



**BROWN AND LEVINSON'S POLITENESS STRATEGIES ON  
APOLOGIZING EXPRESSION OF *THE PRINCESS DIARIES*  
(2001) THE MOVIE: A DISCOURSE ANALYSIS**

**THESIS**

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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2017**



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## DEDICATION

*This thesis is honorably dedicated to:*

- 1. My beloved parents, Sugihartono and Endang Hartati*
- 2. My beloved brother, Fajar Sugi Putranto*



**MOTTO**

*“Politeness [is] a sign of dignity, not subservience.”*

*(Theodore Roosevelt)*



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Theodore Roosevelt available at

[https://www.goodreads.com/author/quotes/44567.Theodore\\_Roosevelt?page=2](https://www.goodreads.com/author/quotes/44567.Theodore_Roosevelt?page=2)

[December 30, 2017].

**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The Writer,

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**CONSULTANT APPROVAL**

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2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
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Finally, I hope that this thesis would be useful for the readers. I admit that this thesis is far from the world perfect and any constructive critics and suggestions are highly appreciated.

Jember, Desember 2017

The Writer,

Endah Sugi Pratiwi



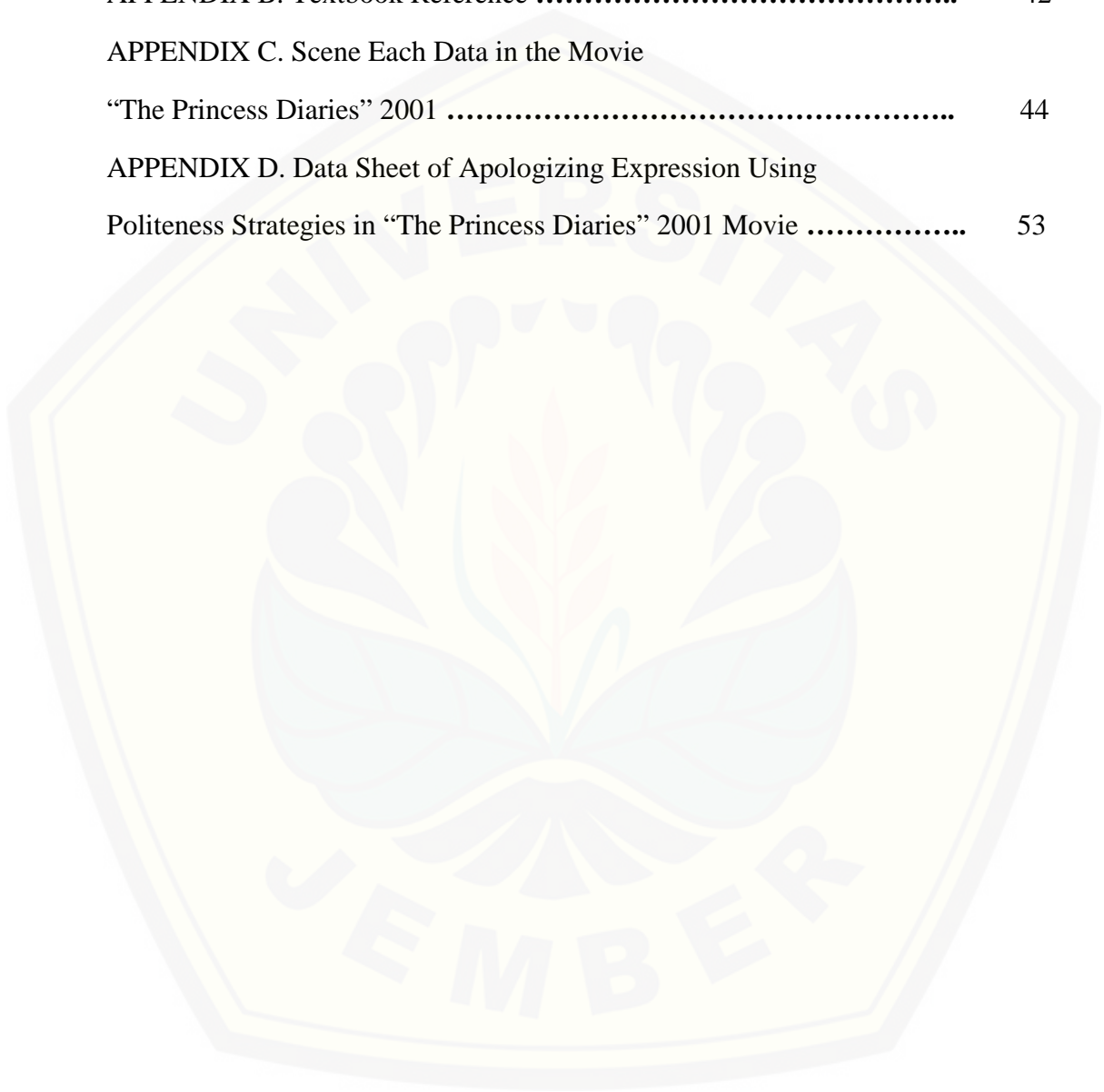
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## SUMMARY

**Brown and Levinson's Politeness Strategies on Apologizing Expression of *The Princess Diaries (2001)* the Movie: A Discourse Analysis;** Endah Sugi Pratiwi, 130210401021; 2017; 63 pages; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This research was intended to analyze the politeness strategy employed by the characters in expressing apology based on Brown and Levinson's politeness strategies in the movie *The Princess Diaries (2001)*. This research was expected to help the (trainee) teachers in analyzing politeness principle varying number of expressions used in apology, and also can be used as an alternative teaching material besides textbooks and LKS in teaching apology expressions in context.

Politeness is an action which is used for expressing regard or appreciating while speaking with others. Apology is one of the most often forms carrying politeness. Based on Brown and Levinson (1987), there are four kinds of politeness strategies that were called 'super-strategies': bald on record, positive politeness, negative politeness, and off record. Those strategies are developed for the main purpose in dealing with the FTA's (Face Threatening Acts). FTAs are acts that infringe on the hearers' need to maintain his/her self-esteem and be respected by damaging the face of others in opposition to their face-saving and wants. In this research, the researcher analyzed Positive Politeness and Negative politeness. In the real life, when people communicate with others, both speakers and hearers want to maintain their positive face as well as the negative one. But sometimes, faces cannot be simply maintained as what one interactional party wants. The speakers and the hearers' faces are usually threatened by one another to varying degrees. As a result, the speakers and the hearers do an FTA. The phenomena of using politeness strategies can be seen not only in real life but also in a movie.

This research implemented the descriptive-qualitative design to describe and analyze politeness strategies that employed by the characters in the movie. Hence, it was not simply analyzing and describing the data but also interpreting the data to get a rich and more in-depth understanding. The data was taken from

an American Comedy, Family and Romance movie entitled *The Princess Diaries* (2001). This movie used two language variations, British and American. The data collection covered the search of all the characters' indicated the utterances which deal with Brown and Levinson's politeness strategies and apologizing expression. Then, data analysis was needed to be done by using descriptive analysis. The data was analyzed by using the descriptive method where politeness strategies proposed by Brown and Levinson (1987) was applied to see the types of politeness strategies.

The result of the analysis showed that there were 15 utterances that can be classified as apologizing expression which were analyzed by using Brown and Levinson (1987) Politeness Strategies. Those 15 utterances were divided into 11 utterances using positive politeness and 4 utterances using negative politeness. Those eleven utterances happened in a group of friend and a group of family that have close relationship with the Speaker while in negative politeness, those four utterances used to avoid offence of the Hearer by showing respect. There is something unique about the result of this research, that all the characters who applied positive politeness strategy are female. By adopting more positive strategies, the female characters mean to reduce the threat of FTAs and shorten the distance between them and the Hearer.

There are some suggestions which are given to teachers, trainee teachers, and future researchers. Teachers are suggested to use this research to increase their creativity in preparing learning materials and it can be used as an alternative material in teaching apologizing expression. Trainee teachers are suggested to use this research as their information on understanding the used of politeness strategies in the real conversation and give them a comprehension in finding ample examples in different setting situations of Brown and Levinson's politeness strategies application in an expression of apology. Future researchers are suggested to use this research as their reference on understanding the meaning in a conversation.

## CHAPTER I INTRODUCTION

This chapter presents some aspects related to the research. They are research background, research problem, and research significance.

### 1.1 Research Background

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

Brown and Levinson (1987: 57) state that “when making a request that is somewhat bigger, one uses the language of formal politeness (the conventionalized indirect speech acts, hedges, apologies for intrusion, etc.)”. The language of formal politeness is commonly used in conventionalized indirect speech acts, hedges, and apologies for intrusion which is a part of making a request. According to Smith (2008), apologies are complex interactions, and *sorry* is one of many attempts that is used to make it simple. In order to make our intention well accepted, we need to apply certain strategies. In accommodating

this need we need to know different kinds of expression, especially when we learn a foreign language which culturally and linguistically different from our native language.

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

There are some researchers who have already conducted research on Politeness with different focuses. The first previous study has been conducted by Abedi, E., Bidabadi, F. S., & Salehi, H. (2016). This study aimed to investigate kinds of offences that motivate the characters in the movie to deliver their apology and to describe the way the characters express their apologies. Findings show that the kinds of offenses that motivated the characters in the movie to offer their apologies were infringement on space, infringement on talk, infringement on time, infringement on possession, and social behavior offence. The characters in the movie expressed their apologies in various ways, and all the apologize expression were negative politeness. The second previous study has been conducted by Monsefi, M., & Hadidi, Y. (2015). This study focused to explore the effect of gender and use of politeness strategies by teachers on the patterns of classroom interaction between teachers and students and learning process in Iranian EFL classrooms. Findings show that positive politeness strategies are preferred over negative ones. The third previous study has been conducted by Chojimah, N. (2015). This study aimed at investigating how Indonesian students refuse offers, invitations, and suggestions to persons having different social statuses. Refusal and politeness strategies were the focus of the study. This study proved that social-status does not influence much to the choice of refusal strategy, but it contributes to the choice of politeness strategies. The fourth previous study has



been conducted by Ryabova, M. (2015). The goal of the article is to analyze the use of some models of English speech etiquette, specifically the use of politeness forms typical of the English.

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

## 1.2 Research Problem

This research focuses on answers two main problems based on the background of the research. The problems which are in the form of questionnaire as follow:

- a. Which politeness strategy is being employed by the characters in expressing apology based on Brown and Levinson's politeness strategies in the movie *The Princess Diaries*?
- b. What is the pedagogical implementation of the analysis of apologizing expression in the movie *The Princess Diaries* using Brown and Levinson's politeness strategies?

## 1.3 Research Significance

This research is design in order to give several significances as follow:

- a. For Teachers

The results of this research can give some benefits for the teacher to more creative in preparing learning materials and presenting English as learning

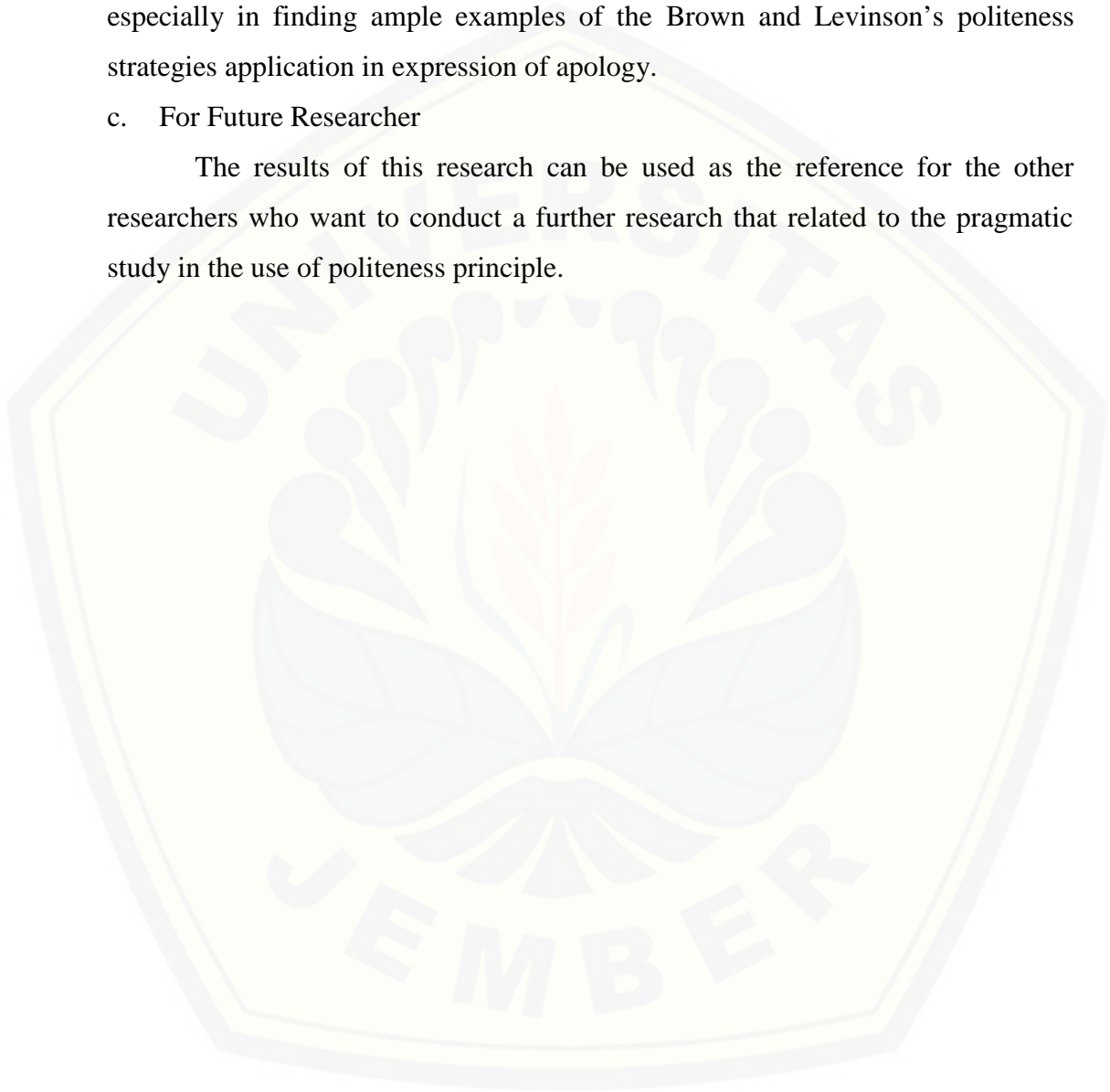
subject. And also it can be as alternative teaching materials besides textbooks and LKS in teaching apologies to students.

b. For Trainee Teachers

The results of this research will be beneficial for trainee teachers especially in finding ample examples of the Brown and Levinson's politeness strategies application in expression of apology.

c. For Future Researcher

The results of this research can be used as the reference for the other researchers who want to conduct a further research that related to the pragmatic study in the use of politeness principle.



## CHAPTER II LITERATURE REVIEW

This chapter presents some aspects related to the research, including theoretical framework, conceptual review, and previous research review.

### 2.1. Theoretical Framework

Discourse talks about how a language is used and what that language is used for. Yule (2010: 142) states that “the word ‘discourse’ is usually defined as ‘language beyond the sentence’ and so the analysis of discourse is typically concerned with the study of language in text and conversation”. It means that discourse focuses to analyze language in text and conversation. Dijk (2014) defines it as a form of social interaction in society and also as the expression and reproduction of social cognition at the same time. From those two definitions it can be said that discourse is a language of social interaction and also as the expression and reproduction of social cognition in conversation.

In discourse there are some elements of communication. According to Cook (1989), the elements of communication are as follows: *The addresser*, the person who originates the message; *The addressee*, the person to whom the message is addressed; *The channel*, the medium through which the message travels; *The message form*, the particular grammatical and lexical choices of the message; *The topic*, the information carried in the message; *The code*, the language or dialect; *The setting*, the social or physical context.

Discourse can be divided based on the point of analysis and the difference or the manner in production and reception. Based on the point of analysis, Cook (1989) divided discourse into two views, as product and as process. As product discourse has no intervention and seems natural, for example when a teacher observes her students talking, she does no intervention but instead she only records it. While discourse as process shows intervention in the progress of discourse. In analyzing the movie *Princess Diaries*, discourse was seen as process.

Based on the manner of production, Brown & Yule (1983) differentiate discourse into spoken discourse and written discourse. Spoken discourse has some identifying features. First, from the point view of production the speaker is available to him the full range of 'voice quality' effects (as well as facial expression, postural and gestural system). Armed with these he can always override the effect of the words he speaks. Second, the speaker must not only control his production of language but he must also monitor of what he said and consider if his talk matches with his intention, simultaneously planning his next utterance. Third, he has no permanent record of what he has said but sometimes he has note for the next utterance he wants to say. And for the last point is the speaker must keep talking about the period given to him, it sometimes makes the speaker under pressure. The examples of spoken discourse are speech, debate, seminar, lecture, dialogue, chat, interview, and soon. Based on the notion of the characteristics of the spoken discourse, in analyzing the movie *Princess Diaries* the researcher looked at discourse as spoken discourse. It needs because the researcher not only focuses on what the characters in the movie talk but also considers with the way they talk, gesture, posture and any kind of non-verbal language they do to other characters in the movie. It helps to understand the real meaning and intention of the characters.

Discourse related to politeness in language function. Politeness is an action which is used for expressing regard or appreciating while speaking with others. According to Sara Mills in her book *Gender and Politeness* (2003: 6) politeness is a set of behaviors which can be interpreted unequivocally. She also writes many theorists simply assume that:

'In everyday usage the term "politeness" describes behavior which is somewhat formal and distancing, where the intention is not to intrude or impose ... Being polite means expressing respect towards the person you are talking to and avoiding offending them ... politeness [is] behavior which actively expresses positive concern for others, as well as non-imposing distancing behavior' (Holmes, 1995: 5).

In personal communication people have to consider politeness principle, that is a set or system in conversation when utter the speech. Yule (1996) in his book state that in

an interaction, politeness can be defined as the means employed to show awareness of another person's face. Face means the public self-image of a person. It refers to that emotional and social sense of self that everyone has and expects everyone else to recognize.

In discussing politeness, we deal with 'face'. Based on Brown and Levinson (1987: 61-62), and Yule (1996: 61-62) 'face' consisting in two related aspects:

**a) Negative face:** the basic claim to territories, personal preserves, rights to non distraction. A person's negative face is the need to be independent, to have freedom of action, and not to be imposed on by others.

**b) Positive face:** the positive consistent self-image or 'personality' (crucially including the desire that this self-image be appreciated and approved of) claimed by interaction. A person's positive face is the need to be accepted, even liked, by others, to be treated as a member of the same group, and to know that his or her wants are shared by others.

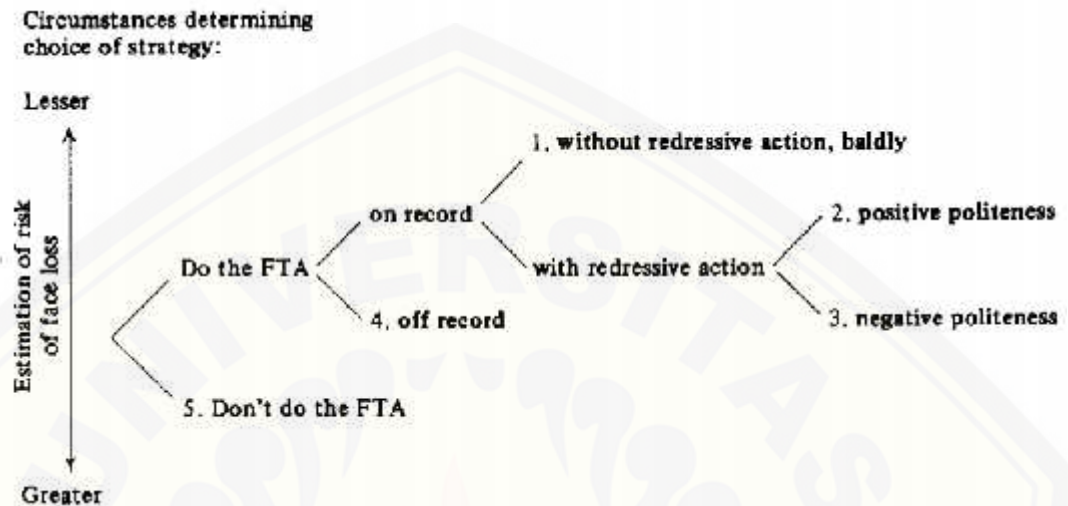
When people communicate with others, both speakers and hearers want to maintain their positive face as well as the negative one. But sometimes, faces cannot be simply maintained as what one interactional party wants. The speakers and the hearers' faces are usually threatened by one another to varying degrees. As a result, the speakers and the hearers do an act that damages the face of others in opposition to their face-saving and wants. This act is called Face Threatening Acts (FTAs). FTAs are acts that infringe on the hearers' need to maintain his/her self-esteem, and be respected. Politeness strategies are developed for the main purpose in dealing with these FTA's.

## 2.2 Conceptual Review

### 2.2.1 Politeness Strategies Using FTA (Face Threatening Act)

Based on *Brown and Levinson* (1987), there are four kinds of politeness strategies, that called 'super-strategies'. There are **bald on record**, **positive**

**politeness, negative politeness, and off record.** We can be seen in the following figure.



(Brown & Levinson, 1987:60)

Figure 2.1 Circumstances determining choice of strategy.

The schema above explains about ‘Strategies for doing FTAs’.

**Bald On Record** is used when a speaker wants to do the FTA to the addressee with maximum efficiency more than he wants to satisfy the hearer’s face (Brown and Levinson, 1987: 95). Bald On-Record strategy provides no effort by people to reduce the impact of the FTA's. People use bald-on-record strategy for some reasons like in the urgency context when external factors force an individual to speak very directly. Urgency context needs more efficiency than face. For example when a Speaker is in a dangerous situation, the Speaker will use *Help!* Instead of saying *Please help me, if you would be so kind.*

**Positive politeness** is used less directly to the addressee’s positive face. Positive politeness is oriented toward the positive face of H, the positive self-image that he claims for himself (Brown and Levinson, 1987: 70). Positive politeness is usually seen in groups of friends, or those who know each other well. It usually tries to minimize the distance between the Speaker and the Hearer and also minimize FTA.

**Negative politeness** is redressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded (Brown and Levinson, 1987: 129). Negative politeness is used to avoid offence of the Hearer by showing respect. It performs the function of minimizing the particular imposition that the FTA unavoidably effects.

**Off Record** is also known as the indirect politeness strategy. "By doing an act off record, the speaker can get a praise for being tactful and non-tactful way that he can minimize the risk of his act when entering 'gossip biography' that others keep of him and also avoiding responsibility for potential face-damaging interpretation" (Brown and Levinson, 1987: 71). In this strategy, people are hoping that they will not have to ask directly, so as not to impose and take up the hearer's time. Therefore, by using this indirect strategy, people hope they will offer to go find one for them. In addition, off record strategy give the addressee an opportunity for trying to care about something that speaker desire to while the speaker tests hearer's feeling towards him.

This theory used as the tool to analyzed characters utterances in the movie. In this research, the researcher analyzed Positive Politeness and Negative politeness. Bald On Record and Off Record was not analyzed because Bald On Record is direct speak that commonly used simple word that is not difficult to understand, while Off Record is indirect speak that too difficult to understand the meaning.

### 2.2.2 The Apology Strategies

Politeness is needed to minimized conflict with others. One of the forms of communication which expresses politeness is apology. Apologies are offered to express regret for having offended someone. Apologies typically occur to restore harmony when an offence has been committed. If a person is hurt, inconvenienced, or violated by someone in some ways or others, his/her face must be restored, and an apology is called for. An apology is an attempt done by the speaker to make up for a previous action that interferes the hearer's face-wants (Brown and Levinson, 1987).

*Cohen and Olshtain* (1981) differentiate four strategies which are may be used to express apologize. The first of which was further divided into four sub-strategy. They are:

1. An expression of apology

The speaker uses a word expression or sentence containing verb.

- a. An expression of regret (e.g., *I'm sorry*)
- b. An offer of apology (e.g., *I apologize*)
- c. A request for forgiveness (e.g., *Excuse me* or *Forgive me*)
- d. An expression of an excuse (not an overt apology but an excuse which serves as an apology)

An expression of an apology can be intensified whenever the apologizer feels the need to do so. Such intensification is usually accomplished by adding intensifiers, such as: *really* or *very*. For example, the expression *I'm really sorry*.

2. An acknowledgment of responsibility

The offender recognize his/her fault in causing the infraction. The degree of such recognition on the part of the apologizer can be placed on a scale. The highest level of intensity is an acceptance of the blame (e.g., *It's my fault*). At somewhat lower level would be an expression of self-deficiency (e.g., *I was confused*, *I didn't see*, *You are right*). At a still lower level will be the expression of lack of intent (e.g., *I didn't mean to*). And the lower level still would be an implicit expression of responsibility (e.g., *I was sure I had given you the right directions*). Finally, the apologizer may not accept the blame at all, in which case there may be a denial of responsibility (e.g., *It wasn't my fault*) or even blaming the hearer (e.g., *It's your own fault*).

3. An offer of repair

The apologizer makes a bid to carry out an action or provide a payment for some kind of damage the result from his/her infraction. For example, if your boy/girlfriend late for a date with you, he/she might say something like *How can I make it up to you? How about go shopping? I'll pay for you*.



#### 4. A promise of forbearance

The apologizer commits himself/herself not to have the offense happen again.

In this research, these apology strategies used as a tool when the researcher collecting the utterance in the movie that appropriate to analyzed.

### 2.2.3 Apology in K13 Curriculum

Apology is a part of expression in communication that people do to build a good relationship with others. People need to apologize to express their regret for undesirable action in the past. In apologizing, people apply certain strategies of apology. In accommodating this need people need to know different kinds of expression, especially when we learn a foreign language which culturally and linguistically different from their native language.

In K13 Curriculum apology is including in teaching material in English Language Teaching (ELT) for Junior High School. According to the Ministry of Education and Culture of Indonesia (*Kementerian Pendidikan dan Kebudayaan*) in their instruction syllabus for Junior High School and Islamic School (*Madrasah Tsanawiyah*) apology is including in Basic Competence as one of Interpersonal Interaction Text materials for grade VII.

In the textbooks that the researcher used as reference, apology can be found in the first chapter, you can see the picture at APPENDIX B page 42. For this research, the researcher choose two textbooks the first one is *Bahasa Inggris* “When English Rings a Bell” for Grade VII published by to the Ministry of Education and Culture of Indonesia in 2016 and the second one is *Media Penilaian Autentik Bahasa Inggris IA* for Grade VII Semester 1 published by PT Tiga Serangkai Pustaka Mandiri in 2015.

### 2.2.4 The Review of the Movie

*The Princess Diaries* is a 2001 American comedy, family and romance film that present by Walt Disney Pictures. It released on August 3, 2001 based on Meg Cabot's 2000 novel with the same name. Directed by Garry Marshall and written by

Gina Wendkos, this film focus on *Mia Thermopolis* as the main character, a teenager who discovers that she is the heir to the throne of the fictional *Kingdom of Genovia*, ruled by her grandmother *Queen Dowager Clarisse Renaldi*. Mia should make a choice between continuing the life of a San Francisco teen or stepping up to the throne as a princess. While Mia makes up her mind, she is pressed into taking princess lessons from her grandmother. During Mia learns how to be real princesses she did many mistakes and express a lot of apologies.

The researcher chose this movie because there is a lot of apologizing expressions that can be found in the dialogs among characters that suitable to analyze. Besides, as there are some scenes that are not appropriate for the academic purpose, the researcher is going to make the movie into some cuts without losing its context.

### **2.3 Previous Research Review**

There are some researchers who have already conducted research on Politeness with different focuses, they are:

The first previous study has been conducted by Abedi, E., Bidabadi, F. S., & Salehi, H. (2016), *Apologies as Politeness Strategies Expressed by Characters in "Revolutionary Road" Movie*. This research aimed to investigate kinds of offences that motivate the characters in the movie to deliver their apology and to describe the way the characters express their apologies. The study used Trosborg's apology strategies and Holmes' social dimensions of communication and kinds of offences finding, Hymes' ethnography of communication with SPEAKING formula. This study only focused on one politeness strategy, negative politeness. Findings show that the kinds of offenses that motivated the characters in the movie to offer their apologies were infringement on space, infringement on talk, infringement on time, infringement on possession, and social behavior offence. The characters in the movie expressed their apologies in various ways, and all the apologize expression were negative politeness.

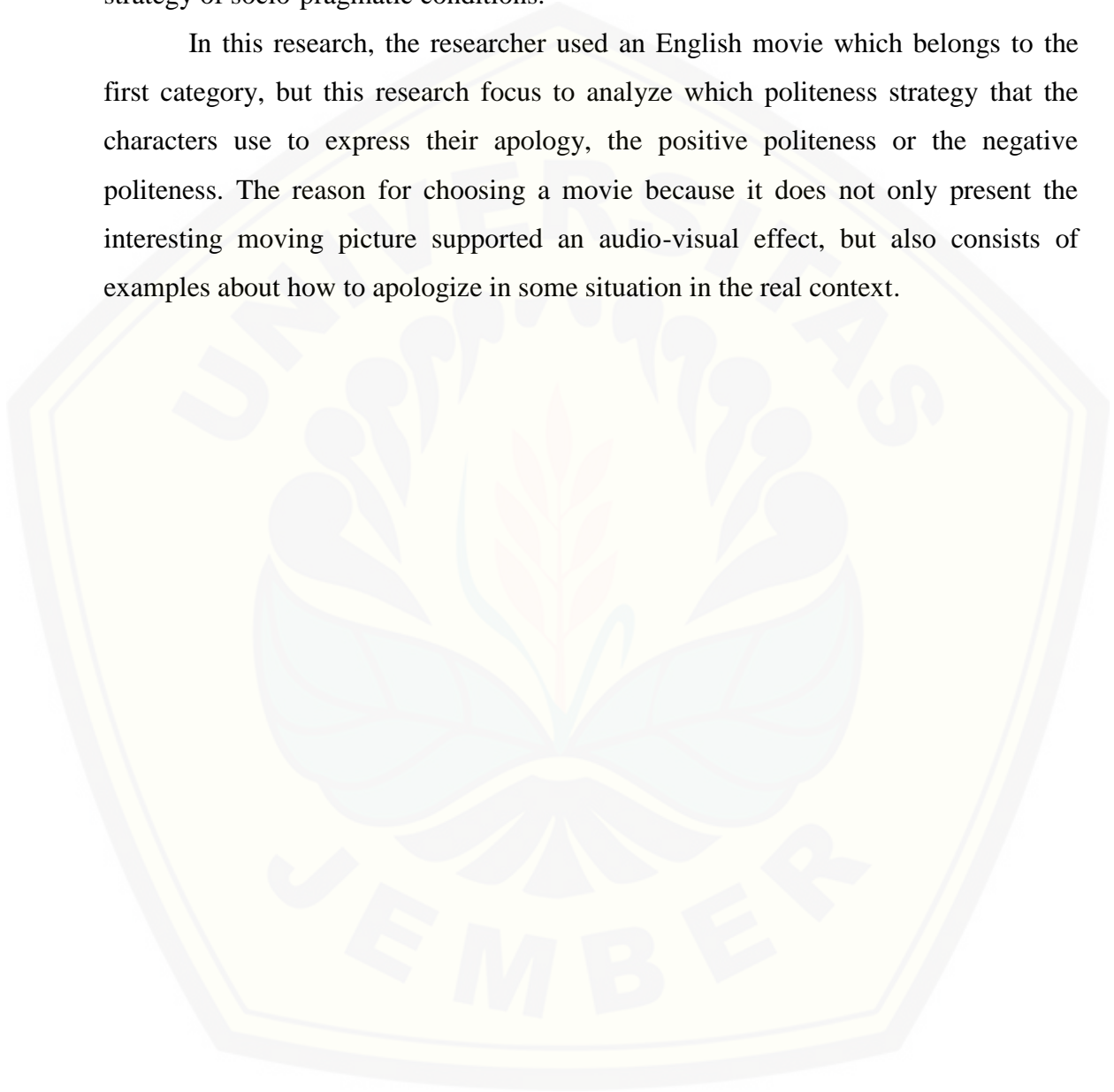
The second previous study has been conducted by Monsefi, M., & Hadidi, Y. (2015), *Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction*. This research focused to explore the effect of gender and use of politeness strategies by teachers on the patterns of classroom interaction between teachers and students and learning process in Iranian EFL classrooms. Findings show that positive politeness strategies are preferred over negative ones. Positive politeness is oriented towards an individual's positive self-image and emphasizes the need for association between teachers and students. By adopting more positive strategies, the female teachers mean to reduce the threat of FTAs and shorten the distance between them and the students. This study has two important conclusions: female and male teachers have different conversational traits and there is a direct relationship between using more polite strategies and learning process and teacher student interaction.

The third previous study has been conducted by Chojimah, N. (2015), *Refusal and Politeness Strategies in Relation to Social Status: A Case of Face-threatening Act among Indonesian University Students*. This study aimed at investigating how Indonesian students refuse offers, invitations, and suggestions to persons having different social statuses. Refusal and politeness strategies were the focus of the study. The social variable involved in this study was the social status represented in lower to higher socialstatus (LHSS), higher to lower social-status (HLSS), and equal social-status (ESS) relationships. The data were obtained through discourse completion test (DCT) distributed to 161 students. This study proved that social-status does not influence much to the choice of refusal strategy, but it contributes to the choice of politeness strategies.

The fourth previous study has been conducted by Ryabova, M. (2015), *Politeness Strategy in Everyday Communication*. The goal of the article is to analyze the use of some models of English speech etiquette, specifically the use of politeness forms typical of the English. The result of this article showed that etiquette norms in speech behavior of the English is a characteristic feature of their communicative

culture, that determines the choice of formulae and models of their everyday communication, revealing their class and social status and operating within politeness strategy of socio-pragmatic conditions.

In this research, the researcher used an English movie which belongs to the first category, but this research focus to analyze which politeness strategy that the characters use to express their apology, the positive politeness or the negative politeness. The reason for choosing a movie because it does not only present the interesting moving picture supported an audio-visual effect, but also consists of examples about how to apologize in some situation in the real context.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents about the research design, research context, research object, data collection method, and data analysis method.

#### 3.1 Research Design

The researcher used descriptive qualitative research as the research design because it focuses on document or content analysis such as words and pictures. Blaxter *et al.* (2006: 64) state that qualitative research focuses on collecting and analyzing information in as many forms, chiefly non-numeric, as possible. Descriptive qualitative research is also written in the form of words or sentences rather than numbers. In this research, the researcher intends to describe politeness strategies then describe the type of apology strategy utterance in the movie script.

#### 3.2 Research Context

The data was taken from an American Comedy, Family and Romance movie entitled *The Princess Diaries* which was produced in August 3, 2001. This movie used two language variations, British and American. In this movie there were two languages, English and Italian, but mostly all the characters in this movie used English. According to the characters social status, in this movie there are nobles that used British accent and ordinary people that used American accent. The movie is center in *Mia Thermopolis* (Anne Hathaway) as the main character, a teenager who discovers that she is the heir to the throne of the fictional *Kingdom of Genovia*, ruled by her grandmother *Queen Dowager Clarisse Renaldi* (Julie Andrews). The plot of this movie was a fairy tale in nature. This movie was, in reality, a charming, original, humorous and thoroughly entertaining family film.

### 3.3 Research Object

In this research the researcher analyzed characters' utterances in the *The Princess Diaries (2001)* movie which means the research object are the utterances in the movie. In this case the researcher analyzed by watching the movie. The object or utterances that the researcher chose in the movie were the utterances which dealt with Brown and Levinson's politeness strategies and apologizing expression.

### 3.4 Data Collection Method

Documentary method applied to this research as the data collection method. Documentary method process is "abstracting each document from those elements which the researcher consider being important or relevant, and by grouping together these findings, or setting them alongside others which the researcher believe related" (Blaxter, Hughes, & Tight, 2006). In this case, the important elements deriving from the characters' utterances. The movie script, indeed, provided and showed every utterances of every characters who speaks. The researcher demanded to collect the data of the characters' utterances indicating the apology expression from all the utterances the movie script provided.

### 3.5 Data Analysis Method

The goal of this research was to collect the types of politeness strategies used in apologize strategies, categorize them into positive politeness, negative politeness and understand the meaning from the derivation of politeness strategies, the researcher followed the research steps as follow:

1. Watching the movie to understand the storyline and the role of all the characters.
2. Listing the characters' utterances which indicate apologizing expression based on Cohen and Olshtain Apology Strategies.
3. Analyzing the meaning conveyed behind the apologizing expression the main characters do using Brown and Levinson Politeness Principle Theory, focusing on Positive and Negative Politeness.

4. Drawing the conclusion to answer the research questions.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the research. The conclusions are derived from the analysis and discussion of the research in the previous chapter. Then, the suggestions are addressed to teachers, trainee teachers, and future researchers.

#### 5.1 Conclusion

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

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

#### 5.2 Suggestion

Considering the result of the research, some suggestions are given to teachers, trainee teachers, and future researchers.



### **5.2.1 For Teachers**

Teachers are suggested to use this research to increase their creativity in preparing learning materials and presenting English as learning subject, in this case about expressing apology. This research shows that the movie *The Princess Diaries* can be used as an alternative material in teaching apologizing expression to students. Teachers can teach the students how the apology is used in real situations with different kind of expression and situations.

### **5.2.2 For Trainee Teachers**

They are suggested to use this research as their information on understanding the used of politeness strategies in the real conversation. This research gives them a comprehension especially in finding ample examples in different setting situations of Brown and Levinson's politeness strategies application in an expression of apology.

### **5.2.3 For Future Researcher**

They are suggested to use this research as their reference on understanding the meaning in a conversation. This research only focuses on the apologizing expression while during the process, the researcher found. This research has an objective to give an example of the language realization of politeness strategies, future researchers are expected to develop the research and to find more complex example from different kind of expression besides apology expression. Some other expressions that can be analyzed further, for example, the request or command expressions.

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**RESEARCH MATRIX**

TITLE	PROBLEMS	VARIABLE	INDICATORS	RESEARCH METHODOLOGY
The Analysis of Apologizing Expression In The Movie <i>The Princess Diaries (2001)</i> Using Brown And Levinson's Politeness Strategies	1. Which politeness strategy is being employed by the characters in expressing apology based on Brown and Levinson politeness strategies in the movie <i>The Princess Diaries</i> ?  2. What is the pedagogical implementation of the analysis of	Brown And Levinson's Politeness Principle Theory	1. Bald On Record 2. Positive Politeness 3. Negative Politeness 4. Off Record	1. <b>Research Method</b> Descriptive Qualitative Research  2. <b>Resource Context</b> <i>The Princess Diaries (2001)</i> movie context  3. <b>Research Object</b> The utterances from the movie which carry apology expression.  4. <b>Data Collection Method</b> Documentary Method  5. <b>Data Analysis Method</b> 1. Watching the movie to understand the storyline and the role of all the

	<p>apologizing expression in the movie <i>The Princess Diaries</i> using Brown and Levinson's politeness strategies?</p>			<p>characters.</p> <ol style="list-style-type: none"><li>2. Listing the characters' utterances which indicate apologizing expression based on Cohen and Olshtain Apology Strategies.</li><li>3. Analyzing the meaning conveyed behind the apologizing expression the main characters do using Brown and Levinson Politeness Principle Theory, focus on Positive and Negative Politeness.</li><li>4. Drawing the conclusion to answer the research questions.</li></ol>
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## APPENDIX B

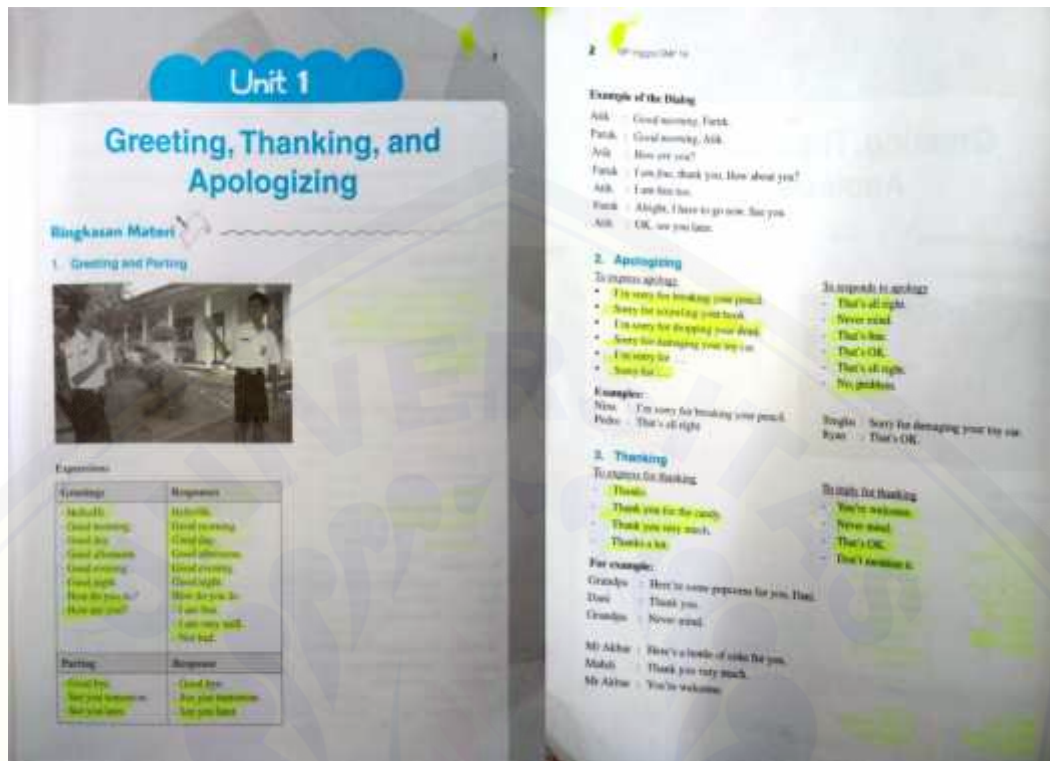
## TEXTBOOK REFERENCE

## Textbook 1



(Wachidah, S., Gunawan, A., Diyantari, & Khatimah, Y. R., 2016: 1,14)

Textbook 2



(Tim Penulis, 2015: 1,2)

APPENDIX C

Positive Politeness Strategy Data 1



Positive Politeness Strategy Data 2





Positive Politeness Strategy Data 3



Positive Politeness Strategy Data 4



Positive Politeness Strategy Data 5



Positive Politeness Strategy Data 6



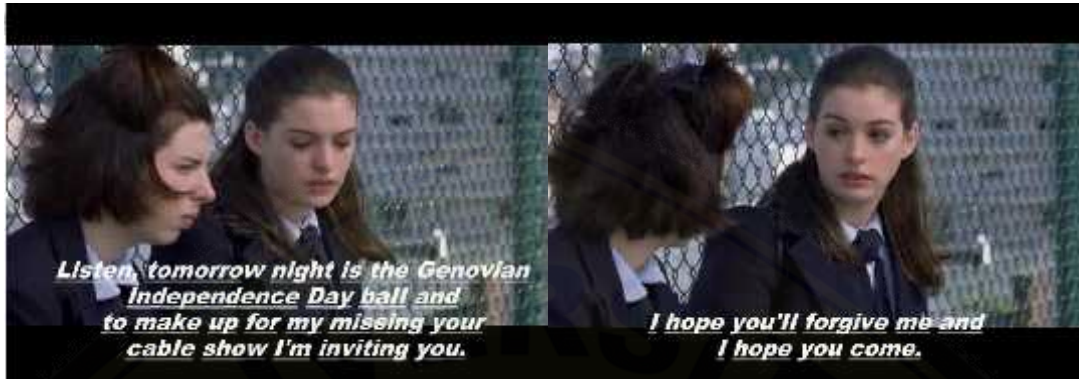
Positive Politeness Strategy Data 7



Positive Politeness Strategy Data 8



Positive Politeness Strategy Data 9



Positive Politeness Strategy Data 10



Positive Politeness Strategy Data 11



JEMBER

Negative Politeness Strategy Data 1



Negative Politeness Strategy Data 2



Negative Politeness Strategy Data 3



Negative Politeness Strategy Data 4



POLITENESS STRATEGY	DATA	THE CHARACTERS Speaker and Hearer	APOLOGY EXPRESSION	TIME
<b>POSITIVE POLITENES</b>	1	<b>Helen to Mia</b>	No, you're right. I didn't, and I'm sorry	00:29:54
	2	<b>Mia to Lilly</b>	Oh, hey. I'm really sorry but I can't do it today. I've got Grandma thing. I'll call you. Bye.	00:34:48
	3	<b>Lilly to Mia</b>	I'm sorry I was harsh and I don't know what else there is to say.	00:42:12
	4	<b>Mia to Michael</b>	So I was thinking I could come by the garage next week and listen to your band play then. All right?	01:06:29
	5	<b>Anna to Lana</b>	Sorry. It's hard to keep up with who we're not talking to.	01:13:38
	6	<b>Mia to Lilly</b>	I'm sorry, OK? I forgot to call you and tell you that I couldn't make it.	01:17:38
	7	<b>Mia to Lilly</b>	Lilly, I came up here to tell you that I'm sorry! I'm sorry I missed your cable show and I'm just really sorry.	01:18:11
	8	<b>Lilly to Mia</b>	I didn't mean it.	01:18:47



	9	<b>Mia to Lilly</b>	... Listen, tomorrow night is the Genovian Independence Day ball and to make up for my missing your cable show I'm inviting you. I hope you'll forgive me and I hope you come.	01:19:54
	10	<b>Mia to Michael</b>	I know you're still mad at me for blowing you off and I'm really sorry I did. But I am going to try to make it up to you.	01:22:57
	11	<b>Clarisse to Mia</b>	I also came to apologize for the way I spoke to you about the beach incident. It was judgmental of me. I didn't pause to verify the facts.	01:26:20
<b>NEGATIVE POLITENESS</b>	1	<b>Clarisse to Paolo</b>	... Well, I'm afraid I'm going to have to leave and come back and be surprised.	00:36:16
	2	<b>O'Connell to Mia</b>	... Mia, I'm sorry, but hats are against the dress code. Mia?	00:43:07
	3	<b>Paolo to Clarisse</b>	Majesty, it was I who told the press about you. I outed you. So to speak. I don't mean to imply...	00:47:37
	4	<b>Mia to Clarisse</b>	I suppose, I won't come to the ball, then.	01:15:24