

POSITIVE POLITENESS STRATEGIES EMPLOYED BY THE CHARACTERS IN TURNING RED MOVIE

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ABSTRACT

This research was purposed to discover the positive politeness strategy by using the theory from Brown and Levinson (1987). And for the data source, this research took a movie "Turning Red". This study used the descriptive qualitative method from Creswell (2013). In collecting and analyzing the data this research applied the theory from Sudaryanto (2015). It was found 21 data of positive politeness done by the characters. The strategy 10: Offer, promise occurred 5 times was most strategy used. Strategy 2: Exaggerate occurred 2 times. Strategy 4: Use in-group identity markers appeared 2 times. Strategy 5: Seek agreement appeared 1 time. Strategy 7: Presuppose appeared 1 time. Strategy 9: Assert or presuppose speaker knowledge of and concern for hearer wants appeared 2 times. Strategy 12: Include both speaker and hearer in the activity was 4 times occurrence. Strategy 14: Assume or assert reciprocity occurred 3 times. And Strategy 15: Give gift occurred 1 time.

Keywords: positive politeness strategy, Pragmatics, Turning Red movie

1. Introduction

Communication does not deal with utterances only. The tone of the voice and the way it is delivered can also be part of the communication. The communication provided a space for the exchange of ideas and opinions. When expressing ideas or opinions, it is important to have a positive attitude to avoid intimidating the hearer during the conversation. This action was done to make the hearers or other participants had the same desire as the

speaker. As a result, after the speaker has fulfilled the hearer's needs, they may easily get their genuine motive after pleasing the hearer's wants. This action leads to one of the politeness strategies which names positive politeness. The hearer may or may not understand the speaker it all depends on how the hearer interprets the context in conversation. Hence, it connects to the pragmatics study as it is concerned with analyzing context

and unstated meaning in the conversation (Yule, 2014). Below is one of the phenomena researchers found related to the positive politeness strategy.

Charlie Puth : "That's been out for six months."
Host : "Yeah right. Sure, yeah."

The conversation above was from the talk show in YouTube channel "Jimmy Kimmel Live" with Charlie Puth as the guest star. The video was uploaded on March 18th, 2022 and it happened in the minute (01:31)-(01:34). The host as the hearer earlier mentioned that the making of the song had more views than the actual song had listened to. And Charlie as the speaker tried to clarify that the making of the songs was out for six months. So that was why the making of the songs had more views and attention. The hearer quickly agreed with the speaker. He said yes two times and stressed that he also had the same thought about it. The hearer did not want to threaten the speaker's face and chose to agree with him. This phenomenon leads to **seeking agreement in a positive politeness strategy** where the hearer in conversation stresses the agreement to satisfy the speaker's desire. As also mentioned by Brown and Levinson (1987) strategy seeking agreement allows the participants to seek the possibility to agree with the hearer. Brown and Levinson (1987) also added agreement can be emphasized by repeating the utterances to stress emotional agreement and interest of the hearer.

The phenomenon of positive politeness can be found in various circumstances as long as the conversation has the speaker, hearer, and the context in it. One of the media where the phenomenon of positive politeness can be found is the movie. It is shown in the phenomenon from the movie "Turning Red" below.

Mom : "Is there anything else I should know about, Mei-Mei?"
Mei-Mei : "**Nope. All good**"

The conversation above happened in the minute (00:14:08)-(00:14:13) with Mom as the speaker and Mei-Mei as the hearer. The earlier conversation started when the speaker figured out that her daughter had a relationship with a boy. The speaker tried to protect the hearer and asked the boy to stay away from her daughter. However, the speaker's actions humiliated the hearer because she did it in front of many people. The hearer did not want to make things worse. Thus, when the speaker asked what else she needed to know, the hearer said all good. The hearer tried to agree and avoid an argument with the speaker. Hence, the hearer's response is considered as **avoid disagreement strategy**. Brown and Levinson (1987) defined avoiding disagreement as the attempt of the speaker to appear agree or pretend to agree with the hearer.

In conducting this present study, the researchers applied several previous research to support the research. The study from Santoso and Indriani (2021) aimed to reveal the strategies of politeness along with the functions. This previous study applied the main theory by (Brown & Levinson,

1987). As for the data source, this previous research used WhatsApp contained the conversation between students and teachers while learning English. The result of the study showed that 15 strategies of positive politeness were found. In addition, strategy 4 appeared as the most frequent strategy. In this previous research, the positive politeness strategy functioned as the indicator to show respect and minimized the possibility of threatening others.

The previous study from Yoseka and Ambalegin (2021) purposed to find out the positive politeness strategy. The main theory by Brown and Levinson (1987) was applied in this previous research. As for the data source, this previous study took the utterances spoken by the characters in the movie "Switched". This study revealed that out of 15 strategies of positive politeness 7 strategies were found in the "Switched" movie. The avoid disagreement strategy appeared as the most frequent strategy done by the characters. From 15 data found, avoid disagreement appeared 5 times. Exaggerate strategy and use of in-group identity markers appeared 3 times at the same time. Lastly, there were presuppose strategy, assert or presuppose strategy, including both the speaker and hearer strategy, and assume or assert strategy appeared 1 time. The similarities found in the previous studies and this present study were the similar topic discussed and the same theory used. Moreover, for the novelty, this present research used the new movie titled "Turning Red" as the data source. The data source has not been analyzed as the data source for positive politeness before.

From the two phenomena and previous studies shown above, the researcher is interested in conducting this present research. It is important to show a positive attitude while having conversations with others. So that, the speakers can reduce the potential to threaten others' image or face and can avoid having rude conversations. This situation can be avoided as long as the speakers want to make a good conversation and share the same common ground (Cutting, 2002). Moreover, this study purposed to reveal the strategies of positive politeness spoken by the movie characters from "Turning Red" movie.

2. Literature Review

Kamlasi, (2017) explained that the speaker's objective during the conversation in positive politeness is to fulfill the needs of the hearer's positive face, therefore it will increase the hearer's positive face. Brown & Levinson (1987) said that Positive politeness is redress directed to the addresses positive face. The redress refers to the desire of the speaker to convince the hearer to want similar things to the speaker. The purpose of the positive face by the speaker is to save the hearer's face or to notice something from the hearer to get what the speaker wants. Cutting (2002) also added that positive politeness has the purpose to save face by adopting a close relationship and most importantly stressing that both speakers have a common goal. Moreover, any attempt from the speaker to make others feel good is considered a strategy in doing positive politeness. According to Brown &

Levinson (1987), they are 15 strategies of positive politeness.

2.1 Strategy 1: Notice, attend to H

Generally, the output of this strategy urged the speaker to notify the hearer condition such as what the hearer wants, the hearer's interest, and the hearer's desire. This strategy required the speaker to notice every aspect of the hearer needs and wants (Brown & Levinson, 1987), as an example below,

Speaker: **“What a beautiful vase this is! Where did it come from?”**

The speaker noticed the vase which was the aspect of that the hearer wanted the speaker to notice.

2.2 Strategy 2: Exaggerate

This strategy is frequently used to intensify the compliment by exaggerating or stressing the intonation (Brown & Levinson, 1987). Thus, when the speaker compliments the hearer, they tend to do it dramatically to save the hearer's face, as for the example from the journal article of Probosini (2020) below,

Andrea : “Hi.”
Christian : “Christian Thompson”
Andrea : “Christian Thompson? You're kidding. **No, you're... You write for, like, every magazine I love.**”

The situation above happened when Andrea as the speaker accidentally met Christian as the hearer. The hearer in the context was famous and appeared

as the speaker's role model. Then, when the speaker met the hearer, she cannot hide the adoration. The hearer exaggerated the compliment to let the hearer knows how much the hearer liked the hearer's works.

2.3 Strategy 3: Intensify interest to H

The other way to do the positive politeness is by intensify the interest of the hearer. This action can be done by communicating some of the speaker's want to intensify the hearer's interest by creating story (Brown & Levinson, 1987), like the example from the article of Saragih et al., (2019) below,

Eddy : **“I want to share with you a big secret today, and it's not one that a lot of you are going to want to hear”**

The above utterance referred to the strategy 3 as the speaker intensify the hearer's interest to fit the speaker's wants. The speaker used the strategy to get the hearer attention by stressing the words big secret (Saragih et al., 2019).

2.4 Strategy 4: Use in-group identity markers

Brown and Levinson (1987) declared that the use in-group identity markers often used when the speaker indirectly claims a common ground with the listener that is supported by the group's identity. This can be done by using in-group usages like address forms, dialect, slang, and jargon. The purpose of using that in-group usage is to make the speaker and hearer appear to have close relationship or at least they tried to be close. Yoseka and Ambalegin (2021) revealed the

example of this strategy as shown below,

Katie : "I'm not Katie Sharp."
Ken : "That would gonna really confuse your audience **baby.**"

The word baby from above conversation was referred to Katie. This showed the special relationship between the speaker and the hearer. Thus, Ken dared to call Katie as baby because they were relative to each other.

2.5 Strategy 5: Seek agreement

The seek agreement strategy is the way the speaker possibly agrees with the hearer in any conditions. As mentioned by Brown and Levinson (1987) this can be done with a safe topic to satisfy the hearer's face where the speaker stressed the agreement with the hearer. The speaker may use repetition as a safe topic and appear to agree with the hearer. Below is the example taken from the journal article by (Sartika & Ambalegin, 2020).

Eddy : "**That secret is this: what if I told you that every single day kids go to school, they become less intelligent?**"

The above statement happened when the speaker tried to convince the hearers to have the same agreement as the speaker. The speaker seems to seek approval from the hearers.

2.6 Strategy 6: Avoid disagreement

The strategy avoid disagreement done by the speaker when they forced themselves to appear agree with the hearer. They may pretend to agree to avoid conflict with the hearer. As

mentioned by Brown and Levinson (1987) token agreement is the speaker's urge to cooperate or agree with the hearer or pretend to agree with the hearer, as the example from the article of Sartika and Ambalegin (2020) below,

Host : "It's such a young age..."
Michelle : "**Exactly.**"

The above utterances happened with the host as the speaker and Michelle as the hearer. The speaker said something about young age and the hearer gave a direct response. The hearer tried to avoid the disagreement with the speaker and directly agree with the speaker.

2.7 Strategy 7: Presuppose

This strategy softens requests from the speaker to the hearer by adding the unrelated topic to the conversation. Thus the speaker stressed their general interest to the hearer so that the hearer does what the speaker wants (Brown & Levinson, 1987). As shown from the below example was cited in the article of Saragih et al., (2019) below.

Speaker : "**and it's not one that a lot of you going to want to hear, but at the same time, time is so important that I have to tell you.**"

The speaker tried to stress the meaning of big secret to raise attention from the hearer. The speaker made the statement to be agreeable and this mutual agreement referred to the positive politeness (Saragih et al., 2019).

2.8 Strategy 8: Joke

This strategy happened when the speaker turns jokes to make the hearer feel at ease. This strategy is the basis of positive politeness since by making jokes the speakers stress how they shared the same knowledge and values (Brown & Levinson, 1987).

Speaker : **“I wanted to be a professional Call of Duty players”**

Audiences : **“(laughter)”**
(Saragih et al., 2019)

The above example showed how the speaker tried to ease the atmosphere so that the speaker and the hearer become closer.

2.9 Strategy 9: Assume or presuppose speaker 's knowledge of and concern for hearer 's wants.

Brown and Levinson (1987) argued that, the other way to make the hearer wants to be cooperative with the speaker is to put pressure for the hearer. This can be done by implying what the speaker's wants as what the speaker wants, as shown from the following example,

Speaker : **“I know you love roses but they did not have any roses anymore, so I brought you sunflower instead”**

(Brown & Levinson, 1987)

2.10 Strategy 10: Offer, promise

The other way to reduce FTA to the hearer is by offering promise and the speaker can choose to emphasize the cooperation with the hearer (Brown & Levinson, 1987). This strategy stressed about anything that

the hearer wants the speaker will do it. By offering promises to the hearer the speaker demonstrates his good intention to the hearer.

James : **“Here we go, it's a sketch of Miranda's dress for the benefit. Also, the centerpiece of my spring collection. Top-secret stuff.”**

Andrea : **“I'll guard it with my life.”**

(Probosini, 2020)

Andrea as the speaker was asked to deliver the magazine spring collection to a certain location. The magazine was very important and that was why the speaker said it was “top-secret”. It made Andrea felt responsible. Then the hearer promised to keep the magazine safe so that the speaker may trust the hearer to deliver the magazine.

2.11 Strategy 11: Be optimistic

The strategy be optimistic included the believe that speaker assumed the hearer wants what the speaker wants and they will help the speaker to get it (Brown & Levinson, 1987).

Speaker : **“Oh I guess that is cool, but I feel like this place will end up being really fun and we will learn a lot!”**

(Khoirunnisa & Hardjanto, 2018)

As shown from the example above the speaker tried to be optimism and assumed the hearer to feel the same. The speaker did the strategy to reduce the FTA. Thus, by trying to be optimistic the speaker wants the

hearer to cooperate and having the same thought.

2.12 Strategy 12: Include both the speaker and the hearer

This strategy involved both the speaker and the hearer in the utterances by emphasizing the words “we” or “us”. Brown and Levinson (1987) stated that by using the word “we” it means the speaker made the hearer cooperate with them and including the hearer in conversation to redress the FTA.

Katie : “That's my mom.”

Cassandra : **“We** need to get out of here. Give me the keys.”

(Yoseka & Ambalegin, 2021)

The conversation between Katie as the speaker and Cassandra as the hearer above was the example how the speaker involved the hearer in their action. When the hearer said they need to get out there, the hearer wanted to get out there so they can avoid someone. By implying the word “we” the hearer stressed what she wanted and wanted the speaker to join the activity too.

2.13 Strategy 13: Give reasons

When the speaker including the hearer in conversation, they can use the strategy of give reasons. This strategy can be done by joining the hearer in practical reasoning and assumed what the speaker wants as what the hearer wants (Brown & Levinson, 1987).

Host : “So, that’s why you ‘re so good at this storytelling.”

Michelle : **“It’s probably part of the reason why I’m good at it.”**

(Sartika & Ambalegin, 2020)

The bolded utterances above considered as give reasons strategy as Michelle shared the reasons why she good at something. Michelle earlier mentioned the reasons why she good at things and when the host asked, she directly answered the question.

2.14 Strategy 14: Assume or assert reciprocity

The cooperation between the speaker and the hearer can also be stressed or promoted by demonstrating equal rights or duties between the speaker and the hearer. The speaker can say **“I’ll do this for you if you do this to me”** to stress that there is obligation to the hearer to do things. As Brown and Levinson (1987) mentioned by implying the reciprocal right the speaker can reduce the FTA.

2.15 Strategy 15: Give gift

This strategy can be done by satisfy the hearer’s face and give some of the hearer’s wants to please the hearer. This action does not only include physical gift but also human-relation wants. As argued by Brown and Levinson (1987) there are desire of people to be wanted, admired, and liked so that also considered as giving gift. The speaker might satisfy the face of hearer and knows what the hearer wants.

Speaker: **“Thanks for the recommendation, but I’m going to go with something else.”**

(Khoirunnisa & Hardjanto, 2018)

This situation involves the customer and the waiter, the speaker wants to

show indirect refusal with what the waiter is offering by using redress. He reduced the FTA by giving a gift which was a "Thank you" appreciation for the waiter's efforts to recommend/suggest a new menu.

3. Research Method

In conducting this research, the researchers applied the descriptive qualitative method by Creswell (2013) as the research design. The observational method and non-participatory technique were used for collecting the data elements. For steps in collecting the data, the researchers firstly watched the movie. Then the researchers selected the utterances related to positive politeness. After that, the data collected were underlined. The analyzing process applied the theory by Sudaryanto (2015). The method of pragmatic identity and the technique of pragmatics in-equalizing were adopted as the way to analyze the data. For the steps of analyzing the data, the first step the data collected were interpreted according to the positive politeness strategy. These data elements were equalized with the main theory by Brown & Levinson (1987) of positive politeness. Lastly, all the theories applied to the Turning Red movie.

4. Result and Discussion

This research found 21 data in the Turning Red movie and it contained the strategy of positive politeness. The table below shows the final result of this research.

NO	Strategies	Frequency
1.	Strategy 2: Exaggerate	2

2.	Strategy 4: Use in-group identity markers	2
3.	Strategy 5: Seek agreement	1
4.	Strategy 7: Presuppose	1
5.	Strategy 9: Assert or presuppose speaker's knowledge of and concern for hearer's wants	2
6.	Strategy 10: Offer, promise	5
7.	Strategy 12: Include both speaker and hearer in the activity	4
8.	Strategy 14: Assume or assert reciprocity	3
9.	Strategy 15: Give gift	1
Total		21

Figure 1. Frequency positive politeness strategies

From the 15 strategies stated by Brown and Levinson (1987) this present research found nine strategies in the Turning Red movie. They were Strategy 2: Exaggerate, Strategy 4: Use in-group identity markers, Strategy 5: Seek agreement, Strategy 7: Presuppose, Strategy 9: Assert or presuppose speaker's knowledge of and concern for hearer's wants, Strategy 10: Offer, promise, Strategy 12: Include both speaker and hearer in the activity, Strategy 14: Assume or assert reciprocity, and Strategy 15: Give gift. Moreover, all of the data were analyzed in the following paragraph below.

4.1 The positive politeness strategies

Data 1

Mei : "Ready to change the world?"

Abby : **“Let’s burn this place to the ground!”**

The conversation above happened in the minute (00.02.37)-(00.02.42). Mei was the speaker and Abby was the hearer. The word “Let’s” spoken by the hearer implied that she wanted to do the activity with others. By including others in the activity, the hearer tried to reduce the threat and involved others to do things as the hearer wanted. The strategy done by the speaker was strategy 12: Include both the speaker and hearer in the activity. Brown and Levinson, (1987) argued that by emphasizing the word “we” or involving the hearer, the speaker may make a cooperative assumption and reduce the FTA.

Data 2

Miriam : “Mei, everyday is cleaning day. Can’t you just get one afternoon off?”

Mei : “But I like cleaning. Plus I got this new feather duster and oh my gosh it picks up so much dirt, it’s bananas”

Miriam : **“Fine. I’ll let you go if you can pass the gauntlet”**

The conversation happened in the minute (00.04.56)-(00.05.12) with Miriam as the speaker and Mei as the hearer. The speaker asked the hearer to spend more time. However, the hearer could not join them. So when the hearer tried to refuse the invitation the speaker offered alternative solutions. The speaker would let the hearer go home as long as the hearer passed a particular test from the speaker. This situation refers to

strategy 14: Assume or assert reciprocity in positive politeness. The speaker can reduce the potential of FTA by pointing to the reciprocal right and making it seem like an obligation for the hearer to do things (Brown & Levinson, 1987).

Data 3

Mei : “Mir not now”

Miriam : **“You cannot resist it. You know you want to”**

The conversation happened in the minute (00.05.13)-(00.05.18). Mei was the speaker and Miriam was the hearer. The speaker earlier was asked to dance to the beat the hearer playing. The hearer intentionally did that so the hearer would dance with the hearer. The hearer knew the hearer well and assumed the hearer wanted to dance as well. The hearer put pressure on the hearer so that the hearer wanted to cooperate with the hearer. Hence, the bolded utterances refer to strategy 9: Assume or presuppose the speaker’s knowledge of and concern for the hearer’s wants. According to Brown and Levinson (1987) the speaker may reduce the FTA by making the hearer cooperate with them and by putting pressure on the hearer.

Data 4

Miriam : **“That was good. You passed and here is your reward. Ninety-nine Australian tour, with the girl I love you remix”**

Mei : “OMG, Mir! I’ll guard it with my life!”

The conversation above happened from the minute (00.05.33)-(00.05.46). Miriam was the speaker and Mei was the hearer. The speaker

earlier asked the hearer to do something. When the hearer accomplished what the speaker wanted, the speaker gave the hearer some gift. The gift was the reward because the hearer did what the speaker asked. The action by the speaker refers to strategy 15: Give gift. Brown and Levinson (1987) mentioned that the speaker can please the hearer positive face by giving gift. This can include both the physical or non-physical gift.

Data 5

Mei : **“We’ll karaoke another time, I promise”**

Miriam : “Okay, sure Mei”

The conversation between Mei as the speaker and Miriam as the hearer above happened in the minute (00.05.53)-(00.05.55). The speaker before refused to join her friends to do karaoke together. The speaker got something else to do and she needed to go home. Thus, before she got on the bus, she promised her friends that she will join the karaoke next time. The bolded utterances above consider strategy 10: Offer promise. Brown & Levinson (1987) said that by giving a promise the speaker has a good intention for the hearer and satisfies the positive face of the hearer.

Data 6

Mei : “Still down for a rematch, Mr.Gao?”

Mr.Gao : “Brin it, Lee. What a **good girl**”

The conversation between Mei and Mr.Gao above happened in the minute (00.06.38)-(00.06.43). Mei was the speaker and Mr.Gao was the hearer. The speaker earlier helped the

hearer to win the chess game. The hearer then called the speaker a good girl for how nice the speaker's attitude. The term "good girls" was used by the hearer to show the close relationship with the speaker. The hearer did the claimed common ground with the speaker by using the particular term to call the speakers. This action is related to strategy 4: use in-group identity marker of positive politeness. Brown & Levinson (1987) explained that the speaker may use certain address forms to implicitly claim the common ground with the hearer.

Data 7

Mom : “How was school today?”

Mei : “Killed it per usual. Check it out”

Mom : **“Oh. That’s my little scholar”**

The above conversation happened in the minute (00.07.08)-(00.07.16) with mom as the speaker and Mei as the hearer. The context of the conversation happened when the hearer was asked about her school. The hearer was a very smart student and always got a good score. Thus, when the speaker asked about the school the hearer confidently said she did great like usual. The bolded utterances showed how proud the speaker was. In order to show proudness, the speaker used the term little scholar to express a close relationship with the hearer. This situation is connected to the positive politeness strategy 4: use in-group identity marker. When the speakers apply in-group membership they can indirectly declare the common ground

with the hearer (Brown & Levinson, 1987).

Data 8

Mom : "You ready?"
Mei : "**Let's do this**"

The conversation above happened between Mom as the speaker and Mei as the hearer. This happened during the minute of (00.08.07)-(00.08.09). The speaker and the hearer were ready to do house chore together. Then when the speaker asked if the hearer was ready, the hearer agreed. The bolded utterances spoke by the hearer involved both the speaker and the hearer. It means the hearer wanted to do the chores with the speaker. This referred to the strategy 12: include both the speaker and the hearer in activity of positive politeness. By involving the hearer and the speaker in the activity, the speaker reduce the FTA and create a cooperative assumption with the hearer (Brown & Levinson, 1987).

Data 9

Mom : "He should have listened to his mother and married Ling Yi."
Mei : "**Totally. Siu-Jyu is so two-faced**"

The above conversation happened in the minute (00.09.56)-(00.10.01). Mom was the speaker and Mei was the hearer. The speaker and the hearer were watching a drama together. They were talking about the characters in the drama. When the speaker said how fake the character was, the hearer directly agreed with the speaker. In order to save the topic and reduce the threat to the speaker, the hearer agreed without even

making additional argument. Hence, the bolded utterances above consider as strategy 5: seek agreement. As mentioned by Brown and Levinson (1987) the seek agreement strategy can be done by saving the topic and satisfy the hearer desire to redress the FTA.

Data 10

Mom : "**Do you want a snack?**"
Mei : "Cool, great, thanks."

The above conversation happened in the minute (00.12.19)-(00.12.21) with mom as the speaker and Mei as the hearer. The speaker went to the hearer's room and asked the hearer about the snack. The speaker was giving a question that required a yes or no answer. By asking a question to the hearer the speaker assumed and implied that she knew what the hearer wants. Thus the bolded utterance can be considered as strategy 7: presuppose. Brown and Levinson (1987) explained that the FTA can be reduced when the speaker presupposes or presume the hearer's wants and attitudes. This action can be done by giving questions that presume yes or no answer.

Data 11

Mom : "**I know it feels strange Mei-mei. But I promise, nobody will notice a thing**"
Mei : "Thank you for your concern mother. But I'll be fine."

The utterances above happened in the minute (00.20.07)-(00.20.14). Mom was the speaker and Mei was the hearer. The speaker was concerned about the hearer because she thought

the hearer was having her first period. Thus, the speaker tried to comfort the hearer by promising no one would notice anything. The speaker did strategy 10: Offer, promise of positive politeness. According to Brown and Levinson (1987) to reduce the potential threat the speaker can choose to stress the cooperation with the hearer. This can be done by giving whatever the hearer wants or needs and offering promise is the natural way to show the good intention to the hearer.

Data 12

Mom : **“Well, here is your lunch. I packed extra snacks. And herbal tea. for cramps. It helps relax your”**

Mei : “I got it thank you bye”

The above utterances happened in the minute (00.20.16)-(00.20.22). Mom was the speaker in the conversation and Mei was the hearer. The speaker was trying to make sure the hearer was well prepared. Hence, she gave stuff that probably the hearer needs. By giving things to the hearer, the speaker intentionally wanted the hearer to feel at ease and comfortable. This action is related to the strategy of positive politeness give gifts. The speaker tried to satisfy the hearer by giving a gift to fulfill the hearer’s positive-face wants (Brown & Levinson, 1987).

Data 13

Mei : “Why didn’t you warn me?”

Mom : “I thought I had more time. You’re just a child. I thought if I watched you like hawk I’d see the signs

and be able to prepare. **But it’s going to be fine. I overcome it and you will to”**

The conversation above happened with Mei as the speaker and mom as the hearer. It happened in the minute (00.28.39)-(00.28.56). The conversation started when they talked about the generational blessing that happened to the speaker. The speaker asked why the hearer did not warn her earlier. The hearer then tried to comfort the speaker and said things will be fine. The bolded utterances showed how the hearer put pressure on the speaker to believe the hearer. This action is related to strategy 9: Assert or presuppose the speaker’s knowledge of and concern for the hearer’s wants. This strategy indicates the cooperation between speaker and hearer. And it is done by putting pressure on the hearer and stressing the hearer’s wants to fit into the speaker’s wants (Brown & Levinson, 1987).

Data 14

Mei : “That’s a whole month away!”

Mom : “We’ll wait it out together and **I’ll be with you every step of the way”**

The utterances above happened between Mei as the speaker and Mom as the hearer. It happened in the minute (00.28.39)-(00.28.56). Earlier they talked about the ritual that they can do to cure the speaker’s problem. The ritual can only be done after a month. It made the speaker upset. And then the hearer tried to reassure the speaker. The hearer promised to

always be with the hearer and they would wait together. The hearer wanted the speaker to be calm and tried to reduce the FTA using promises. This action refers to strategy 10: Offer, the promise of positive politeness. Brown and Levinson (1987) explained that to reduce the threat possibility the speaker should cooperate with the hearer and give whatever the hearer needs and wants.

Data 15

Ming : “This is awful. What are we gonna do?”

Jin : “**Don’t Worry. We’ll get through this**”

The above utterances happened in the minute (00.30.40)-(00.30.45) with Ming as the speaker and Jin as the hearer. The speaker and the hearer were talking about their daughter’s problem. The speaker was worried about their daughter’s situation. The hearer tried to calm the speaker and comfort the speaker. By using the word “we”, the hearer tried to involve the speaker in the activity as well. This means they both will solve the problems together. This situation is related to strategy 12: Include both the speaker and the hearer in the activity. According to Brown and Levinson (1987) this strategy of positive politeness stresses the usage of the words “we”. The word “we” can make cooperative assumptions and loosen the FTA.

Data 16

Mei : “**It’s Mei. Calm down alright? I’m gonna let go and you’re gonna be chill. Got that?**”

Mei’s friends : “Mmm-hmm”

The above utterances happened in the minute (00.30.40)-(00.30.45).

Mei was the speaker talking to her friends as the hearers. The conversation started when the hearers found a giant panda and they were freaked out. Turned out the Giant panda was the speaker. The speaker closed their mouth so they won’t scream. Hence, the speaker said that she would let go if the hearers were calm. This situation refers to strategy 14: Assume or assert reciprocity of positive politeness. When the speaker said she would let go she assumed that the hearers would clam. According to Brown and Levinson (1987) when the speaker cooperates with the hearer, the speaker may give the urge or obligation to obtain something

Data 17

Miriam : “Mei what the heck happened?”

Mei : “It’s just some, you know, inconvenient genetic thingy I had from my mom. **I mean it’ll go away. Eventually**”

The conversation happened in the minute (00.32.33)-(00.32.47). Miriam was the speaker and Mei was the hearer. The speaker found out about the hearer that changed to a giant red panda. It was very odd and the speaker asked about what happened. The hearer was trying to explain the situation to the speaker. However, during the explanation, the hearer tried to make herself believe that she can turns back into human. The hearer tried to be optimistic and convinced the speaker that everything was fine. This situation can be considered as strategy 11: Be optimistic. The optimistic expression in positive politeness can work to reduce

or minimize the potential of a face threat (Brown & Levinson, 1987).

Data 18

Strategy 2: Exaggerate

Mei : **“Thanks guys you’re the best”**

Miriam : “Aw we love you, Mei.”

The conversation above happened between Mei as the speaker and Miriam as the hearer. It happened in the minute (00.34.29)-(00.34.33). The conversation started when the speaker’s friends tried to comfort the hearer and made the hearer calm. The speaker felt helped by her friends and thanks to them. The bolded utterances express how the hearer appreciated the friendship. And the hearer emphasized it by saying how the best her friend was. The word “the best” refers to strategy 2: exaggerate positive politeness. As Brown and Levinson (1987) explained, the exaggerate strategy is done by exaggerating intonation and stressing words to satisfy the face of the hearer. Thus, when the speaker stressed the word “best” she exaggerated the compliment to please the hearer.

Data 19

Mei : “My mom already doesn’t like you”

Miriam : “Wait she doesn’t?”

Mei : **“I’ll call you I promise”**

The above utterances happened between Mei as the speaker and Miriam as the hearer. It happened on the minute (00.35.52)-(00.35.55). The context of the utterances above happened when the speaker asked the hearer to leave. The speaker was scared that her mom found the

speaker’s friend at that moment. However, the hearer was still worried about the speaker. Thus, to calm the hearer, the speaker made a promise. The speaker promised that she will call the hearer and explain it later. The speaker did strategy 10: Offer, promise of positive politeness. As she offered anything that the hearer wants so that they will leave. Brown and Levinson (1987) argued that to reduce the threat possibility the speaker needs to cooperate with the hearer and provide anything the hearer needs and wants.

Data 20

Stacy : “But she’s like a magical bear?”

Mei : “Red Panda!”

Stacy : **“You are the cutest thing ever”**

The above conversation happened in the minute (00.42.22)-(00.42.30). This happened with Stacy as the speaker and Mei as the hearer. The speaker found out about how the hearer can turn into a Giant bear or red panda. The speaker first thought it was a Panda but the hearer corrected it and said it was a red panda. After knowing that it was a red panda, the hearer suddenly said that the hearer was cute. The speaker’s utterances are considered as strategy 2: exaggerate as the speaker overly complimented the hearer. The speaker stresses the compliment as well by saying “the cutest thing ever” to the hearer. Brown and Levinson (1987) mentioned that, the exaggerate strategy is often done by stressing the intonation and noticing the hearer interest.

Data 21

Strategy 10: offer, promise

Mom : “You’re not going out like that, are you?”

Mei : “My panda my choice mom! **I’ll be back before dinner, okay?**”

The conversation above happened between Mom as the speaker and Mei as the hearer. It happened in the minute (01.28.08) - (01.28.15). The context started when the hearer asked permission from the speaker to go out. And then the speaker mentioned the hearer’s appearance as a joke with the hearer. The hearer took the joke and said it was her choice. They both laughed and then the hearer promised she will be back before dinner. The hearer was trying to convince the hearer so that she could go out with her friends. This action refers to strategy 10: Offer, promise. Thus, to reduce the FTA or the potential of threat the speaker notices what the hearer wants. And cooperate with the hearer by offering whatever the hearer needs and wants (Brown & Levinson, 1987).

5. Conclusion

Communication can be expressed in many ways. In expressing the attitude during the communication, it is crucial to protect the positive face of the hearer so that the speaker may reduce the potential threat. This action can be done by applying the positive politeness strategy. The positive politeness strategy also can be found in various media such as Movies. And this research used the “Turning Red” movie as the data source to analyze the positive politeness. And 21 data were

found related to the 15 strategies of Positive politeness. From the 15 strategies stated by Brown and Levinson (1987), nine strategies were discovered in the movie. In addition, the strategy 10: offer promise appeared as the most frequent strategy. The characters tend to save the positive face of their hearers by giving promises to redress the FTA. This way the speaker would calm the hearer and provide the hearer’s interests, needs, and wants so that the hearer would feel at ease. Moreover, in applying the positive politeness the characters tend to save the hearer’s face by offering promises.

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