CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is about the theory of this study and some explanations that are related to the theory. They are Politeness Strategies, Literacy Works and Geoffrey Leech's Politeness Principles.

A. Politeness Strategies

In building a good relationship or a good social interaction with other people, the thing that we surely need is politeness strategy. It can organize how to build a good communication and the way of giving information or opinion to other people. The way in which the speaker appreciate and maintain the situation and condition of the hearer in the interaction is called politeness.

According to Brown and Levinson (1987), the hearers' face is saved by the developing of politeness strategies. The meaning of face is concerned to the respect that a person has for himself or herself maintaining that "self-esteem" in private or in public situations. Commonly, person tries to make other people comfortable or person does not make them embarrassing. If the other people feel uncomfortable and embarrassing, so their face will be threated, and there are some acts that infringe on the hearers need to maintain his self-esteem or her self-esteem, and be respected is called Face Threatening Acts (FTA's).

According to Watt (1992), politeness is as the ability to make others happy through external actions. Based on Foley (1997), the goal of politeness is to ensure that everyone feels affirmed in a social life, social interaction and politeness is as a battery of social skills. Politeness is as an important aspect of consequently communicative competence and pragmatic competence, politeness has been addressed by different researchers and they also applied different approaches.

Ogiermann (2009) stated that "Brown and Levinson's face, something that persons claim for themselves which is called by "face". Brown and Levinson's politeness model is found on the notions of face which was explained by Goffman (1967), a person effectively claims for himself by his or her self presentation, it is as the positive social value.

B. Literacy Works

Literacy works are real life's reflection. It contains the cultural and social background which indicates that literature and society is intently related because literature expresses the situations, conditions and also problems that happened in society. It describes the events in our life.

There are many kinds of literacy works, such as novel, poem, song, drama and there are many others. This research only focused on novel.

1. Novel

Novel, it represents the character and action with some degree of realism, it is a fictitious narrative prose of book lenght. Novel is a piece of fiction prose of a reasonable lenght. There are many people like to

read novel, because it is very interesting to know about the story of novel.

Novel is as one of literacy works, it is a literary text that is valued by its culture that used special or literary language and that effects many people with emotions that bring them into the imaginary world. Moreover, all languages have design and a literary text is also a piece of languages, so it is obvious that literary language is rather different from an ordinary language, (Fitriana: 2007).

Based on that explanation, through novel people can get many experiences and they will know about imaginary world. It can make them happy, sad, or angry based on the situations in the novel that they read.

2. Character

Character is very important in real-made creation of literacy works such as novel, drama or even some of poems. The nature of character presentation conveys a positive impact for readers to find out what is going on and what the function of it. Therefore, the character mirrors quality of the person. Characters are the people presented in dramatics of narrative work, they are interpreted by reader as being blessed with the dispositional and moral qualities that are expressed in their behavior and their speech in an action, (Napitapulu: 2009).

Based on the explanation above, the character is the total quality of a person behavior, as revealed in his or her habits of thought and

expression, his or her attitudes and interest, his or her actions, and his or her personal philosophy of life.

3. Main Character

In the novel, character is not only one, there are many characters which support the main characters. It can be conveniently classified as main and minor character. A main character is the most important figure at the center of the story's action of them. Commonly, a character's status as main or minor is clear. However, It is not only one but two or more characters will dominate the story. There are two or more main characters which occur in a story, they are protagonist. To support the story of a novel, it needs minor characters, because their function is partly to illuminate the main character. Based on the explanation above, main characters are the most important figures in a literacy work.

The main characters are the central figures in the story. Main characters have a big influence in the story's flow, they are the main characters who role in that story. On the other hand, minor characters are figures that the properties and behavior characterization serve to support and make a story better, interesting and colorful.

There are two main characters in this novel that the researcher chose:

a. The Giver

He was an old man, and he was very famous in the community. The Giver has held the community's collective memory for many

years and used his wisdom to help the committee of Elders to make the important decisions of community's life. Although, he was racked by the pain of his memories and he believed that perhaps those memories belong in the minds of everyone in community without exception.

b. Jonas

He was 11 years old, and he was very smart, dilligent and sensitive person. The strong power of perceptions that he did not understand, Jonas was chosen to be the new receiver of memory for his community when he turned to twelve years old. Before his training, Jonas was uncommonly thoughtful, and apprehensive expressed great concern for his friends and family. He thought that would be nice to be closer to others. After the training that Jonas did with The Giver, he has new awareness of strong emotion, beautiful colour of life and great suffering, those all make Jonas knew about the real life in this world.

4. Synopsis of "The Giver" Novel

Jonas' world or usually people called it by the community is perfect. There is not war or fear or pain because everything is under control.. There are no choices, because each person is assigned a role in the community. Jonas is singled out to receive special training from the giver when Jonas turns twelve. The memories are held alone by The Giver. It

is the kind of the true pain and pleasure of life. Now, it's time for Jonas to receive the truth of life, (Lowry: 1993).

C. Geoffrey Leech's Politeness Principles

According to Leech (1983), politeness principles with conversational maxims or cooperative principles close to those formulated by Grice. Leech (1983) stated that, Grice's cooperative principles or usually which are called by (CP) in itself can not explain why people are often so indirect in conveying what they mean, and what is the relation between the sense or meaning as semantically determined and force or meaning as pragmatically as well as semantically determined when non-declarative types of sentences are being considered. Therefore, Geoffrey Leech introduced what he called the politeness principles or (PP) and showed that both the CP and the PP are needed for pragmatic interpretations.

The politeness principles and cooperative principles or conversational maxims had very strong relationship, because a set of maxims or principles which manage it, and they studied about the use of language in communication.

According to Leech (1983), the politeness principles are concerned by two participants of conversation, they are self and other. The self usually is the speaker, while the other is the hearer or addressee. The concept of other also refers to the third side. His or her politeness to a third side should be showed by the speaker, either presented or not.

Leech's politeness principles are considered to be more comprehensive than other principles or maxims. The politeness principles are devided into six maxims, in which each maxim has five scales to determine the degree of politeness. These are the descriptions of each scale as follows:

1. The Cost and benefit scale

It gave detail information about the cost and benefit which were oriented to the hearer or addressee. The cost and benefit referred to the utterances that were used by the participants either financial or a prestige. In this situation and condition, it seems to be less polite, if the cost is higher than the benefit of the hearer. On the other hand, if the benefit is higher than the cost of the hearer, it can be more polite. From the details, we can point out that the higher cost to the hearer indicates the less of politeness, so, in contrast, the greater of politeness was indicated by the higher benefit to the hearer.

2. The Optionality scale

It assessed the degree in which the illocutions performed by the speaker allows the hearer a degree of choice. Commonly, some options are offered when the speaker used an indirect utterance in giving a command , opinion, question or a request to the hearer. In this situation, the speaker gave some options to the hearer to give response or answer toward the speaker's utterances. The degree of politeness will increase, if the speaker gave some option to the hearer or addressee to choose the response.

3. Indirectness scale

      Indirectness scale indicated politeness degree on the basis of evaluating the same propositional content under increasingly indirect kinds of illocution. In this situation and condition, the greater of politeness was indicated by the higher of indirectness.

4. Authority scale

      It represented the social status relationship between the participants, the speaker and the hearer. The various ways, when we choose words, it can show us whether we see the person addressed is a an equal, superior, or a subordinate. In other words, we could say that the way someone talks to others, it can reflect his or her relationship to others.

5. Social Distance scale

      Indicating familiarity degree between the participants, they are the speaker and the hearer. Social distance scale is very useful in emphasizing that how well the participants know about each other. Commonly, it used to show the difference, existence, or solidarity between the group members.

    Then, Geoffrey Leech proposed six politeness principles namely, tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

1. **Tact Maxim**

According to Leech (1983), Tact maxim referred to increase the benefit to other and decreased cost to other. In this maxim, the speaker decreased the cost (and correspondingly maximized the benefit) to the hearer or addressee.

For example:

- ***"Could** we interrupt them for a second?"*
- *"If we could just clarify this then."*
- *KAMI   : "... I don't want to go alone**, will you go?"***
  SHELLY   : "Well I'm not gonna go on a date with you, that would be stupid." Maharani (2017: 4).

In this dialogue, tact maxim was used by Kami, it increased the benefit to other and also decreased cost to other. Kami was more polite with no intention to force Shelly and the flexibility was given by Kami to her in answering the Kami's question by using an auxiliary verb "will".

- *KIRSTEN   : OK, I'll be ready. "Hey **will** you be at the church early tonight?"*
  JORDAN   : "Yeah, what's up." Maharani (2017: 4).

Jordan was asked by Kristen by using an auxiliary verb "will" in her question. In this case, "will" used to give the interlocutor to Jordan and asked Jordan without enforcement.

2. **Generosity Maxim**

The maxim that is referred to maximize cost to self and minimized benefit to self, it is called by generosity maxim, (Leech: 1983). This maxim was self oriented and (focused on the speaker and said that the others should be put first instead of the self).

For example:

- *"You **relax** and **let them** do the dishes."*
- *"You **should come and have breakfast** with us."*
- *KAMI   : "Kirsten, Kirsten. Wait I **need to talk** to you."* Maharani (2017: 5).

Kami used generosity maxim. Since, she minimized benefit to herself and maximized cost to herself. She implied that cost of the utterance was to herself. So, the utterance implied that was benefit for the hearer.

- *KIRSTEN   : "…I'll go** with you as soon as I clear it, **but** you need to see her, OK."*
  KAMI   : "OK. Oh, oh, Kristen, hide me, hurry!" Maharani (2017: 6)*.*

The generosity maxim was used by Kristen. In the Kirsten's statement that told about her willingness to be burdened by Kami in doing something. We could know that, Kirsten maximized the cost to herself and also minimized the benefit to herself. Actually, Kirsten gave more benefit to Kami.

3. Approbation Maxim

Leech (1983) stated, approbation maxim referred to optimize praise of others and decreased dispraise of others. This maxim was used to avoid speaking unpleasant things about others, especially to the hearer or addressee.

For example:

- *"I heard them singing at their room last night.*
  *It sounded like **they were very enjoying their voice!"***
- *MRS. GREER : "Sounds good, but I can't eat like that anymore. The pains of getting old."*

KIRSTEN   *: "Oh mom, you're **not old.**"* Maharani (2017: 7).

The Kirsten's statement can be categorized as approbation maxim. It referred to the way of Kirsten to decrease dispraise of others and optimized praise of others. She disproved her mother's statement which told that her mother was not old.

- *KIRSTEN   : **"Wow, a real date,** what's up?."*
  JORDAN   : "I figured it was about time we had a romantic evening together."
  KAMI   : "Oh, romantic, how sweet. Someday I'll find a man just like you, Jordan." Maharani (2017: 7).

Kami's utterance above, she said good thing and avoided speaking an unpleasant thing in responding what Jordan said. She decreased dispraise of Jordan and increased praise of Jordan-said pleasant thing and praised Jordan. Since, it can be categorized as approbation maxim.

4. Agreement Maxim

The maxim that referred to increase the expression of agreement between self and other and also decreased the expression of disagreement between self and other, it was agreement maxim, (Leech: 1983). The disagreement in this maxim was commonly expressed by partial or regret agreement.

For example:

- *A: "I do not want my daughter to do this, I want her to do that."*
  *B: **"Yes, but** mum, I thought we resolved this already on your last visit."*
- *SHELLY   : "Oh gross Kami, you always come up with the worst possible   ideas."*
  *KAMI   : "I bet you I'm right. Hey, I know. **Tell him I'd love to go out. But** that I don't give out what he's looking for."*
  Maharani (2017: 9).

Kami agreed with Shelly's utterance. Kami said, … "Tell him I'd love to go out." but in the next utterance, she expressed her disagreement by saying, "But that I don't give out what he's looking for." Based on those statements, Kami performed the use of agreement maxim because she decreased the expression of disagreement between herself and Shelly, and increased the expression of agreement between herself and Shelly.

- *SHELLY   : "This is weird."*
  KAMI   : "Yeah, but that's how it is with boys. I wonder what made him think I would?…" Maharani (2017: 9)

Kami was performing the agreement maxim of politeness principles, because in the first, she increased the expression of agreement between herself and Shelly by saying "yeah (this is weird)", but in the next utterance, she also decreased the expression of disagreement between herself and Shelly by saying "but that's how it is with boys".

5. Sympathy Maxim

According to Leech (1983), sympathy maxim referred to increase sympathy between self and other and decreased antipathy between self and other. In this case, the achievement was being reached by others, for instance, should be appreciated and evaluated. On the other hand, the calamity happened to other must be given condolences or sympathy.

For example:

- *"I am sorry to hear about your friend."*
- *MRS. BLACK   : "Your dad does have some issues, but we all do. I have my own and one is that I've ignored the problems in my marriage. I've let them go too long. But I'm getting help and your dad*

is, too. He's agreed to see a counselor. It's going to be OK. He's a good man under all of that bluster."
KAMI   *: **"I'm glad** you're so positive about it mom. When are you coming home?"* Maharani (2017: 12).

  Kami performed the use of sympathy maxim because she congratulated and appreciated the good thing that is reached by her mother (Mrs. Black) by saying "I'm glad you're so positive about it mom." Kami decreased the antipathy between herself and her mother, and increased sympathy between herself and her mother by using the word "glad".

- *JORDAN : "Hold on, I want to do this right, we'll have to pick up where we left off Sunday night. Will you have dinner with me this Friday night?"*
  *KIRSTEN : "I'd love to, **Sorry about** spoiling the last one, same time and place?"* Maharani (2017: 12).

  In Kristen's utterance, she expressed her sympathy for what she has done before to Jordan by using word "sorry". "Sorry" is often used to express a condolence expression for misfortune event and it is also used in the Kirsten's utterance. Kirsten decreased antipathy between self and other and increased sympathy between self and other so her utterance can be categorized as the use of sympathy maxim.

6. **Modesty Maxim**

  Modesty maxim referred to increase dispraise of self and decreased praise of self, (Leech: 1983). Both approbation maxim and modesty maxim concerned with the degree of bad or good evaluation of self or other that was performed by the speaker. However, this maxim commonly occurred in apologizing something.

For example:

- ***"Oh, I am so stupid,** I did not make a note of our teacher! Did you!"*
- *JORDAN   : "You do look wonderful. That dress is new, isn't it? I've never seen it before."*
  *KIRSTEN   : **"Nope it's an old one** I just don't wear it very often."* Maharani (2017: 13).

The utterance was said by Kirsten above can be categorized as the use of modesty maxim, because she decreased praise of herself and increased dispraise of herself. Kirsten maximized dispraise of herself by disproving Jordan's statement and then, she said that her dress was an old one even though Jordan praised the dress looked so wonderful.