guess what we mean. It seems uncomfortable for us. Therefore, this acts actually are less polite in a conversation. To avoid this condition, this strategy is very useful to be used. We have a right that others do not impose our opinions. Although the conversation occurs in too informal situation, talking with friends and the members of family, we like that we are not imposed be them because we have freedom to act without any pressure from anyone.

Based on the findings above, the researcher can state that the independent strategy of politeness is much influenced by the gap of social status among participants and formal situation where the conversation takes place.

4.2.2 The Politeness Strategies Used by Grandma

In the further section, the researcher discussed the strategies of politeness used by the character *Grandmother*. The researcher discussed the involvement strategies of politeness firstly, then discussing the independent strategies of politeness.

4.2.2.1 Involvement Strategy

The involvement strategy of politeness is used to save the hearer's positive face, that is the needs to be received and to be the members of the group. The involvement strategies of politeness used by Grandma are in showing attention or notice to the interlocutor, speaking a lot, showing expressions to

show claim common point of view and opinions, using the interlocutor's language.

The utterances (1.3), (2.1), (5.3), (9.1), (12.1), and (13.2) show strategies of politeness in giving attention. They are used by the speaker to give notice to the hearer. The utterances (1.3), (2.1), (5.3), (9.1), and (13.2) occurred in less formal situation, while the utterance (12.1) occurred in formal situation, that is in a meeting. These strategies are used to show that the speaker understand what the hearer wants/conditions. There is little bit differences between the use of the first utterances and the last.

The utterances (4.1) and (13.4) are strategy of politeness in speaking a lot. These strategy used by the speaker to reduce the conflict during conversation. It occurred in less formal situation. It may be not polite if it is used in formal situation since the speaker will fell annoyed. These strategies, however, will increase the relationship when they are used in informal situation.

The utterance (24.1) shows symphaty. This is one of kind of involvement strategy of politeness. In this case the speaker wants to motivate the hearer that the hearer can do a thing. By giving sympatic statement, the speaker hopes the hearer will do better and will not dissapoint the speaker. The situation is less formal but the topic seems very crucial.

The utterances (21.3) and (22.2) show strategies which are used to claim common point of view and opinions. The reason why the speaker used these strategies are because the hearer feel pessimistic. The speaker explained to the hearer that she could not do when the speaker is in the age of hearer.

Then, the utterance (23.1) is the strategy of politeness which shows the interlocutor's language. The speaker makes her interlocutor feel comfortable by using the hearer's language as long as conversation. In this case, the hearer cannot speak English well although the hearer sometimes understand what the speaker speak. To make the hearer get closer to the her, the speaker use the interlocutor's language.

4.2.2.2 Independent Strategy

The independent strategy of politeness is used to save the hearer's negative face, the needs to be not disturbed and respected by the speaker. The independent strategies used by grandma are in calling the hearer by using his/her nickname, giving an apology, stating general rules.

The utterance (3.1) includes independent strategy of politeness. This happens in informal situation. Though the topic discussed is weight because it is very crucial matter, that is about the future of Genovia however the conversation occurred relax. The speaker used the interlocutor's name to call to reduce the gap among them. They do not meet each other very long and the speaker does not show her privileges status, while she shows closeness as the interlocutor's mother in low. In my opinion, the use of calling the interlocutor's nickname is to make closeness among participant. Besides, it is just a strategy to reduce even to lose the social distance among participants (the speaker and the hearer)

Then, the utterance (17.1) also shows strategy of politeness in independent. This strategy is used by the speaker by giving an apology. It happened in informal situation. The speaker used this strategy because she wants

to make a better relationship. As we know, before this conversation, there is a little problem between them. The speaker accused the hearer without looking at the fact. Finally, the speaker feels that she has a fault and to make a better relationship, the speaker used strategy by asking an apology to the hearer.

Besides, another strategy of politeness which shows independent is as utterance (14.3). It is stating general rules. The speaker uses this utterance is to limit or reduce her own opinion in giving reason to the hearer. It will be better if the hearer prohibits someone by using the institution or the country's rule than the own speaker's opinion. It will make the hearer more comfortable.

Based on the findings, it can be stated that either Mia or her grandma applied the involvement and independent strategies of politeness when they conversed to their interlocutors. The use of the involvement strategies of politeness used by the character Mia and grandma are much influenced by the less formal situation, while the use of independent strategies of politeness used by these two characters are much influenced by the formal situation. The context where the conversation took place influences the choice of politeness strategies. If the context seems not serious, the participants tend to use the involvement as the strategy to build a relationship, while if the context appears too serious the participants use the independent as the strategies to build a harmonious relationship.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions of the finding and suggestions.

5.1 Conclusions

Based on the findings, it can be concluded that:

1. Mia and her grandma used the politeness strategies either involvement or independent strategies. The results of finding show that Mia used the politeness strategy twenty times, and grandma used it fifteen times. Mia applied the involvement strategy four times and independent strategy sixteen times. Meanwhile, grandma used the involvement strategy twelve times and three independent strategies.
2. The politeness strategies which were used by Mia in the conversation with the interlocutors in the “Princess Diaries” film are mostly performed in independent strategies, such as giving apology, being pessimistic, using the hearer’s nicknames, and minimizing threat to the interlocutor. Meanwhile, the politeness strategies which are mostly used by her grandma are performed in involvement politeness strategy, such as notice or attention to hearer, be voluble (speak a lot), claim common point of, showing sympathy, and using the hearer’s language. Besides, there are three social aspects which influence the use of politeness strategies, they are power (P), distance (D), and weight of imposition (W). However, the most influential aspects are power and distance.

5.2. Suggestions

The results of this study give some useful suggestion for further researchers, students and the readers.

5.2.1 For Further Researchers

Politeness strategy is not only about the strategy which is acceptable or not in the specific society, but it is also about how the strategy is used in general situation to create conversation. Therefore, it is hoped that further researchers will investigate more deeply in this field. Investigating this field may be done by specifying each category used, such as involvement politeness strategy or independent politeness strategy. Besides, the further researchers can also investigate the politeness phenomena by using various characters, not only the main characters of the film. Moreover, studying this field may be done by using other kinds of film, such as action, family, or war film.

5.2.2 For the Students

Through this study, it can be seen that politeness phenomena occurs not only in real life, but also in the created-situation, like in film. By using this media, the students, especially who are majoring in linguistics can study the politeness phenomena.

5.2.3 For the Readers

The researcher also expects that this study is not only useful for further researcher and the linguistic students, but also it is useful for anybody who wants to know and understand the politeness phenomena, especially in film.

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Appendix 2

Table 1. The Politeness Strategies Used by Mia

No	participant	utterances	Strategy Chosen	
			Involvement	independent
1	Mia	<i>Sorry, Joseph (6.5)</i>		√
2	Mia	<i>I am so sorry (7.8)</i>		√
3	Mia	<i>I didn't mean to (7.12)</i>		√
4	Mia	<i>Can I help you?(7.14)</i>		√
5	Mia	<i>I can't do this, I'm a girl (8.2)</i>		√
6	Mia	<i>Didn't know who he was, so, you know, we danced, and I flirted I feel so stupid right now (20.3)</i>	√	
7	Mia	<i>Joe! (11.1)</i>		√
8	Mia	<i>Lilly, um...I really don't want to talk about this...at the moment, ok? (10.2)</i>		√
9	Mia	<i>I don't want to run my own country. I just want to pass tenth grade. So I can't I just tell everyone that I simply quit? (11.3)</i>		√
10	Mia	<i>How can I tell if I can even do the job? (11.5)</i>		√
11	Mia	<i>Lilly? (15.1)</i>		√
12	Mia	<i>Hey, can I talk to you for a minute, please? Lilly, can I just talk to you for a minute? Is that cool? (15.2)</i>		√
13	Mia	<i>Michael! Hi (16.1)</i>		√
14	Mia	<i>Oh, your foot. I'm sorry.</i>		√

		Are...(19.1)		
15	Mia	<i>Are you all right?</i> (19.2)	√	
16	Mia	<i>Sorry. I, uh, have met Lord Nicholas, actually.</i> (20.2).		√
17	Mia	<i>Oh, grandma, I'm sorry. I'm so sorry</i> (24.2). <i>I just need a minute</i>		√
18	Mia	<i>I can do this. I can't do this</i> (24.3)		√
19	Mia	<i>No! I mean... You're an athletic girl. I am a synchronized swimming, yoga-doing horseback-riding, wall-climbing-type girl. My hand-eye coordination is zero.</i> (8.4)	√	
20	Mia	<i>You are an extraordinary person, grandma but I don't think I'm meant be so afraid that I would disappoint the people of Genovia and I couldn't bear to disappoint you again.</i> (18.1)	√	

Table 2. The Politeness Strategies used by Grandma

No	participant	utterances	Strategy Chosen	
			Involvement	independent
1	Grandma	<i>Thank you. Well, let me look at you. You look...so young</i> (1.3).	√	
2	Grandma	<i>Amelia, in a matter of weeks we have an annual ball. I was... I am hoping that I may present you... to</i>	√	

		<i>the press and the public on that occasion. However, you desperately need some instruction. I speak for the intire Genovian parliament and the royal family (4.1)</i>		
3	Grandma	<i>Who is this gentlement? (5.3)</i>	√	
4	Grandma	<i>Good afternoon. We're so pleased you could make yourself available (9.1)</i>	√	
5	Grandma	<i>How are the children, Robbie? (12.1)</i>	√	
6	Grandma	<i>Actually, I found it rather funny. Reminds me of first royal dinner party. I accidentally knocked over a suit of armor...and the spear went right through the suckling pig (13.4).</i>	√	
7	Grandma	<i>Pick up one of these. Make yourself useful. Spray everything (13.2)</i>	√	
8	Grandma	<i>Oh, my dear Mia</i>	√	

		(24.1)		
9	Grandma	<i>Right. Yes I did. And it turned out quite splendidly (21.3)</i>	√	
10	Grandma	<i>No, no, no. I couldn't ride sidesaddle either when I was your age, and frankly, dear, it is acutely uncomfortable (22.2)</i>	√	
11	Grandma	<i>Buenas tardes, Tanya (23.1)</i>	√	
12	Grandma	<i>Please, sit (2.1)</i>	√	
13	Grandma	<i>I remember. Helen, if Amelia refuses to accept the throne then Genovia will cease to exist as we know it (3.1).</i>		√
14	Grandma	<i>it's not appropriate for royalty to jingle (14.3)</i>		√
15	Grandma	<i>I also came to apologize for the way I spoke to you about the beach incident. It was judgmental of me. I didn't pause to verify the facts (17.1)</i>		√

Apendix 3

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No	Tanggal	Materi Konsultasi	Tanda Tangan
1	2 April 2007	Konsultasi Proposal	
2	14 April 2007	Seminar Proposal	
3	30 Juli 2007	Konsultasi Bab I, II, dan III	
4	3 Agustus 2007	Revisi Bab I, II, dan III	
5	27 Agustus 2007	Revisi Bab I, II, dan III	
8	8 September 2007	Revisi Bab I, II, dan III	
9	19 September 2007	Konsultasi bab IV dan V	
10	22 September 2007	ACC Keseluruhan	

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This is to certify that thesis I wrote to fulfill the requirement for the degree of Sarjana Sastra entitled Politeness Strategies Used by Mia and her Grandma in Princess Diaries Film is truly my original work. It does not incorporate any material previously written or published by other person, except those which are indicated in the innotes, quotations, and bibliography. Because of this fact, I am the only person who is responsible for the thesis if there is any objection or claim from others.

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