

Brown and Levinson's Politeness Strategies on Apologizing Expression of "The Princess Diaries" (2001) The Movie: A Discourse Analysis

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Abstract

This research was intended to analyze the politeness strategy employed by the characters in expressing apology based on Brown and Levinson's politeness strategies in the movie The Princess Diaries (2001). Designed as a descriptive-qualitative research, the data was analyzed by using the descriptive method where politeness strategies proposed by Brown and Levinson (1987) was applied to see the types of politeness strategies. The data was taken from an American Comedy, Family and Romance movie entitled The Princess Diaries (2001). The result of the analysis showed that there were 15 utterances that can be classified as apologizing expression which were analyzed by using Brown and Levinson (1987) Politeness Strategies. Those 15 utterances were divided into 11 utterances using positive politeness and 4 utterances using negative politeness. Based on Brown and Levinson's politeness strategies, positive politeness happened in a group of friend and a group of family that have close relationship with the Speaker while negative politeness used to avoid offence of the Hearer by showing respect. Thus, it is concluded that positive politeness was the most politeness strategies applied by all the characters in the movie to express apology, and all the characters who applied positive politeness strategy are female.

Keywords: Politeness Strategies, Apologizing Expression, Discourse Analysis.

Introduction

In everyday life, people communicate with each other to build relationship for different purposes and the way how we communicate with each others is influenced by the degree of intimacy or how well we know the speaker/hearer. According to Yule (1996: 59), "that much of what we say, and a great deal of what we communicate, are determined by our social relationships" [1]. It means that we carefully measure the language we use, the dictions we choose, and the attitude we embed (example spelling) in delivering our intention. In Javanese culture, for example, we use polite language when we speak to older people and for the same age people, we use casual language instead. This situation is related to what is called as Politeness. According to Brown and Levinson (1987), politeness is the way to convey the utterance as polite as possible which in this case is needed to minimize conflict with others [2]. One of the forms of communication which expresses politeness is apology. Among different forms of communication, apology is one of the most often forms carrying politeness [2]. Apology is related to politeness because polite utterances are often used in asking (requesting), offering, complaining, and apologizing.

Brown and Levinson (1987: 57) state that "when making a request that is somewhat bigger, one uses the language of formal politeness (the conventionalized indirect speech acts, hedges, apologies for intrusion, etc.)" [2]. The language of formal politeness is commonly used in conventionalized indirect speech acts, hedges, and apologies for intrusion

which is a part of making a request. According to Smith (2008), apologies are complex interactions, and *sorry* is one of many attempts that is used to make it simple. In order to make our intention well accepted, we need to apply certain strategies. In accommodating this need we need to know different kinds of expression, especially when we learn a foreign language which culturally and linguistically different from our native language.

As mentioned by Smith, apology is more than *sorry*. Considering with this, the students who learn about how to express apology as one of the teaching materials in K13 Curriculum of Junior High School will expose themselves to different kinds of apologizing expressions. However, the examples that commonly used to express apology in the textbook and LKS (Students Worksheet) are simple words like *sorry*, *forgive*, and *apologize* which to some extent is very simple and lack of variation. In other words, the examples that are given in the textbook and LKS are still not enough for the students to learn.

There are some researchers who have already conducted research on Politeness with different focuses. Abedi, et al. (2016) aimed to investigate kinds of offences that motivate the characters in the movie to deliver their apology and to describe the way the characters express their apologies [3].

The study used Trosborg's apology strategies and Holmes' social dimensions of communication and kinds of offences finding, Hymes' ethnography of communication with SPEAKING formula. This study only focused on one politeness strategy, negative politeness. Findings show that the kinds of offenses that motivated the characters in the movie to offer their apologies were infringement on space,

infringement on talk, infringement on time, infringement on possession, and social behavior offence. The characters in the movie expressed their apologies in various ways, and all the apologize expression were negative politeness.

Monsefi, M., & Hadidi, Y. (2015) focused to explore the effect of gender and use of politeness strategies by teachers on the patterns of classroom interaction between teachers and students and learning process in Iranian EFL classrooms [4]. Findings show that positive politeness strategies are preferred over negative ones. Positive politeness is oriented towards an individual's positive self-image and emphasizes the need for association between teachers and students. By adopting more positive strategies, the female teachers mean to reduce the threat of FTAs and shorten the distance between them and the students. This study has two important conclusions: female and male teachers have different conversational traits and there is a direct relationship between using more polite strategies and learning process and teacher student interaction.

Chojimah, N. (2015) aimed at investigating how Indonesian students refuse offers, invitations, and suggestions to persons having different social statuses [5]. Refusal and politeness strategies were the focus of the study. The social variable involved in this study was the social status represented in lower to higher socialstatus (LHSS), higher to lower social-status (HLSS), and equal social-status (ESS) relationships. The data were obtained through discourse completion test (DCT) distributed to 161 students. This study proved that social-status does not influence much to the choice of refusal strategy, but it contributes to the choice of politeness strategies.

Ryabova, M. (2015) goal of the article is to analyze the use of some models of English speech etiquette, specifically the use of politeness forms typical of the English [6]. The result of this article showed that etiquette norms in speech behavior of the English is a characteristic feature of their communicative culture, that determines the choice of formulae and models of their everyday communication, revealing their class and social status and operating within politeness strategy of socio-pragmatic conditions.

However, the study of politeness strategy which focuses on pedagogical implication has not been investigated intensively. Therefore, in order to explore the used of different kinds of apology and the politeness strategy used by the speakers, the researcher interested in conducted a study on analyzed the apology expressions in the movie of *The Princess Diaries (2001)* used Politeness strategies. The result of the analysis is useful for the (trainee) teacher in varying the number of expressions used in apology in context. Besides, the conversations in the movie provide plenty good examples for the students in expressing apology as the real examples that are used in daily conversation, which also means that it can be used as an alternative teaching material besides textbooks and LKS in teaching apology expressions.

Research Method

This research was designed as a descriptive-qualitative

research that focused on document or content analysis such as words and pictures. This research was intended to analyze the politeness strategy employed by the characters in expressing apology based on Brown and Levinson's politeness strategies in the movie *The Princess Diaries (2001)*. Qualitative research focuses on collecting and analyzing information in as many forms, chiefly non-numeric, as possible. Descriptive qualitative research is also written in the form of words or sentences rather than numbers [7].

This research focused on analyze the politeness strategy employed by the characters in expressing apology based on Brown and Levinson's politeness strategies in the movie. The data was taken from an American Comedy, Family and Romance movie entitled *The Princess Diaries (2001)*. The data collection covered the search of all the characters' indicated the utterances which deal with Brown and Levinson's politeness strategies and apologizing expression. The data were presented in the form of table consist of 15 utterances. And then, data analysis was needed to be done by using descriptive analysis. The data analyzed using descriptive method where the politeness strategies proposed by Brown and Levinson's (1987) was applied to see the type of politeness strategies.

Research Findings

The research findings of this research was being displayed in the form of table which showed the two types of politeness strategies that found (positive politeness and negative politeness) from total 15 utterances in the movie. Those 15 utterances were divided into 11 utterances using positive politeness and 4 utterances using negative politeness. Those eleven utterances that applied positive politeness happened in a group of friend and a group of family that have close relationship with the Speaker. The four utterances that applied negative politeness, used to avoid offence of the Hearer by showing respect.

Discussion

The result of the analysis showed that there were 15 utterances that can be classified as apologizing expression which were analyzed by using Brown and Levinson (1987) Politeness Strategies. Those 15 utterances were divided into 11 utterances using positive politeness and 4 utterances using negative politeness.

In positive politeness there were eleven utterances which have been analyzed. Those eleven utterances happened in a group of friend and a group of family that have close relationship with the Speaker. According to Brown and Levinson (1987), positive politeness is usually seen in groups of friends, or those who know each other well [2]. Further, Ryabova (2015) found in her research that in everyday's communication the English use positive politeness rule in their communicative behavior which means that the speaker shows the hearer that he understands his interests, approves and shares his needs and goals [6]. She also said that the form of this strategy is the use of inclusive pronoun "we": "*We really should close the door*". In this research it also can

be seen in Data 5, when Anna used pronoun "we": *Sorry. It's hard to keep up with who we're not talking to* that showed she shares her need and goals to hate Josh and be friends with Mia to Lana. Furthermore, the researcher found something unique that all the characters who applied this strategy are female. This finding was also found in Monsefi and Hadidi (2015) who did their research in EFL Teachers [4]. The results showed that female teachers favor used positive politeness strategies, and they used more group identity by treating their students as the member of group to feel close to each other and reduce the threat to students' face. In line with Brown and Levinson's (1987) politeness strategies, female teachers attempt to minimize the disagreement between themselves and others much more than male teachers [2]. In classes which were managed by female teachers, they saw that the female teachers used many different linguistic means of realizing positive politeness in an attempt to claim common ground by seeking agreement, sharing interests and treating students as in-group members and friends. This also happened in this research when the characters try to seek agreement, share interest and treat the Hearer as a group members. They try to minimize the distance between them and the Hearer. They focus on the Hearer's positive face to satisfy them to reach the Speaker wants. In this case, female tend to be emotionally close to the Hearer, appearing to act on the feeling that this would help them to communicate with the Hearer easily.

On the other hand, there were four negative politeness strategies found in the utterances that were analyzed. Those four utterances used negative politeness to avoid offence of the Hearer by showing respect. According to Brown and Levinson (1987) negative politeness is redressive action addressed to the Hearer's negative face: his want to have his freedom of action unhindered and his attention unimpeded [2]. This statement is in line with what the researcher found in analyzing the data. This strategy is intended to avoid giving offense by showing deference. Ryabova (2015) in her research said that negative politeness is part of a general communicative strategy of politeness or tact maxim, which means that the communicant respects the desire of the other not to communicate, not to interfere [6]. For example it can be seen in Data 1 when Clarisse said *Well, I'm afraid I'm going to have to leave*, showed she respect Paolo as a professional hairdresser. The characters applied negative politeness because it performs the function of minimizing the particular imposition that the FTA unavoidably effects. They focus on the Hearer's negative face to respect and not to impose them. Furthermore, the use of negative politeness also influenced by the social status relationship of the Speaker and the Hearer and the situations between them. According to Chojimah (2015), there are three different social-status relationships: lower-to-higher-social status, higher-to-lower-social status, and equal-social-status relationships [5]. In this research there were found two social status relationships, lower-to-higher-social status and higher-to-lower-social status. In lower-to-higher-social status happened between Mia with her grandma, Queen Clarisse and between Paolo with Queen Clarisse while in higher-to-lower-social status happened between Queen Clarisse with Paolo and Mia's teacher, Mr. O'Connell with Mia. In this

research it was found that lower-to-higher-social status and higher-to-lower-social status tend to use negative politeness strategy. According to Argyle (1994: 143), "members of middle and upper classes use more negative politeness, while members of lower classes use most positive". It might be cause by using negative politeness allows the speaker to pay respect and deference to hearers in return for the FTAs and negative politeness strategies are intended to avoid giving offense by showing deference.

Conclusion and Suggestion

It can be found from the discussion that positive politeness is the most type of politeness strategies found in the movie. Going with Brown and Levinson's (1987) politeness strategies, positive politeness strategies are preferred over negative ones. As is common knowledge, positive politeness is oriented towards an individual's positive self-image and emphasizes the need for an association between the Speaker and the Hearer. This strategy is usually seen in groups of friends, or those who know each other well. And based on the discussion mostly the conversation happened in a group of friend and a group of family that has close relationship with the Speaker.

There is something unique about the result of this research, that all the characters that applied positive politeness strategy are female. By adopting more positive strategies, the female characters mean to reduce the threat of FTAs and shorten the distance between them and the Hearer. In conversations which were conducted by female characters, it was seen that they used many different apology expression of realizing positive politeness in an attempt to claim common ground by seeking agreement, sharing interests and treating the Hearer as in-group members and friends.

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