

POLITENESS STRATEGIES USED BY CHARACTERS

IN RIKO THE SERIES

SKRIPSI

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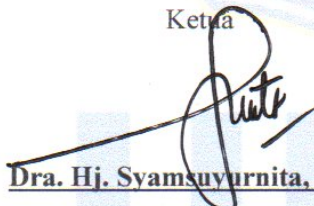
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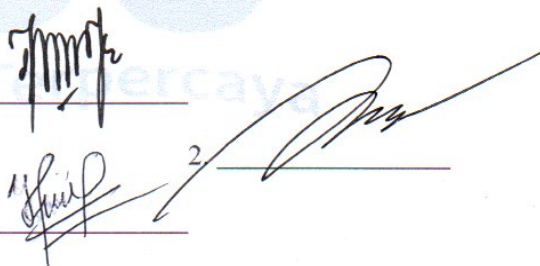

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ABSTRACT

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Politeness played an important role in human life. Politeness is an important subject matter in a communication. Politeness is behaving in a way that attempts to take into account the feelings of the people being addressed. The purposes of this study are to find out the types of politeness strategies used by characters in Riko the Series, to expose how the types of politeness strategies used by characters in Riko the Series, and to describe the reasons why the types of politeness strategies are used by characters in Riko the Series. This research applied a qualitative method. To analyze the politeness strategies in the Riko the series movies, the researcher applied a theory proposed by Brown and Levinson (2007). The sources of the data were taken from 2 series of the Riko the Series. The titles of the series are "Adab Sebelum Ilmu" and "Ayo Konsentrasi". The results of the study obtained that there are 31 positive politeness strategies or 59.61%, 15 off record politeness strategies or 28.85% and 6 bald on record politeness strategies or 11.53% used in the Riko the Series in 2 movies. In other words, positive politeness is the most common politeness strategy used in the animation movie of Riko the series, The characters of the Riko the Series used the positive politeness strategies in three ways, they are: claim common ground, convey that S (speaker) and H (hearer) are operators and fulfill the hearer's want for some X (the message). The reason why the characters in Riko the Series used the politeness strategies is that each members of the family or the characters in the Riko the Series tried to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected each others.

Keywords: politeness strategies, communication, Riko the Series

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CHAPTER I

INTRODUCTION

A. Background of the Study

According to Pishghadam and Navari (2012: 12) politeness is an important factor in developing effective relationships with people, and any misuse of these strategies can hinder the effective communication or conversation, leading to individuals' dissatisfaction and indifference.

Moreover, Furo (2018: 26) adds that conversation reveals interactional norms and social processes in interpersonal relationships. At the same time, it can also suggest the underlying social system and organization in which the interactional norms are formed. In other words, conversation can reveal the underlying principles that govern the linguistic and non-linguistic behavior of the members in the society as well as the culture and social system in which the underlying principals are constituted.

Mostly languages build their own politeness rule. This relates to the social and cultural values of the community. Certain languages seem to have built into them a very complex system of politeness. For example, Javanese people, before they speak to the others, must decide on an appropriate speech style: high, middle, and low as Wardhaugh (2006: 277) clarified.

This is in line with Silitongan and Pasaribu (2021: 196) who said

that politeness is used to understand speech in society. In communicating, people need to know how to talk to other people in order to sound good. Therefore, people need to use politeness strategies to get a good response from their listeners. Usually this strategy is used to avoid conflict, as well as to maintain soft and harmonious interpersonal relationships

Then Brown and Levinson (2007: 101) confirm that politeness is basic to the production of social order and a precondition of human cooperation. Therefore, we must be careful to choose the strategies of politeness when we make an interaction because someone who talks with us can be misunderstanding.

Selfia and Marlina (2016: 20) describe that politeness strategies help people to minimize FTA (face threatening act). Nowadays, politeness strategies can be found in daily activities such as in teaching, speaking, selling or buying interaction and etc. See the following utterances as Manurung et al (2015: 2) describe.

- a. *Excuse me, Mr. Ali, but can I talk to you for a minute?*
- b. *Hey, Ahmed, got a minute?*

Type one is seen in a question posed by a student to the teacher, as shown in [a], and type two in the question posed by a friend to the similar person, as shown in [b]. It is understood from this kind of attitude that there are various sorts of politeness related to and linguistically manifested the supposition of comparative social remoteness or nearness.

Moreover, Brown and Levinson (2007: 101) add that politeness has

two types and four strategies. Two different types of politeness are used in interaction; “negative politeness” and “positive politeness”. Brown and Levinson defined the negative politeness as “a redress action addressed to the addressee’s negative face: his want to have his freedom of action unhindered and his attention unimpeded. Whereas the positive politeness is defined as “redress directed to the addressee’s positive face (or the actions/acquisitions/values resulting from them) should be thought of as desirable.

Sibuaran (2016: 1) describes that nowadays TV media is an electronic media is watched by many people to get information and entertainment. Today’s TV show increasingly widespread, many TV shows that do not educate viewers and termed as impolite. Politeness is the characteristic of Indonesian culture, so one should pick cleverly and filtering quality of impressions to consume a TV program.

In addition, the politeness strategies also used in literary work like novels, drama or films. Especially for dramas or films, it takes from real life. Many films adopted from the real story and appeared as an interesting film, like love stories or story about political, patriotism, and social and so on. In dramas or films, the important points about politeness are more than easy to understand because we can watch directly without having to imagine it. So that, we can choose which one is good or not good for us to apply in daily life.

As Spolsky in Rosary (2016: 23) quoted, there are four factors

which affect people's politeness. There are language styles, registers and domains, slang and solidarity, and language and gender. Those four factors determine the use of language concerning politeness between speakers and hearers. This is in line with Pishghadam (2012: 2) who found in his research that politeness is an important factor in developing effective relationships with people, and any misuse of these strategies can hinder the effective communication, leading to individuals' dissatisfaction and indifference.

Moreover Safitri (2015: 95) adds that the politeness strategies also used in literary work like novels, drama or films. Especially for dramas or films, it takes from real life. Many films adopted from the real story and appeared as an interesting film, like love stories or story about political, patriotism, social and so on. In dramas or films, the important points about politeness are more than easy to understand because we can watch directly without having to imagine it. So that, we can choose which one is good or not good for us to apply in daily life.

Along with this, Sapitri et al (2019: 112) describe that the act of politeness becomes an inseparable part and is limited by socio-culture where the settings are applied. For example, level of courtesy greetings can be expressed as sayings like "Good morning", "Good afternoon", "Hi", and "Hello", whereas like Indonesian, questions like "Where are you going?" answer with expressions like "There". In other words, cultural differences tend to bring up different ways of expressing the act of politeness.

In addition, Yuniarti (2020: 265) adds that Politeness is a very important principle in a language use and in communication. It can be defined as a means to show awareness of another person's face. It is concerned with how language is employed in a strategic way to achieve such aims as supporting or maintaining interpersonal relationships.

Politeness involves how one can make other feel more pleasant. It also includes the appropriate linguistic choice in accordance with a certain social and situational context.

Based on the reason above, the researcher is interested in analyzing the politeness strategies in an animation movie. The researcher chose 'Riko the series' as the subject of the research. Riko the Series film tells the story of the adventures of Riko, smart and curious kid, and his robot friend named Q110.

The reasons why the researcher chose this topic are first politeness is a key to all of our relationships and plays a fundamental part in the way we communicate with each other and the way we define ourselves. It isn't limited only to conventional aspects of linguistic etiquette, but encompasses all types of interpersonal behaviour through which we explore and maintain our relationships. Second the themes of this movie are science that is related to the guidance of Al-Quran and Hadist. Besides that the stories are uttered through simple verbal and visual languages based on the children's' logical and emotional capability that make the stories are easy to be comprehended.

Derived from the explanation above, the researcher is interested in analyzing the politeness strategies found in the characters of 'Riko the series' and for that reason the title of this research is *Politeness Strategies Used by Characters in Riko the Series* with the hope that this research can fulfill the problems in understanding pragmatics especially in politeness strategies in an animation movie.

B. Identification of the problems

Based on the background above, existing problems were eeeeeeeidentified as follows

1. The types of politeness strategies used by characters in Riko the Series,
2. How the characters in Riko the Series used the politeness strategies,
3. Why the characters in Riko the Series used the politeness strategies.

C. Scope and Limitation

The scope of this research was a study of conversation analysis in pragmatic field, especially in politeness strategies found in characters in Riko the Series Animation. The research was limited in the types of politeness strategies used by the characters in Riko the series animation movie in two movies entitled *Adab Sebelum Ilmu* Season 02 - Episode 15

and *Ayo Konsentrasi* Season 02 - Episode 18. The politeness strategies are based on the theory of Brown and Levinson (2007) to find out the types as well as the way and the reasons why they are used.

D. The Problem of the Study

Based on the identification and problem boundaries that have been described, the researcher formulated the problem in this study:

1. What are the types of politeness strategies used by characters in Riko the Series?
2. How the politeness strategies are used by the characters in Riko the Series?
3. Why are the politeness strategies used by the characters in Riko the Series?

E. The Objectives of the Study

Based on the formulation of the problem, the purpose of this study:

1. To find out the types of politeness strategies used by characters in Riko the Series,
2. To expose how the types of politeness strategies used by characters in Riko the Series,
3. To describe the reasons why the types of politeness strategies are used by characters in Riko the Series

F. The Significance of the Study

The significance of the study is as follows:

1. Theoretically

This research was intended to provide more comprehensive that related to politeness strategies in a movie conversation. Moreover, the result of the study can be used as a starting point for further research such those who are interested in analyzing in documents, video, movie etc. in the future in order to create a better understanding in conversation analysis especially in politeness usage.

2. Practically

Hopefully this research could be used as a reference: This study can be used to comprehend about politeness strategies used by the characters in Riko the Series Animation so that the teachers' learning quality will improve. This study will be helpful for them in understanding the importance of the politeness strategies in conversation as Indonesia belongs to an East country which has norms especially in Islamic norms. Furthermore, comprehending the types of politeness strategies can increase the students' motivation joining the class in presenting or communication especially in their attitude. Furthermore, they also become more active in paying attention to the lesson.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Description of Pragmatics

According to Levinson (2003: 9), pragmatics is the systematic study of meaning by virtue of, or dependent on, the use of language. The central topics of inquiry of pragmatics include implicature, presupposition, speech acts, and deixis. This is in line with Huang (2007: 283) in his statement that pragmatics is the systematic study of meaning by virtue of, or dependent on, the use of language. The central topics of inquiry of pragmatics include implicature, presupposition, speech acts, and deixis.

In addition, Yule (2006: 3) defines pragmatics as the study of contextual meaning). This type of study necessarily involves the interpretation of what people mean in the particular context and how the context influences what is said. It also requires a consideration of how the speaker organizes what they want to say in accordance with who they are talking to, where, when and under what circumstances.

Moreover, Richards et al (2002: 412) define pragmatics as the study of the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used. Pragmatics includes the study of: (a) how the interpretation and use of utterances depends on knowledge of the real world, (b) how speakers use

and understand speech acts, (c) how the structure of sentences is influenced by the relationship between the speaker and the hearer.

Meanwhile Leech (2014: 1) describes pragmatics as the study of language use and its meaning to speakers and hearers—can readily be seen in terms of two interfaces: the one between pragmatics and linguistic form (known as *pragmalinguistics*) and the other between pragmatics and society (known as *sociopragmatics*). This is in line with Soukhanov et al (2003: 569) who define pragmatics as the study of language as it is used in a social context and affects the interlocutors and their behavior.

Along with this, Birner (2013: 2) explained that pragmatics may be roughly defined as the study of language use in context – as compared with semantics, which is the study of literal meaning independent of context. Moreover she adds that pragmatics, then, has to do with a rather slippery type of meaning, one that isn't found in dictionaries and which may vary from context to context.

Thus based on the explanation above, the researcher concludes that pragmatics is a study that discusses a meaning of language by regarding the relation between language and context. It means that the interactions between the context and language become the main study in pragmatics.

2. Conversation Analysis

According to Azziz et al (2021: 3359) in communication, it is

necessary to understand between the speaker and the listener. The purpose and the meaning of the speaking has tightly relationship with the context of the utterance. The message will obtain well through good and polite language. Based on Hornby (1987) in Hasibuan (2020: 5-13), speaking means making use of a language in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words and making a speech. Based on this theory, it is concluded that speaking is a very vital way to carry out feelings, opinions or ideas to others by using words and phrases.

Furo (2018: 26) explains that conversation reveals interactional norms and social processes in interpersonal relationships. At the same time, it can also suggest the underlying social system and organization in which the interactional norms are formed. In other words, conversation can reveal the underlying principles that govern the linguistic and non-linguistic behavior of the members in the society as well as the culture and social system in which the underlying principals are constituted.

Conversation is a form of spoken interaction that is used by two or more people in order to deliver an idea. It is also a way of using language socially, of doing things with words together with other persons as Mey (2001: 30) explains. It means that conversation is a cooperative activity in the sense that involves two or more participants. It includes the way people maintain their interaction and how their talk are organized in a conversation.

Along with this, Have (2017: 4) defines conversation analysis is involved in the study of the orders of talk-in-interaction, whatever its character or setting. As a broad term, it can denote any study of people talking together, 'oral communication', or 'language use'. But in a restricted sense, it points to one particular tradition of analytic work.

According to Hutchby and Wooffitt (2016: 13), conversation analysis is the systematic analysis of the talk produced in everyday situations of human interaction: talk in interaction. From that statement, we can conclude that CA is an analysis in talk that is produced by human being when they have interaction with others. CA uses ethno methodologists as its main frame work because they try to see how participants in interaction handle conversation, how they judge who can speak.

Meanwhile Crystal and Davy (1975: 86) in Stenstrom (2001: 13) define conversation in the general sense as 'any stretch of continuous speech between two or more people within audible range of each other who have the mutual intention to communicate, and bounded by the separation of all participants for an extended period'.

Moreover, according to Kamlasi (2017: 68) in daily communication, to have a polite conversation the speaker will choose appropriate strategies. It means politeness involves aking account of the other's feeling and being polite person means that he should make others feel comfortable.

Meanwhile, Mey (2001: 134) adds that in the scope of Conversation Analysis, the various mechanisms determining people's use of language in a lengthy, open conversational setting are analyzed: who holds the right to speak (floor); what kind of rules are there for taking, yielding or holding the 'floor'; what makes a particular point in the conversation particularly exact for a 'turn'.

In other way Sack et al (1978: 66) explain that conversation analysis is an approach that looks at the way in which people take and manage turns in spoken interactions. The basic rule in conversation is that one person speaks at a time, after which they may nominate another speaker or another speaker may take up the turn without being nominated.

In other way, Howard and Stockwell (2020: 9) add that conversation analysis is, then, the linguistic discipline concerned with the description of spoken interaction, whether in the dialogues of interviews and conversation or in the monologues of sermons and lectures. It investigates the ways in which participants in dialogue interact, how a conversation keeps going, as well as the mechanisms for controlling more structured interactions, like interviews.

According to Richards et al (2020: 122), conversation analysis is a research tradition evolving from ethnomethodology which studies the social organization of natural conversation (also referred to as talk-in-interaction) by a detailed inspection of tape recordings and transcriptions.

Meanwhile Psathas (2015: 2) adds that conversation analysis, the

study of talk-in-interaction, represents a methodological approach to the study of mundane social action that has achieved these desired results. It has developed rigorous, systematic procedures for studying social actions that also provide reproducible results. It takes up the problem of studying social life in situ, in the most ordinary of settings, examining the most routine, everyday, naturally occurring activities in their concrete details.

Derived from the above description the researcher concludes that conversation analysis is an approach that looks at the way in which people take and manage turns in spoken interactions. It also investigates the ways in which participants in dialogue interact, how a conversation keeps going, as well as the mechanisms for controlling more structured interactions.

3. Meaning of Politeness

The meaning of politeness according to Soukhanov et al (2003: 865) is based from the word *polite* which means (a) Marked by or showing consideration for others, tact, and observance of accepted social usage. (b) Refined; elegant: polite society, polite mannerly, civil, courteous, genteel. All these adjectives mean mindful of, conforming to, or marked by good manners. Polite and mannerly imply consideration for others and the adherence to conventional social standards expected of a well-bred person.

Aditiawarman and Elba (2018: 23) adds that politeness is also a

universal matter. Mostly language build their own politeness rule. This relates to the social and cultural values of the community. Certain languages seem to have built into them a very complex system of politeness. For example, Javanese people, before they speak to the others, must decide on an appropriate speech style: high, middle, and low.

Many children learning their native language soon discover the importance of saying things like *please* and *thank you*, which are insisted on by their parents in the process of socialization—becoming “paid-up” members of human society as Leech (2014: 1) explains.

Meanwhile, in language study, politeness according to Richards et al (2002: 405) is (a) how languages express the social distance between speakers and their different role relationships; (b) how facework, that is, the attempt to establish, maintain, and save face during conversation, is carried out in a speech community. Languages differ in how they express politeness.

Ambarita and Mulyadi (2020: 23) describes that the politeness of language is reflected in the procedure for communicating through verbal signs or language procedures. The politeness of the language can be done by the way off the speech offender adheres to the principle of language courtesy that applies in the language user community. So, it is expected that speech actors in speaking with their speech partners do not neglect

the principle of courtesy. This is to maintain good relations with their speech partners.

Along with this, Thomas (1995: 150) states that politeness was a real-world goal (politeness interpreted as a real desire to be pleasant to others or as the underlying motivation for an individual's linguistic behavior). Then Meiratnasari et al (2019: 530) describe that politeness is pragmatic instrument that have varieties structure (including nonverbal structures) that functioned to recognize how speech acts are used to achieve communication goals smoothly. politeness is conversational key derives under pragmatics . It means that politeness is one of the important pragmatic aspects in communication that has to teach to the students. Teaching politeness strategies in the classroom can be said as the effort of raising student's pragmatic knowledge.

Moreover, Mills (2003: 159) adds that it is clear that when we judge politeness and impoliteness we are also categorizing people in a range of different ways in relation to what we think are cultural or community-of-practice norms. Instead of assuming that particular acts such as directness or swearing are in essence impolite, we must analyse the way that individuals come to a judgement of an utterance or series of utterances as polite or impolite. We must also be aware that individuals do not necessarily come to assess an utterance as impolite immediately, but through a process of consultation with others.

Using politeness made listeners could give a good response to

speaker's question or request. According to Yule (2006: 60), politeness was showing awareness of another person face; it was related to social distance or closeness. Politeness referred to the emotional and social sense of self that everyone else to recognize. In this case, politeness was really needed to build a good relationship and to have a good social interaction with other people. In other word, politeness was the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another.

Based on the explanation above, the researcher concludes that politeness is a system of interpersonal relations designed to facilitate interaction by human interaction by minimizing potential conflict and confrontation inherent in all human interchange. In conversation, politeness can be defined as the means to show awareness of another person's face. Face means public self-image of person. It refers to that emotional and social sense of self that every person has and expects everyone else to recognize.

4. Politeness Strategies

According to Brown and Levinson (2007: 63) people usually use certain ways which are called strategy to deal with politeness. The strategy is applied differently in one culture to others, since it is influenced by any internal and external factors of communication.

Ardi et al (2021: 1242) add that Brown and Levinson's theory of

politeness have made significant contributions to the development of pragmatics studies and have been used extensively as a theoretical framework in politeness research. In this theory, Brown and Levinson state that every social interaction between speakers (S) and addressees/hearer (H) are related to 'face'. Face is an individual's self-esteem.

Brown and Levinson's work consists of two parts. The first part is their fundamental theory concerning the nature of 'politeness' and how it functions in interaction. The second part is a list of 'politeness' strategies with examples from three languages: English, Tzeltal, and Tamil as explained by Kitamura (2020: 1).

The importance of politeness in language especially for children can be seen below as Yenni et al (2018: 53-54) concluded that the reasons why politeness is necessary for children are as follows:

1. Family is the first place to obtain the education for children,
2. Family is the first place for children to grow,
3. To avoid the children from any fighting or quarrels since these happen mostly because of impoliteness of the language,
4. If the family or parents fail to teach the children the politeness, the children will be rude in language,
5. The children obtain the first politeness from the family, father and mother.

Using strategies of politeness properly can control our selves when

we communicate with other. The communication will not good enough, if we talk with high intonation and rude. Brown and Levinson describe that politeness is basic to the production of social order and a precondition of human cooperation. Therefore, we must be careful to choose the strategies of politeness when we make an interaction because someone who talks with us can be misunderstanding. Brown and Levinson (2007: 95) outline four main types of politeness strategies, they are:

4.1 Bald On-Record

Bald on record strategy (say thing as it is) usually do not attempt to minimize the threat to the hearer's face. Often using this strategy will shock, embarrass and makes the hearers feel uncomfortable where the speaker does not know them or does not recognize them very well. Nevertheless, this strategy is commonly utilized with people who know each other very well and also very comfortable in their environment, such as close friend or family.

We directly address the other as a means of expressing our needs. It is usually used in emergency situations, regardless of who is being addressed, such as *"Don't touch that! Get out of here!"* This bald-on record form may be followed by expression like *"please and would you"* which serve to soften the demand and are called mitigating devices. According to Brown and Levinson (2007: 94-98), there are two strategies of Bald on Record, they are:

Strategy 1. Cases of non-Minimization of the Face Threat

The speaker provides no effort to minimize threats to the hearer's face. Sometimes, it is essential no face redress, in case of great urgency and desperation. Redress would actually decrease the communicated the urgency, for instance: *Watch out!*. The example shows that the speaker does not care about the hearer's face because it is used in case of emergency.

Strategy 2. Cases of FTA oriented bald on record usage

It is assumed that this strategy is oriented to the hearers' face so that the hearer will be especially preoccupied. It is usually used in welcoming farewells and offers: examples are "*come in*", *I'm free*. "*I have no plan for Saturday night*". These examples can be associated as an offer or an invitation so that the hearer feels unwilling toward those.

According to Adityawarman and Elba (2018: 35) in their journal explain that bald on record strategy is a direct way of saying things, without any minimization to the imposition, in a direct, clear, unambiguous and concise way, for example "*Do X!*". The primary reason for bald on record usage may be generally stated as whenever the speaker wants to do FTA with maximum efficiency more than s/he wants to satisfy hearer's face, even to any degree, s/he will choose the bald on record strategy.

The speaker does nothing to minimize threats to the hearer's face. The prime reason for its usage is that whenever a speaker wants to do the FTA with maximum efficiency more than he wants to satisfy the hearer's

face, even to any degree, he will choose bald on record strategy as Brown and Levinson (2007: 95) explain.

This type of strategy is commonly found in people who know each other very well, and who are very comfortable in their environments, such as a close friend and family.

4.2 Off Record

Off record (a statement conveying information in an indirect way through clue). The speaker chooses this strategy, it means that she or he is trying to avoid the direct FTA towards the hearer. This strategy uses indirect language and removes the speaker from the potential to be imposing. For example, a speaker is using the indirect strategy might merely say "*wow, it's getting cold in here*" insinuating that it would be nice if the listener to do so.

Another example is when we need to borrow a pen, we just search rather obviously through our pocket and then rummage in our bag. Even if we need to say something we do not actually have to ask for anything. We might just simply say, "*Uh, I forgot my pen*". When the speaker chooses this strategy, it means that she or he is trying to avoid the direct FTA towards the hearer. According to Brown and Levinson (2007: 211-2127) there are fifteen strategies of off-record, they are

(1) Invite conversational implicatures

Strategy 1: Give hints. Example: *It's cold in here*. (It means *Shut the*

window)

Strategy 2: Give association clues. Example: *Oh God, I've got a headache again.*

(It means *I need some aspirin*)

Strategy 3: Presuppose. Example: *I washed the car again today.* (It means he presupposes that he has done it before and therefore may implicate, a criticism.

Strategy 4: Understate. Example: A: *What do you think of Harry?* B: *Nothing wrong with him.* (It means *I don't think he's very good*)

Strategy 5: Overstate. Example: *There were a million people in the Co-op tonight!* (It means it could convey an excuse for being late

Strategy 6: Use tautologies. Example: *Boys will be boys.*

Strategy 7: Use contradictions. Example: A: *Are you upset about that?* B: *Well, yes and no.*

Strategy 8: Be ironic. Example: *John's a real genius* (after John has just done twenty stupid things in a row).

Strategy 9: Use metaphors. Example: *Harry's a real fish.* (It means Harry can swim well)

Strategy 10: Use rhetorical questions. Example: *How many times I have to tell you . . . ?* (It means too many)

(2) Be vague or ambiguous: Violate the Manner Maxim

Strategy 11: Be ambiguous. Example: *John's pretty sharp cookie* (this could be either a compliment or an insult, depending on which

of the connotations of sharp or smooth are latched on to)

Strategy 12: Be vague. Example: *Looks like someone may have had too much to drink* (vague understatement)

Strategy 13: Over-generalize. Example: *Mature people sometimes help do the dishes.*

Strategy 14: Displace H. Example: *I can't reach that staple* (It means I need some help)

Strategy 15: Be incomplete, use ellipsis. Example: *Well, if one leaves one's tea on the wobbly table . . .* (It means it is an option to tell someone to do)

Adityawarman and Elba (2018: 36) describe that off record utterances are essential in indirect use of language. One says something that is rather general. In this case, the hearer must make some inference to recover what was intended. For example, if somebody says "*It is hot in here*", the hidden meaning of the utterance can be a request to open the window or to switch on the air conditioner.

According to Bousfield (2008: 58) off record typically through the deployment of an indirect illocutionary act which has more than one interpretation if the intended recipient takes offence at the face threat inherent in the utterance.

4.3 Positive Politeness

Brown and Levinson (2007: 101) explain that 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. Redress consists in partially satisfying that desire by communicating that one's own wants (or some of them) are in some respects similar to the addressee's wants. According to Brown and Levinson (2007: 201-209) there are fifteen strategies in positive politeness, they are:

(1) Claim common ground, which has characteristics strategies of:

Strategy 1: Notice, attend to H (his interests, wants, needs). Example: *You must be hungry, it's a long time since breakfast. How about some lunch?*

Strategy 2: Exaggerate (interest, approval, sympathy with H). Example: *What a fantastic garden you have!*

Strategy 3: Intensify interest to H. Example: *I come down the stairs, and what do you think I see? – a huge mess all over the place, the phone's off the hook and clothes are scattered all over . . .*

Strategy 4: Use in-group identity markers x, Example: *buddy, pal, guys, honey*, etc. (Address forms, language dialect, jargon, slang)

Strategy 5: Seek agreement. Example: A: *John went to London this weekend!*

B: *To London!*

Strategy 6: Avoid disagreement. Example: A: *You hate your Mom and Dad.*

B: Oh, sometimes.

Strategy 7: Presuppose/raise/assert common ground. Example: *I had a really hard time learning to drive, didn't I.*

Strategy 8: Joke. Example: *How about lending me this old heap of junk?* (In fact, H has a new Cadillac)

(2) Convey that S and H are operators which has characteristics strategies of:

Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants. Example: *Look, I know you want the car back by 5.0, so should(n't) I go to town now?* (This is a request. The others can be an offer, or apology)

Strategy 10: Offer, promise. Example: *I'll drop by sometime next week* (It means they demonstrate S's good intentions in satisfying H's positive-face wants.

Strategy 11: Be, optimistic. Example: *Wait a minute, you haven't brushed your hair!* (as husband goes out of the door)

Strategy 12: Include both S and H in the activity. Example: *Let's stop for a drink.* (It means I want a drink, so let's stop)

Strategy 13: Give (or ask for) reasons. Example: *Why not lend me your cottage for the weekend?*

Strategy 14: Assume or assert reciprocity. Example: *I'll do X for you if you do Y for me, or I did X for you last week, so you do Y for me this*

week (or vice versa).

(3) Fulfill H's want for some X.

Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation).

Example: *Thanks. You are really a good boy.*

4.4 Negative Politeness

Negative Politeness Strategy is a strategy that is commonly used when someone has power or social distance like a boss and subordinate. As said Brown and Levinson in the paragraph above apply when the boss is the speaker and subordinate is hearer. According to Brown & Levinson (2007: 129) negative politeness strategy as a redressive action addressed to hearer's negative face: his want to have his freedom of action unhindered and his attention unimpeded. It means minimizing particular imposition on the hearer. The speaker gives freedom to do action by giving permission to the hearer.

According to Brown and Levinson (2007: 130-210), there are ten strategies in negative politeness, they are:

(1) Be direct

Strategy 1: Be conventionally indirect. Example: *Why are you painting your house purple?*

(2) Don't presume/assume

Strategy 2: Question, hedge. Example: *I'm pretty sure I've read that book before.*

(3) Don't coerce H

Strategy 3: Be pessimistic. Example: *Could you jump over that five-foot fence?*

Strategy 4: Minimize the imposition. Example: *I just dropped by for a minute to ask if you . . .*

Strategy 5: Give deference. Example: *We look forward very much to dining with you.*

(4) Communicate S's want to not impinge on H

Strategy 6: Apologize. Example: *I hope this isn't going to bother you too much*

Strategy 7: Impersonate S and H. Example: *I ask you to do this for me.*

Strategy 8: State the FTA as a general rule. Example: *You will please refrain from flushing toilets on the train.*

Strategy 9: Nominalize. Example: *Your good performance on the examinations impressed us favourably.*

(5) Redress other wants of H's.

Strategy 10: Go on record as incurring a debt, or as not indebting H.
Example: *I'd be eternally grateful if you would . . .*

Brown and Levinson (2007: 201) moreover add that acts of facial threats may threaten the face of the speaker or the face of the audience, threatening the face, either positive or negative. FTA or Face Threatening Act involves showing expressions of *thanks, condolences, promises, and non-verbal behaviours such as stumbling, falling or utterances threatening*

each other's intrinsic face (positive or negative). It also includes *disagreement critique, requests, lousy news and demand.* For example, simple demands threaten the negative face of the target because compliance with the request interferes with its will to remain independent. Based on the explanation above, the researcher concludes the politeness strategies can be seen in the following table:

Table 2.1 Politeness Strategies According to Brown and Levinson (2007)

Type of Politeness	Sub Type	Strategies
1. Bald On-Record		1. Cases of non-Minimization of the Face Threat 2. Cases of FTA oriented bald on record usage
2. Off Record	(1) Invite conversational implicatures	1. Give hints 2. Give association clues 3. Presuppose 4. Understate 5. Overstate 6. Use tautologies 7. Use contradictions 8. Be ironic 9. Use metaphors 10. Use rhetorical questions
	(2) Be vague or ambiguous: Violate the Manner Maxim	11. Be ambiguous 12. Be vague

		13. Over-generalize 14. Displace H 15. Be incomplete, use ellipsis
3.Positive Politeness	(1) Claim common ground, which has characteristics strategies of:	1. Notice, attend to H (his interests, wants, needs) 2. Exaggerate (interest, approval, sympathy with H) 3. Intensify interest to H 4. Use in-group identity markers x 5. Seek agreement 6. Avoid disagreement 7. Presuppose / raise / assert common ground.
	(2) Convey that S and H are operators	9. Assert or presuppose S's knowledge of and concern for H's wants 10. Offer, promise 11. Be, optimistic 12. Include both S and H in the activity 13. Give (or ask for) reasons 14. Assume or assert reciprocity
	(3) Fulfil H's want for some X	15: Give gifts to H (goods, sympathy, understanding, cooperation)

4. Negative Politeness	(1) Be direct	1. Be conventionally indirect
	(2) Don't presume/assume	2. Question, hedge
	(3) Don't coerce H	3. Be pessimistic 4. Minimize the imposition, R 5. Give deference
	(4) Communicate S's want to not impinge on H	6: Apologize 7: Impersonate S and H 8: State the FT A as a general rule 9: Nominalize
	(5) Redress other wants of H's	10: Go on record as incurring a debt, or as not indebting H

5. Description of Riko the Series Film

Suryana et al (2021: 94) describes that animated films are one of the media which use smaller portion compared to the use of other learning media. The animated film Riko the series is one of the animated films that presents the relationship between the Qur'an and the daily lives of children in a fun and concrete way of presentation. The presentation of learning in the form of films can reach all types of children's learning and is very interesting for them.

Based on the website of <https://garispuluh.com/riko-the-series/>, Riko the Series film is one of Islamic animation films made by Indonesian film maker. It tells about the life of upper middle class Moslem family

which have two children and a robot named Q110. Compared with other Indonesian Islamic animation films like *Dodo dan Syamil*, *Alif Alya*, *Nussa*, *Riko the Series* film is unique for depicting the relationship between child and Robot and Islamic teaching presented in the film.

Riko the Series film was founded by several Indonesian artists, namely Tengku Wisnu, Ari Untung and Yuda Wirafianto. In the press conference for the launch of the film *Riko the Series*, the founders stated that this film was made as a means of education about Islamic science and religion for people, especially those aged that Islam is very close to science and technology.

The *Riko the Series* film tells the story of the adventures of Riko, smart and curious kid, and his robot friend named Q110. The Q110 robot is told to live in the house of the Riko family without telling the origin of Q110. Riko is the younger of two siblings.

Riko is an 8 year old boy, while his older sister Wulan is secondary school age. Riko lives in Islamic upper middle class who practice modern Islamic teaching. Her father is a doctor and her mother is a housewife. They live in housing clusters, just like typical of upper middle class families in Indonesia as written in https://id.m.wikipedia.org/wiki/Riko_the_Series.

This representation of robot in Indonesian Islamic children animation film is interesting. It can open the children imagination about living together with robot without leaving religion value. Unfortunately, Riko

the Series was not being studied from the perspective of Posthumanism. There were only two previous studies which studied moral value as a mean of Islamic missionary (da'wah) without going deeper into the Islamic perspective toward Posthuman in the film and educational value from semiotic perspective as Susanto (2021: 438) states.

B. Related Research

There are some previous researches that investigate about the politeness strategies. The first was a research conducted by Aditiawarman and Elba (2018) in their research entitled *The Politeness Strategies Used in the Movie the Chronicles of Narnia*. In their research, they found that the movie used Bald-on record which has 7 sub-strategies (Warning, Imperative, disagreement, suggestion, task oriented and requesting). Positive politeness also has 7 sub-strategies (noticing, avoiding disagreement, offering, promising, giving or asking, being optimistic. Meanwhile negative politeness has 4 sub-strategies (being pessimistic, giving deference, apologizing and being indirect. And finally, off record strategy which has 1 sub-strategy that is overstating.

The second research was conducted by Rahmayanti et al in 2021 entitled *Pendidikan Karakter dalam Film Animasi Riko The Series Produksi Garis Sepuluh*. They explained that the animation movie of Riko the series shows the life of a child who has a smart and sophisticated robot friend and a religious family. Riko also has good environmental support. The

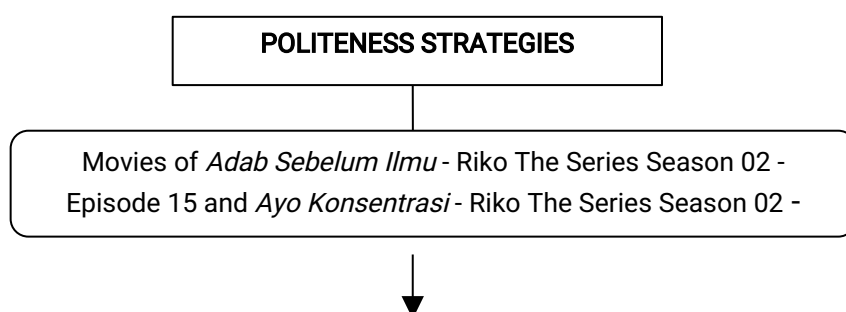
results of their analysis showed that Riko has a superior or good character. These characters consist of (1) religious, (2) curios, (3) hard work, (4) creative, (5) independent, (6) respect for achievement, and (7) responsible.

The third research was conducted by Melsari et al (2021) in their research entitled *Analisis Kesantunan Berbahasa Dalam Serial Animasi Riko The Series sebagai Bahan Ajar Sekolah Dasar*. In this study, the results of the Riko The Series contained 33 utterances that adhere to language politeness, namely 7 wisdom maxim, 7 maxims of generosity, 6 maxims of appreciation, 7 maxims of simplicity, 4 maxims of consensus, 4 maxims of sympathy.

C. Conceptual Framework

In applying the research of the *Politeness Strategies Used by Characters in Riko the Series Animation*, the researcher collected all the data that related to the politeness strategies especially the types of politeness as Brown and Levinson (2007) suggested. Besides analyzing the strategies types of politeness, the researcher also tried to find out the way they are used as well as the reasons why politeness strategies are used in the movies. The conceptual framework can be seen in the following figure:

Figure 2.2 Politeness Strategies Analysis



CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research used a qualitative method. According to Ary (2015: 53) a qualitative problem statement or question indicates the general purpose of the study. Formulation of a qualitative problem begins with the identification of a general topic or an area we want to know more about.

To analyze the politeness strategies in the Riko the series movies, the researcher applied a descriptive qualitative research. At this point, this study used a theory proposed by Brown and Levinson (2007). The researcher only needed to describe the data based on the problem statements and found out the result of the problem statements. Moreover, Tavakol (2012: 503) describes that through a variety of methods, qualitative research understand things from the informants' points of view; and creating a rich and in-depth picture of the phenomena under investigation.

There was less of an emphasis on statistics (and concomitant attempts to generalize the results to wider populations) and more of an interest in the individual and his/her immediate context. In this case, the researcher used this method to analyze the politeness strategies used in the Riko the Series movies.

B. Source of Data

The sources of the data were retained from 2 series of the Riko the Series. The titles of the series are “Adab Sebelum Ilmu” - Riko the Series Season 02 - Episode 15 which was taken from the website in Youtube https://m.youtube.com/watch?v=Y_-7qWZmFYU and “Ayo Konsentrasi” - Riko The Series Season 02 - Episode 18 which was taken from the website in Youtube <https://m.youtube.com/watch?v=7gllbqcwRPY>. The researcher collected the data deals with the texts or script from the movie which then translated into English. Besides that the researcher used other literature or the theory of Brown and Levinson (2007). The data for *Adab Sebelum Ilmu* is 26 Expressions as well as the data for *Ayo Konsentrasi* is 26 expressions which totally there are 52 expressions.

C. Technique of Collecting the Data

Research instrument is very important to obtain the research data for it is a set of method which is used to collect data. There are two kinds of instrument used in this research: human instrument and non-human instrument. The primary instrument of this study is the researcher itself as human instrument who selected, collected, and analyzed the data, and also reported the result of the study. Because of the data source is a script of a conversation that taken from a movie, the researcher needed a laptop or computer (as nonhuman instrument) in visualizing the movie as a media to analyze the script of the speech.

After collecting the data of the two animation movies of the Riko the Series, the researcher transcribed the script into English and identified the politeness strategies used. Besides that the researcher also investigated how the politeness strategies used in the two movies.

The researcher conducted some steps to analyze the data. Firstly, the researcher listed the data which contains politeness strategies. Secondly, the researcher classified them based on the theory of politeness strategies as suggested by Brown and Levinson (2007). In conclusion, the procedures of data analyzing are conducted as follows:\

1. Downloading and watching the two movies of the Riko the Series entitled *Adab Sebelum Ilmu* and *Ayo Konsentrasi*,
2. Writing down the scripts of all the politeness strategies usage in the conversations,
3. Classifying all the marked the data into the type of politeness strategies.

In order to be easy to analyze, the researcher will use a table to make it easy to share the data that is found,

4. Finding out the most dominant type of politeness strategies by using the percentage as follows:

$$\frac{X}{N} \times 100 \% = P$$

Description:

X = the total of the selected grammatical cohesion devices

N = the total number of grammatical cohesion devices

P = the percentage of the selected grammatical cohesion devices

D. Technique of Analyzing Data

Several techniques were conducted by the researcher in analyzing the data in order to get any data to make an accurate data analysis. In analyzing the data, the procedures were conducted as follows:

1. Collecting the data from the two movies of Riko the Series,
2. Transcribing the classified data and identifying them based on types of politeness strategies, bald on record, off record, positive politeness and negative politeness as Brown and Levinson (2007) suggested.
3. Selecting and grouping the data into the types of politeness strategies,
5. Analyzing the data and finding what are the politeness strategies used by the characters in Riko the Series movies,
6. Comparing the results of the research to the other researchers,
7. Drawing the conclusion.

CHAPTER IV

DATA ANALYSIS, FINDINGS AND DISCUSSIONS

A. Data Analysis

The data were analyzed by using the theory of politeness theory by Brown and Levinson (2007). To identify the types of politeness strategy used in the conversations of the two movies of Riko the Series, the writer followed the procedures of analyzing data as have been proposed in previous chapter. After watching and identifying the conversations in the movies, the writer found 50 conversations or utterances from the two movies. They are:

1. Positive Politeness Strategy

Data 1

Riko: Ah..Kakak. Gitu aja marah. Riko kan perlu nanya-nanya pelajaran sekolah. Mengerjain PR. Penting nih.harus dikumpulin hari ini.
Kak Wulan: Huh ya udah kalau Riko ga mau ngikutin yang kakak bilang barusan, kakak ga mau ngajarin ah.
(M1/S1/01:29)

Riko attracts attention to his sister and this politeness strategy belongs to Positive politeness. Strategy 1: Notice, attend to H (his interests, wants, needs) as the example in Brown and Levinson (2007: 104):

We ate too many beans tonight, didn't we (p. 104)

The similar strategies in the movie are as follows:

Riko kan perlu nanya-nanya pelajaran sekolah. Mengerjain PR.

Aduh tolongin aku dong Q110. Aku bener-bener lupa nih

Data 2

3

Riko: Iya. Riko tadi lagi negerjain PR Tapi ada soal yang susah. Mau nanya Kak Wulan, bukannya dikasih tahu eh malah dinasehatin. Pakai syarat segala lagi.

Q110: Kok tumben?

(M1/S2/02:20)

In this expression, Riko expresses his disagreement because if he wants to get any help he has to do what his sister said. This expression belongs to Positive Politeness (1) Claim common ground. Strategy 6: Avoid disagreement as the example in Brown and Levinson (2007: 114)

A: What is she, small?

B: Yes, yes, she's small, smallish, um, not really small but certainly not very big. (p. 114)

The similar strategies in the movie are as follows:

Tapi yah Riko tuh yang mulai

Ayah. Ini kan di rumah kita sendiri. Masa harus ketuk pintu kamar dulu sih? Kayak tamu aja.

Data 3

Q110: Kalau gitu. Sini Q110 bantu PRnya.

Riko: Alhamdulillah.. Q110...you are the best. Q110 yang ini Riko gak ngerti
(M1/S2/02:35)

The robot offers any help to Riko and this politeness strategy belongs to Positive Politeness (2) Convey that S and H are operators. Strategy 10: Offer, promise as the example in Brown and Levinson (2007:

125)

I'll drop by sometime next week (125)

The similar strategies in the movie are as follows:

Ok. Siap Bunda. Riko bawa tiga botol ya untuk teman-teman juga.

Kakak, maafkan Riko ya Riko kurang adab saat bertanya. Tolong ingatkan Riko lagi, please.

Data 4

Riko: Kok TVnya dimatikan yah?

Ayah: Hmmm kalian berdua kenapa?

(M1/S3/03:14)

Riko asked his sister why she turned off the TV in a polite way and this politeness strategy is Positive Politeness (2) Convey that S and H are operators. Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants as the example in Brown and Levinson (2007: 125)

Look, I know you want the car back by 5.0, so should(n't) I go to town now? (p. 125)

The similar strategies in the movie are as follows:

Memangnya sudah bikin tugas sekolah?

Wulan cuma ngingetin Riko tugas sekolah, Bunda

Data 5

Riko: Kak Wulan itu kan pintar yah, tapi masa ilmunya ga mau dibagi-bagi sama Riko. Riko mau nanya soal pelajaran. Masa gak mau ngasih tahu. Untung ada Q110

Robot: Alhamdulillah. Kebetulan Q110 bisa bantu

(M1/S3/03:37)

Riko expresses his disappointment to his sister and he uses a politeness strategy of Positive Politeness (2) Convey that S and H are operators. Strategy 14: Assume or assert reciprocity as the example in Brown and Levinson (2007: 129)

'I'll do X for you if you do y for me' (p. 129)

The similar strategies in the movie are as follows:

Wulan. Allah itu menganugerahkan kita dengan pengetahuan agar bisa diamankan.

Diamalkan untuk diri kita sendiri juga untuk orang lain.

Data 6

Ayah: Benar begitu wulan?

Kak Wulan: Tapi yah Riko tuh yang mulai

(M1/S3/03:58)

Wulan, Riko's sister argued that Riko himself started the conflict avoid the disagreement. Wulan uses her expressions in a Positive Politeness (1) Claim common ground, which has characteristics strategies of: Strategy 6: Avoid disagreement as the example in Brown and Levinson (2007: 114)

A: And they haven't heard a word, huh?

B: Not a word. Not at all. Except Mrs H. maybe. (p.114)

Data 7

Ayah: Wulan. Allah itu menganugerahkan kita dengan pengetahuan agar bisa diamankan. Diamalkan untuk diri kita sendiri juga untuk orang lain. Ilmunya jadi punya manfaat dan bisa menjadi ladang pahala. Makanya jika ada orang lain yang bertanya tentang suatu hal dan

kita tahu, maka wajib loh kita menjawab sebaik mungkin.

(M1/S3/04:02)

Wulan and Riko's father uses an assumes for advising her. This politeness strtagey belongs to Positive Politeness (2) Convey that S and H are operators Strategy 14: Assume or assert reciprocity as the example in Brown and Levinson (2007: 129)

'I'll do X for you if you do y for me' (p. 129)

The similar strategies in the movie are as follows:

Kak Wulan itu kan pintar yah, tapi masa ilmunya ga mau dibagi-bagi sama Riko. Riko mau nanya soal pelajaran.

Masa gak mau ngasih tahu.

Data 8

Ayah: Riko ayah mau tanya. Riko tahu gak fungsi kamar tidur?

Riko: Kamar tidur ya..kamar tempat kita tidur, ayah

(M1/S3/04:58)

Father uses a Positive Politeness to make Riko interest to his advice and this politeness strategy is (1) Claim common ground Strategy 3: Intensify interest to H as the example in Brown and Levinson (2007: 106)

I come down the stairs, and what do you think I see? (p. 106)

The similar strategies in the movie are as follows:

Riko, bukanya kamu harus buat tugas sekolah dulu?

Riko, coba lihat deh bagian belakang botolnya

Data 9

Riko: Apa lagi ya?

Ayah: Kamar tidur itu tempat kita beristirahat. Tempat kita untuk ganti baju dan banyak lainnya. Nah jika kita hendak masuk ke kamar orang lain seperti kamar ayah bunda, kamar kak Wulan, ya Riko harus ketuk pintu dulu lalu ucapkan salam. Setelah itu tunggu dipersilahkan masuk oleh yang punya kamar baru boleh masuk.

(M1/S3/05:26)

In this expression, father uses a positive politeness to give some advice to Riko. This politeness strategy is Positive Politeness (2) Convey that S and H are operators which has characteristics strategies of Strategy 9: Assert or presuppose as the example in Brown and Levinson (2007: 125)

Look, I know you want the car back by 5.0, so should (n't) I go to town now? (p. 125)

Data 10

Riko: Ayah. Ini kan di rumah kita sendiri. Masa harus ketuk pintu kamar dulu sih? Kayak tamu aja.

Ayah: Haha..karena bukan kamar kita nak. Jadi harus tetap minta ijin sama yang punya kamar karena jangan-jangan yang punya kamar sedang ganti baju. Ya kan. Nanti malu dong.

(M1/S3/05:39)

Riko argued to his father and he uses a disagreement strategy. This expression belongs to Positive Politeness (1) Claim common ground, which has characteristics strategies of Strategy 6: Avoid disagreement as the example in Brown and Levinson (2007: 114)

A: What is she, small?

B: Yes, yes, she's small, smallish, um, not really small but certainly not very big (p. 114).

The similar strategies in the movie are as follows:

Mau nanya Kak Wulan, bukannya dikasih tahu eh malah dinasehatin. Pakai syarat segala lagi.

Tapi yah Riko tuh yang mulai

Data 11

Robot: Iya. Sangat penting loh. Menjaga akhlak, adab sebelum kita mencari dan menuntut ilmu juga saat kita meminta tolong sesuatu hal. Para ulama terdahulu bahkan menghabiskan waktu lebih lama saat mempelajari adab dan akhlak daripada saat mempelajari ilmu dan masya Allah hasilnya ilmu yang lahir dari ulama-ulama itu bisa bertahan hingga ratusan tahun dan bahkan sampai saat ini pun masih bisa kita pelajari dan ambil manfaatnya.

(M1/S3/06:35)

Father concerns to what Riko's reaction about his advice. This politeness strategy is Positive Politeness (2) Convey that S and H are operators Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants as the example in Brown and Levinson (2007: 125)

I know you can't bear parties, but this one will really be good – do come!

(p.125)

The similar strategies in the movie are as follows:

Wulan cuma ngingetin Riko tugas sekolah, Bunda

Bagus sih Riko. Tapi tugas sekolahnya kan bikin Family Tree bikin Pohon Keluarga bukan Keluarga Pohon hahah. Wah..Riko sepertinya kurang konsentrasi ya

Riko lanjutkan dulu ya bikin PRnya.

Data 12

Riko: Masya Allah...oh gitu

Ayah: Nah sekarang Riko ngerti kan

(M1/S3/07:12)

Riko finally realizes and understands that what his father said was true. And this politeness strategy belongs to Positive Politeness (3) Fulfill

H's want for some X. Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation) as the example in Brown and Levinson (2007: 129)

Oh so that's it (p. 129)

The similar strategies in the movie are as follows:

Iya juga ya.

Semangat dong Bunda.

Data 13

Riko: Insya Allah...sekarang Riko ngerti. Kakak, maafkan Riko ya riko kurang adab saat bertanya. Tolong ingatkan Riko lagi, please.

Kakak: ya..ya...

Semua: hehehehhe

(M1/S3/07:24)

Finally, Riko needs an apology to his sister and this politeness strategy is Positive Politeness (1) Claim common ground Strategy 1: Notice, attend to H (his interests, wants, needs) as the example in Brown and Levinson (2007: 103)

Goodness, you cut your hair! By the way, I came to borrow some flour. (p. 103)

The similar strategies in the movie are as follows:

Hahaha...Kalau begitu ayo segera kita buat

Riko kayaknya...

Coba sini bunda lihat. Bunda mau periksa

Data 14

Riko: Assalamaualaikum

Kak Wulan: Waalaikumussalam. Habis main bola, Riko?

(M2/S1/01:01)

Mother replied Riko's greeting in a polite way and this strategy is

Positive Politeness (1) Claim common ground. Strategy 1: Notice, attend

to H. as the example in Brown and Levinson (2007: 103)

What a beautiful vase this is! Where did it come from? (p.103)

The similar strategies in the movie are as follows:

....selain sehat ini juga bisa bantu supaya kamu konsentrasi dan gampang mengingat. Makanya Riko bunda kasih Aqua Kids.

Coba sini bunda lihat. Bunda mau periksa

Data 15

Riko: Hehhe...iya, kak.

Kak Wulan: Memangnya sudah bikin tugas sekolah?

(M2/S1/01:06)

Wulan asks Riko about his duty and she concerns about it. She uses a strategy of Positive Politeness (2) Convey that S and H are operators: Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants. as the example in Brown and Levinson (2007:125)

I know you can't bear parties, but this one will really be good – do come!

(p 125)

Data 16

Bunda: Kenapa, kak?

Kak Wulan: Wulan cuma ngingetin Riko tugas sekolah, Bunda

Bunda: Ooohh

(M2/S1/01:25)

Wulan expresses her concern to Riko's homework and this strategy belongs to Positive Politeness (2) Convey that S and H are operators. Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants as the example in Brown and Levinson (2007: 125)

I know you love roses but the florist didn't have any more, so I brought you geraniums instead (p. 125)

The similar strategies in the movie are as follows:

Ya Riko harus ketuk pintu dulu lalu ucapkan salam.

Iya. Sangat penting loh. Menjaga akhlak, adab sebelum kita mencari dan menuntut ilmu juga saat kita meminta tolong sesuatu hal.

Memangnya sudah bikin tugas sekolah?

Data 17

Robot: Riko, bukanya kamu harus buat tugas sekolah dulu?

Riko: Oh, iya...aku lupa. Tugas sekolahnya apa ya? Aku kok nggak ingat.

QIIO inget nggak tugas sekolah aku apa?

(M2/S2/01:34)

Mother asks Riko about his homework and she has interest in it. Mother uses a strategy of Positive Politeness (1) Claim common ground. Strategy 3: Intensify interest to H as the example in Brown and Levinson (2007: 107)

There were a million people in the Co-op tonight ! (p. 107)

The similar strategies in the movie are as follows:

Riko ayah mau tanya. Riko tahu gak fungsi kamar tidur?

Kamu lagi bikin apa? Kok kamarnya sampai berantakan kayak gini?

Data 18

Riko: Aku inget ada tugas sekolah. Tapi aku lupa tugas sekolahnya yang mana. Apa tugas kerajinan dari kertas ya?

Robot: Kalau itu sudah Riko buat dua hari yang lalu. Nah ini
(M2/S2/02:10)

Riko seeks agreement to QIIO and this strategy belongs to Positive Politeness. (1) Claim common ground. Strategy 5: Seek agreement as the example in Brown and Levinson (2007: 112)

'Isn't your new car a beautiful colour!' (P. 112)

The similar strategies in the movie are as follows:

Riko kalau mau masuk ke kamar kakak. Ketuk pintu dulu ya.

Jangan ditunda-tunda, Riko. Nanti kelupaan loh

Data 19

Rio: Aduh tolongin aku dong QIIO. Aku benar-benar lupa nih

Robot: Hmmm..Coba Riko buka deh buku catatan. Mungkin ada
(M2/S2/02:30)

Riko asked QIIO for his help to remember what his homework is and he uses a strategy of Positive Politeness (1) Claim common ground. Strategy 1: Notice, attend to H (his interests, wants, needs) as the example in Brown and Levinson (2007: 103)

Goodness, you cut your hair! By the way, I came to borrow some flour (P. 103)

The similar strategies in the movie are as follows:

....selain sehat ini juga bisa bantu supaya kamu konsentrasi dan gampang mengingat. Makanya Riko bunda kasih Aqua Kids.

Coba sini bunda lihat. Bunda mau periksa

Data 20

Riko: Bikin Famiy Tree. Pohon Keluarga

Robot: Haah. Kalau begitu ayo segera kita buat

(M2/S2/03:10)

QIIO notices what Riko needs after knowing what his homework is and this robot uses a strategy of Positive Politeness (1) Claim common ground. Strategy 1: Notice, attend to H (his interests, wants, needs) as the example in Brown and Levinson (2007: 104)

Goodness, you cut your hair! By the way, I came to borrow. Let's some flour (P.104)

Data 21

Riko: Iya

Robot: Riko kayaknya...

Riko: Sebentar QIIO sedikit lagi selesai nih. Nah selesai. Bagus kan?

(M2/S2/03:20)

QIIO notices what Riko drew about a family tree and this robot uses a strategy of Positive Politeness (1) Claim common ground Strategy 1: Notice, attend to H (his interests, wants, needs) as the example in Brown and Levinson (2007: 103)

You must be hungry, it's a long time since breakfast. How about some lunch? (p. 103)

The similar strategies in the movie are as follows:

Aduh tolongin aku dong QIIO. Aku bener-bener lupa nih

Kakak, maafkan Riko ya Riko kurang adab saat bertanya. Tolong ingatkan Riko lagi, please.

Data 22

Robot: Bagus sih Riko. Tapi tugas sekolahnya kan bikin Family Tree bikin Pohon Keluarga bukan Keluarga Pohon hahah. Di pohon keluarga Riko seharusnya ada agambar yah, bunda, Kak Wulan dan Riko

Riko: Astaqfirullah

(M2/S2/03:33)

QIIO concerns for Riko's drawing about family tree and it thinks there was something wrong. QIIO uses a strategy of Positive Politeness (2) Convey that S and H are operators. Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants as the example in Brown and Levinson (2007: 125)

I know you can't bear parties, but this one will really be good – do come! (request/offer) (p.125)

The similar strategies in the movie are as follows:

Iya. Sangat penting loh. Menjaga akhlak, adab sebelum kita mencari dan menuntut ilmu juga saat kita meminta tolong sesuatu hal.

Memangnya sudah bikin tugas sekolah?

Data 23

Riko: Wow ada gambarnya. Kalau ini mah Riko mau. Wah tutupnya juga bagus ya bunda. Warna warni. Gampang dibuka dan gak gampang tumpah. Alhamdulillah. Bunda, kenapa sih kita harus rajin minum setiap hari?

Bunda: Kalau kamu minum air putihnya cukup, selain sehat ini juga bisa bantu supaya kamu konsentrasi dan gampang mengingat
(M2/S2/05:18)

Riko expresses his likeness and was exaggerated for the bottle of

the drink and he uses a strategy of Positive Politeness (1) Claim common ground. Strategy 2: Exaggerate as the example in Brown and Levinson (2007: 104)

What a fantastic garden you have! (p. 104)

The similar strategies in the movie are as follows:

Riko, coba lihat deh bagian belakang botolnya

Pintar anak bunda. Kalau kamu konsentrasi, jadi cepat dan benar kan PRnya

Data 24

Robot: Betul, Bunda bahkan minum dua gelas sehari sebelum sekolah, terbukti membantu konsentrasi dan mengingat selama belajar di sekolah. Riko, selain tutup botolnya yang bagus, Aqua juga punya tiga perlindungan loh, mulai dari melindungi ekosistem air, menjaga mineral dan prosesnya seksama.

Bunda: Makanya Riko bunda kasih Aqua Kids. Selain terlindungi juga bisa membuat kamu rajin minum banyak sampai sekarang.
(M2/S2/05:50)

Mother notices what Riko needs and mother uses a strategy of Positive Politeness (1) Claim common ground. Strategy 1: Notice, attend to H as the example in Brown and Levinson (2007:103)

You must be hungry, it's a long time since breakfast. How about some lunch? (p. 103)

The similar strategies in the movie are as follows:

Walaikumussalam. Habis main bola, Riko?

Coba sini bunda lihat. Bunda mau periksa

Data 25

Riko: Masya Allah...oh gitu. Kalau ada Aqua Kids sih mau rajin minum setiap hari sekalian koleksi gambarnya hihih..

Robot: Riko, coba lihat deh bagian belakang botolnya

(M2/S2/06:27)

Riko was realized and he raised his awakesness and he uses a strategy of Positive Politeness (1) Claim common ground. Strategy 7: Presuppose/raise/assert common ground as the example in Brown and Levinson (2007: 117)

So, that's it (p. 117)

The similar strategies in the movie are as follows:

Riko lanjutkan dulu ya bikin PRnya.

Iya juga ya.

Data 26

Robot: Riko, coba lihat deh bagian belakang botolnya

Riko: Wah...ad gipsy juga. Riko lanjutkan dulu ya bikin PRnya. Nah gini nih...Alhamdulillah. Akhirnya selesai juga

(M2/S2/06:42)

Mother tried to make Riko exaggerated and she uses a strategy of Positive Politeness (1) Claim common ground. Strategy 2: Exaggerate as the example in Brown and Levinson (2007: 104)

What a fantastic garden you have! (p. 104)

The similar strategies in the movie are as follows:

Wah tutupnya juga bagus ya bunda? Warna warni. Gampang dibuka dan gak gampang tumpah.

Riko, coba lihat deh bagian belakang botolnya

Data 27

Riko: Wah...ada gipsy juga. Riko lanjutkan dulu ya bikin PRnya. Nah gini nih...Alhamdulillah. Akhirnya selesai juga
Bunda: Coba sini bunda lihat. Bunda mau periksa

(M2/S2/06:53)

Riko asked his mother's permission for doing his homework and he uses a politeness strategy of Positive Politeness (1) Claim common ground. Strategy 7: Presuppose/raise/assert common ground as the example in Brown and Levinson (2007: 117)

Then you can carry on (p. 117)

The similar strategies in the movie are as follows:

Riko, coba lihat deh bagian belakang botolnya

Nah sekarang Riko ngerti kan

Data 28

Bunda: Coba sini bunda lihat. Bunda mau periksa
Robot: Wah sudah benar Family Treenya Riko hahahaha

(M2/S2/07:09)

Mother wants Riko to show his homework and she uses a politeness strategy of Positive Politeness (1) Claim common ground. Strategy 1: Notice, attend to H (his interests, wants, needs) as the example in Brown and Levinson (2007: 103)

Goodness, you cut your hair! By the way, I came to borrow some flour.(p. 103)

The similar strategies in the movie are as follows:

Walaikumussalam. Habis main bola, Riko?

....selain sehat ini juga bisa bantu supaya kamu konsentrasi dan

gampang mengingat. Makanya Riko bunda kasih Aqua Kids.

Data 29

Bunda: Pintar anak bunda. Kalau kamu konsentrasi, jadi cepat dan benar kan PRnya

Riko: Iya bunda hihh. Kalau begitu sekarang Riko boleh main di halaman bareng QIIO?

(M2/S2/07:15)

Mother tried to make Riko exaggerated for concentrating in doing the homework and she uses a politeness strategy of Positive Politeness (1) Claim common ground Strategy 2: Exaggerate as the example in Brown and Levinson (2007: 104)

How absolutely incredible you are (p. 104)

The similar strategies in the movie are as follows:

Wah tutupnya juga bagus ya bunda? Warna warni. Gampang dibuka dan gak gampang tumpah.

Riko, coba lihat deh bagian belakang botolnya

Data 30

Riko: Semangat dong Bunda. Kan Riko sudah minum cukup air

Bunda: Jangan lupa bawa Aqua ya. Di luar sana panas supaya kamu nggak dehidrasi

(M2/S2/07:37)

Riko was exaggerated and he used a Positive politeness strategy (1) Claim common ground, which has characteristics strategies of: Strategy 2: Exaggerate as the example in Brown and Levinson (2007: 104)

Yes, isn't it just ghastly the way it always seems to rain just when you've hung your laundry out! (p. 104)

The similar strategies in the movie are as follows:

Wah tutupnya juga bagus ya bunda? Warna warni. Gampang dibuka dan gak gampang tumpah.

Riko, coba lihat deh bagian belakang botolnya

Data 31

Bunda: Jangan lupa bawa Aqua ya. Di luar sana panas supaya kamu nggak dehidrasi

Riko: Ok. Siap Bunda. Riko bawa tiga botol ya untuk teman-teman juga.

(M2/S2/07:46)

Riko asked for three more bottles and he was so exaggerated and he used a Positive Politeness (1) Claim common ground. Strategy 2: Exaggerate as the example in Brown and Levinson (2007: 104).

What a fantastic garden you have! (p. 104)

The similar strategies in the movie are as follows:

Wah tutupnya juga bagus ya bunda? Warna warni. Gampang dibuka dan gak gampang tumpah.

Riko, coba lihat deh bagian belakang botolnya

2. Off Record Politeness Strategy

Data 1

Riko: Assalamulailkum.

Kak Wulan: 1...2...1....2.. Riko kalau mau masuk ke kamar kakak. Ketuk pintu dulu ya..dan salamnya di luar. Kalau kakak ijinin baru masuk.

Riko: Ah..Kakak. Gitu aja marah. Riko kan perlu nanya-nanya pelajaran sekolah. Mengerjain PR. Penting nih.harus dikumpulin hari ini.

(M1/S1/01:19)

The phrases of *you should knock on the door* belongs to Off Record (1) Invite conversational implicatures. Strategy 3: Presuppose as the

example in Brown and Levinson (2007: 217):

At least you should go around boasting about my achievements. (p. 217)

The similar strategies in the movie are as follows:

Ga tahu tuh!

Coba sini bunda lihat. Bunda mau periksa

Hahaha...Kalau begitu ayo segera kita buat

Data 2

Riko: Ga tahu tuh

Q110: Memang PRnya susah ya?

(M1/S2/02:28)

This expression belongs Off record (1) Invite conversational implicatures. Strategy 3: Presuppose as the example in Brown and Levinson (2007: 96)

Give me just one more week! (p. 96)

The similar strategies in the movie are as follows:

Riko kalau mau masuk ke kamar kakak. Ketuk pintu dulu ya..dan salamnya di luar.

Coba sini bunda lihat. Bunda mau periksa

Hahaha...Kalau begitu ayo segera kita buat

Data 3

Q110: Memang PRnya susah ya?

Riko: Hmmm. Lumayan sih

(M1/S2/02:33)

This expression uses politeness strategy of Off Record (1) Invite conversational implicatures. Strategy 4: Understate as the example in

Brown and Levinson (2007: 218)

It's not half bad. (218)

The similar strategies in the movie are as follows:

Kamu lagi bikin apa? Kok kamarnya sampai berantakan kayak gini?

Boleh. Emangnya Riko masih semangat?

Semangat dong Bunda. Kan Riko sudah minum cukup air

Data 4

Riko: Alhamdulillah.. Q110...you are the best. Q110 yang ini Riko gak ngerti Q110: Untuk ngerjain soal itu riko harus jumlahkan yang ini dulu dengan yang ini,

(M1/S2/02:40)

This expression uses politeness strategy of Off Record (1) Invite conversational implicatures Strategy 1: Give hints as the example in Brown and Levinson (2007: 215)

Thanks God. This soup's a bit bland (215)

The similar strategies in the movie are as follows:

Riko mau yang manis aja bunda

Ok. Siap Bunda.

Riko asked his sister why she turned off the TV in a polite way and this politeness strategy is Positive Politeness (2) Convey that S and H are operators. Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants as the example in Brown and Levinson (2007: 125)

Look, I know you want the car back by 5.0, so should(n't) I go to town now? (p. 125)

The similar strategies in the movie are as follows:

Memangnya sudah bikin tugas sekolah?

Wulan cuma ngingetin Riko tugas sekolah, Bunda

Data 5

Kak Wulan: Wulan sih ga kenapa-kenapa yah. Riko tuh

Ayah: Riko. Kamu ada apa dengan Kak Wulan?

(M1/S3/03:21)

Riko's sister said that she has no problem instead Riko himself has the problem. This expressions uses the politeness strategy Off Record (2) Be vague or ambiguous: Violate the Manner Maxim Strategy 15: Be incomplete, use ellipsis as the example in Brown and Levinson (2007: 227)

Well, if one leaves one's tea on the wobbly table . . . (p. 227)

The similar strategies in the movie are as follows:

Yang sekolah kan kamu, Riko. Masa Qllo yang ditanya

Iya juga ya.

Data 6

Riko: Kak Wulan tuh yah...pelit nyamuk

Kak Wulan: ih..

Ayah: Wah...

(M1/S3/03:31)

Riko uses a metaphor 'a mosquito stingy' which means very stingy. This politeness strategy belongs to Off Record (1) Invite conversational implicatures Strategy 9: Use metaphors as the example in Brown and Levinson (2007: 222)

Harry's a real fish (p. 222)

Data 7

Kak Wulan: Ayah, Wulan bukannya pelit ilmu sama Riko, tapi wulan gak suka caranya Riko

Ayah: Loh memang caranya Riko itu gimana?

(M1/S3/04:30)

Wulan argues that she is not stingy and this expression uses a politeness strategy Off Record (1) Invite conversational implicatures Strategy 2: Give association clues as the example in Brown and Levinson (2007: 216)

Lying down (ill), the whole of yesterday was lost. This week there's ten rupees of expenses, and that too can't be seen.(p. 216)

The similar strategies in the movie are as follows:

Terus kapan mau dibuat? Jangan ditunda-tunda, Riko. Nanti kelupaan loh

Tapi wulan gak suka caranya Riko

Data 8

Ayah: Haha..karena bukan kamar kita nak. Jadi harus tetap minta ijin sama yang punya kamar karena jangan-jangan yang punya kamar sedang ganti baju. Ya kan. Nanti malu dong.

Riko: Iya juga ya.

(M1/S3/06:02)

Riko expresses his good manner for being ambiguous. And this politeness strategy belongs to Off Record (2) Be vague or ambiguous: Violate the Manner Maxim Strategy 12: Be vague as the example in Brown and Levinson (2007: 216)

There's a market tomorrow, that's true right (p. 216)

The similar strategies in the movie are as follows:

Yang sekolah kan kamu, Riko. Masa Qllo yang ditanya

Wulan sih ga kenapa-kenapa yah. Riko tuh

Data 9

*Robot: Riko, mencari ilmu itu wajib dan Allah akan memuliakan dan
mengnagkat derajat orang yang mau mengamalkan ilmunya tapi
ada pelajaran yang patut kita teladanin dari ulama-ulama terdahulu
yaitu adab sebelum ilmu.*

Riko: Adab sebelum ilmu

(M1/S3/06:32)

This statement uses a tautology. This politeness strategy belongs to Off Record (1) Invite conversational implicatures. Strategy 6: Use tautologies as the example in Brown and Levinson (2007: 220)

Boys will be boys (p. 220)

Data 10

*Kak Wulan: Terus kapan mau dibuat? Jangan ditunda-tunda, Riko.
Nanti kelupaan loh*

Riko: Iya..Iya

(M2/S1/01:13)

Wulan adviced Riko for not being lazy to do the homework and she gave the clue for the risk if he did not do his homework. Wulan uses a strategy of Off Record (1) Invite conversational implicatures Strategy 2: Give association clues as the example in Brown and Levinson (2007: 216)

Are you going to market tomorrow? . . . There's a market tomorrow, I suppose (p. 216)

The similar strategies in the movie are as follows:

Ayah, Wulan bukannya pelit ilmu sama Riko, tapi wulan gak suka caranya

Riko

Diamalkan untuk diri kita sendiri juga untuk orang lain.

Data 11

Robot: Yang sekolah kan kamu, Riko. Masa QIIO yang ditanya
Riko: Aku inget ada tugas sekolah. Tapi aku lupa tugas sekolahnya
yang mana. Apa tugas kerajinan dari kertas ya?
 (M2/S2/01:55)

The robot was a little bit confused because it is Riko who goes to school and study not the robot. QIIO uses his strategy Off Record (2) Be vague or ambiguous: Violate the Manner Maxim Strategy 12: Be vague as the example in Brown and Levinson (2007: 226)

Looks like someone may have had too much to drink, (vague understatement) (226)

The similar strategies in the movie are as follows:

Wulan sih ga kenapa-kenapa yah. Riko tuh
Iya juga ya.

Data 12

Riko: Waalakumussalam. Boleh bunda masuk aja
Bunda: Kamu lagi bikin apa? Kok kamarnya sampai berantakan
kayak gini?
 (M2/S2/04:14)

Mother asks and invites Riko to answer her curiosity about his room and mother uses a strategy of Off Record (1) Invite conversational implicatures Strategy 4: Understate as the example in Brown and Levinson (2007: 215)

If some money is received, it wouldn't matter, would it? (p. 215)

The similar strategies in the movie are as follows:

Boleh. Emangnya Riko masih semangat?

Semangat dong Bunda. Kan Riko sudah minum cukup air

Data 13

Riko: Riko mau yang manis aja bunda

Kak Wulan: Minum manis terus

(M2/S2/04:47)

Riko expresses his wish and hint about his favourite drink. He uses an expression of Off Record strategy (1) Invite conversational implicatures Strategy 1: Give hints as the example in Brown and Levinson (2007: 215). This soup's a bit bland (p. 215)

The similar strategies in the movie are as follows:

Alhamdulillah.. Q110...you are the best

Wulan sih ga kenapa-kenapa yah. Riko tuh

Data 14

Kak Wulan: Minum manis terus

Riko: Weeee

Robot: hehehe

(M2/S2/04:50)

Wulan gave a tautology to her mother that Riko just wants some sweet drinks only and this strategy is Off Record (1) Invite conversational implicatures Strategy 6: Use tautologies as the example in Brown and Levinson (2007: 220)

Boys will be boys (p. 220)

The similar strategies in the movie are as follows:

..... adab sebelum ilmu

Ketuk pintu dulu ya..dan salamnya di luar.

Data 15

Bunda: Boleh. Emangnya Riko masih semangat?

Riko: Semangat dong Bunda. Kan Riko sudah minum cukup air
(M2/S2/07:33)

Mother tried to implicated Riko for continuing his playing and she uses a politeness strategy of Off Record (1) Invite conversational implicatures Strategy 4: Understate as the example in Brown and Levinson (2007: 218)

What do you think of Harry? (p. 218)

3. Bald On Record Politeness Strategy**Data 1**

Kak Wulan: Huh ya udah kalau Riko ga mau ngikutin yang kakak bilang barusan, kakak ga mau ngajarin ah.

Riko: Ih...kakak gitu banget.
(M1/S1/01:40)

This sentence contains a threat from what Riko's sister said to him. This expressions belongs to Bald On-Record. Strategy 1. Cases of non-Minimization of the Face Threat as the example in Brown and Levinson (2007: 96)

Look, it's good if that's really the case, because ..(96)

The similar strategies in the movie are as follows:

Yah begitu santai kakak kalau Riko mau diajarin.

Wulan nasehatin eh Riko malah marah. Ya udah.

Data 2

Kak Wulan: yah begitu santai kakak kalau Riko mau diajarin.

Riko: Yah udah Riko ga jadi nanya deh.

(M1/S1/01:49)

The phrases of "If you don't want to hear what I just said, I won't teach you" belongs to Bald On-Record Strategy 1. Cases of non-Minimization of the Face Threat as the example in Brown and Levinson (2007: 96)

Look, it's good if that's really the case, because ..(96)

The similar strategies in the movie are as follows:

Wulan nasehatin eh Riko malah marah. Ya udah.

Kalau Riko ga mau ngiku tin yang kakak bilang barusan, kakak ga mau ngajarin yah.

Data 3

Kak Wulan: Masa riko masuk kamar wulan gitu aja. Terus langsung mau Tanya soal pelajaran. Wulan nasehatin eh Riko malah marah. Ya udah.

Ayah: Benar begitu riko?

(M1/S3/04:46)

Wulan gave a threat to Riko after she advised himk and Riko did not want to take her advice. Wuklan uses the politeness strategy of Bald On-Record Strategy 1. Cases of non-Minimization of the Face Threat as the example in Brown and Levinson (2007: 96)

Look, it's good if that's really the case, because (p. 96)

Data 4

Ayah: Nah sekarang Riko ngerti kan

Riko: Insya Allah...sekarang Riko ngerti. Kakak, maafkan Riko ya riko kurang adab saat bertanya. Tolong ingatkan Riko lagi, please.

(M1/S3/07:17)

Father convinced Riko for his understanding and this politeness strategy is Bald On-Record Strategy 2. Cases of FTA oriented bald on record usage as the example in Brown and Levinson (2007: 101)

Do come in, I insist, really! (p. 101)

The similar strategies in the movie are as follows:

Bisa jadi tu tandanya kamu kurang minum. Ini bunda bawaiin.

Kamu bosan? Coba lihat bunda punya apa

Data 5

QIIO: Riko nggak konsentrasi bunda

Bunda: Bisa jadi tu tandanya kamu kurang minum. Ini bunda bawaiin.
(M2/S2/04:38)

Mother gave a concern for what happened to Riko and this strategy is Bald On-Record Strategy 2. Cases of FTA oriented bald on record usage as the example in Brown and Levinson (2007: 100)

Pull (your chair) up. Come eat (p. 100)

The similar strategies in the movie are as follows:

Kamu bosan? Coba lihat bunda punya apa

Nah sekarang Riko ngerti kan

Data 6

Bunda: Sayang, minum manis sih boleh tapi jangan sering-sering ya. Kalau riko haus lebih baik minum air putih. Supaya sehat.
Kamu bosan? Coba lihat bunda punya apa

(M2/S2/04:56)

Mother gave an oriented of what made Riko bored and she uses a strategy of Bald On-Record Strategy 2. Cases of FTA oriented bald on record usage as the example in Brown and Levinson (2007: 97)

Add three cups of flour and stir vigorously. (p. 97)

The similar strategies in the movie are as follows:

Nah sekarang Riko ngerti kan

Bisa jadi tu tandanya kamu kurang minum. Ini bunda bawain.

B. The Findings

1. The types of politeness strategies used by characters in Riko the Series

After the researcher read, understood and analyzed the data, the researcher found that there are four types of politeness, they are Bald on record politeness, Negative politeness, Off Record Politeness, and Positive politenes.

To make the findings clearer, the researcher collected the data and presented in the table below:

Table 4.1 Type of Politeness Strategies

Data	Type of Politeness Strategy	Sub-Type of Politeness Strategy
1	Off record	(1) Invite conversational implicatures. Strategy 3: Presuppose
2	Positive politeness	(1) Notice, attend to H (his interests, wants, needs)
3	Bald On-Record.	(1) Cases of non-Minimization of the Face Threat.
4	Bald On-Record	
5	Positive Politeness	(1) Claim common ground, which has characteristics strategies of. Strategy 6: Avoid

		disagreement.
6	Off Record	(1) Invite conversational implicatures. Strategy 14: Displace
7	Off Record	(1) Invite conversational implicatures. Strategy 4: Understate.
8	Positive Politeness	(2) Convey that S and H are operators which has characteristics strategies of. Strategy 10: Offer, promise.
9	Off Record	Record (1) Invite conversational implicatures Strategy 1: Give hints
10	Positive Politeness	(2) Convey that S and H are operators which has characteristics strategies of. Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
11	Off Record	(2) Be vague or ambiguous: Violate the Manner Maxim Strategy 15: Be incomplete, use ellipsis.
12	Off Record	(1) Invite conversational implicatures Strategy 9: Use metaphors.
13	Positive Politeness	(2) Convey that S and H are operators which has characteristics strategies of: Strategy 14: Assume or assert reciprocity.
14	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 6: Avoid disagreement.
15	Positive Politeness	(2) Convey that S and H are operators which has characteristics strategies of Strategy 14: Assume or assert reciprocity
16	Off Record	(1) Invite conversational implicatures Strategy 2: Give association clues.
17	Bald On-Record	Strategy 1. Cases of non-Minimization of the Face Threat.
18	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 3: Intensify interest to H.

19	Positive politeness	(2) Convey that S and H are operators which has characteristics strategies of Strategy 9: Assert or presuppose
20	Positive Politeness	(1) Claim common ground, which has characteristics strategies of Strategy 6: Avoid disagreement.
21	Off Record.	(2) Be vague or ambiguous: Violate the Manner Maxim Strategy 12: Be vague
22	Off Record	(1) Invite conversational implicatures. Strategy 6: Use tautologies.
23	Positive Politeness	(2) Convey that S and H are operators which has characteristics strategies of Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
24	Positive Politeness	(3) Fulfill H's want for some X. Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation).
25	Bald On-Record	(2) Cases of FTA oriented bald on record usage.
26	Positive Politeness	(1) Claim common ground, which has characteristics strategies of Strategy 1: Notice, attend to H (his interests, wants, needs).
27	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 1: Notice, attend to H.
28	Positive Politeness	(2) Convey that S and H are operators which has characteristics strategies of: Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
29	Off Record	(1) Invite conversational implicatures Strategy 2: Give association clues.
30	Positive Politeness	(2) Convey that S and H are operators which has characteristics strategies of: Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
31	Positive Politeness	(1) Claim common ground, which has

		characteristics strategies of: Strategy 3: Intensify interest to H.
32	Off Record	(2) Be vague or ambiguous: Violate the Manner Maxim Strategy 12: Be vague.
33	Positive Politeness.	(1) Claim common ground, which has characteristics strategies of: Strategy 5: Seek agreement.
34	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 1: Notice, attend to H (his interests, wants, needs).
35	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 1: Notice, attend to H (his interests, wants, needs).
36	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 1: Notice, attend to H (his interests, wants, needs).
37	Positive Politeness	(2) Convey that S and H are operators which has characteristics strategies of: Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
38	Off Record	(1) Invite conversational implicatures Strategy 4: Understate
39	Bald On-Record	(2) Cases of FTA oriented bald on record usage.
40	Off Record	(1) Invite conversational implicatures Strategy 1: Give hints.
41	Off Record	(1) Invite conversational implicatures Strategy 6: Use tautologies.
42	Bald On-Record	(2) Cases of FTA oriented bald on record usage
43	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 2: Exaggerate.
44	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 1: Notice, attend to H.

45	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 7: Presuppose/raise/assert common ground.
46	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 2: Exaggerate.
47	Positive Politeness	(1) Claim common ground, which has characteristics strategies of Strategy 7: Presuppose/raise/assert common ground.
48	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 1: Notice, attend to H (his interests, wants, needs).
49	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 2: Exaggerate.
50	Off Record	(1) Invite conversational implicatures Strategy 4: Understate.
51	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 2: Exaggerate.
52	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 2: Exaggerate.

Based on the data above, we can conclude that there are 31 positive politeness strategies, 13 off record politeness strategies and 6 bald on record politeness strategies used in the Riko the Series in 2 movies. In other words, positive politeness is the most common politeness strategy used in the animation movie of Riko the series.

2. How the characters in Riko the Series used the politeness strategies

To present the findings of how the characters in Riko the Series used the politeness strategies, the researcher analyzed the politeness strategies. As mentioned above, from the 52 data, there are 31 positive politeness strategies. Each of the politeness strategies can be explained in the following table:

Table 4.2 How the Characters Used the Politeness Strategies

Data	Positive politeness	Sub-Type of Politeness Strategy
2	(1) Claim common ground	(1) Notice, attend to H (his interests, wants, needs)
5	(1) Claim common ground	Strategy 6: Avoid disagreement.
8	(2) Convey that S and H are operators	Strategy 10: Offer, promise.
10	(2) Convey that S and H are operators	Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
13	(2) Convey that S and H are operators	Strategy 14: Assume or assert reciprocity.
14	(1) Claim common ground	Strategy 6: Avoid disagreement.
15	(2) Convey that S and H are operators	Strategy 14: Assume or assert reciprocity
18	(1) Claim common ground	Strategy 3: Intensify interest to H.
19	(2) Convey that S and H are operators	Strategy 9: Assert or presuppose
20	(1) Claim common ground	Strategy 6: Avoid disagreement.
23	(2) Convey that S and H are operators	Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
24	(3) Fulfill H's want for some X.	Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation).
26	(1) Claim common ground	Strategy 1: Notice, attend to H (his interests, wants, needs).

27	(1) Claim common ground	Strategy 1: Notice, attend to H.
28	(2) Convey that S and H are operators	Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
30	(2) Convey that S and H are operators	Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
31	(1) Claim common ground	Strategy 3: Intensify interest to H.
33	(1) Claim common ground	Strategy 5: Seek agreement.
34	(1) Claim common ground,	Strategy 1: Notice, attend to H (his interests, wants, needs).
35	(1) Claim common ground	Strategy 1: Notice, attend to H (his interests, wants, needs).
36	(1) Claim common ground,	Strategy 1: Notice, attend to H (his interests, wants, needs).
37	(2) Convey that S and H are operators	Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants.
43	(1) Claim common ground	Strategy 2: Exaggerate.
44	(1) Claim common ground	Strategy 1: Notice, attend to H.
45	(1) Claim common ground,	Strategy 7: Presuppose/raise/assert common ground.
46	(1) Claim common ground,	Strategy 2: Exaggerate.
47	(1) Claim common ground	Strategy 7: Presuppose/raise/assert common ground.
48	(1) Claim common ground	Strategy 1: Notice, attend to H (his interests, wants, needs).
49	(1) Claim common ground	Strategy 2: Exaggerate.
51	(1) Claim common ground	Strategy 2: Exaggerate.
52	(1) Claim common ground	Strategy 2: Exaggerate.
Claim common ground		21
Convey that S and H are operators		9

Fulfill H's want for some X	1
Total	31

Based on the data above, the characters of the Riko the Series used the positive politeness strategies in three ways, they are: claim common ground, convey that S (speaker) and H (herarer) are operators and fulfill the hearer's want for some X (the message). In other words, the characters of the Riko the Series shared some degrees of familiarity with the hearer. It can be considered as the code or language of intimacy. As in the Riko the Series, the charcters have different degrees and status in the family, father and mother are in the highest status, and then followed by Sister Wulan, and Riko together with the robot QIIO are the lowest status in the family.

3. Why the characters in Riko the Series used the politeness strategies

Since the positive politeness strategy is the most common type of politeness starategies, the reasons why the characters in the Riko the Series used the positive politeness strategies can be explained as what Brown and Levinson (2007: 106) explained that positive politeness is redress directed to the addressee's positive face, his/her perennial desire to the his/her wants or actions acquisitions, values resulting from them - should be thought of as desirable.

Based on the data obtained, the characters in the Riko the Series

are assumed to be less polite than negative politeness. The important function of positive politeness is to share some degrees of familiarity with the hearers. It can be considered as the code or language of intimacy. This can be accomplished in various ways, for example, the use of joking and familiar terms of address and so on.

In other words, the reasons that each members of the family or the characters in the Riko the Series used the positive politeness is that they tried to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected each others.

B. Discussions

1. The types of politeness strategies used by characters in Riko the Series

Based on the data obtained, there are three types of politeness strategies used in the Riko the Series, they are 31 positive politeness strategies or 59.61%, 15 off record politeness strategies or 28.85% and 6 bald on record politeness strategies or 11.53% used in the Riko the Series in 2 movies. In other words, positive politeness is the most common politeness strategy used in the animation movie of Riko the series. The percentage of each type of politeness strategies can be seen in the following table:

Table 4.3 Percentage of Politeness Strategies Type

Type of politeness strategies	Number of the type (x)	$\frac{X}{N} \times 100 \% = P$
Positive	31	59.61%
Off record	15	28.85%
Bald on record	6	11.54%
Total (N)	52	100%

In positive politeness, there are three sub types of it, they are (1) Claim common ground, which has characteristics strategies, (2) Convey that S and H are operators which has characteristics strategies, and (3)

Fulfill H's want for some X as Brown and Levinson (2007) described. In positive politeness, the speaker's goal is to address the positive face needs of the hearer, thus enhancing the hearer's positive face. Positive politeness strategies highlight friendliness and camaraderie between the speaker and hearer. Positive politeness strategies are intended to avoid giving offense by highlighting friendliness. These strategies include juxtaposing criticism with compliments, establishing common ground, and using jokes, nicknames, honorifics, tag questions, special discourse markers (please), and ingroup jargon and slang.

Some of the positive politeness expressions found in the movie were as follows:

- *Riko kan perlu nanya-nanya pelajaran sekolah. Mengerjain PR.*
- *Aduh tolongin aku dong QIIO. Aku bener-bener lupa nih*
- *Kakak, maafkan Riko ya Riko kurang adab saat bertanya. Tolong ingatkan Riko lagi, please.*

2. The way of the characters in Riko the Series used the politeness strategies

The findings of how the characters in Riko the Series used the politeness strategies were obtained after the researcher consulted based on the 31 positive politeness strategies. The percentage of the politeness strategies and each of the positive politeness strategy can be seen in the following table:

Table 4.4 Percentage of Positive Politeness Strategy

Type of Positive Politeness strategy	Number of the sub-type (x)	$\frac{X}{N} \times 100 \% = P$
Claim common ground	21	67.75 %
Convey that S and H are operators	9	29.03%
Fulfill H's want for some X	1	3.22%
Total (N)	31	100%

Based on the table above, the characters of the Riko the Series shared some degrees of familiarity with the hearer. It can be considered as the code or language of intimacy. As in the Riko the Series, the characters have different degrees and status in the family, father and mother are in the highest status, then followed by Sister Wulan, and Riko together with the robot Q110 are the lowest status in the family.

Some of the sub types of positive politeness expressions found in the movie were as follows:

- *Mau nanya Kak Wulan, bukannya dikasih tahu eh malah dinasehatin. Pakai syarat segala lagi.* (Claim common ground)
- *Coba sini bunda lihat. Bunda mau periksa*(Claim common ground)
- *Kak Wulan itu kan pintar yah, tapi masa ilmunya ga mau dibagi-bagi sama Riko. Riko mau nanya soal pelajaran. Masa gak mau ngasih tahu.*(Convey that S and H are operators)
- *Kalau gitu. Sini Q110 bantu PRnya.* (Convey that S and H are operators)
- *Masya Allah...oh gitu*(Fulfill H's want for some X)

3. The reasons of the characters used the politeness strategies

Brown and Levinson (2007: 106) explained that positive politeness is redress directed to the addressee's positive face, his/her perennial desire to the his/her wants or actions acquisitions, values resulting from them -should be thought of as desirable.

Since the most common type of politeness strategy is the positive politeness, the reason why the characters in Riko the Series used the politeness strategies is that each members of the family or the characters in the Riko the Series tried to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected each others. To make this clear, see the following expressions in they movie.

- *Kak Wulan itu kan pintar yah, tapi masa ilmunya ga mau dibagi-bagi sama Riko. Riko mau nanya soal pelajaran. Masa gak mau ngasih tahu.*

In this expression, there is a distance between the father and Riko, but Riko tried to minimize the distance by defending himself in a positive politeness. This expression proves a friendliness and solid interest between a father and a son.

- *Wulan cuma inginetin Riko tugas sekolah, Bunda*

In this expression, Wulan tried to explain her mother that she wanted to help Riko but Riko acted impolitely. Wulan expressed in a polite

way to explain her reason to her mother. This expression proved that the relationship between a daughter and a mother was closed and tried to minimize the distance between them.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings, some conclusions can be drawn to answer the research problems. The conclusions are presented as follows

1. There are 31 positive politeness strategies or 59.61%, 15 off record politeness strategies or 28.85% and 6 bald on record politeness strategies or 11.53% used in the Riko the Series in 2 movies. In other words, positive politeness is the most common politeness strategy used in the animation movie of Riko the series,
2. The characters of the Riko the Series used the positive politeness strategies in three ways, they are: claim common ground, convey that S (speaker) and H (hearer) are operators and fulfill the hearer's want for some X (the message),
3. The reason why the characters in Riko the Series used the politeness strategies is that each members of the family or the characters in the Riko the Series tried to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be

respected each others.

B. Suggestions

Finally based on the findings, the researcher would like to give some suggestions as follows:

1. Theoretically, this study also ⁷⁴ give a contribution for the next researchers who are interested in investigating similar field of study. They can use the findings as reference to understand the politeness strategies and understanding the dialogs,
2. The researcher also suggested them to have more literatures related to this study in order to make the theories more complete. Besides that, they also can use these findings as comparison and direction for their future research particularly on the way of analyzing politeness strategies not only in the online video or youtube. In addition, the researcher is also suggested the other social media to be analyzed such as movies, drama etc,
3. Practically, this study also can give a contribution for the English teachers They can use the findings as reference to understand the politeness strategies and the conversation.
4. The researcher also suggested them to have more literatures related to this study in order to make the theories more complete. The teachers should understand about politeness strategies used in the dialogs of

the movie so that the teachers' learning quality will improve. The students as well should be given more materials about politeness strategies that will be helpful for them in understanding the importance of politeness strategies in a conversation to gain more understanding.

5. Additionally, differentiating the types of politeness strategies can increase the students' motivation joining the class in presenting or communication. Furthermore, they also become more active in paying attention to the lesson.

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APPENDIX

Table of Politeness Strategies in Riko the Series Movies

Data	Dialogs	Type of politeness strategy	Sub type of politeness strategy
	ADAB SEBELUM ILMU		
1	<i>Riko kalau mau masuk ke kamar kakak. Ketuk pintu dulu ya..dan salamnya di luar.</i>	Off Record	(1) Invite conversational implicatures. Strategy 3
2	<i>Riko kan perlu nanya-nanya pelajaran sekolah. Mengerjain PR.</i>	Positive Politeness	Strategy 1: Notice, attend to H (his interests, wants, needs)
3	<i>Kalau Riko ga mau ngiku tin yang kakak bilang barusan, kakak ga mau ngajarin yah.</i>	Bald On-Record	Strategy 1. Cases of non-Minimization of the Face Threat
4	<i>Yah begitu santai kakak kalau Riko mau diajarin.</i>	Bald On-Record	Strategy 1. Cases of non-Minimization of the Face Threat
5	<i>Mau nanya Kak Wulan, bukannya dikasih tahu eh malah dinasehatin. Pakai syarat segala lagi.</i>	Positive Politeness	(1) Claim common ground. Strategy 6
6	<i>Ga tahu tuh!</i>	Off Record	(1) Invite conversational implicatures. Strategy 3:
7	<i>Hmmm. Lumayan sih</i>	Off Record	(1) Invite conversational implicatures. Strategy 4
8	<i>Kalau gitu. Sini Q110 bantu PRnya.</i>	Positive Politeness	(2) Convey that S and H are operators. Strategy 10
9	<i>Alhamdulillah.. Q110...you are the best</i>	Off Record	(1) Invite conversational implicatures Strategy 1:
10	<i>Kok TVnya dimatikan yah?</i>	Positive	(2) Convey that S and H are

		Politeness	operators. Strategy 9:
11	<i>Wulan sih ga kenapa-kenapa yah. Riko tuh</i>	Off Record	(2) Be vague or ambiguous: Violate the Manner Maxim Strategy 15:
12	<i>Kak Wulan tuh yah...pelit nyamuk</i>	Off Record	(1) Invite conversational implicatures Strategy 9: Use metaphors
13	<i>Kak Wulan itu kan pintar yah, tapi masa ilmunya ga mau dibagi-bagi sama Riko. Riko mau nanya soal pelajaran. Masa gak mau ngasih tahu.</i>	Positive Politeness	(2) Convey that S and H are operators. Strategy 14:
14	<i>Tapi yah Riko tuh yang mulai</i>	Positive Politeness	(1) Claim common ground, which has characteristics strategies of: Strategy 6: Avoid disagreement
15	<i>Wulan. Allah itu menganugerahkan kita dengan pengetahuan agar bisa diamankan. Diamalkan untuk diri kita sendiri juga untuk orang lain.</i>	Positive Politeness	(2) Convey that S and H are operators Strategy 14:
16	<i>Ayah, Wulan bukannya pelit ilmu sama Riko,</i>	Off Record	(1) Invite conversational implicatures Strategy 2:
17	<i>Wulan nasehatin eh Riko malah marah. Ya udah.</i>	Bald On-Record	Strategy 1. Cases of non-Minimization of the Face Threat
18	<i>Riko ayah mau tanya. Riko tahu gak fungsi kamar tidur?</i>	Positive Politeness	(1) Claim common ground Strategy 3
19	<i>Ya Riko harus ketuk pintu dulu lalu ucapkan salam.</i>	Positive Politeness	(2) Convey that S and H are operators Strategy 9
20	<i>Ayah. Ini kan di rumah kita sendiri. Masa harus ketuk pintu kamar dulu sih?</i>	Positive Politeness	(1) Claim common ground Strategy 6: Avoid disagreement

	<i>Kayak tamu aja.</i>		
21	<i>Iya juga ya.</i>	Off Record	(2) Be vague or ambiguous: Violate the Manner Maxim Strategy 12: Be vague
22	<i>..... adab sebelum ilmu</i>	Off Record	(1) Invite conversational implicatures. Strategy 6: Use tautologies
23	<i>Iya. Sangat penting loh. Menjaga akhlak, adab sebelum kita mencari dan menuntut ilmu juga saat kita meminta tolong sesuatu hal.</i>	Positive Politeness	(2) Convey that S and H are operators Strategy 9
24	<i>Masya Allah...oh gitu</i>	Positive Politeness	(3) Fulfill H's want for some X. Strategy 15
25	<i>Nah sekarang Riko ngerti kan</i>	Bald On-Record	Strategy 2
26	<i>Kakak, maafkan Riko ya Riko kurang adab saat bertanya. Tolong ingatkan Riko lagi, please.</i>	Positive Politeness	(1) Claim common ground Strategy 1: Notice, attend to H (his interests, wants, needs)
	AYO KONSENTRASI		
27	<i>Waalaikumussalam. Habis main bola, Riko?</i>	Positive Politeness	(1) Claim common ground. Strategy 1: Notice, attend to H
28	<i>Memangnya sudah bikin tugas sekolah?</i>	Positive Politeness	(2) Convey that S and H are operators: Strategy 9
29	<i>Terus kapan mau dibuat? Jangan ditunda-tunda, Riko. Nanti kelupaan loh</i>	Off Record	(1) Invite conversational implicatures Strategy 2: Give association clues
30	<i>Wulan cuma ngingetin Riko tugas sekolah, Bunda</i>	Positive Politeness	(2) Convey that S and H are operators. Strategy 9
31	<i>Riko, bukanya kamu harus</i>	Positive	(1) Claim common ground.

	<i>buat tugas sekolah dulu?</i>	Politeness	Strategy 3: Intensify interest to H
32	<i>Yang sekolah kan kamu, Riko. Masa QIIO yang ditanya</i>	Off Record	(2) Be vague or ambiguous: Violate the Manner Maxim Strategy 12: Be vague
33	<i>Apa tugas kerajinan dari kertas ya?</i>		Positive Politeness. (1) Claim common ground. Strategy 5: Seek agreement
34	<i>Aduh tolongin aku dong QIIO. Aku bener-bener lupa nih</i>	Positive Politeness	(1) Claim common ground. Strategy 1: Notice, attend to H (his interests, wants, needs)
35	<i>Hahaha...Kalau begitu ayo segera kita buat</i>	Positive Politeness	(1) Claim common ground. Strategy 1: Notice, attend to H (his interests, wants, needs)
36	<i>Riko kayaknya...</i>	Positive Politeness	(1) Claim common ground. Strategy 1: Notice, attend to H (his interests, wants, needs)
37	<i>Bagus sih Riko. Tapi tugas sekolahnya kan bikin Family Tree bikin Pohon Keluarga bukan Keluarga Pohon hahah. Wah..Riko sepertinya kurang konsentrasi ya</i>	Positive Politeness	(2) Convey that S and H are operators. Strategy 9:
38	<i>Kamu lagi bikin apa? Kok kamarnya sampai berantakan kayak gini?</i>	Off Record	(1) Invite conversational implicatures Strategy 4: Understate
39	<i>Bisa jadi tu tandanya kamu kurang minum. Ini bunda bawain.</i>	Bald On-Record	Strategy 2. Cases of FTA
40	<i>Riko mau yang manis aja</i>	Off Record	(1) Invite conversational

	<i>bunda</i>		implicatures Strategy 1: Give hints
41	<i>Minum manis terus</i>	Off Record	(1) Invite conversational implicatures Strategy 6: Use tautologies
42	<i>Kamu bosan? Coba lihat bunda punya apa</i>	Bald On-Record	Strategy 2. Cases of FTA
43	<i>Wah tutupnya juga bagus ya bunda? Warna warni. Gampang dibuka dan gak gampang tumpah.</i>	Positive Politeness	(1) Claim common ground. Strategy 2: Exaggerate
44	<i>....selain sehat ini juga bisa bantu supaya kamu konsentrasi dan gampang mengingat. Makanya Riko bunda kasih Aqua Kids.</i>	Positive Politeness	(1) Claim common ground. Strategy 1: Notice, attend to H
45	<i>Masya Allah...oh gitu.</i>	Positive Politeness	(1) Claim common ground. Strategy 7
46	<i>Riko, coba lihat deh bagian belakang botolnya</i>	Positive Politeness	(1) Claim common ground. Strategy 2: Exaggerate
47	<i>Riko lanjutkan dulu ya bikin PRnya.</i>	Positive Politeness	(1) Claim common ground. Strategy 7
48	<i>Coba sini bunda lihat. Bunda mau periksa</i>	Positive Politeness	(1) Claim common ground. Strategy 1: Notice, attend to H (his interests, wants, needs)
49	<i>Pintar anak bunda. Kalau kamu konsentrasi, jadi cepat dan benar kan PRnya</i>	Positive Politeness	(1) Claim common ground Strategy 2: Exaggerate
50	<i>Boleh. Emangnya Riko masih</i>	Off Record	(1) Invite conversational

	<i>semangat?</i>		implicatures Strategy 4: Understate
51	<i>Semangat dong Bunda. Kan Riko sudah minum cukup air</i>	Positive Politeness	(1) Claim common ground. Strategy 2: Exaggerate
52	<i>Ok. Siap Bunda. Riko bawa tiga botol ya untuk teman-teman juga.</i>	Positive Politeness	(1) Claim common ground Strategy 2: Exaggerate



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 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini :

Nama Lengkap	: Riska Wulandari Harahap
NPM	: 1702050056
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: POLITENESS STRATEGIES USED BY CHARACTERS IN RIKO THE SERIES

sudah layak di sidangkan

Medan, November 2022

Disetujui oleh

Pembimbing


(Yusriati, SS, M.Hum)

Diketahui oleh :

 Dekan

 Syamsuyurnita, M.Pd

Ketua Program Studi


 Pirman Ginting, S.Pd., M.Hum



Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Riska Wulandari Harahap
 NPM : 1702050056
 Program Studi : Pendidikan Bahasa Inggris
 IPK : 136 SKS

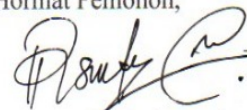
IPK = 3,22

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
	Politeness strategies used by characters in Riko The Series	
	Interpretation of semiotic analysis in Larva cartoon animation on season 3	
	Conversational analysis on male and female in mata Najwa talkshow episode "Bung, ini Negeri Kita"	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 21 Februari 2022

Hormat Pemohon,



Riska Wulandari Harahap

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

FORM K 2



MAJELIS PENDIDIKAN TINGGI
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 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Riska Wulandari Harahap
 NPM : 170205056
 ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

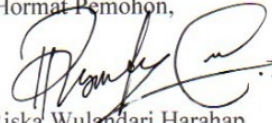
Politeness Strategies used by Characters in Riko The Series

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Yustiati S.S., M.Hum
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 26 Februari 2022
 Hormat Pemohon,


 Riska Wulandari Harahap

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 884/IL.3.AU /UMSU-02/F/2022
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Riska Wulandari Harahap
NPM : 1702050056
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Politeness Strategies Used By Characters in Riko The Series.

Pembimbing : Yusriati, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 23 April 2023

Medan, 22 Ramadhan 1443 H
23 April 2022 M



Wassalam
Dekan

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN 0004066701

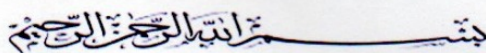
- Dibuat rangkap 4 (Empat) :
1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**





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Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id



BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 26 April Tahun 2022 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Riska Wulandari Harahap
N P M : 1702050056
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Politeness Strategies Used By Characters In Riko The Series

NO	MASUKAN / SARAN
BAB I	Revisi BG-
BAB II	Revisi Prof Laku
BAB III	Revisi Future of analysis dan
LAINNYA	
KESIMPULAN	() Disetujui () Ditolak (<input checked="" type="checkbox"/>) Disetujui Dengan Adanya Perbaikan

Medan, 26 April 2022

Dosen Pembahas

Drs. Ali Amran, M.Hum

Dosen Pembimbing

Yusriati, SS, M.Hum

PANITIA PELAKSANA

Ketua

Pirman Girling, S.Pd, M.Hum

Sekretaris

Rita Harisma, S.Pd, M.Hum



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Riska Wulandari Harahap
 NPM : 1702050056
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Politeness Strategies Used By Characters in Riko The Series

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
23 September 2022	Chapter IV Data and Data Analysis	
10 Oktober 2022	Chapter IV Data Analysis	
18 Oktober 2022	Chapter IV Data Analysis	
26 Oktober 2022	Chapter IV and Chapter V	
21 November 2022	acc for the final exam	

Medan, 21 November 2022

Diketahui/Disetujui
 Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting S.Pd., M.Hum

Dosen Pembimbing

Yusriati, S.S., M.Hum



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PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap	: Riska Wulandari Harahap
NPM	: 1702050056
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Politeness Strategies Used By Characters In Riko The Series

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Yusriati, SS, M.Hum



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SURAT KETERANGAN



Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Riska Wulandari Harahap
 NPM : 1702050056
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Selasa
 Tanggal : 26 April 2022
 Dengan Judul Proposal : Politeness Strategies Used By Characters In Riko The Series

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
 Pada Tanggal : 06 September 2022

Wassalam
 Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
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SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
 Saya yang bertandatangan dibawah ini :

Nama Mahasiswa : Riska Wulandari Harahap
 NPM : 1702050056
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Politeness Strategies Used By Characters In Riko The Series

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 6 September 2022

Hormat saya

Yang membuat Pernyataan

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum



(Riska Wulandari Harahap)



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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Nomor : 2012 /II.3/UMSU-02/F/2022
 Lamp : ---

Medan, 24 Shafar 1444 H
 20 September 2022 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
Perpustakaan UMSU
Di
Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Riska Wulandari Harahao
 N P M : 1702050056
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Politeness Strategies Used By Characters In Riko The Series.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
 Dekan



Dra. Hj. Svamsuyurnita, MPd.
 NIDN : 0004066701

****Pentinggal**





MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT. PERPUSTAKAAN

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<http://perpustakaan.umsu.ac.id> ✉ perpustakaan@umsu.ac.id 📠 perpustakaan_umsu

SURAT KETERANGAN

Nomor : 2046 /KET/II.3-AU/UMSU-P/M/2022

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Riska Wulandari
NIM : 1702050056
Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Politeness Strategies Used By Characters In Riko The Series"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 29 Rabiul Tsani 1444 H
 24 November 2022 M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

