

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Language is not only a means of communication, but also a tool for coping with challenging situations. For instance, in debates or discussions, people can use language to defend their image or face. Language and people are inseparable. Through language, people can convey their emotions, opinions, and other aspects of themselves. Without language, human interaction and communication would be unimaginable. Wang (2010) stated that speakers must be able to choose different communication strategies to maintain a good relationship between interlocutors, and they must also use strategies to establish a good conversation.

According to Taylor (1990: 5), language is a system of symbols (e.g. speech, gestures, letters) used to convey information. People express their thoughts through spoken or written language. Finegen et al. (1997: 7) point out that language, as a carrier of ideas, is an expression system that mediates the transfer of ideas from one person to another. Language, as a medium to transmit and express people's ideas when achieving their goals, has become an important element in people's daily communication.

On the other hand, saying that a tongue is sharper than a knife does not seem to be nonsense. In fact, numerous crimes dating back to the dispute have been uncovered. Furthermore, language is often used as a shield for someone to hide something private, especially a person's negative privacy. This proves that

language can be used not only as a means of communication, but also as a means of masking one's own negative aspects or polarities.

In this context, pragmatics is the scientific study of meaning and is known as a tool for expanding one's knowledge of meaning understanding. Pragmatics is a branch of linguistics that includes various concepts such as speech act theory, speech and conversational implicature in interaction, and the study of how context affects meaning. Practical language skills are important for building relationships with others and communicating with a range of interlocutors in different contexts. Pragmatic research shows that the transmission of meaning not only depends on the language skills of the speaker and the listener, but also depends on the context of speaking, the understanding of the identity of the party, the speaker's inferred intention, etc. In this regard, pragmatics puts forward the perspective of pragmatics. Explains how language users overcome apparent ambiguities because meaning depends on the type, place, and time of the utterance. Pragmatics is learning based on social interaction, learning in speech acts, grammar, lexical processes and politeness theory.

The study of language is important because it reveals how people use language to communicate meaningfully in different contexts. This is the domain of pragmatics, which examines the relationship between language and its users, as well as the factors that influence the interpretation of linguistic expressions (Widdowson, 1996: 61). According to Mey (1993: 4-5), pragmatics tells about the right to use language in various, unconventional ways, as long as people know what they are doing to deliver their purposes. Pragmatics is the science of language seen in relation to its users which is used by the Gibsonian term as the science of

language as it is used by people for their own purposes and within their limitations and affordances. Learning a language with a practical approach leads to learning the nature of language. It leads to a thorough analysis of the message expressed in the speaker's utterances. This has the advantage of being able to talk about people's intended meanings, assumptions, intentions and goals, and the nature of the actions performed with the utterance.

On the other hand, Leech (1983: 1) states that people cannot really understand the nature of language itself unless they understand pragmatics. It is how a language is used in communication. In delivering their purposes, people usually utter them implicitly in which what they say does not semantically have the same meaning as what they mean. Speakers have purposes by uttering something related to the context or situation where the conversation took place. That is why pragmatics can be also usefully defined as the study of how utterances have meanings in situations (Leech, 1983). Furthermore, Leech (1983: 6) redefines pragmatics for the purposes of linguistics as the study of meaning in relation to speech situations.

According to George Yule, pragmatics is the study of how linguistic forms relate to their users (1996: 4). He identifies four main aspects of pragmatics (1996: 3): the meaning intended by the speaker, the meaning inferred from the context, the meaning conveyed beyond the literal words, and the expression of the degree of closeness or distance between the participants.

Leech's findings are consistent with the view of Stephen C. Levinson (2007: 16-19), who states that pragmatics is the study of language use. Levinson also presents the following five positions regarding pragmatics. First, Pragmatics is the

study of the relationship between language and the context encoded in grammaticalization or linguistic structure. This view shows a close relationship between syntax and pragmatics. Second, Pragmatics is the study of aspects of meaning that are not covered or included in semantic theories. Pragmatics is seen in relation to semantics. Pragmatics and semantics both examine meaning and significance. Third, Pragmatics is the study of the relationship between language and context, which is the basis for explaining the meaning and understanding of language. This view indicates that there are three important aspects to the study of pragmatics: language, context, and understanding. Understanding also involves questions of meaning. Fourth, pragmatics is the study of language user ability to connect sentences with context that fit or are compatible with the sentences. Fifth, Pragmatics as an independent scientific discipline. Pragmatics has five areas of study: deixis, implicature, presupposition, presence or absence of speech acts, and discourse structure.

Based on Levinson's perspective, pragmatics in literature can be seen and positioned as proceeding from the third and fourth perspectives. Language and pragmatics study the ability of language users to make connections. Use sentences that are appropriate or have an appropriate context for the sentence. The third and fourth perspectives fall under the field of sociopragmatic research, as they investigate the use of language in specific situations. In other words, "the use of language in communication is related to certain "local" social factors, non-linguistic factors" and cultural conditions" (2007: 20-21). This view once again shows that there are three important aspects to the study of pragmatics: language, context, and understanding, which are related to questions of meaning. This view aligns with

Paul Ricoeur's hermeneutic principle of textual interpretation, namely that obtaining the meaning of a text requires context, that is, a description of the world within the text and an understanding of the external world to which the text refers.

According to Austin (1962), literary pragmatics is the study of what actions are actually performed in relation to literary works. Starting from the words of *action*, Seung states that "within the scope of semiotics, pragmatics is the study of the use of signs" (1982: 76-80). Because literary works contain language, what is meant by the use of signs are signs in language communication. Just like in language studies, in literary studies, interpreting the meaning of a text which is only carried out by means of semantic analysis (the text itself) will only produce an uncertain meaning. Therefore, Seung (1982: 38) states that semantic interpretation will be better if it is continued with pragmatic interpretation because the meaning of the text will become more certain if it is obtained from or achieved in its use. This is because pragmatic interpretation will automatically involve the context, namely users, intentions, actions, environments, and etc. In this research, researcher will connect pragmatics to the literary work.

On the other hand, to make connectivity between literature and linguistics, the researcher found relationship between structuralism and literature. In analyzing the novel, the researcher uses structuralist approach. According to Abrams, in approaching a literary work, "structuralist criticism stands free from poet, audience, and its environment. It describes the literary work as a self-sufficient object" (Abrams, 1981: 87). Structuralists view a literary work as a totality which is built coherently by its builder elements. In another side, "the structure of a literary work can be regarded as an arrangement, firmness, and depiction of all elements and

materials which shaping a unity” (Abrams, 1981: 68). Each element cannot stand alone without the other elements. An element needs the other elements to produce a whole story. In another side, according to Hawkes (1978), “structuralism is basically about how we see the world as a formative link not as a formative thing. An element in a system of structure will have a meaning after getting a link with the others.” Thus, basically the analysis of structuralism purposes to elaborate accurately the function and the relationship among the elements of literary works.

This research focuses on *Laskar Pelangi*, a novel written by Andrea Hirata and first published in 2005. The novel is an autobiographical account of the author’s childhood on the island of Belitung, where he attended a village school with 10 other children from the poorest community on the island. They were taught by the devoted but elderly Pak Harfan and his assistant, Bu Mus. The novel portrays a very specific time and place through the eyes of Ikal, the young narrator, but its characters and themes are widely appealing to readers. Reading *Laskar Pelangi* has many benefits. It inspires readers to study more, pursue their dreams, and learn from the novel’s lessons. The novel teaches the younger generation that success requires struggle, perseverance, morality, and respect for parents. Based on these reasons, the researcher chose this novel as the data source for this research.

The novel *Laskar Pelangi* by Andrea Hirata is a suitable object for analysis using the politeness strategy by Brown and Levinson (1987) and the structuralism approach. These methods can reveal the connection between linguistics and literature. The writer proposes the title: POLITENESS STRATEGY IN ANDREA HIRATA’S NOVEL LASKAR PELANGI because it has not been extensively

explored by other scholars and it poses various challenges. The researcher is keen to address these issues and chose this topic.

## **1.2 Problem Identification**

Drawing upon the contextual backdrop and the specific areas of inquiry outlined earlier, the researcher articulates the problem by posing the following research questions:

1. What kinds of politeness strategies can be identified in Andrea Hirata's novel, *Laskar Pelangi*?
2. How are these politeness strategies manifested in Andrea Hirata's novel, *Laskar Pelangi*?

## **1.3 Objectives**

In addressing the study's concerns, the writer aims to achieve the following objectives:

1. To identify the various types of politeness strategies present in Andrea Hirata's novel, *Laskar Pelangi*.
2. To uncover and elucidate the distinct politeness strategies employed in Andrea Hirata's novel, *Laskar Pelangi*.

## **1.4 Scope**

To streamline the scope of analysis and mitigate potential complexities, this study concentrates on examining the types of politeness strategies employed in Andrea Hirata's novel, *Laskar Pelangi*, with a specific focus on Brown and Levinson's (1987) politeness theory. The application of Brown and Levinson's theory serves as the analytical framework for scrutinizing the dialogues within the *Laskar Pelangi* novel. The utterances in the novel are systematically evaluated

using politeness strategies as the primary theoretical lens. Consequently, each utterance is categorized into one of four politeness strategy types: bald on record, positive politeness, negative politeness, and off record.

### **1.5 Significance**

This research aims to provide some benefits to the readers, both theoretical and practical. On the theoretical side, this research applies the methods and theories of politeness strategies to the novel *Laskar Pelangi* by Andrea Hirata. By using Brown and Levinson's (1987) theory, other researchers can find solutions to the problems that arise in social life. Politeness theory suggests that politeness can be expressed or distinguished in four ways, which are collectively judged as good or bad by society. On the practical side, readers can learn how politeness is portrayed in the novel *Laskar Pelangi* by Andrea Hirata. This can enhance their politeness skills in interacting with others and foster empathy and tolerance through polite language. For students, this research can offer more insights into the politeness strategy in Andrea Hirata's novel *Laskar Pelangi*, especially in different situations. For the next researchers who are interested, this research can serve as a reference. This research also motivates other researchers to explore the connection between linguistics and literature, especially in the analysis of a novel.



## CHAPTER II

### LITERATURE REVIEW

This chapter consists of two parts. First, review of related theories consisting of structuralism, pragmatics, and politeness strategy, and second, reviews of previous researches consisting of some journal articles related to this research.

#### 2.1 Related Theory

##### 2.1.1 Structuralism

This part contains the theoretical background used to analyze the object of the study. The writer used structuralism approach to analyze politeness strategy in Andrea Hirata's novel *Laskar Pelangi*. Structuralism in general is a concept that observing the reality as a structured, autonomous, self-regulatory, and objective system. Burhan Nugiyantoro states in his book "Teori Pengkajian Fiksi" (2013), that structuralist approach aims to explain as clearly and accurately as possible the functions and relationships among many elements of a literary work which produce the whole story. The important thing is to show how the elements relate to each other. Structuralism itself is a way of thinking about the world which is predominantly concerned with the perceptions and description of structures. Structuralism claims that the nature of every element in any given situation has no significance by itself, and in fact is determined by all the other elements involved in that situation.

The structure of literary works is also heading to the relationship among the elements. They influence each other and they make a unity. Each element can be very meaningful and important after having connection with the other elements

as well as its contribution towards the story or play. Structuralism can be seen as one of literary approaches which give more attention on the relationship among the elements involving in a certain work. In another side, according to Hawkes (1978), “structuralism is basically about how we see the world as a formative link not as a formative thing. An element in a system of structure will have a meaning after getting a link with the others.” Thus, basically the analysis of structuralism purposes to elaborate accurately the function and the relationship among the elements of literary works.

For many readers, form and structure are familiar. They do not read literature to learn about form and structure, but actually strengthen the experience of reading. “Form is inevitable. Art cannot do without form” (Bertens, 2008: 41). No matter how life like a novel or a movie may seem, it is the end product of countless decisions involving form. All elements of a text are interconnected. The various functions of these elements and the relations between them constitute a structure. The researcher decides to take the structuralist approach for her analysis because of the main idea of structuralism that emphasizes upon the relationship among the component of a literary work. The researcher thinks that naturalism is also a system. There must be some characteristics which make it different with the other systems. It is just like the idea of structuralism which emphasizes more in the relationship among the elements.

The structuralism approach arises from the belief that literary works are formed from several interrelated elements, which are bound up into an autonomous unit. These elements are called intrinsic elements of literary works which include characters, plots, settings, and themes. The structuralism approach also considers

the aesthetic aspects of literary works through the terms of content and form, one of which greatly affects the aesthetic sense of literary works. In the structuralism approach, the intrinsic elements of literary works are assumed to be an important part in identifying, assessing, and describing a literary work.

In literary theory, structuralist criticism relates literary texts to a larger structure, which may be a particular genre, a range of intertextual connections, a model of a universal narrative structure, or a system of recurrent patterns or motives. Structuralism argues that there must be a structure in every text. Everything that is written seems to be governed by specific rules. Like new criticism, structuralism concentrates on elements within literary works without focusing on historical, social, and biographical influences.

Structuralism is a way of thinking about the world which is predominantly concerned with the perceptions and description of structures. Structuralism claims that the nature of every element in any given situation has no significance by itself, and in fact is determined by all the other elements involved in that situation. “The full significance of any entity cannot be perceived unless and until it is integrated into the structure of which it forms a part” (Hawkes, 1978: 11). Structuralists believe that all human activity is constructed, not natural or essential. Consequently, it is the systems of organization that are important. Everything that human being do is always a matter of selection within a given construct.

According to Northrop Frye, “literature itself formed such a system” (1983: 91). In fact, it is not just a random collection of history writings; if the readers examine it closely, they can see that it works by certain objective laws, and criticism can become systematic by formulating them. These laws are the various modes,

archetypes, myths and genres by which all literary works are structured. “A literary work, like any other product of language, is a construct, whose mechanism can be classified and analyzed like the objects of any other science.” (Eagleton, 1983: 106). Structuralists seem to have unearthed a rather more solid object of investigation. The role of literary criticism is not primarily to make interpretative or evaluative statements but to step back and examine the logic of such statements, to analyze what they are up to, what codes and models they are applying, when they make them (Eagleton, 1983).

To engage in the study of literature, Jonathan Culler has argued that “the applying of structuralism can advance one’s understanding of the conventions and operations of an institution, a mode of discourse” (Eagleton, 1983: 124). Structuralists see literature as a thing that involves too much subjectivism. Structuralism is teaching and studying not so much ‘literary works’ but the ‘literary system’. Structuralists identify and interpret literary works in the first place by exploring the whole system of codes; genres and conventions (Eagleton, 1983).

This research adopts the structuralism approach in literature, which is influenced by the semiological theory of language or language structure proposed by Ferdinand de Saussure, a renowned Swiss linguist. Ryan (2007:131) explains that structuralism is based on the assumption that utterances are the manifestation of the rules of the system that give order to the heterogeneity of language. This notion of an implied order is central to the structuralist undertaking, as it extends from linguistics to anthropology, philosophy, and literary criticism throughout the twentieth century. Structuralism has evolved over time and given rise to various theories, such as Formalism, Dynamic Structuralism, Semiotics, and Genetic

Structuralism. The researcher uses the structuralism approach because the object of this research is derived from the text.

### **2.1.2 Pragmatics**

Pragmatics is the scientific study of meaning in English learning stages. People cannot really understand the nature of a language unless they understand how it is used in communication. It is important for people to understand language because it always expresses ideas, thoughts, feeling, and the speaker's intention. One branch of linguistics which studies language as being used is called pragmatics. As Levinson (1983) states that Pragmatics is the study of the use of language in communication. In this study, people try to see the relation between language and contexts that are grammatical, or encoded in the structure of a language.

Every utterance said by people does not consist only of a word with its literal meaning but also an intended meaning inside it. People's intended meaning is mostly tied with the context of time when the utterance is uttered by the speaker. This situation makes each person or the hearer possibly have a different interpretation. Therefore, it is important to study language use. Pragmatics is the concern of what people mean by the language they use or how they actualize its meaning potential as a communicative resource (Widdowson, 1996: 61). It studies the expression in an actual utterance in a specific context to achieve the intended message in a communication since people may not know what might be meant by the expression.

There are some points of view on pragmatics. Yule (1996) explains one by one about pragmatics. Firstly, pragmatics is the study of utterances as communicated by a speaker and interpreted by a hearer. Secondly, pragmatics is

the study of contextual meaning. It requires a consideration of how a speaker organizes what he or she wants to say. Thirdly, pragmatics is the study of how the hearer gets the implicit meaning of the speaker's utterances. The last, pragmatics is the study of the expression of a relative distance. It is assumed as the study of the relationship between linguistics forms and the users of those forms.

In addition, Leech (1983) states that pragmatics is the study of meaning which is related to the speech conditions. Furthermore, he also explains that pragmatics can be seen as a way to solve problems, both from the perspective of a speaker and a hearer. For example, from the speaker's point of view, the problem is the planning about how to produce an utterance. On the other hand, from the hearer's point of view, the problem is related to the interpretation, which forces the hearer to be able to interpret the possible reason that makes the speaker saying the utterance. Meanwhile, Mey (1993) believes that pragmatics as the study of human language condition, which has a close relationship with the context of society.

Yule (1996: 3) also states four areas that pragmatics is concerned with.

1. Pragmatics is the study of speaker meaning.

This approach is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader), which means the approach gives deeper analysis on what people have said to gain what exactly people mean by their utterances rather than the literal meaning of the utterances themselves.

2. Pragmatics is the study of contextual meaning.

What people said usually tied with the context of conversation. This type of study necessarily involves the interpretation of what people mean in a

particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who, when, where, and under what circumstances they are talking.

3. Pragmatics is the study of how more meaning are communicated than what is said.

It explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning or it investigates the invisible meaning. In the conversation, what is unsaid is recognized as a part of communication which has a great deal in the interpretation of the speaker's intended meaning. It is why the approach also explores the invisible meaning or the unsaid part of a speaker's utterances.

4. Pragmatics is the study of the expression of relative distance.

The approach answers the perspective of what determines the choice between the said and the unsaid in which the said and the unsaid are tied to the notion of distance. On the assumption of how close or distant the listener is, speakers determine how much needs to be said.

Using a pragmatics approach to study language helps us understand the nature of language. It enables us to analyze the message conveyed by a speaker through an utterance. It also allows us to discuss people's intended meanings, assumptions, purposes or goals, and actions performed in utterances. To conclude, pragmatics is the study of meaning of statements and utterances in relation to the contexts that involve how a speaker produces an utterance to express their intentions and how the listeners interpret it.

### 2.1.3 Politeness strategy

The concept of politeness in verbal communication, as posited by Brown and Levinson (1987), offers a valuable lens for understanding the culture of scientific writing. Politeness strategies, manifesting through speech acts, become a means to articulate courteous expressions within a narrative, especially in works like the novel *Laskar Pelangi* by Andrea Hirata. This analysis primarily draws from educated life as the foundation for describing politeness strategies.

Thomas (1995) aligns with Brown and Levinson, defining 'Politeness Theory' as a collection of linguistic theories linking linguistic actions to social behaviors. These theories aim to provide a scientific understanding of the common notion of politeness, referring to the appropriate use of language in diverse situations. Yule (1996), in harmony with Brown and Levinson, asserts that politeness serves as an instruction, demonstrating an awareness of another person's face—an individual's public self-image. This awareness, especially in socially distant situations, often signifies respect or deference.

In this study, Penelope Brown and Stephen Levinson's "Face Saving theory of politeness" (1987) will be utilized as the main theoretical framework. The discussion delves into the intricacies of issuing polite commands, considering factors such as the context, the audience, and the potential impact on face. Face, as defined by Yule (1996), represents the emotional and social sense of self that individuals anticipate being acknowledged by others.

Levinson (1983) introduces the concept of two types of "face":

- a. Positive Face: The desire to be approved, appreciated, and accepted by others, to be treated as a member of the same group, and to know that others share



similar desires.

- b. Negative Face: The desire not to be imposed upon by someone's actions.

Within illocutionary acts, particularly commands, the power of the speaker's utterance has the potential to impact both the hearer's and the speaker's face. Face Threatening Acts (FTAs) can result in damage to the hearer's face. Hence, speakers employ strategies of polite behavior to perform FTAs in commands, as outlined by Brown and Levinson.

### **2.1.3.1 Bald-on-Record**

Bald-on-record politeness involves direct communication without employing any politeness strategies that mitigate imposition. While it may seem straightforward, bald-on-record politeness is effective in certain contexts where directness is valued. This section explores strategies for using bald-on-record politeness respectfully. The prime reason in using bald on record comes whenever a speaker wants to do the FTA with maximum efficiency more than he or she wants. It is to satisfy the hearer's face, even to any different degree. The speakers go on-record if there are good reasons to ignore the face risk of the hearer. They do not do any effort to minimize threats to the hearer's face.

Bald on record showed by speaking directly or give response. Generally, bald on record are commonly found with people who know each other very well such as close friends and family. The most direct approach, using imperative forms. The example of bold on record is as follows: "Give me a pen", it is a directive utterance. Because the speaker has known the hearer, he or she does not assess to ask something directly.

There are some sub strategies in bald on record, they are:

1. An emergency: HELP!
2. Task oriented or command: Give me the nails!
3. Alerting or warning hearers: Turn your headlights on! (When alerting someone to something they should be doing).

### **2.1.3.2 Positive Politeness**

Positive politeness is oriented toward the positive face of the hearer. It is the positive self-image that he or she claims for himself or herself. It is about the face of the addressee by indicating that in some respects, the speaker wants the hearer's wants (for example by treating him as a member of an in-group, a friend, and a person whose wants personality traits are known and liked). Positive politeness strategies aim to enhance rapport, solidarity, and inclusion in communication. By employing positive politeness techniques, individuals can create a positive atmosphere, strengthen relationships, and demonstrate respect and consideration for others' feelings. This section explores effective strategies for positive politeness in various social contexts.

Positive politeness is repressive directed to the addressee's positive face, his perennial desires that his wants (or the action/acquisition/values resulting from them) should be thought of as desirable. There are some sub strategies in positive politeness such as:

1. Noticing or attending to the hearer's interests, wants, needs or goods: "You must be hungry; it's a long time since breakfast. How about some lunch?"

2. Avoid disagreement

A: "What is she, small?"

B: “Yes, yes, she’s small, smallish, um, not really small but certainly not very big.”

3. Assume agreement: “So, when are you coming to see us?”
4. Give (or ask for) reasons: “Why don’t you lend us your record player?”
5. Use in-group identity markers: “Come here, buddy.

### **2.1.3.3 Negative Politeness**

Negative politeness is a strategy in which the speaker states the FTA by utilizing strategies oriented towards redressing the negative face-threat to the hearer. The realizations of this strategy consists in assurances that the speaker recognizes and respects the addressee’s negative face wants and will not interfere with the addressee’s freedom of action. Negative politeness strategies are crucial for showing respect for others' autonomy and maintaining social distance while still demonstrating consideration and politeness. This section explores effective strategies for employing negative politeness in various social contexts.

The main focus in using this kind of strategy is to assume that the speaker may be imposing on the hearer and intruding on their space. Therefore, these are automatically assumed that there might be some social distance or awkwardness in the situation. The example of the negative politeness is represented below:

1. Be conventionally indirect: “Could you pass the salt?”
2. Minimize imposition: “I just want to ask you if I would use your computer?”
3. Be pessimistic: “Could you jump over that five foot fence?”
4. Impersonalize speaker and hearer: “Give it.”

### **2.1.3.4 Off-record**

Off record strategy is performed typically through the use of an indirect illocutionary act which has more than one interpretation. Thus, if a speaker wants to do an FTA, but he or she wants to avoid the responsibility for doing it, he or she can do it in the form of off record utterances and leave it up to the addressee to decide how to interpret it. Off-record politeness involves conveying messages indirectly to maintain harmony and respect in communication. This strategy allows individuals to express intentions or convey information in a less direct manner, often to avoid imposing on others. This section explores strategies for employing off-record politeness respectfully.

Off record utterances essentially use indirect language. It is in order to minimize threat on hearer's face. Off record covers the act indirectly so the speaker cannot be responsible for any specific communicative intent.

## **2.2 Review of Related Research**

This section reviews some studies related to the topic and problems of this research, such as journal articles, international journal articles, research reports, and theses. They are grouped into different categories based on the focus of discussion, and each category is followed by a conclusion.

1. Deta Maria Sri Darta, Rindang Widiningrum, Ervin Suryaningsih, Ni Putu Zefanya Putri Gracia Hartawan, Herlin Tri Wahyuni (2023). Journal. **Yasmin's Politeness Strategies and Power Relations in Ayu Utami's *Maya***. The research examines the main character, Yasmin, who is portrayed as a strong and independent woman. Her relationship with other characters in the novel is the main focus of this research in terms of the power relations between them. This study aims to discover Yasmin's traits (in addition to the existing traits

analyzed) through the analysis of politeness strategies used by Yasmin in her interactions with other characters. A qualitative method was used in which the data analyzed were utterances. The utterances were analyzed based on the power relation between speaker and hearer as well as the politeness strategies used. The discussion showed that Yasmin used positive politeness more than other strategies and positioned herself as having the power in her relationship with other characters. Thus, Yasmin can be considered as a person who is confident and flexible.

The present study is similar to the study above in that both studies analyze politeness strategies. The differences between the two studies are: (1) They use different novels by different authors; (2) They only focus on one character in the novel.

2. Meilina Putri Dewanti (2022). Journal. **Politeness Strategies of the Main Characters in *The Fault in Our Stars Novel***. This paper explored politeness strategies and addressed two research questions: (1) what politeness strategies were applied by the main characters in *The Fault in Our Stars* novel and (2) what factors influenced the use of politeness strategies by the main characters in the novel. Data, consisting of 263 utterances containing politeness strategies, were collected from *The Fault in Our Stars* novel and were analyzed using a document analysis method. Results showed that the main two characters, Augustus and Hazel, applied four politeness strategies, which were distributed as follows: positive politeness, as the most frequently-used strategy with a frequency of 100 utterances (38%), followed by off record, 59 utterances (22.4%), bald on record, 54 utterances (20.6%), and negative politeness, 50

utterances (19%). The strategies that were used by the two main characters were affected by two main factors: the payoffs and the circumstances or sociological variables.

The present study is similar to the study above in that both studies use a novel as the object of research and analyze politeness strategies. The difference between the two studies is that the study above only analyzes the main characters.

3. Sastri Damai Sarumaha, Suryani Siringo-ringo, and Andi Jaihutan Silitonga (2020). Journal. **Politeness Strategies in Dave Pelzer's *A Child Called It***.

This study examines the use of politeness strategies in Dave Pelzer's *A Child Called It*. The objectives of the study are (1) to identify the types of politeness strategies, (2) to determine the most dominant type of politeness strategy, and (3) to explain the reasons for the prevalence of the most dominant type of politeness strategy in Dave Pelzer's *A Child Called It*. The results of the analysis show (1) there are two types of politeness strategies in Dave Pelzer's *A Child Called It*: positive and negative politeness strategies. (2) The most dominant type of politeness strategy is negative politeness. (3) The main reason for the dominance of negative politeness strategies is that the characters in the novel *A Child Called It* do not appreciate or socialize with each other and prefer to use rude words that hurt the hearer.

This study is similar to the previous study in that both studies use novels as the objects of research. Moreover, both studies analyze politeness strategies by using the theory of Brown and Levinson. The differences between the two studies are: This study uses a different novel with a different author.