

Politeness strategies and the effort to build the pragmatic competence through Cinderella

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Abstract

This research is conducted to analyze the politeness strategy used by characters in Cinderella movie to strengthen pragmatic competence. The objective of this research is to identify, (1) types of speech act used by characters of Cinderella movie in conveying politeness strategies (2) types of politeness strategies that are depicted by characters in Cinderella movie, and (3) to describe the relation of politeness strategy and pragmatic competence. The study was designed as descriptive qualitative research. The object of the study was a movie entitled Cinderella. Documentation and observation are the techniques to collect the data. This research was analyzed by using Spreadley Theory which includes four stages of analysis namely domain analysis, taxonomy analysis, componential analysis, and cultural theme analysis. The result of the analysis are (1) there are five types of speech acts used by the main characters of Cinderella movie in conveying politeness strategies. They are assertive, directive, commissive, expressive, and declarative. Directive speech act is becoming the most frequently used by the main characters of this movie in conveying politeness strategies. (2) There are four types of politeness strategy that are depicted by the main characters in Cinderella movie. Those types are bald on – record strategy, positive politeness strategy, negative politeness strategy, and finally off – record strategy. The result shows that bald on – record strategy becomes the most frequently used strategy compared to the others. Politeness and pragmatic competence have a very close relationship. The importance of pragmatic competence can be strengthened through the choice of politeness strategies. Film as a mirror of a society is a good medium to analyze the sociocultural background of the utterance so that the purpose of the speaker's meaning can be realized appropriately.

Keywords: *Politeness strategies, pragmatic competence, Cinderella*

Introduction

The essence of successful communication is that the messages conveyed by speakers can be received well by the listener. This can be pursued by creating comfortable and pleasant conditions for them. This concept is developed in politeness. Being polite is not only smart in choosing the right words, but it relates to the ability to adapt to the context. It is more important so that the goal of being polite can be achieved. The description of the condition can be illustrated by speakers and listener in Javanese cultural background. They are very likely to choose Javanese in their speech. Unfortunately, the speakers may not use the highest Javanese language Krama Inggil. The choice of Javanese language "ngoko" will be chosen by speakers because the speaker is peers and has a close relationship so that the highest caste of language in Javanese cannot necessarily be the polite language if it is not properly used. Kunjara Rahardi stated that the typical form of Javanese politeness is reflected in *andhap asor*, *empan Papan*, and *tepa selira* (Rahadini & Suwarna, 2014).

Politeness and interaction cannot be separated from a community. Cinderella is a very famous story that gives precisely moral values to the audience. Cinderella attracts many people to always read stories or see movies. The fame of the Cinderella story has attracted many researchers to explore further from various scientific perspectives. The film presents an interesting dimension. The appearance of the characters, plot, conflicts, and settings reflects real-life pictures. Examining politeness in film media will open people thinking to the realities of life. The Cinderella film begins with a very legendary story and has a very good moral value so that almost all age groups like it. This story rarely stops being a topic of conversation and it is used as an example of a film story that never dies. The presence of film encourages many researchers to develop research. Nailah (2016) examines the politeness strategies carried out by the main character in the film "Transformer: Age of Extinction Movie". Ardianto (2016) examined politeness strategies in AMC's TV Series: The Walking Dead. Norra (2016) also examined politeness strategies in the film "Her Movie". Mustiari et al. (2017) examines the politeness strategies used to convey orders in the film the Social Network. Putra (2016) examined the effectiveness of politeness strategies in films with work backgrounds carried out by the two main characters in the film "In Good Company". Nasihin (2014) examines the politeness strategies used by the main character in the film "Black Swan". Setiawan (2018) examined the politeness strategies of Ella and Lady Tremaine in the Cinderella film.

Observing politeness to strengthen pragmatic competence by using film will be very interesting if it involves pragmatics as a basis for analysis. Pragmatics as part of linguistics that studies the meaning of speech will help in understanding the meaning of speech intended by speakers (Deda, 2013). It is

then illustrated that the types of speech and their functions are used as a basis for seeing the politeness used by speakers (Ambarwati et al., 2019). The concept of communicative competence is the basis for using language as a tool of communication. The use of language in communication is not only emphasized on grammar but what is more important is the accuracy of meaning extracted from socio-cultural elements. Starting from this concept, pragmatic competence is urgent to be built. Pragmatic competence is the ability to communicate and express using language symbols appropriately and acceptably, (Ambarwati et al., 2019; Eslami-Rasekh, 2005; Félix-Brasdefer, 2008; Krisnawati, 2011; Murray, 2012; Nuridin, 2019; Srisuruk, 2011; Taguchi, 2018) Based on the background that has been described, the author is interested in building pragmatic competencies related to politeness strategies through the Cinderella story.

Methods

This research was qualitative descriptive research that uses a pragmatic approach. The research data used were various things that were used to answer the problems discussed. The main data used is the speech of the characters in the film Cinderella. The data were collected through observation and documentation. The data analysis technique applied was content analysis design (content analysis). The data analysis process was based on Spreadley's theory which is divided into 4, namely: (1) domain analysis, (2) taxonomic analysis, (3) contextual analysis and (4) the cultural themes analysis. Based on the problems to be discussed in this study, it was found 2 domains, namely the domain of characters and character speech. The taxonomic analysis found 3 discussions, namely; (1) analysis of speech acts, (2) analysis of politeness strategies, and (3) analysis of strengthening pragmatic competencies. The analysis begins to summarize the data in the form of speech in the form of data transcription. Then the data were analyzed and grouped based on the type of speech act, in this case, it was analyzed by using the concept of Searle's speech act. Speech act analysis is performed as a basis for further analysis. After completing the analysis of speech acts, an analysis of the use of politeness strategies was carried out by the concept of politeness Brown and Levinson. The results of the analysis were used as a basis for conducting contextual analysis, namely interrelating the results of the analysis of speech acts, politeness strategies and pragmatic competencies. Finally, it arrived at the analysis of cultural themes and producing a common thread from the problems discussed into one finding. The data collection technique used was documentation. The role of researchers in this study was as a key instrument so that the results of data processing must be verified. In this study, the source triangulation technique was carried out by checking the data obtained from several sources. In addition, the data validity test was carried out through

member check, namely the researcher conducted discussions related to the findings of the research with colleagues who were competent in the fields of linguistics and literature.

Findings and Discussion

3.1. The Speech Acts

In this section, the findings of the speech act in Cinderella will be presented. Speech acts were analyzed based on Searle's taxonomy. The results of the speech act findings are as follows:

1. Assertive Speech Act

Assertive speech acts describe the speaker's statement which is bound by the truth. The following data is the dialogue of the characters in Cinderella movie that reflect assertive speech act.

- Anastasia : "Mummy, she believes the other dress is for her".
Drisella : "Poor, slow, little Cinders. How embarrassing".
Lady Tremaine : "You're too ambitious for your own good".
Ella : "No. I only want to see my friend".

The dialogue above describes the situation when Lady Tremaine (Ella's stepmother) is in conversation with her 2 daughters, Drisella and Anastasia. This scene tells of the situation after the king announced an invitation for all women in the royal territory to attend an event in the kingdom. Lady Tremaine finally ordered 3 dresses to attend the event. The data above shows that Ella's stepsister ridiculed and insulted Ella because she thought that Ella didn't deserve the dress, and in fact, the dress was not for Ella. Lady Tremaine bought the dress for her to wear and her 2 children. In the data above, there is an assertive speech act in Lady Tremaine's speech, "You're too ambitious for your own good". This speech shows that the speakers are very sure that what is conveyed to Ella is true. Searle stated that the assertive speech act was related to right and wrong. The function of Lady Tremaine's speech is complaining that Ella is too ambitious.

2. Directive Speech Act

The directive speech act is a speech act that suggests someone do something. This speech act can be seen in the following data:

- Ella : "Bring me the first branch your shoulder brushes on your journey",
Ella's Father : "That's a curious request

Ella said to her father when her father said goodbye that his father was leaving. Ella's father offers Ella what she wants as a gift when her father comes home. Ella's answer "Bring me the first branch of your shoulder brushes on your journey", hinted that Ella hopes that her father will return safely. Ella's feelings

at that time were very sad because only her father could understand Ella and loved Ella sincerely. Ella's utterance using direct sentences with the verb marker "bring" indicates that Ella performs a speech act asking her father so that the utterance falls into the category of directive speech acts.

3. Commissive Speech Act

Commissive speech acts emphasize the speaker's action to be carried out in the future. Searle identified the types of commissive speech acts including promising, vowing, offering, contracting, threatening. The data below show the commissive speech act.

Lady Tremaine : *you are married, you will make me the head of the royal household. Anastasia and Drisella we will pair off with wealthy lords. And I shall manage that boy*.

Ella : *B but he's not a boy*.

Lady Tremaine's utterance "Anastasia and Drisella we will pair off with wealthy lords. And I shall manage that boy" is an act of swearing. Lady Tremaine swore that she would do something if the plan she had in mind came true. The pronoun "We" identifies that the speaker is involved in the activity. Likewise the capital "Shall". Shall indicates that there are activities that will be carried out by the speaker in the future. These markers act as amplifiers and characteristics of commissive speech acts.

4. Expressive Speech Act

Expressive speech acts are speech acts that function to express the speaker's feelings of a situation.

Ella : "Thus ends Mr. Pepys for today. I do love a happy ending, don't you"?

Ella's utterance expresses her happy feelings when she reads a story that ends happily in front of her father. The speech "I do love a happy ending" describes Ella's feelings that are very happy because the ending of the story is happy and also her feeling is comfortable being able to sit together with her father doing habits that are often done starting small, namely reading stories and being told stories by her mother. These feeling speeches are categorized as expressive speech acts.

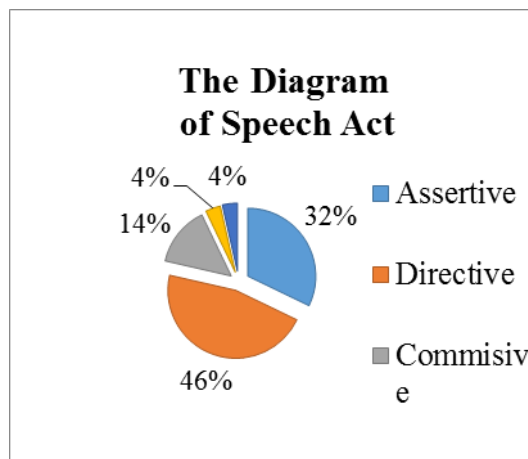
5. Declarative Speech Act

Declarative speech acts are actions performed by speakers who demand certain conditions. To express this speech act, a speaker must have the

authority/power so that what is said by the speaker is appropriate to be obeyed by the speech partner.

- The King : You needn't be alone. Take a bride. The Princess Chelina. What if I commanded you to do so?"
- The Prince : "I love and respect you, but I will not. I believe that we need not look outside of our borders for strength or guidance. What we need is right before us. And we need only have courage and be kind to see it".

The data above shows that the king said to his son should not be single. The King decided to get his son married. The words "You needn't be alone" and "What if I commanded you to do so" are the words of a king to his subordinates even though it is his son. A king deserves to decide something like that, and it is impossible for the royal retainer to the prince. Therefore, these utterances are categorized as declarative speech acts. Based on the results of data analysis in the form of speech, the implementation of speech acts can be described in the diagram below.



Picture 1.1 the Speech Act Diagram

3.2. Politeness Strategies of Cinderella

After finding the types of speech acts, the next step is to analyze the politeness strategies in speech.

1. Bald on Record Strategy

The bald on record politeness strategy is carried out by speakers to show that speakers do not make small talk. Speakers choose to speak the utterance directly. The following data exposure is the implementation of a positive politeness strategy.

- Ella : Why are you so cruel? I don't understand it. I've tried to be kind to you".
- Lady Tremaine : You? Kind to me?"
- Ella : " Yes. And though no one deserves to be treated as you have treated me. Why do you do it?"

Ella's utterance "Why are you so cruel? I don't understand it. I've tried to be kind to you "is an overflow of feelings that are conveyed directly and the intent is clear. Ella does not see that her speech partner is her stepmother who is older and has a high position in her father's household. This is an indicator that Ella's speech is a bald on record politeness strategy.

2. Positive Politeness Strategy

Positive politeness strategies are politeness strategies in which speakers try to familiarize themselves with the speech partners. In this strategy, there is no picture of differences in social status between speakers and speech partners.

- Ella : Thus ends Mr. Pepys for today. I do love a happy ending, don't you?"
- Ella's Father : They're quite my favorite sort".

The utterance, "Thus ends Mr. Pepys for today. I do love a happy ending, don't you? " Is a speech that is conveyed in a relaxed manner and the atmosphere that awakens feels familiar like a chat from a friend. The word "don't you?" is an attempt to build a common mind between Ella and her father, so that the speech falls into the category of positive politeness strategies.

3. Negative Politeness Strategy

The negative politeness strategy illustrates that each person wants his actions not to be hindered by others. This strategy shows the existence of social distance between the speaker and the speech partner.

- Lady Tremaine : Who's this for? Is there someone we've forgotten?"
- Ella : "It's my place".
- Lady Tremaine : "It seems too much to expect you to prepare breakfast, serve it and still sit with us. Wouldn't you prefer to eat when all the work is done, Ella? Or should I say, "Cinderella"?"

The utterance of Lady Tremaine "It seems too much to expect you to prepare breakfast, serve it, and still sit with us. Wouldn't you prefer to eat when all the work is done, Ella? Or should I say, "Cinderella"? " is an expression that wants to tell Ella to do something by showing that between Ella and her stepmother there are different distances. Her stepmother treats Ella not as a child but as a maid so that this speech is categorized as a negative politeness strategy.

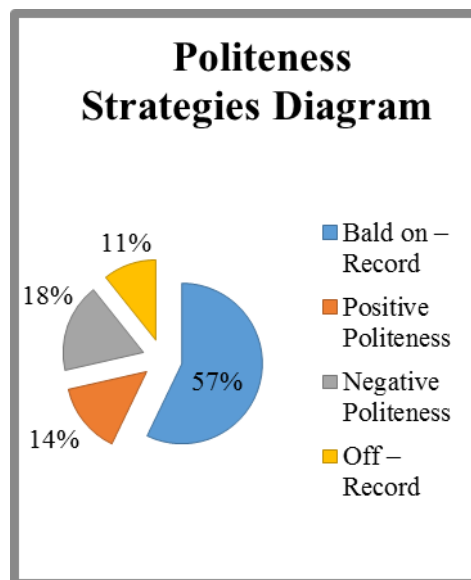
4. Off Record Strategy

This strategy has the characteristics of using indirect speech and the speaker's intention in the speech becomes vague.

Ella : “You're worried about telling me. But you mustn't be. Not if it will lead to your happiness”.

Ella's Father : “Yes. Happiness”.

In Ella's speech “You're worried about telling me. But you mustn't be. Not if it will lead to your happiness” describes a situation where Ella wants to get permission from her father that she wants to get married. The speech does not use direct sentences that express the speaker's desire even though the speaker has a very close relationship with the speech partner. In another dialogue in this film, Ella always shows that the father figure is everything. Her father as a figure who nurtures, protects and is also a close friend, makes her to speaks unusually. Ella uses disguised speech so that it is categorized as an off-record politeness strategy.



Picture 2. Politeness Strategies Diagram

3.3. Pragmatics Competence

Pragmatic competence is explained by (Paradis, 1998) as the ability to use the language according to the right conditions and methods. Pragmatic competence needs to be strengthened to avoid pragmatic failure (Clark, 2004) develops aspects of learning that can build pragmatic competence. These aspects are:

1. Joint Attention

This aspect relates to the ability to focus / attention on the same thing. This can be done through sensory experiences such as eye contact, gestures,

and expressions of affection. This aspect is very possible in language learning through film media. In Cinderella's story, Ella's speech, "Bring me the first branch of your shoulder brushes on your journey", if it is interpreted from grammatical elements, what is caught is that Ella wants something from her father and may also seem to joke, but if the audience is directed to see in detail the expressions Ella said that when Ella hugged her father, the message changed that Ella wanted her father not to go/return home immediately because for Ella only her father could fill her life to be more beautiful.

2. Common Ground

This aspect relates to the background knowledge that speakers and speech partners have about the context. The story can build the audience's knowledge. Said Lady Tremaine "Now listens to me. One of you must win the heart of the prince. Do that and we can unwind the debt in which we were ensnared when we came to this backwater! ", Can be used to build pragmatic competence. The audience tries to dig up the knowledge of Lady Tremaine's motives for asking her son to approach the prince. Through this activity, they will think critically in understanding speech.

3. Convention and Contrast

This aspect is related to the ability to understand the meaning obtained from an understanding according to standards and the contrast aspect is related to the ability to understand the meaning of the results of contrasting or comparing something. Through the Cinderella film, the audience is given activities to observe the treatment given by Lady Tremaine to her 2 biological daughters and to Ella. The incident when Lady Tremaine asked that her child be given more facilities related to the bedroom is an illustration of how she treats her children.

Lady Tremaine : "Anastasia and Drisella have always shared a room. Such dear, affectionate girls. I think they're finding the sleeping quarters rather confining.

Cinderella : "Well, my bedroom's the biggest besides yours and Father's. Perhaps they'd like to share it".

In Lady Tremaine's speech, she doesn't explicitly ask Ella to use her room, but Ella's answer in responding to her mother's speech can be used as material to strengthen pragmatic competence.

4. Taking Account to the Addressee

This aspect teaches the audience to understand whom he is talking to. Usually, someone who is younger should speak politely, meaning that speakers must behave and choose the speech that meets the rules of politeness. A direct sentence is considered impolite. Ella's speech to her father "Bring me" in theory is not polite but considering the context with whom Ella is speaking, how the

speaker's relationship with the speech partner, the sentence can be polite. Through this description, analyzing films especially analyzes of story characters when telling and understanding the socio-cultural aspects that build them, can build pragmatic competence.

5. Taking Turns

Taking turns in communication is defined as the time it is our turn to speak. This aspect teaches students to understand when it is time to listen to a speech partner speak and when he or she is talking. When speakers understand this condition, it will reduce the possibility of misconceptions in communication.

3.4. Discussion

The discussion of the results of this study begins with making relationships between speech acts, the use of politeness strategies, and efforts to build pragmatic competencies. The findings of speech acts show that the most dominant directive speech acts appear, and most of them are spoken by Lady Tremere. This means that the speech by the character is more likely to order the speech partner to do something. The background of what often happens in Cinderella films is at home. Most of the conflicts shown occurred in Ella's house and occurred within the close relative (nuclear family), so there was a high probability of directive speech acts. This is in line with the results of research by (Setiawan, 2018) .

The dominant politeness strategy used in Cinderella's films is bald on record strategy. This is influenced by the speech situation that occurs, namely the situation within the nuclear family so that freedom and courage to speak are greater. The distance between the speaker and the speech partner is very close. Automatically almost every day they meet and communicate (Brown et al., 1987; Levinson, 1987).

Choosing the right politeness strategy will expedite the course of communication. Lady Tremere chooses to speak more directive and uses bald on record politeness strategies to negotiate with speech partners (Ella) so that the message that Lady Trimerine delivers to Ella can arrive immediately and precisely as expected. Films are learning media that are created specifically with story backgrounds imitating real-life events (Prasasti et al., 2019). Further, the context of speech can be developed properly and can improve the pragmatic competence of language learners. Analyzing politeness is not only visible from grammatical speech but socio-cultural which is emitted through expressions, gestures, eye contact in film scenes, time and tempo of speech, intonation, and setting greatly influence the meaning of appropriate and acceptable speech.

Conclusion

Based on the results of the analysis, it can be concluded that (1) The speech acts used by the characters in the Cinderella film identified 5 types of speech acts, namely assertive, directive, commissive, expressive, and declarative speech acts. Directive speech acts are more dominant influenced by kinship factors. The very close social distance gives influence to the character to act in order; (2) Politeness strategies found 4 politeness strategies, namely bald on record, positive politeness strategies, negative politeness strategies, and off-record politeness strategies. From the 4 strategies, the politeness strategy is bald on record. The findings of speech acts and politeness strategies are interrelated. Social and cultural factors are very influential in the use of directive speech acts and bald on record politeness strategies; (3) Pragmatic competence is an important part of communication. Politeness influences the success of communication so that there is a mutual relationship between the implementation of politeness strategies and pragmatic competencies.

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