POSITIVE POLITENESS STRATEGIES IN THE NOVEL "THE CLIENT": A SOCIOPRAGMATIC STUDY

(MUSTAKIM RIJA: POSITIVE POLITENESS STRATEGIES IN THE NOVEL "THE CLIENT": A SOCIOPRAGMATIC STUDY)

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Abstract

In our daily communications, politeness plays a significant role in having a good relationship with other people. Being polite becomes very important because it helps us to get along with them. This research is titled "Positive Politeness Strategies in the novel "The Client": A Sociopragmatic Study." The purpose of the research is to analyze a novel by John Grisham "The Client." The problems to analyze are the positive politeness strategies used, the speaker's intended meaning by the speaker, and the influence of positive politeness strategies to hearer's face. The method used in this research is qualitative. The grand theory of this research is Positive Politeness Strategies by Penelope Brown and Stephen C Levinson (1987). The context theory is taken from the theory of McManis et al. (1987) dealing with physical context, epistemic context, linguistic context, and social context. Some other theories are also used to support the main theories. The result of this research shows that there are 11 positive politeness strategies used in the novel. The most dominant strategies used are the use of ingroup identity markers, the most common speaker's intended meaning used is invitation, and the most frequently used of the influence of positive politeness strategies to the hearer's face is as Face Saving Act (FSA).

Key words: Positive politeness strategies, speaker's meaning, hearer's meaning

Abstrak


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1. Introduction

1.1 Background

Linguistics is the science of studying language. As human beings, we are always engaged in interaction. The interaction realized in communication aims to satisfy our various needs, either in goods or services. We use language to convey message that we want to deliver. To achieve the success of communication we need to understand the language appropriately.

In our daily activities, politeness plays an important role in getting along with people. Being polite is very important because it puts other people at comfort and helps build strong relationship. Being polite is a matter of etiquette, it is about respect and being considerate of people’s feeling, culture, and values.

Politeness has been of concern to a number of linguists, and principles of politeness have been presented, notably by Lakoff (1973, 1975), Brown and Levinson (1978, 1987), and Leech (1993). The principles involved may, for example, be realized in “giving options” (Lakoff), “don’t coerce Hearer” (Brown-Levinson), and “minimize cost of other” (Leech).

Seen as the exercise of language choice to create a context intended to match the addressee’s notion of how he or she should be addressed, politeness phenomena are a paradigm example of pragmatic usage. Among the aspects of context that are particularly determinate of language choice in the domain of politeness are the power–distance relationship of the interlocutors and the extent to which a speaker imposes on or requires something of their addressee. In “being polite”, a speaker is attempting to create an implicated context that matches the one assumed by the addressee.

According to Yule (1996: 106) politeness is a system of interpersonal relations designed to facilitate human interaction by minimizing potential conflict and confrontation inherent in all human interchange. Furthermore, she states that the politeness is interpreted as a strategy (or series of strategies) employed by the speaker to achieve a variety of goals, such as promoting or maintaining harmonious relations. Weydt (1983 in Trosborg 1995: 24) states that politeness can be said as a “pragmatic mechanism” in which variety of structures (including non-verbal and prosodic features) work together according to the speaker’s intention of achieving smooth communication.

Meanwhile, according to Lakoff (1975: 64) politeness “is developed in societies in order to reduce friction in personal interaction”. Thus, politeness can be determined from the linguistic form used, the context of the utterance, the relationship between the speaker and the hearer (Yule, 1996: 157). Leech (1993: 82) has proposed that politeness principle regulates “the social equilibrium and the friendly relations which enable us to assume that our interlocutors are being cooperative in the first place”. Leech’s politeness principle, just as with Grice’s Cooperative Principles, also consists of a set of maxims: Tact, Generosity, Approbation, Modesty, Agreement, and Sympathy.

Politeness is the expression of the speakers’ intention to mitigate face threats carried by certain face threatening acts toward another (Mills, 2003 p.6). Another definition is “a battery of social skills whose goal is to ensure everyone feels affirmed in a social interaction”.

Kata kunci: Strategi kesantunan positif, makna penutur, makna petutur
In discussing politeness, we deal with face. Face is the public self-image that every adult tries to protect. Brown and Levinson (1987) divided face into positive and negative face. According to them, positive and negative face exists universally in human culture. In social interactions, face-threatening acts are at times inevitable based on the terms of the conversation. Still, according to Brown and Levinson (1987: 101) positive politeness is redress directed to the addressee’s positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of as desirable.

Being considered linguistically polite is often a matter of selecting linguistic forms which are perceived as expressing an appropriate degree or social distance or which acknowledge relevant status or power differences. Norms for polite behavior differ from one speech community to another. Linguistic politeness is culturally-based. Different speech communities emphasize different functions, and express particular functions differently.

Socio-pragmatics is applied to do the research since this study is the interface between sociolinguistics and pragmatics that is, the way in which conditions on language use are derived from social situations. Sociolinguistics can help us understand why we speak differently in various social contexts and help uncover the social relationship in a community. We adapt our talk to suit our audience and talk differently to children, customers and colleagues. We use language differently in formal and casual contexts. The purpose of talk will also affect its form.

According to Yule (1996), Pragmatics is the study of the relationship between linguistics forms and the users of those forms. The advantage of studying pragmatics is that one can talk about people’s intended meaning, their assumptions, their purposes or goals, and the kinds of action (for examples requests) that they are performing when they speak.

Based on the explanation above the writer is interested in analyzing the conversational politeness especially in positive politeness strategies in a novel by John Grisham entitled The Client. The writer is going to investigate what positive politeness strategies used in the novel, and what is speaker’s intended meaning by speaker when using positive politeness strategies. The writer expects that this research will contribute to the field of linguistics, particularly in the field of socio-pragmatics.

1.2 Statement of The Problems

In this research, the researcher would like to investigate the use of positive politeness strategies in the novel “The client” and formulate the problems as follows:

- What positive politeness strategies are used in the novel “The Client.”?
- What is speaker’s intended meaning by speaker when using positive politeness strategies in the novel “The Client.”?
- What is the influence of positive politeness strategies to hearer’s face?

1.3 Objectives

In this research, the writer would like to investigate the use of positive politeness strategies in the novel “The Client” and formulates the objectives as follows:

- To analyze what positive politeness strategies are used in the novel “The Client.”
- To analyze what speaker’s intended meaning is by speaker when using positive politeness strategies in the novel “The Client.”
- To analyze what the influence of positive politeness strategies to hearer’s face is.

1.4 Methods

The method applied in this research is qualitative. According to Bogdan and Biklin (1992: 29) qualitative research at least has five features as follows:

a. Qualitative research takes place in a natural setting.
b. Qualitative research is descriptive. The data collected is in the form of words rather than numbers.
c. Qualitative researchers are concerned with process rather than with products.
d. Qualitative researchers analyze their data logically.
e. Meaning is an essential concern to the qualitative approach.

2. Theoretical Framework

The writer uses several theories in this research to support and answer the research. Sociopragmatics is used to cover all theories in the research because it is the study that encompasses both sociolinguistics and pragmatics. In this research, the writer conducts the theoretical overview and study several theories connected to the matter. There are several applied theories used in analyzing the data. The main theory in this research is Politeness: Some Universal in Language Usage, the theory that was written by Penelope Brown and Stephen C Levinson (1987). The theory is used as the tool to investigate positive politeness strategies used by the speaker.

There are fifteen strategies suggested by Brown and Levinson (1987). Those strategies are:

1) Noticing, attending to Hearer (his interests, wants, needs, goods)
   In general, this strategy suggests that S should take notice of aspects of H’s condition (noticeable changes, remarkable possessions, anything which looks as though H would want S to notice and approve of it).

2) Exaggerating (interests, approval, sympathy with Hearer)
   This strategy is often done with exaggerated intonation, stress, and other aspects of prosodies as well as with intensifying modifiers.

3) Intensifying interest to Hearer
   Another way for S to communicate to H that he shares some of his wants is to intensify the interest of S’s own contributions to the conversation, by making a good story.

4) Using in-group identity markers
   The use of this positive politeness strategy is dealing with using in-group identity markers that can make the hearer feel pleased and respected. By using any of the innumerable ways to convey in-group membership, S can implicitly claim the common ground with H that is carried by that definition of the group.

5) Seeking agreement
   This strategy of positive politeness strategy is used to make the utterance in accordance with the hearer’s desire.

6) Avoiding disagreement
   There are some options for someone to choose to avoid disagreement in positive politeness strategy: using token agreement, using pseudo-agreement, using white lies, and using hedges opinions. By using these strategies someone can keep the conversation running well and fulfill the speaker’s want to be respected.

7) Presupposing/raising/asserting common ground
   This positive politeness strategy is divided into other sub-strategies: using gossip, small talk, using point-of-view operations, using personal-center-switch: S to H, using time and place switch, using presupposition manipulations, presupposing knowledge of H’s wants and attitudes, presupposing H’s values are the same as S’s values, presupposing familiarity in S-H relationship, and presupposing H’s knowledge.

8) Using joke
   Jokes are based on mutual shared background knowledge and values and may be used to stress that shared background or those shared values. Joking is appositive-politeness technique, for putting H at ease.

9) Asserting or presupposing Speaker’s knowledge of and concern for H’s wants
   One way of indicating that S and H are cooperators, and thus potentially to put pressure on H to cooperate with S, is to assert or imply knowledge of H’s wants and willingness to fit one’s own wants in them.

10) Giving offer, promise
    In order to redress the potential threat of some FTAs (Face Threatening Act), S may
choose to stress his cooperation with H in another way. Offers and promises are the natural outcome of choosing this strategy, even if they are false, they demonstrate S’s good intentions in satisfying H’s positive-face wants.

11) Being optimistic
The other side of the coin, the point-of-view flip that is associated with the cooperative strategy, is for S to assume that H wants S’s wants for S (or for S and H) and will help him to obtain them.

12) Including both S and H in the activity
By using an inclusive ‘we’ form, when S really means ‘you’ or ‘me’, he can call upon the cooperative assumptions and thereby redress FTAs.

13) Giving (or asking for) reasons
Another aspect of including H in the activity is for S to give reasons as to why he wants what he wants. Giving reasons is a way of implying ‘I can help you’ or ‘you can help me’, and, assuming cooperation, a way of showing what help is needed.

14) Assuming or asserting reciprocity
The existence of cooperation between S and H may also be claimed or urged by giving evidence of reciprocal rights or obligation obtaining between S and H.

15) Giving gifts to H (goods, sympathy, cooperation)
S may satisfy H’s positive-face want (that S want H’s want, to some degree) by actually satisfying some of H’s wants. Hence we have the classic positive politeness action of gift-giving not only tangible gifts (which demonstrate that S knows some of H’s wants and want s them to be fulfilled) - the wants to be liked, loved, cared about, understood, listened to and so on.

The second theory in this research is the theory of McManis et al (1987: 197) dealing with context. Context is a very important thing to find out the speaker meaning depending on the background. According to Mc Manis et al, context can be divided into four types:

a. **Physical Context**
   It is about where the conversation takes place, what objects are present, and what actions are taking place.

b. **Epistemic Context**
   It is about background knowledge shared by the speakers and hearers.

c. **Linguistic Context**
   It consists of utterances previous to the utterance under consideration.

d. **Social Context**
   It is about the social relationship and setting of the speakers and hearers.

Based on the explanations above we can make a conclusion that context determines the actual meaning of a word, phrase or utterance that exists and helps the hearers or readers to understand the utterance comprehensively.

The other theories of contexts are from Cutting (2002), and Roberts (2007). Last but not least, the writer also takes the other references to support the main theory that is from Leech (1993) and Yule (1996).

3. Discussions and Findings
It can be concluded that there are several findings concerning the formulation of the study in the novel of “The Client” by John Grisham. The findings are: There are eleven types of positive politeness strategies found in this novel. The strategies are: noticing, attending to hearer, intensifying interest to hearer, using in-group identity markers which are divided into three strategies: using address forms, using jargon or slang, using contraction and ellipsis, seeking agreement which are divided into two strategies: using safe topic, and using repetition, avoiding disagreement which are divided into three strategies: using token agreement, using white lie, using hedging opinion, presupposing / raising / asserting common ground, using joke, giving offer and promise, including both speaker and hearer in the activity, giving or asking reasons, and giving gifts to hearer. To find out the research more comprehensively, it will be discussed as follows.
(1) Noticing, attending to Hearer’s interests, wants, needs, goods.

Data
Reggie: “So where are we going?”
Mark: “The Alamo.”
Reggie: “The Alamo?”
Mark: “It’s a joke, Reggie.”
Reggie: “Sorry.”
Mark: “I take it you haven’t seen Pee-Wee’s Big Adventure.”
Reggie: “Is that a movie?”
Mark: “Forget it. Just forget it.”
“I like your car better.”
Reggie: “That’s good, Mark. This street is about to stop at the river, and I think we should discuss exactly where it is you want to go.”

Context:
The physical context takes place in the car while Reggie and Mark are escaping from the hospital. The epistemic context is shown when Reggie paid the parking guard fifty cents, and refused eye contact. She had circled through the lot one time. The guard was in another world. Mark was rolled into a tight coil somewhere in the darkness under the dashboard, and he remained there until she turned on Union and headed for the river. He sprang into the seat, and surveyed the landscape. The digital clock gave the time as twelve-fifty. She drove three blocks, catching red lights at each one, while waiting for Mark to speak. The linguistic context is taken from Mark’s utterance when he mentions about the car. The social context explains the relationship between Mark as the client, and his lawyer, Reggie.

Analysis:
In this conversation, Mark uses one of the positive politeness strategies that is noticing hearer’s interests. It can be seen clearly in his utterance “I like your car better.” Previously, when Reggie asks him where they are going, he answers that they are going to the Alamo. Alamo does not exist. Mark is just trying to make a joke. Then he mentions one title of the movies he has ever seen but Reggie does not know it either. Then, by using this utterance: “I like your car better,” the speaker, Mark, is noticing the hearer’s interest, Reggie’s, his lawyer.

The speaker’s intended meaning by the speaker, Mark, is to give the hearer, Reggie a compliment to what she belongs that is her car, Mazda. By telling her that he likes her car better, he is actually trying to please her. He wants her to be happy. They know each other less than a week, and they are on the run now by taking her secretary’s car, Honda. Actually, Mark is just trying to attract her attention since they are on the run. He wants her not to think much about their escape. The utterance “I like your car better” refers to the car that Reggie belongs, Mazda, which they have ever taken before. In this case, by using this utterance Mark is also trying to make her proud of having a better car, and of course to build a stronger relationship with his lawyer, Reggie as the hearer.

Relating to hearer’s face, the influence of this positive politeness strategy used by Mark as the speaker, to hearer’s face, Reggie’s, is as face saving act (FSA). His utterance that says: “I like your car better,” is used by Mark to please her by giving her a compliment because before that, he uses a joke to make her at ease but Reggie doesn’t think it is funny. She doesn’t care about it. Then when Mark says that he believes that Reggie hasn’t seen “Pee-Wee’s Big Adventure,” it is a face threatening act to her because she doesn’t know it either. Then he uses this utterance: “I like your car better” which can be regarded as face saving act to please her. And it works this time because it can be seen from her reply that she thanks him. The way that Mark expresses himself indicates that his relationship with his lawyer is an intimate and friendly one, rather than a formal, distant or respectful one. It can be seen from the utterances chosen by him. One of the examples is when he greets her with the friendly form ‘Reggie,’ an address that indicates that he gets on well with her. It shows closeness of their relationship.
(2) Intensifying interest to Hearer

Data

An Elvis song started.
Mark: “You like Elvis?”
Reggie: “Mark, believe it or not, when I was a teenager growing up in Memphis, a bunch of us girls would ride over to Elvis’s house on Sundays and watch him play touch football. This was before he was really famous, and he still lived at home with his parents in a nice little house. He went to Humes High School, which is now Northside. I live in north Memphis. At least I did. I don’t know where I live now.”

Then Reggie continues.
“W e’d go to his concerts, and we’d see him hanging out around town. H e was just an average guy, at first, then things changed. He got so famous he couldn’t live a normal life.”
Mark: “Just like me, Reggie, think of it. Me and Elvis. Pictures on the front page. Photographers everywhere. All sorts of people looking for us. It’s tough being famous.”

(“The Client,” JG, 1993:308)

Context:
The physical context is in the car while on the run. The epistemic context shows that they entered 1-40 at the downtown ramp, and were on the bridge over the Mississippi River. Mark gazed at the brightly lit Pyramid to the right, then spun around to admire the Memphis skyline fading in the distance. He stared in awe, as if he’d never seen it before. Reggie wondered if the poor child had ever left Memphis. The linguistic context is seen from Reggie’s utterance that she knows who Elvis is. The social context is explained by Mark and Reggie’s relationship as client and lawyer.

Analysis:
The speaker, Reggie, uses positive politeness strategy: intensifying interest to hearer when explaining that she knows much about Elvis. It can be seen by the utterances: “Mark, believe it or not, when I was a teenager growing up in Memphis, a bunch of us girls would ride over to Elvis’s house on Sundays and watch him play touch football. This was before he was really famous, and he still lived at home with his parents in a nice little house. He went to Humes High School, which is now Northside. I live in north Memphis. At least I did. I don’t know where I live now.” Before Mark replies she then continues to make him more interested in her story. We’d go to his concerts, and we’d see him hanging out around town. He was just an average guy, at first, then things changed. He got so famous he couldn’t live a normal life.” Those expressions show that the speaker, Reggie, intensifies interest to the hearer, Mark to make him pleased. Before she tells Mark about Elvis she uses the utterance: Mark, believe or not, to attract Mark’s attention to what she is going to tell him.

In this conversation, the speaker’s intended meaning by Reggie as the speaker is for Mark’s amusement or entertainment. By telling Mark anything about Elvis she hopes that it will make him pleased. It works well. Reggie knows Elvis because she grew up in Memphis the city where Elvis lived. By making a good story, she intentionally tells Mark more about Elvis to share her knowledge with him. Before she explains more, she uses the phrase “Mark, believe it or not” to draw Mark’s attention as a participant into the conversation. By doing this strategy Reggie tries to share some of her wants to intensify Mark’s interests. She wants him to be closed and she wants him also to feel pleased.

The writer analyzes that the whole utterances by Reggie are considered as a face saving act (FSA) to the hearer, Mark. And it works well. By fulfilling the hearer’s needs, Reggie, knows how to please him. The influence of these utterances has a good effect on him. It can be seen by the next Mark’s utterances as the reply. He thinks that he is as popular as Elvis was. The influence of this positive politeness strategy also makes the hearer, Mark, feel comfortable. In this conversation, Mark uses ellipsis: “You like Elvis” from the clause “Do you like Elvis?” The utterance
used by Mark to Reggie is considered as being positively polite. Mark is trying to get closer to her that is why he uses this utterance. They are still on the run, Mark tries get to know her better by asking whether or not she knows Elvis. Reggie also tries to use a casual style when communicating to him, it can be seen by the use of the word “bunch” that means a lot.

(3) Positive Politeness Strategy: Using Address forms

**Data**

The TO: “Who’s calling please”
Mark: “Uh, I really don’t want to say, okay.”

The TO: “We need your name, son.”
Mark: “Do you want to know about the body or not?”

The TO: “Where is the body?”
(Read The TO: The Telephone Operator)

**Context:**

The physical context shows that the conversation is taking place at Mark’s house. The epistemic context is connected to Mark who is going to call 911. Mark watched all kinds of rescue shows on television, and knew for certain that every 911 call was recorded. He did not want to be recorded. He would never tell anyone, not even his mother, what he had just lived through, and he really needed, at this crucial moment, to discuss the matter with his little brother so they could get their lies straight. The linguistic context is shown by Mark and a telephone operator. The social context is seen from the relationship between Mark as the caller and the telephone operator as the callee person who do not know each other.

**Analysis:**

In this conversation, the telephone operator uses positive politeness strategy: using address form to Mark as the caller. The telephone operator begins the interaction with a polite greeting as usual. Mark responds her with unfriendly form by saying that he doesn’t want to tell her who he is. Then, she uses positive politeness strategy: using address form. It can be seen from her utterance: “We need your name, son.” The term “son” is usually used to address a boy by his parents to express close relationship.

The speaker’s intended meaning by the speaker, the telephone operator, is to persuade him to tell her who the caller is because it is her duty to ask who is calling as a standard operating procedure. She uses the utterance: “We need your name, son’” is used by her to persuade Mark to mention his name, to make him feel secure and even to make him closed to her.

The telephone operator, as the speaker, uses positive politeness strategy: using address form is to lessen the face threatening act (FTA) to the hearer, Mark. When she finds out that the caller is a boy, she could have said jokingly: “Tell me your name!” or “If you don’t tell me your name I will hang up the phone!” She just does her job and she does it professionally. By saving his face she tries to reveal the information that will be given by Mark. The conversation between Mark and the telephone operator illustrates something. The conversation begins with the telephone operator’s utterance. As usual, she asks who is calling. She finds out that the caller is a boy who doesn’t want to tell her his name. Then she continues to ask something more important that is to find out about where the body is. It is a common call and when she knows that the caller is a boy then she uses the word “son” to keep the conversation run well.

(4) Positive Politeness Strategy: Seeking Agreement

**Data**

Mark: “Does she make a lot of money?”
Clint: “Not really. She doesn’t want a lot of money. A few years ago she was married to a doctor, and they had a big house and lots of money. Everything went to hell, and she blames the money for most of it. She’ll probably tell you about it. She’s very honest about her life.”
Mark: “She’s a lawyer and she doesn’t want money?”
Clint: “Unusual, isn’t it?”
Mark: “I’ll say. I mean, I’ve seen a lot of lawyer shows on television, and all they do is talk about money. Sex and money.”

Context:
The physical context is at Reggie’s office. The epistemic context shows that at eleven, Mark parked himself at Clint’s desk and inspected the dictating equipment. Reggie had a client, a woman who desperately wanted a divorce, and they needed to plot strategy for an hour. Clint typed away on long paper and grabbed the phone every five minutes. The linguistic context is seen from Clint’s utterances about a lawyer. The social context is seen from the relationship between Clint and Mark that is a client and a lawyer’s secretary.

Analysis:
In this conversation, Clint, the speaker, uses positive politeness strategy using safe topic to the hearer, Mark. It is stated clearly by his utterance which says: “Unusual, isn’t it?” Clint uses this strategy to claim common ground with the hearer, Mark. They are talking about Reggie. Mark asks Clint if Reggie makes a lot of money. Clint answers that Reggie once had a lot of money and it made her life messy so now she doesn’t need a lot of money. Clint asks Mark’s agreement that it is unusual. Clint agrees with him that a lawyer usually wants a lot of money. Clint also uses the words that show informality like: Everything went to hell, which means her boss’s life becomes messy because of the money. The utterances chosen by both parties illustrate their relationship. It can be seen very clearly, that their conversation is an informal and intimate one exactly the same as their own relationship.

Data
Dianne: “What happened to your eye?”
Mark: “I got in a fight in school. It wasn’t my fault.”
Dianne: “It never is. Are you okay?”
Mark: “I think so.”

Context:
The physical context is taking place at Mark house exactly in the kitchen. The epistemic context shows that Dianne walked quickly through the kitchen and down the hall with Hardy behind her and Mark following, shaking his head and clenching his teeth. Hardy pulled the covers off Ricky’s shoulders and touched his arm. The thumb was in the mouth. He shook him, called his name, and the eyes opened for a second. Ricky mumbled something. The phone rang, and Dianne raced for it. From the bedroom, Hardy and Mark listened as she told the doctor about the symptoms and the dead body the boys had found. The face, is as a face saving act (FSA). As the hearer, Mark feels that Clint is trying to find a way of having the same opinion with Mark. By using this strategy Clint is successful to make Mark agree with his opinion. This is a casual conversation between a client, Mark, and Clint, a lawyer’s secretary. They are talking about Regina Love or Reggie. Both of them are aware with whom they are talking to. According to Mark it is unusual if Reggie as a lawyer doesn’t want money. In this conversation, Clint uses ellipsis: “Unusual, isn’t it?” It should be “It is unusual, isn’t it?” Clint agrees with him that a lawyer usually wants a lot of money. Clint also uses the words that show informality like: Everything went to hell, which means her boss’s life becomes messy because of the money. The utterances chosen by both parties illustrate their relationship. It can be seen very clearly, that their conversation is an informal and intimate one exactly the same as their own relationship.
linguistic context shows that Mark’s mother wants to know what happens to his eye. The social context is seen between Mark and his mother’s relationship as a son and the mother.

**Analysis:**

In this conversation the speaker, Dianne, the mother, uses positive politeness strategy using token agreement to agree with the hearer, Mark, her son. It can be seen by her utterance. She uses the utterance: “it never is” to show him that she agrees with her son who says that he has something wrong with one of his eyes because he got it in a fight in school. He then adds that it wasn’t his fault. As a mother who is trying to show her feeling, Dianne, uses this positive strategy. Dianne, the speaker, uses positive politeness strategy using token agreement to the hearer, Mark, to avoid disagreement with him. She also fulfills Mark’s positive face that she agrees with him. As a matter of fact, she doesn’t know exactly what happened to his eye. She is just worried about him. So when Mark tells him what causes it she just agrees with him instantly. Now, she is facing a big problem. When she comes home she finds that her little son, Ricky, is having a strange act of illness. Mark comes home accompanied by a police officer. And she doesn’t know what to do.

The influence of positive politeness strategy using token agreement by the speaker, Dianne, to hearer’s face, Mark’s is as a face saving act (FSA). By using this strategy Dianne pretends to agree with him. She doesn’t know exactly what happens to it. She doesn’t know either that Mark lies to her. She just wants to Mark to be happy and tries to build a good relationship with him. It is proved by her next utterance asking if Mark was fine. The conversation above is between a mother and her son, Ricky, is having a strange act of illness. Mark comes home accompanied by a police officer. And she doesn’t know what to do.

The context is explained by Mark and Reggie’s relationship as the client and the lawyer.

**Analysis:**

In this conversation, Mark uses positive politeness strategy raising common ground that is presupposing hearer’s knowledge. It can be seen from his utterance: “Just you and me, Bonnie and Clyde, running from the cops.” Mark thinks and feels sure that Reggie knows who Bonnie and Clyde are. Before that Mark says “But I’m your client, and I’ve got a subpoena. So even if they didn’t give you one, you’d still have to go with me, right?” Mark is just 11 years old and watches a lot of movies on television. That’s why he uses the name of the actor and the actress who run from the cops to illustrate who they are. They are now on the run. The police and the FBI agents are running after them.

The speaker’s intended meaning by the speaker, Mark, when using this strategy is making a comparison about who they are. He is actually entertaining her. They are just like Bonnie and
Clyde running from the cops. By using this strategy Mark assumes that Reggie also knows who Bonnie and Clyde are. Mark assumes that she understands and shares the association. Reggie probably doesn’t know who Bonnie and Clyde are but by using this strategy Mark assumes that they share common ground. He knows Reggie less than a week but he feels close to her. That’s why on the run Mark always tries to make some conversations even jokes to her.

The influence of this positive politeness strategy to hearer’s face, Reggie’s, is as keeping her positive face. Mark believes she understands and shares the knowledge about what he is telling her. Bonnie and Clyde are evil bank robbers that extend from Oklahoma and Texas. Mark believes that Reggie knows who Bonnie and Clyde are. Reggie feels respected by the utterance. So, it can be concluded that this utterance can be regarded as a face saving act (FSA) to the hearer. It can also be shown from her utterance that she understands his utterance well. Again, in this conversation, it can be seen that they are very close to one another. The way they communicate is informal and intimate one.

(7) Using joke

Data

Reggie: “I live in north Memphis. At least I did. I don’t know where I live now. We’d go to his concerts, and we’d see him hanging out around town. He was just an average guy, at first, then things changed. He got so famous he couldn’t live a normal life.”

Mark: “Just like me, Reggie, think of it. Me and Elvis. Pictures on the front page. Photographers everywhere. All sorts of people looking for us. It’s tough being famous.”

Reggie: “Yeah, and wait till tomorrow, in the Sunday paper. I can see the headlines now, big, bold letters-SWAY ESCAPES.”

(“The Client,” JG, 1993:308)
that she will see in a newspaper the headline, big, bold letters—SWAY ESCAPES. So the utterance: “Just like me, Reggie, think of it. Me and Elvis. Pictures on the front page. Photographers everywhere. All sorts of people looking for us. It’s tough being famous” is as joke that Mark uses as a politeness strategy, and it works very well. It is used as a face saving act (FSA) to Reggie’s positive face. In this conversation, it can be seen that they are trying to make themselves at ease particularly Mark. He makes some jokes with the hearer, Reggie, to make her not think much about their run.

(8) Giving offer or promise

Data

Mark: “I really need to go home. My mom’s probably looking for me.”
Hardy: “Okay. One last question. Was the engine running when you first saw the car?”
Mark: “I’m not sure, but I think it was running.”
Hardy: “Get in. I’ll drive you home.”
Mark: “That’s okay. I’ll just walk.”
Hardy: “No, it’s too dark. I’ll give you a ride. Come on.”


Context:
The physical context is taking place in the wood where Mark saw the suicide. The epistemic context shows that Memphis police cars were parked around the black Lincoln. The orange-and-white ambulance was arriving on the scene as Mark peeked through the woods. No one seemed anxious or worried. The linguistic context is shown by the cop who offers a lift for home. The social context is seen in Mark and the cop relationship who do not know each other.

Analysis:
The conversation above is between Mark and Officer Hardy taking place in the wood. In this dialogue, Officer Hardy uses positive politeness strategy giving an offer to Mark, exactly a ride home. The utterance says: “No, it’s too dark. I’ll give you a ride. Come on.” Hardy is giving him an offer because it is getting dark. Mark is reluctant to do that because he is hiding something big about the dead body. He doesn’t want to take his car he just wants to walk home. But since Officer Hardy insisted on asking him he finally goes home with him.

The speaker’s intended meaning by the speaker, Officer Hardy, is giving the hearer, Mark, an order. He wants to show Mark that he wants to help him. Besides, Mark is just a boy. Officer Hardy is curious to know why Mark is there, and what he knows about the dead body. He has given Mark some questions about the dead body since he is there. He believes that Mark witnesses the suicide. By offering Mark a ride, Officer Hardy hopes that he can get more information about the dead body on the way home.

The writer finds out that the politeness strategy using an offer is expressed by the speaker in the utterance: “No, it’s too dark. I’ll give you a ride. Come on” contains a face threatening act (FTA) to Mark because Mark doesn’t want to go home accompanied by the police officer. That utterance is like an order to him and he can do nothing about it. Mark finally goes home with him. He doesn’t know this police officer but he is convinced that he is a good one. From their utterances, it is also expressed that Mark is afraid. He tries to reject Hardy’s offer by telling him that he better go home on foot. But Hardy insists him on going with him. In this conversation, Officer Hardy is just doing his job as a policeman. It can be seen that he uses some utterances showing Mark that he should be obeyed. But still, Officer Hardy uses informal style of communication when talking to Mark.

(9) Including both Speaker and Hearer in the activity

Data

The cop: “What’s up, kid?”
Mark jerked around and looked into the face of a cop. He froze and couldn’t breathe.
The cop: “What’re you doing, kid?”
“Stand up, kid, okay. Don’t be afraid.” “What’re you doing here?”
Mark: “Just watching.”
The cop: “Let’s walk over there.”
Mark: “I need to go home.”

Context:
The physical context is taking place in the wood where Mark saw the suicide. The epistemic context shows that Memphis police cars were parked around the black Lincoln. Mark eased under a tree as the chopper swept close by. He crept through the trees and brush, staying low and in no hurry, until he heard voices. Lights flashed everywhere. The linguistic context is shown by the cop who asks Mark to move to the other place. The social context is seen from the relationship between Mark and the cop who do not know each other.

Analysis:
The cop uses positive politeness strategy including both speaker and hearer in the activity in this conversation. The utterance: “Let’s walk over there” is used by the cop to ask Mark to move to another place where they can talk more comfortably. At that moment Mark is watching what the policemen are doing. Some policemen are investigating the scene of Jerome Clifford where he killed himself. The cop is curious why a boy is playing around that place. The cop is convinced that the boy knows something about it.

The speaker’s intended meaning by the cop as the speaker is to ask the hearer, Mark, to move to another place. So, it is an order. His utterance: “Let’s walk over there” is actually a polite order for Mark to move to the other place. Mark is hiding and watching what the cops are doing. The true meaning of the utterance is “You, walk over there.” The cop realizes that he is talking to a boy so he changes the way he talks into a more polite one. In that place, the cop cannot see him very clearly because it is getting dark at that moment. So by using this politeness strategy he is able to make Mark move to another place where they can talk more freely.

The influence of this positive politeness strategy to hearer’s face, Mark’s at the moment is to lessen face threatening acts. The cop could have said: “Walk over there!” or “You move over there!” which would be considered as a face threatening act by Mark as the hearer. By using this positive politeness strategy, the cop is successful to make Mark feel secure. It can be proved by his response that he wants to go home. The way they communicate is an informal one. It can be seen by their utterances when communicating each other.

(10) Giving or asking for reasons

Data
Reggie: “Technically, you’re supposed to pay me something as a retainer, and once this is done I’m your lawyer and we’ll go from there. Do you have a dollar?”
Mark: “Yes.”
Reggie: “Then why don’t you give it to me as a retainer.”
Mark pulled a one-dollar bill from his pocket and handed it to her.
Mark: “This is all I’ve got.”
Reggie: “Okay, now I’m the lawyer and you’re the client. Let’s hear the story.”
(“The Client,” JG, 1993:76)

Context:
The physical context is in Regina’s office room. The epistemic context is seen that Mark hesitated a few seconds and thought about a few things. He wasn’t quite ready to tell all. The linguistic context can be seen from Reggie’s utterance asking for money to Mark. The social context is seen from the relationship between Mark and his lawyer to be, Regina “Reggie” Love.

Analysis:
The speaker, Reggie, uses positive politeness strategy giving or asking for reason in this conversation. The proof is seen in her utterance: “Then why don’t you give it to me as a retainer.” Reggie uses the utterance to ask Mark for a dollar as her retainer for being his lawyer.
By having a dollar from him, Reggie will start becoming his lawyer. The utterance conveyed by Reggie as the speaker belongs to positive politeness strategy giving or asking for reason.

The speaker’s meaning can be analyzed from the speaker, Reggie, when using this strategy. It is a part of including hearer in the activity that is implying ‘you can help me’ by. Through this strategy Reggie, the speaker, is actually assuming a cooperation. It is a request. Reggie doesn’t want his money, even one day she intends to return it to him. Reggie is fully aware whom she is talking to. She is talking to an eleven year old boy whose pockets are probably filled with no more money. She takes the money because of the ethics and at the same time Reggie is actually letting Mark proud of himself for hiring a lawyer.

Dealing with the influence to hearer’s face, it can be analyzed by paying attention to the contexts of the conversation above. When Reggie says: “Then why don’t you give it to me as a retainer” to the hearer, Mark, the writer assumes that it is as a face threatening act but at the same time it can be as a face saving act. It can be as a face threatening act when Mark thinks that it is a command to give her the money. It can also be regarded as a face saving act when Mark becomes proud of himself for being able to hire her as his lawyer. The writer assumes that the second one is more appropriate with the context. Mark is proud to hire her as his lawyer. So the utterance is regarded as a face saving act.

(11) Giving gift to Hearer

Data
Momma Love: “Are you hungry?”
Mark : “Yes ma’am.”
Momma Love: “It’s so nice to hear a young man with manners, most of Reggie’s kids have no manners. I haven’t heard a ‘yes ma’am’ in this house in years.”


Context:

The physical context is taking place at Reggie’s house exactly in the kitchen. The epistemic context is shown that the kitchen was small and cluttered with cabinets and shelves along three walls. Steam rose from the gas stove. A wooden table with four chairs sat squarely in the center of the room with pots and pans hanging from a beam above it. The kitchen was warm and created instant hunger. Reggie poured her tea from a different pitcher, and doctor it with sweetener and lemon. She sat across from Mark at the table, and Axle jumped into her lap. She sipped tea, rubbed the cat, and began slowly removing her jewelry. The linguistic context is seen from Momma Love’s utterance that she is giving sympathy to Mark’s manner. The social context is seen from the relationship between a client and the lawyer’s mother.

Analysis:

The speaker, Momma Love, uses positive politeness strategy giving gift to hearer, Mark, in this conversation. The proof is seen in her utterance: “It’s so nice to hear a young man with manners, most of Reggie’s kids have no manners. I haven’t heard a ‘yes ma’am’ in this house in years.” By using this utterance Momma Love is giving a compliment to Mark for being polite.

The speaker’s meaning can be analyzed from the speaker, Momma Love, when using this strategy. The utterance above is a part of giving gift to hearer strategy. Momma Love is giving Mark a compliment for being polite. It has been a long time for her not to hear “yes, ma’am” in the house. So when Mark replies her with “yes, ma’am” she becomes respected by him. To Momma Love, Mark is special because Reggie’s other clients are not so polite like Mark.

Dealing with the influence to hearer’s face, it can be analyzed by paying attention to the contexts of the conversation above. When Momma Love says: “It’s so nice to hear a young man with manners, most of Reggie’s kids have no manners. I haven’t heard a ‘yes ma’am’ in this house in years” to the hearer, Mark, the writer assumes that it is as a fulfillment of the hearer’s positive face want, Mark’s in this case. It works well this time because after hearing it
Mark becomes pleased and ready to eat with her. So it can be concluded that the utterance is as face saving act (FSA) to the hearer.

4. Closing
4.1 Conclusion

There are eleven types of positive politeness strategies found. They are: 1) noticing, attending to hearer; 2) intensifying interest to hearer; 3) using in-group identity markers which are divided into three strategies: a) using address forms, b) using jargon or slang, c) using contraction and ellipsis; 4) seeking agreement which are divided into two strategies: a) using safe topic, and b) using repetition; 5) avoiding disagreement which are divided into three strategies: a) using token agreement, b) using white lie, c) using hedging opinion; 6) presupposing / raising / asserting common ground; 7) using joke; 8) giving offer and promise; 9) including both speaker and hearer in the activity; 10) giving or asking reasons; and 11) giving gifts to hearer.

The speaker’s meanings by the speakers in positive politeness strategies in the novel “The Client” are giving compliment, entertainment, offer, persuasion, assurance, comfort, reason, building stronger relationship, request, expressing personal feeling, asking for help, showing agreement and disagreement, complaint, avoiding disagreement, pretending to agree, softening disagreement, hiding disagreement, avoiding disagreement, making comparison, making the hearer at ease, teasing, order, promise, invitation, and thankfulness.

The influence of positive politeness strategies to hearers’ face is as follows: in positive politeness strategy: noticing, attending to hearer (his interests, wants, needs, goods) is as face saving act (FSA). In positive politeness strategy: intensifying interest to hearer in both data is as a face saving act (FSA). In positive politeness strategy: using in-group identity markers, eleven of them is as face saving act (FSA) and six of them is as face threatening act (FTA). In positive politeness strategy: presupposing/raising/asserting common ground which has only one strategy that is presupposing hearer’s knowledge is as face threatening act (FTA). In positive politeness strategy: using joke is as face saving act (FSA) and face threatening act (FTA). In positive politeness strategy giving offer and promise, eleven of them is face saving act (FSA) one of them is as a face threatening act (FTA). In positive politeness strategy including both S and H in the activity. Eight of them is as face saving act (FSA) and six of them is as face threatening act (FTA). In positive politeness strategy: giving or asking for reason, two of them is as face threatening act (FTA). In positive politeness strategy: giving gift to hearer (goods, sympathy, cooperation) two of them is as face saving act (FSA).

4.2 Suggestion

There are some suggestions concerning this study. First, the research about the use of politeness strategies is still wide open to conduct. In the future, the next study can focus on other politeness strategies like negative politeness strategies, or probably off record strategies. Second, there are some other prominent linguists who focus on politeness strategies. It will be good if the next researchers try to use their theories to analyze the politeness strategies. Third, data source can be taken from other various sources like movies, TV series, books, newspapers etc. Last but not least, a more comprehensive study about politeness strategies needs to be done so that it can be useful for those who are interested in politeness study.

Sociopragmatics encompasses the knowledge of the relationship between communicative action and power, social distance, imposition, and the social conditions and consequence of what people do, when and to whom so sociopragmatics study still provides wide range of opportunities to analyze. Besides, it is also an interesting topic to discuss since it is dealing with basic human needs that is language.
**References**


