

**AN ANALYSIS OF POLITENESS STRATEGIES IN
REQUESTING USED IN REAL HUMAN AND NON-HUMAN
CONVERSATION ON “AVATAR” MOVIE**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Strata One
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**ENGLISH DEPARTMENT
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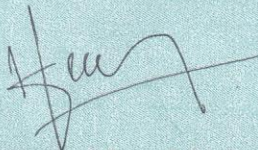
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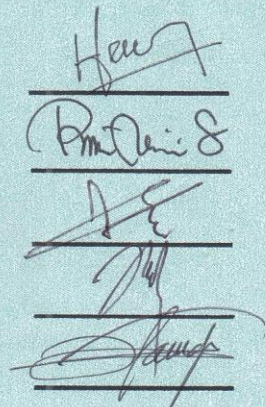
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ABSTRAK

Winerta, Viollen. 2012. “An Analysis of Politeness Strateies in Requesting Used in Real Human and Non Human Conversation on “Avatar” Movie”. Unpublished Thesis. English Department, State University of Padang.

Penelitian ini menganalisa tentang penggunaan strategi kesopanan dalam permintaan yang digunakan oleh karakter di dalam film. Penelitian ini dikhususkan untuk menganalisa strategi kesopanan dalam permintaan yang digunakan oleh masing-masing karakter dalam film. Peneliti mengambil film yang memiliki karakter berbeda, yaitu manusia dan bukan manusia atau yang disebut avatar. Penelitian ini bertujuan untuk menganalisa penggunaan strategi kesopanan dalam permintaan yang mendominasi dari film yang bergenre fiksi. Juga untuk melihat bentuk strategi kesopanan dalam percakapan karena film merupakan penggambaran dari kehidupan sehari-hari. Selain itu film merupakan salah satu media komunikasi yang banyak digunakan saat ini.

Dari hasil analisis, peneliti menemukan bahwa penggunaan strategi kesopanan dalam permintaan yang banyak ditemukan pada karakter antara manusia dan manusia, yaitu 54,88% dari keseluruhan data. Di samping itu *negative politeness* merupakan strategi kesopanan yang banyak digunakan oleh karakter, yaitu sebanyak 32,93%. Peneliti menyimpulkan bahwa strategi kesopanan dalam permintaan banyak ditemukan pada percakapan antara karakter manusia dan manusia dan *negative politeness* merupakan strategi yang banyak digunakan oleh karakter dalam mengekspresikan strategi kesopanan dalam permintaan.

Dari hasil penelitian dalam film yang bergenre fiksi penggunaan strategi kesopanan di dalam permintaan banyak digunakan oleh karakter manusia dan manusia. Selain itu strategi yang mendominasi digunakan dalam strategi kesopanan dalam permintaan yaitu strategi *negative politeness*. Jadi, karakter-karakter didalam film “Avatar” cenderung menggunakan strategi *negative politeness* saat meminta sesuatu atau melakukan permintaan. Karakter manusia dan manusia lebih mendominasi dalam penerapan strategi kesopanan dalam permintaan.

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Padang, October 2012

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In doing communication, people used language to say or deliver their ideas and opinions, and provide information to others. There were many ways of communication. Sometimes the conversation could not be successful because of misunderstanding between speaker and hearer during the conversation. It was important to consider someone's attitude when they were doing or saying something. If the speaker decided to say something, it meant that she/he has already thought about the way and choice of words which used during the conversation. In this case, politeness played an important role in human life.

The politeness was not only for one group society, but also it was for everyone in all conditions that using language as their tools in daily conversation in order to make a good social interaction with other people in their life. Thomas (1995: 150) stated that "politeness was a real-world goal (politeness interpreted as a real desire to be pleasant to others or as the underlying motivation for an individual's linguistic behavior)".

Using politeness made listeners could give a good response to speaker's question or request. According to Yule (1996: 60), politeness was showing awareness of another person's face; it was related to social distance or closeness. Politeness referred to the emotional and social sense of self that everyone else to recognize. In this case, politeness was really needed to build a good relationship and to have a good social interaction with other people. In other word, politeness

was the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another.

In fact, some people were not aware of their attitudes when they were doing or saying something. When someone talked to his/her friends, family or someone else, he/she did not think about the choice of words and the way that he/she would use during the conversation. It made the conversation could not be successful because the hearer could not catch what the speakers meant immediately or there were misunderstanding among them and the hearer felt uncomfortable with speaker's way in that conversation. In another hands, it gave bad impression or decreased the relationship between speaker and hearer after the conversation. Furthermore, the politeness really needed to avoid any misunderstandings, to build a good relationship and also to have a good social interaction with other people in the world.

Politeness strategy was also used in making request. In communication, both of speaker and hearer used politeness in requesting. Request was one of the classifications of speech act that concern with the act of asked for something or asked someone to do something. It was a part of pragmatics study. But, request related to the social interaction, so it could not be separated from sociolinguistics. This research took pragmatic approach as the way of analysis, considered how the speakers used the language in the social interaction with others.

Example:

1. *“What a hot day today, could you bring me a glass of water, please?”*

This was one of the examples of positive politeness which was a notice, attend to the hearer. The example above explained that ‘how hot today’ and the speaker wanted the hearer to bring a glass of water, because the speaker got thirsty.

2. *“Honey, can you give me the beer?”*

This was one of the examples of negative politeness in being in conventionally indirect. It was a desire to give hearer an out by being indirect, and the desire to go on record. It was solved by the compromise of conventional indirectness; the used of phrases and sentences has contextually unambiguous meanings which were different from their literal meaning. The Speaker asked the hearer to bring the beer for her/him. It explained the speaker needed hearer to do what she/he wants.

The researcher analyzed politeness strategies in requesting in the movie. Requesting had continually been done for many decades because the complexity of the relationship among form, meaning, and pragmatics, and the high social stakes were involved for interlocutors when chose among linguistic options. Yule (1996: 47) called “perform action via those utterances as speech act, and in English, were commonly given more specific labels, such as apology, complaint, compliment, invitation, and promise or request.” In order to made hearer did what the speaker’s wanted, speaker must used an appropriate way and polite word.

In this research, the researcher chose Avatar's movie to be analyzed. There were some reasons of the researcher in choosing Avatar movie as the media in this research. First, there were many politeness strategies in requesting would be found in Avatar movie. The researcher did the research based on two theories. Firstly, it based on Brown and Levinson's theory that politeness was the expression of the speaker's intention to mitigate face treats carried by certain face treating acts toward another. And secondly, it based on Hyme's theory which called as SPEAKING theory. It was used to analyze the context of request strategies occurred in the conversation among the characters.

Secondly, the Avatar was a box office movie around the world and also nominated in Academy Award including Best Picture and Best Director, and won three Best Cinematography, Best Visual Effects and Best Art Direction. The story of the movie has a good message to people around the world. Through this film, James tried to deliver his message about global warming. The Avatar was an American film on 2009 which wrote and directed by James Cameron. This film spent \$237million. By using 3D technology, this film has reached high attention from many people. As human being, we should care about our environment. The story was set in 2154 when many people wanted to destroy a forest to build something regardless that effect to species after that.

Avatar's movie was a talented movie which has a good idea to viewer. James directed this film as well. The researcher analyzed politeness on this movie to find out the way and the choice of words for each character by using politeness on their team work. Besides that, she also wanted to find out the way of James to

build the attitude of each character in used of politeness on every situation and function of them on that movie.

Thirdly, there were many politeness strategies in requesting found in Avatar movie. The researcher was interesting to choose Avatar movie as the media, because there were some unique conversation between two characters which were differences. They made many conversations, but in some conversation instead of politeness strategies in requesting that were analyzed. The two kinds of characters in Avatar's movie were: the first was real human. The real human was human who used English as their first language. They communicated to others by used language and gestures. The second character was transfer human. The transfer human or non-human called as Avatar. Avatar was a non-human character. The Avatar was the transferring human's soul which has same genome. It created for one scientist and it was drove by herself/himself only. Actually they were not human. It was a media for scientific study in 2154. It used to be closed with people who lived in the forest and invited them to move from there. The avatar had its own language. But some of them could speak English. In this research, the researcher analyzed politeness strategy in requesting found between real human and real human, non-human and non-human, real human and non-human and non-human and real human.

B. Identification of the Problem

Politeness strategies were methods to deliver what speaker's meaning used by appropriate way in certain situation. It aimed to create social harmony between the speaker and hearer in conversations. In other hand, it tried to minimize the

possibility of failure in communication. This research focused on pragmatics study; it found the data based on the conversation among the characters in the movie which contained in politeness strategies in requesting. The purposed of the research was to find out types of politeness strategies that found in all characters and strategies in requesting used by real human and real human, non-human and non-human, real human and non-human, and non-human and real human on AVATAR's movie.

C. Limitation of the Problem

This research discussed about politeness strategies among people on communication. It focused on conversation among all characters in the movie. The research limited in politeness strategies in requesting used by real human and real human, non-human and non-human, real human and non human, and non-human and real human on AVATAR's movie. The research used Brown and Levinson's (1987) theory as the main theory and used Hyme's SPEAKING to analyze the context of request strategies occurred in the conversation among the characters.

D. Formulation of the Problem

The problem formulated as followed: what were the types of politeness strategies in requesting used in all characters on AVATAR's movie?

E. Research Questions

The researcher conducted this research based on the following questions:

1. What were the types of politeness strategies in requesting used by real human and real human on AVATAR's movie?
2. What were the types of politeness strategies in requesting used by non-human and non-human on AVATAR's movie?
3. What were the types of politeness strategies in requesting used by real human and non-human on AVATAR's movie?
4. What were the types of politeness strategies in requesting used by non-human and real human?

F. Purposes of the Research

The purposes of the research were:

1. To found out the types of politeness strategies in requesting used by real human and real human on AVATAR's movie.
2. To found out the types of politeness strategies in requesting used by avatar and avatar on AVATAR's movie.
3. To found out the types of politeness strategies in requesting used by real human and avatar on AVATAR's movie.
4. To found out the types of politeness strategies in requesting used by non-human and real human.

G. Significance of the Research

The result of the research gave contribution to the development of linguistics studies, especially in pragmatics field. Through this research, it was expected to be useful for enriching the readers' knowledge. The readers also understood toward the pragmatics study especially to identify the politeness strategies in requesting. It also could help the readers in understanding the using of requesting in politeness strategies in communication.

H. Definition of Key Terms

- Politeness strategy** : The expression of the character's intention in Avatar movie to mitigate face threats carried by certain face treating acts toward another.
- Requesting** : One of the expressions showed what characters in Avatar's movie wants from hearer to do.
- Avatar's movie** : A movie which told about people who wanted destroys a forest and built something regardless its effect to other species after that. It was an American film on 2009 that written and directed by James Cameron.
- Real human** : Human who used language in communication in Avatar's movie.
- Avatar** : Non-human which was created by a scientist and it was driven by herself/himself only. It was a media for scientific study in 2154 on Avatar's movie.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Pragmatics

Pragmatics is a part of linguistics. It has relationship with linguistics and the user of these forms. Pragmatics is concerned with the interpretation of linguistics meaning in context. Pragmatics is the study of how context affects meaning. There are some definitions of pragmatics. Searle in Levinson (1983:6) defines that pragmatics is one of the words that give the impression of something quite specifics, technical and in fact, it has no clear meaning. It studies of affiliation between language and context that are basic to account of language understanding. In other hand, pragmatics is the study about linguistics meaning based on the context.

Pragmatics as a branch of linguistic is the study of meaning which relates to the context or the external meaning of language unit. Pragmatics is the study of contextual meaning (Yule, 1996: 3). Within the theory of meaning, pragmatic is especially concerned with the implicit meaning, with the unsaid. It is considered as the investigation of invisible meaning. Definitions below may help for more understanding about what the pragmatics is. Furthermore, Pragmatic is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader).

According to Trask (1999:226), in the 1950s, however, linguists and philosophers slowly begin to realize that parts of difficulty lay in their failure to distinguish two quite different aspects of meaning. The first type of indicating

intrinsic to a linguistic expression is containing it and it cannot separate from that expression. But there is a second kind of indicating, one which is not intrinsic to the linguistic expression carried it, but which is rather results from the interaction of the linguistic term with the context in which it uses. And to the study of this kind of meaning name is pragmatics. In other hand, pragmatics is one of the linguistics branches which has context based on the interaction as the media to the study.

Moreover, according to Liu (2000) pragmatics studies how people comprehend and create a communicative act or speech act in a concrete speech situation which is usually conversation. Beside the relationship between language and context, pragmatics also study about people comprehensive and their communicative act in the speech situation. The study has relationship between communication and context. Others, pragmatics uses language as the media in communication, so the hearer understands to what speaker mean about.

Campbell (2002) says that pragmatics is an important area of analyzing for the course. A simplified way of thought about pragmatics is to recognize, for example, that language need to keep interesting - a speaker or writer do not want to bore a listener or reader, for example, by become over-long or tedious. So, humans strive to find linguistic means to make a text, perhaps, shorter, more interesting, more relevant, more purposeful or more personal. Pragmatics allows this.

In short, it can conclude that pragmatics is one of linguistics topic which gives understanding of language in communication. Both of speaker and hearer

need to understand about the context in order to create good interaction and to make a good contact each other. Besides that, there are some ways to perform communication effectively in pragmatics such as speech act.

B. Politeness theory

Language uses to express our thought to make contact and to be able to communicate with other. When interaction something, the speaker and listener can examine the politeness and the impoliteness of language use. To make our listener comfortable, we can choose politeness strategy.

According to Yule (1996:60), politeness is an interaction which can be defined as the means to show awareness of another person's face. Face means the public self-image of a person. It refers to the emotional and social sense of self that everyone else to recognize. In this case, politeness really need to build a good relationship and has a good social interaction with other people.

Hill in Watts (2003: 282) says that politeness is one of the constraints of human interaction, whose purpose is to consider other's feelings, establishing levels of mutual comfort, and promoting rapport. In the interaction human need language as the media in communication. Language can help the speaker delivers his/her need to the hearer. Beside that, speaker and hearer may use their feeling to make the comfortable communication. It calls politeness.

Obviously, the language user has a very complex system to build the language politely. According to Z.N Wardaugh in Patil(1986:267), we can show our feeling toward other power, distance, respect and our awareness also show through the general 'politeness' in the using of language. In doing

communication, people also need to understand the context. It can help them make comfortable interaction each other. So they can understand what they talk about.

Brown and Levinson (1987:150) present a more cohesive and comprehensive theory of politeness. They maintain that the interlocutor's consider the power and the distance of their relationship when choosing among different options for conveying a given speech act. It can be said that both power and distance are two major elements operating in systems of politeness. Moreover, they say that politeness is the expression of the speaker's intention to mitigate face threats carried by certain face-threatening acts toward another. There are some types of politeness strategies based on their theory, they are:

1. Positive politeness

Positive politeness is redress directed to addressee's positive face, his perennial desire that his wants should be thought of as desirable. Redress consists in partially satisfying that desire by communicating that one's wants are in some respects similar to addressee's wants. There are fifteen (15) ways that can be used for positive politeness. They are:

a. Notice, attend to Hearer

Suggesting for Speaker should take notice of aspects of Hearer's conditions. In this case Speaker should make Hearer can understand the context. So Hearer can pay attention to Speaker's notice.

Examples:

"Goodness you cut your hair! ... By the way I came to borrow some sugar."

"What a beautiful dress! Where was it bought?"

"We ate too many beans tonight, didn't we?"

b. Exaggerate

This often does with exaggerated intonation, stress, and other aspects of prosodic. So Exaggerate can give expression in deliver something to Hearer.

Examples:

"You are a fantastic cook, the lunch was great!"
"How absolutely marvelous/ extraordinary/....."

c. Intensify interest to Hearer

Speaker intensify the interest of his own contribution, by "making a good story" and draw Hearer as a participant into the conversation with direct questions and expressions like *you know, see what*. It helps the hearer could understand what Speaker mean.

Examples:

"I mean and isn't it."
"I come into his room, and what do you think I see? – a huge mess all over the place and right in the middle, a naked...."

d. Use in- group identity makers

Using any of the innumerable ways to convey in- group membership: address forms, language or dialect, jargon or slang and ellipses. In other hand, give the identity to Hearer make a close relationship and interesting statement.

Examples:

"Honey, can you give me the beer?"
"Hey brother, what's going on?"
"How about a drink?"

e. Seek agreement

Speaker says ways in which they are possible to agree with hearer. In other hand, the speaker tries the possible way to make easier in deliver something to the hearer, so the hearer can get what the speaker wants.

Examples:

"I hate this politician, they know nothing about the small citizen, they earn...."
"She had an accident last week.
- Oh my God, an accident!"

f. Avoid disagreement

The desire to agree or appear to agree with hearer led also to mechanisms for pretending to agree: white lies and hedges.

Examples:

"Have you got friends?-I have friends. So- called friends. I had friends. Let it put me this way. "
"It's really beautiful in a way."

g. Presuppose/ raise/ assert common ground

The value of Speaker spend time and effect on being with Hearer, as a mark of friendship or interest in him, by talking for a while about unrelated topics.

Examples:

"Isn't it a beautiful day?"
And she says to Jim, 'I love you!', and he says...
"How are you?"

h. Joke

Jokes are base on mutual share background and values and putting Hearer "at ease".

Example:

“How about lending me this old heap of junk? “(Hearer’s new Cadillac)

- i. Assert or presuppose Speaker’s knowledge of and concern for Hearer’s wants

Assert or imply knowledge of Hearer’s wants and willingness to fit one’s own wants in with them.

Examples:

“Look, I know you want me to be good in mathematics, so shouldn’t I do my homework now.” (Instead of cleaning my room)

- j. Offer and promise

Examples:

*“I’ll try to get it next week!”
“I’ll wash the dishes later!”*

- k. Be optimistic

Speaker assumes that Hearer’s wants for Speaker or for Hearer and Speaker, and helped him to obtain them.

Example:

“You’ll lend me your apartment-key for the weekend, I hope.”

- l. Include both S and H in the activity

Examples:

*“Let’s have break! Let’s have a kitkat!”
“Let’s go, girls!”
“We (inclusive) will shut the door, ma’am. The wind is coming in.”*

- m. Give (or ask) reasons

Examples:

*“Why don’t we go to shopping or to the cinema?”
“Why not lend me your jacket for the weekend?”*

n. Assume or assert reciprocity

Speaker and Hearer may claim or urge by given evidence of reciprocal rights or obligations obtaining between Speaker and Hearer.

Example:

"Yesterday I have washed the dishes, so today it's your turn!"

o. Give gifts to H (goods, sympathy, understanding, cooperation)

Speaker may satisfy Hearer's positive-face wants by actually satisfy some of H's wants (action of gift-giving, not only tangible).

2. Negative Politeness

Readressive action addressed to the addressee's negative face. Addressee wanted to have his freedom unhindered and his attention unimpeded. There were ten (10) ways that could use for negative politeness. They were:

a. Be conventionally indirect

Opposing tensions: the desire to give Hearer an "out" by being indirect, and the desire to go on record. Solved by the compromise of conventional indirectness, the used of phrases and sentences that has contextually unambiguous meanings which are different from their literal meaning

Examples:

"Can you please shut the door?"
"You couldn't possibly tell me the time, please."

b. Question, hedge

Derives from the wanted not to presume or coerce Hearer. In literature, a "hedge" is a particle, word or phrase that modify the degree of membership of a

predicate or noun phrase in a set. It says of that membership that it is *partial*, or true only in certain respects, or that it is *more* true and complete than perhaps may be expected.

Examples:

“I’m *pretty* sure, I’ve seen that movie before. “

“I *rather think* you *shouldn’t* do that. “

“*Mary is a true friend.* “

“*A salmon is a sort of fish.*”

“*You’re quite right.* “

c. Being pessimistic

Giving redress to Hearer’s negative face by explicitly expressing doubt that the conditions for the appropriateness of Speaker’s speech act obtains.

Examples:

“*You don’t have any exotic plants, do you by any chance?* “

“*I don’t imagine there should be any chance of...* “

“*You couldn’t give me a cigarette, could you?* “

d. Minimize the imposition, Rx

Defusing the FTA (Face-Threatening-Activity: those acts that by their nature run contrary to the face wants of the addressee and/or of the speaker’s) by indicated that Rx, the intrinsic seriousness of the imposition, is not itself great.

→ You live only D (social distance between Speaker and Hearer) and P (relative power of Hearer over Speaker) as possible weighty factors. So indirectly this may pay Hearer deference.

Examples:

“*Just a moment*“

“*Could I have a tiny bit of...?* “

“*I just want to ask if I can borrow a single sheet of paper.* “

e. Give deference

2 different possibilities to realize the deference:

- 1) S humbles and abases himself
- 2) Speaker raise Hearer (pay him positive face of a particular namely that which satisfy H's wants to being the treated superior.)

Examples:

"We look forward very much to see you again. "
"Did you move my luggage? "
"Yes, sir, I thought perhaps you wouldn't mind and..."

f. Apologize

By apologizing for do an FTA, the speaker can indicate his reluctance to impinge on H's negative face

=> Partially redress the impingement

Examples:

"I hope this isn't going to bother you too much:..."
"I hate to impose, but..."
"I'm absolutely lost..."
"Please forgive me if..."

g. Impersonalize Speaker and Hearer

Phrase the FTA as if the agents are other than Speaker and the addressees are other than Hearer.

Examples:

"Do this for me"
"It looks to me like"
"It would be appreciated if..."
"One shouldn't do things like that"
"We feel obligated to inform you about..."
"We cannot help you"
"His majesty is not amused"
"I was kind of interested in knowing if..."

h. State the FTA as a general rule

To dissociate Speaker and Hearer from the particular imposition in the FTA (S doesn't want to impinge Hearer, but is merely forced to by circumstances), it can be generalized as a social rule/regulation/obligation.

Examples:

“Passengers will please refrain from smoking in this room”
“The committee requests the President...”
“We don't sit on tables, we sit on chairs, XY”

i. Normalize

The more you normalize an expression, the more you dissociate from it.

Examples:

“You performed well on the examinations and that impressed us favourably.”
“Your performing well on the examinations was impressive to us.”
“Your good performance on the examinations impressed us favourably.”

j. Go on record as incurring a debt, or as not incurring H

Speaker can redress an FTA by explicitly claiming his indebtedness to Hearer, or by disclaiming any indebtedness of Hearer.

Examples:

“I'll never be able to repay you if..”
“I could easily do this for you- no problem!”

3. Bald on Record

Bald on-record strategies usually do not attempt to minimize the threat to the hearer's face, although there are ways that bald on-record politeness can use in trying to minimize FTAs implicitly. Often using such a strategy shock or embarrass the addressee, and so this strategy is most often utilized in situations

where the speaker has a close relationship with the audience, such as family or close friends. Brown and Levinson outline various cases in which one may use the bald on-record strategy, including.

These provide no afforded by the speaker to reduce the impact of the FTA's. The speaker will do most likely shock the person to whom the speaker speak to, embarrass them, or make them feel a bit uncomfortable. However, this type of strategy is commonly find with people who know each other very well, and are very comfortable in their environment, such as close friends and family).

- a. Instances in which threat minimizing does not occur
- b. Great urgency or desperation, example: *Watch out!*
- c. Speaking as if great efficiency is necessary, example: *Hear me out:...*
- d. Task-orient, example: *Pass me the hammer.*
- e. Little or no desire to maintain someone's face, example: *Don't forget to clean the blinds!*
- f. Doing the FTA was in the interest of the hearer, example: *Your headlights are on!*
- g. Instances in which the threat is minimized implicitly
- h. Welcomes, example: *Come in.*
- i. Offering, example: *Leave it, I'll clean up later.. Eat!*
- j. An Emergency, example: *HELP!!*
- k. Task orient, example: *Give me that!*
- l. Request, example: *Put your coat away.*
- m. Alerting, example: *Turn your headlights on! (When alerting someone to something they should be doing)*

4. Off record

The final politeness strategy outlined by Brown and Levinson is the indirect strategy; this strategy uses indirect language and removes the speaker from the potential to be imposing. For example, a speaker using the indirect strategy may merely say “wow, it get cold in here” insinuating that it will be nice if the listener will get up and turn up the thermostat without directly asking the listener to do so. You are removing yourself from any imposition what so ever.

- a. Give hints, example: *"It's cold in here."*
- b. Be vague, example: *"Perhaps someone should have been more responsible."*
- c. Be sarcastic or joking, example: *"Yeah, he's a real rocket scientist!"*

The used of politeness depends on the context which follows without avoiding the norms on the society itself. The norms are different from one society to other society. Sometimes, there is a way in one society. It can be non-politeness. It depends on the society itself also on the situation when it depends. Sometimes there is a situation which makes people become quite impolite to the speaker.

C. Context

In pragmatics study, context plays an important role in order to guide the researcher to find out the result of the analysis. Fromkin and Rodman (1993) state that we refer to the context of a sentence or discourse, and the importance of context in interpreting language. Context influences the participants in chose the function and politeness strategies that will be used. Context could be understood as surrounding sense that enabled the participant in the communication process to interact and made the linguistic expression of their intelligible.

In addition, Hymes in Brown and Yule (1983:38) identify context into six sorts. The first one is addressor and addressee; it refers to speaker or writer and hearer or reader knows as participants. The second one is topic as what talk about and it indeed role in the occurrence of an utterance. The third one is setting; it refers to place, time, and situations in which utterance took place. The fourth one is channel; it means how participants are doing contact in the event by speech, writing or signing. The fifth one is code; it refers to language, dialect, jargon and style of language used by participants in the conversation and the last one is message form; it refers to types of message sent such as chat, conversation and monologue.

Thomas (1995:188) says that the best knowing framework for describing context is proposed by Hymes (1972) but it is not the most appropriate one. Hymes (1972) in Schiffrin is interesting in describing rather formal, often highly ritualize events. They are:

Situation	: This can be a physical setting or an abstract setting.
Participant	: Speaker, hearer, audience, etc.
Ends	: Some of speech events have conventional outcomes or individual goals.
Act sequence	: Message form, message content.
Key	: Tone, manner or spirit of act.
Instrumentalities	: Channel or mode, form of speech.
Norms	: Norms of interpretation, norms of interaction.
Genre	: Categories such as joke, lecture, advertisement.

Finally, from the explanation above it can be concluded that politeness is the way people show their ideas, opinion and feeling in appropriate way. Politeness strategies are really needed to build a good relationship in human life, especially in a social interaction. It also aims to avoid misunderstanding and lacks of communication among people in conversation. In relation with this, there are 4 politeness strategies which are proposing by Brown and Levinson.

D. Request

Requesting has continually the focus for many decades because of both the complexity of the relationship among form, meaning, and pragmatics in requests, and the high social stakes involve for interlocutors when choose among linguistic options. Bach and Harnish (1984: 48) define the term “request” as “a speech act expressing the speaker’s desire for the hearer to do something with the added proviso that the hearer takes this expressing of desire as the reason to act.” In short, a request is basically a face threatening speech act which demands for action of some kind from the other person. Requests may contain the following components according to Zuraidah (1997): address terms, supporting moves, the request proper and internal modifications and the choice of what to include and exclude depend on sociological variables like social distance, power and degree of imposition.

Based on Bach and Harnish’s definition, Kuang (2006) redefines requests as verbal instructions performed by the speaker expressing a desire for the addressee to do a particular thing and usually aimed for the addressee to intend to do it and actually to do it. The choice of strategies is dependent on the variable of

the addressee. It find the requesting form base on the addressee. For example, there is a child who asks to her mother “*would you mind to make me a glass of milk, mom?*” and mother answers “*ok dear, wait a minute, I will make it for you.*” This example shows a requesting verbal instruction from a child to the mother. It also expresses the desire between child and mother.

In attempting to express them, people do not only produce utterances containing grammatical structures and words, they perform actions via those utterances. Yule (1996: 47) calls perform action via those utterances as speech act, and in English, are commonly give more specific labels, such as apology, complaint, compliment, invitation, and promise or request. Request is one of the classifications of speech act that concern with the act of asking for something or got someone to do something. Request is a part of pragmatics study. But, request relates to the social interaction, so it cannot be separated from sociolinguistics. This research takes pragmatic approaching as the way of analysis, considering how the speakers uses the language in the social interaction with others.

Therefore, request is the clearest example of face threatening speech act. By making requests, the addressor infringe on the addressee’s freedom from imposition (Blum-Kulka et. al.: 1989). As for “requester”, the addressor may hesitate to make request for fear of possibly make the addressee lose face. The addressee may feel that the request is an intrusion on her/his freedom of action or even power play. So, since requests have the potential become intrusive and demanding, there should be a need for the addressor or requester to minimize the imposition involve in the requests s/he makes.

Finally, request is the way of someone to ask something in politeness strategy. Requesting shows speaker's desire expressing for addressee to do a particular thing from the hearer. Request relates to the social interaction, it considers how the speakers use language in the social interaction with others. Both speaker and hearer should understand about requesting in order to make a good interaction each other.

E. Conversation

Conversation theory is a cybernetic and dialectic framework that offers a scientific theory to explain how interactions lead to "construction of knowledge", or, "knowing": wishing to preserve both the dynamic/kinetic quality, and the necessity for there to be a "knower". This work is proposed by Gordon Pask in the 1970s. Conversation theory came out of the work of Pask on instructional design and models of individual learning styles. In regard to learning styles, he identifies conditions required for concept sharing and described the learning styles *holist*, *serialist*, and their optimal mixture *versatile*. He proposes a rigorous model of analogy relations.

Conversation theory regards social systems as symbolic, language-oriented systems where responses depend on one person's interpretation of another person's behavior, and where meanings are agreed through conversations. But since meanings are agreed, and the agreements can be illusory and transient, scientific research requires stable reference points in human transactions to allow for reproducible results. Conversation describes interaction between two or more cognitive systems, such as a teacher and a student or distinct perspectives within

one individual, and how they engage in a dialog over a given concept and identify differences in how they understand it.

Conversations can be conducted at a number of different levels:

1. Natural language (general discussion)
2. Object languages (for discussing the subject matter)
3. Metalanguages (for talking about learning/language)

Hugh Dubberly and Paul Pangaro say that conversation is a progression of exchanges among participants. Each participant is a “learning system,” that is, a system that changes internally as a consequence of experience. This highly complex type of interaction is also quite powerful, for conversation is the means by which existing knowledge is conveyed and new knowledge is generated. Communication in the sense of distinguishing among possible messages known in advance is important for much of our daily life. It allows us to synchronize a wide range of actions with others. But it has limits. Only in conversation can we learn new concepts, share and evolve knowledge, and confirm agreement.

Conversation at its simplest takes place when participants perform these tasks:

1. Open a channel

When participant A sends an initial message, the possibility for conversation opens. For conversation to follow the message must establish common ground; it must be comprehensible to participant B.

2. Commit to engage

Participant B must pay attention to the message and then commit to engaging with A. Such a commitment may amount to nothing more than continuing to pay attention.

3. Construct meaning

Conversation enables us to construct (or reconstruct) meaning, including meaning that is new to the destination. Conversation theory has a highly detailed model that we must leave to other descriptions though it is useful even in this skeletal form.

4. Evolve

Participant A or B (or both) are different after the interaction. Either or both hold new beliefs, make decisions, or develop new relationships, with others, with circumstances or objects, or with themselves.

5. Converge on agreement

Participant B may wish to confirm understanding of A's concept. To do so, B must create and transmit a different formulation of the topic(s) under discussion, one that captures his model of the concept. On receipt, participant A attempts to make sense of B's formulation and compares it with her original intention.

6. Act or Transact.

Sometimes one or more of the participants agrees to perform an action as a result of, and beyond, the conversation that has taken place. For example, they may agree to play a game together or enter into a relationship. Or they may agree to an exchange, as when money is traded for a product or service.

F. Language in movies

People always use language as their tool in communication. They can say anything what they want and they use the same language for understanding each other. Nowadays, people not only use language in their real life. They also use language in advertisements, books, novels, poems, song, notes, movies, and etc. They use it as the media of communication. Some people are like to watch movie. They can make communication from their self to the movie, so they can understand the movie. Movie always use daily language as the tools of communication. It makes the audience can catch the story of the movie.

According to Wohl (2008), Film and video programs are efforts at communicating and just like spoke English, tapping out Morse code, or waving semaphores, there is a whole language that can be learned including words, phrases, grammar, punctuation, rules, and common practices. And like any other language, the more thoroughly you master it, the more effectively you can communicate. While the writers conceive the story, and the director realizes it, it is you, the editor who is the *storyteller*; giving the task of organized the thoughts and ideas and transmitted the intended message to the audience. Communication is an art and a craft, part inspiration and part perspiration. Effective editing requires both aspects, and while you can not necessarily being taught the art of eloquence, you can study and practiced the rules of the language, and hone your craft so you can edit quicker, more efficiently, and communicated more effectively because of it.

Based on Messaris (2008), survey of visual language describes and analyzes the major visual techniques through which are the creators of images sought to influence the attitudes and emotions of their viewers. The first half is techniques that are using in the composition of individual images. The second half is the happening when images are juxtaposed in the process of editing. Under the heading of visual composition, the following techniques: (1) camera angles, including low, high, and overhead views; (2) camera orientation, including direct and indirect views; (3) camera distance, including long shots, medium shots, and close-ups; and (4) lighting and cinematography. Under the heading of editing, it considers: (1) editing speed; (2) the symbolic connection between images; (3) visual analogies; (4) visual contrasts; and (5) visual generalizations.

Finally, language in movies has different parts of speech, serves different purposes and answers different questions. There are very familiar with the questions: who, what, where, when, why and how. These questions are deeply ingrained in all of the brains because there are constantly asking consciously or unconsciously-about everything of seeing and doing in the world. The answers to those questions are precisely the elements the brains use to make sense of the world. And coincidentally, it is the basic components of story.

G. Review of Previous Studies

For the first related researches, There is a research which conducted by Anggi Purnama (2011). Anggi described about positive politeness strategies in requesting on avatar movie. Anggi was graduated from Andalas University. He found 18 data in positive politeness strategies in requesting that found among the

characters in Avatar's movie. Anggi did his research by Brown and Levinson's (1987) theory. The conclusion of his research were all the characters on Avatar's movie applied request strategy on positive politeness strategies which could support their wants and made hearer could catch the meaning of their utterance immediately. It was also to minimize the possibility of misunderstanding among them during the conversation. Finally, the researcher could conclude the characters on Avatar's movie could apply positive politeness strategies in requesting to manage their utterance during the conversation.

There is a research which conducts by Saxena (2002). Saxena described about request and command in Kinnauri: the pragmatics of translating politeness. This research used Blum Kulka's (1989) theory to describe the speech act of request and to find out that language like Kinnauri may display degrees of politeness. The researcher examined the request and command strategies in Kinnauri and contrasts it briefly with strategies in English and related its implications for translation purposes. The result of this research was in Kinnauri both request and command expressions were expressed mainly by means of the imperative construction, whereas in Standard English it was only in certain restricted contexts that the imperative construction was used. This has important implications for the enterprise of translation.

The third research does by Jalilifar (2009) who focuses on request strategy of Iranian EFL learners and Australian native speakers. The research was cross sectional investigation into request strategies used by Iranian learners of English as a Foreign Language and Australian native speakers of English. It was used

Brown and Levinson's (1987) as the main theory to analyze the data which got from 96 BA senior and MA students majoring in Teaching English as a Foreign Language and English Language Translation theory also ten native Australian speakers of English. This research used DCT to generate data related to the request strategies used by each group. Selection of request situation in DCT was based on two social factors of relative power and social distance. It aimed to identify the type and frequency of request strategies made by learners and found out the relationship between language proficiency levels of Iranian learners and the type and frequency of request strategies. The findings of this research revealed that a social power was concerned EFL learners displayed closer performance to native speakers. However considered to social distance, it seemed that Iranian EFL learners have not acquired sufficient sociopragmatic knowledge to display proper social behavior.

The last research does by Ali Al-Marrani (2010) who focuses on polite request strategies by male speakers of Yemeni Arabic in male-male interaction and male-female interaction. This research was used Blum Kulka's (1989) theory as the main theory and DCT as the instrument to collect the data; 168 Yemeni female university students. The research investigated the linguistics strategies employed by monolingual native speakers (NSs) of Yemeni Arabic in making requests.

The result of this research showed that there was a general trend in Yemeni Arabic for higher levels of directness in male-male interactions. Male speakers of Yemeni Arabic in the male-male interactions employed high levels of

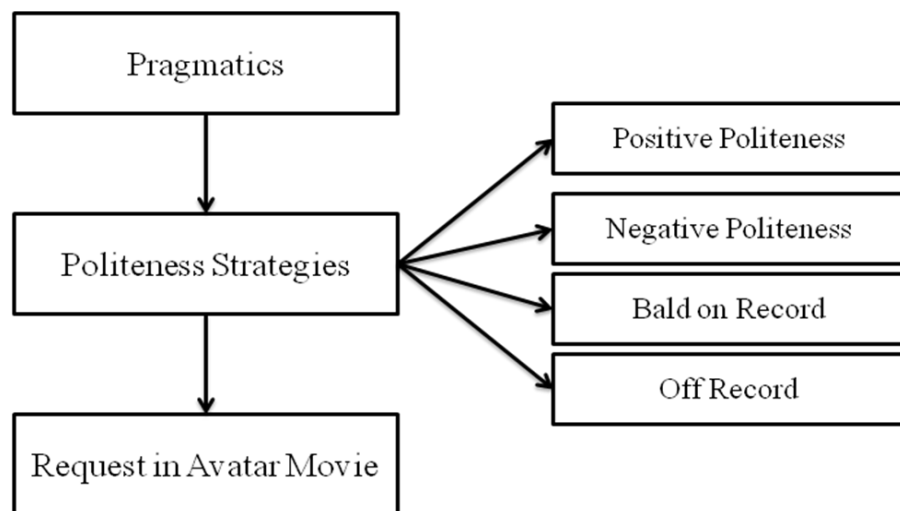
directness without the fear of losing ‘face’. Also it found that there was a general trend in used of indirect strategy by male speakers of Yemeni Arabic in male-female interaction could be attributed to culture and religious values.

The present research has different and the same point with the other researches above. Actually, this present has the same theory with the first related researches above in analyzing the data. That is Brown and Levinson’s (1987) theory. The different points of the present and related researches are on the data and the theory or method. The second related research examines request and command from Kinnauri language and used Blum Kulka’s (1989) theory. The third related research examined request strategies from students of English as Foreign language in Iranian and Australian native speaker and using Brown and Levinson’s (1987) theory and also DCT as the instrument in analyzing the data. The fourth related research focuses on polite request strategies from male and female of Yemanic Arabic and used Blum Kulka’s (1989) theory also DCT as the instrument in analyzing the data. This present take the data from a movie. Because movie is one of the media on communication which can influence people around the world in many aspects of human life is easier.

H. Theoretical Framework

According to the researches above, at first, this research starts by understanding concept of pragmatics. Then, the researcher comes to politeness strategies, politeness strategies is one of the study that learns in pragmatics lesson. There are four types of politeness strategies; positive politeness, negative politeness, bald on record, and off record. The researcher analyzes the data base

on four types of politeness strategies. After that, the researcher describes requesting in on the conversation among the characters in Avatar's movie. Finally the researcher gets the conclusions and the solutions.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Through the conclusions of this research, the researcher found that there were 82 data in used by among characters in politeness strategy in requesting. In this research, the researcher found out real human and real human's utterance in positive politeness found the highest percentage in this categories finding which is 32,93% of 27 data. The highest used by real human and real human in negative politeness in requesting is strategy 4 that Minimize the imposition. It is 9,76% of 8 data. These findings mean that real human and real human apply many politeness strategies in requesting in their conversation, they use it for making the polite requesting.

The researcher got the conclusion of this research according to the Brown and Levinson's theory (1987). There were 82 data which found as based with this theory. The researcher was agreeing to this theory, because all the characters in Avatar's movie applied the politeness strategies in requesting which matched on it. The researcher found real human and real human that had the highest used of politeness strategies in requesting. It was 54,88%. Negative politeness was the most strategy that applied among characters. It was 32,93%. Non-human and non-human were the fewest users in applying the politeness strategy in this research which was 3,66%. Off record was the strategy that had less applying among the characters. It was 1,22% which applied by real human and real human. It meant there was only real human and real human that applied off record. The other

categories of characters did not apply it. Finally, the researcher concluded real human and real human on Avatar's movie could apply politeness strategies in requesting to manage their utterance during the conversation, especially in negative politeness.

B. Suggestions

After discussing the research result and conclusion, the writer derived several suggestions:

1. For the readers' ability in analyze politeness strategies in making request in Avatar movie, the writer suggests that the politeness strategies in requesting will make the readers can understand and know how to be polite in doing communication, especially in making requesting. Because it helps the readers in choosing of words when they communicate to the others.
2. For the readers' ability in using politeness strategies in making requesting, the writer suggests that the readers shall understand and use politeness strategies in making requesting.
3. For the readers' ability in choosing and applying the politeness strategies' words especially making requesting. So it helps the readers to be more polite in communication.
4. This research will be useful for the readers in learning about English, especially in pragmatics study. It helps the readers in understanding pragmatics field, especially politeness strategy in requesting.
5. For the English students, this research will be the related study for the next research.

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