

CHAPTER I

INTRODUCTION

A. Background of The Study

Language reflects the situation and conditions of the place and time it is used in daily conversation.¹ Language serves as the main means in the communication process between speakers and listeners. Language also use varies depending on the context, whether it is formal or casual. In social interaction, politeness in language is a very important aspect in order to maintain smooth communication. Therefore, speakers need to consider who their interlocutors are, because certain utterances may be considered impolite or offensive.

Pragmatics is learning about language based on situational context and language structure.² The study of pragmatics is not only limited to grammar or grammatical structure, but also examines the meaning contained in utterances. In the process of communication, the appropriate use of language allows speakers to convey their intentions effectively, and allows listeners to interpret the message accurately. The study of politeness strategies centers on understanding how individuals utilize language during interactions and communication. Politeness is a fundamental aspect of human interaction, shaping how we communicate effectively and maintain social harmony. In film, characters' speech patterns and interactions reflect the social dynamics and power structures within the narrative. Analyzing politeness strategies in movies offers valuable insights into these dynamics and how characters navigate their world. The concept of politeness has been explored extensively

¹ Miwita Rosari, "Politeness Strategies Applied by the Characters of The Great Debaters Movie", *LLT Journal: A Journal on Language and Language Teaching*, Vol. 19. No. 1, (April, 2017), 19–33.

² George Yule, *Pragmatics* (Oxford: Oxford University Press, 1996), 3

by numerous prominent linguists, including Robin Lakoff, Stephen C. Levinson and Penelope Brown, Geoffrey Leech, Yueguo Gu, Sachiko Ide, Bruce Fraser and William Nolen, Horst Arndt and Richard Janney, Shosana Blum-Kulka, and most recently, Richard Watts.³ Among the various theoretical frameworks available, this study adopts the model developed by Brown and Levinson. Although not the earliest, their theory remains one of the most influential in the field. Since the release of their seminal work in 1987, it has inspired a vast body of scholarly discussion, ranging from applications and adaptations to critiques and revisions, demonstrating its enduring relevance in pragmatic and sociolinguistic studies.

English language teaching has increasingly emphasized the importance of speaking skill as a core component of communicative competence. According to Richards, speaking involves not only producing grammatically correct sentences but also using them effectively in authentic communication. Similarly, Harmer notes that speaking requires fluency, accuracy, and appropriacy. One way to develop these aspects is through exposure to authentic materials such as movies, which provide learners with real-life models of spoken interaction.

In this modern era, there are many ways to get knowledge and one of them is by watching media such as films. As noted by Bedareva, Litovchenko, and Astapenko, the use of subtitled films has become an increasingly popular method in foreign language education.⁴ Movies serve as effective language learning media because they present dialogues that are both contextual and natural. *Elemental: Forces of Nature*, as a popular animated film, portrays diverse interactions among its characters, many of which involve the use of

³ Gino Eelen. *A Critique of Politeness Theories* (Manchester St. Jerome Publishing, 2001) pp. 2-19

⁴ A.V. Bedareva, V.I. Litovchenko, and E.V. Astapenko, "Foreign-Language Media Texts as a Means of Forming the Media Competence of University Students" (May 2020): 17-21.

politeness strategies. These dialogues can be utilized as valuable learning resources to improve speaking skills, particularly in terms of fluency, accuracy, and pragmatic awareness.

The “*Elemental: Forces of Nature*” movie is a Pixar Animation Studios and released by Walt Disney Pictures in 2023. The film set is in Element City, this movie offers a compelling narrative involving characters of different elemental backgrounds such as fire, water, air, and earth who are living together. The story centers on Ember, a fire-element woman, and Wade, a water-element man, whose relationship defies societal expectations. Their dialogue is filled with examples of politeness, negotiation, emotional expression, and cultural conflict, making it a relevant object for analysis.

Despite its thematic richness, this movie has not yet been widely explored from a pragmatic point of view, particularly in terms of how politeness strategies are employed by characters of different cultural backgrounds. While there have been several studies analyzing politeness strategies in animated films, they often overlook the deeper cultural and social dimensions embedded in such narratives. There is thus a noticeable gap in pragmatic literature concerning the use of politeness strategies in animated films that emphasize multiculturalism and identity negotiation. This study aims to fill that gap by conducting a pragmatic analysis of Brown and Levinson’s politeness strategies used by the characters in “*Elemental: Forces of Nature*” movie. The study not only identifies the types of strategies used, but also examines how these strategies reflect the characters’ cultural identities, emotional development, and interpersonal dynamics. Unlike previous research that merely categorizes speech acts, this study seeks to interpret the social functions of politeness strategies within the narrative framework of a contemporary animated film.

Given the movie's rich exploration of intercultural interactions and the nuances of communication between different "elemental" groups, this research aims to analyze the Brown and Levinson's politeness strategies employed in the "Elemental: Forces of Nature" movie. This analysis will examine the use of bald on record, positive politeness, negative politeness, and off record strategies in their dialogues and interactions. Furthermore, the findings also explore the implications of the movie for English language education, with a particular focus on speaking skill development.

B. Identification of Problem

Based on the background that was previously described, the problem formulations in this research are as follows:

1. The film *Elemental: Forces of Nature* contains various social interactions that reflect different types of politeness strategies, yet these elements have not been widely analyzed from a pragmatic perspective.
2. There is a lack of awareness among viewers, especially students and educators, about how politeness strategies function in animated media and how they can reflect broader social and cultural norms.
3. The movie *Elemental: Forces of Nature* provides rich examples of politeness strategies that can be adapted for language learning.
4. A systematic analysis is needed to identify what types of politeness strategies are used by the characters and how these strategies can be applied to support learning in classrooms

C. Limitation of Problem

The study focuses only on the types of politeness strategies used by the main characters in the movie *Elemental: Forces of Nature*, based on Brown and Levinson's (1987) theory and to the implication of this movie for the improvement of speaking skill in English language learning.

D. Formulation of The Study

Based on the background description above, the researcher will examine the formulation of this study, there are:

1. What types of politeness strategies are utilized by the characters in "Elemental: Forces of Nature" movie?
2. What is the implication of "Elemental: Forces of Nature" movie in education, particularly in enhancing students speaking skill?

E. The Objectives of The Study

In this study have several objectives there are:

1. To identify and categorize the politeness strategies (positive and negative) used by the characters in the film.
2. To know what the implication of "Elemental: Forces of Nature" movie in education, particularly in enhancing students speaking skill

F. Significances of The Study

This study is expected to contribute both theoretically and practically. Theoretically, it enriches the existing literature on politeness strategies by applying Brown and Levinson's framework to an animated film context. It also illustrates how politeness strategies manifest in popular media, thereby providing a deeper understanding of pragmatic phenomena in authentic, fictional discourse. Practically, the study highlights the educational potential of *Elemental: Forces of Nature* as a useful resource for teaching pragmatics, promoting character education, and supporting social-emotional learning. Teachers, students, and curriculum developers may benefit from using such media to enhance learners' awareness of language use in social interactions and values conveyed through communication.

G. Writing Organization

This study are divided into 5 chapters which contain several aspects that will be explained in each chapter

Chapter I: Introduction. Contains the background of the research, problem identification, problem limitation, problem formulation, research objectives, significances of the research and writing organization.

Chapter II: Theoretical of Framework. Discussing the definition of pragmatic, politeness strategies, Brown and Levinson's politeness strategies, advantage of being polite, implication of the movie in education, movie.

Chapter III: Method of the Research. Contains research design, data and source of data, instrument, data collecting, data analyzing.

Chapter IV: Contains the research findings and discussion of the research findings.

Chapter V: Conclusion. Contains conclusions and suggestions