

## AN ANALYSIS OF POSITIVE POLITENESS STRATEGIES IN *THE LITTLE MERMAID* MOVIE 2023

**Putri Pardian<sup>1</sup>**

<sup>1</sup>Student of English Department, Faculty of Humanities, Universitas Bung Hatta  
[Putripardian3@gmail.com](mailto:Putripardian3@gmail.com)

**Yusrita Yanti<sup>2</sup>**

<sup>2</sup>Lecture of English Department, Faculty of Humanities, Universitas Bung Hatta  
[Yusrita.yanti@bunghatta.ac.id](mailto:Yusrita.yanti@bunghatta.ac.id)

### ABSTRACT

This research examines positive politeness strategies in *The Little Mermaid* movie. The form of politeness does not only occur in everyday conversations, but also in the dialogues contained in the movie. This research aims to find the positive politeness strategies according to Brown and Levinson in *The Little Mermaid* movie. This research deals with a pragmatic approach. This movie tells about the adventurous young mermaid who dreams of exploring the human world. Focusing on Ariel's journey, her encounter with Prince Eric, and the bargain she makes with the sea witch Ursula, sacrificing her voice for the chance to live as a human. The purpose of this research is (1) to describe of positive politeness strategies employed by the characters in the little mermaid movie. (2) to explain the factors influencing the characters employ the strategies in the little mermaid movie. This research used descriptive qualitative research. It is done by collecting data, analyzing data, using a positive politeness strategy from words that are used by the dialogues of the characters, giving explanations, and drawing conclusions in movie. Finally, the writer finds out two points, the first point is the writer found 11 strategies from 15 strategies based on Brown and Levinson, 2 data of notice, 1 data of intensify interest, 23 data of use in-group identity markers, 4 data of seek agreement, 5 data of presupposing to raise and assert common ground, 6 data of show the knowledge and concern, 5 data of offer and promise, 3 data of be optimistic, 6 data of including both speaker and hearer in the activity, 2 data of giving and asking for a reason, 1 data give gift to the hearer. The second point is the writer found 58 factor of the positive politeness strategy, they are 20 data of payoff, 10 data of relative power, 22 data of social distance, 6 data of rank of imposition. However, the most dominant factor found is relevant circumstances (social distance).

Keywords: positive politeness strategy, pragmatics, the factor of positive politeness strategy.

### INTRODUCTION

In communication, language is used to express ideas, share opinions, and provide information to others, as it is the primary tool for interaction. However, misunderstandings between the speaker and listener can occur, leading to unsuccessful conversations. This is why politeness plays a crucial role in ensuring effective communication. Daulay et al., (2022) argue that the purpose of communication is to build social connections by sharing messages that resonate and connect emotionally with listeners.

According to Brown & Levinson (1987) politeness strategies are employed to protect the

listener's dignity when a statement might threaten their self-image, and they also help foster mutual respect. Cruse, as cited in Abdul-majeed (2009), states that politeness concerns what is spoken, not necessarily what is thought or believed. He further explains that the aim of politeness is to maintain amicable and respectful social interactions while conveying critical messages. However, there are social, psychological, and physical realities that limit how politeness can be applied, a fact that society must accept. It highlights the importance of the listener's positive standing.

In this research, the writer is interested in conducting research that will be found in the *The Little Mermaid 2023* is a live-action remake of Disney's iconic 1989 animated movie, which itself is based on Hans Christian Andersen's fairy tale. Directed by Rob Marshall, the adventurous young mermaid who dreams of exploring the human world. The plot stays true to the original narrative, focusing on Ariel's journey, her encounter with Prince Eric, and the bargain she makes with the sea witch Ursula, sacrificing her voice for the chance to live as a human. Therefore, This study aims to identify the politeness strategies employed by the main characters in *The Little Mermaid*. It focuses on analyzing the dialogues of these characters to highlight the specific utterances that incorporate these strategies.

## **THEORETICAL FRAMEWORK**

The Principle of Politeness is a concept in pragmatics that refers to ways of communicating that maintain politeness and feelings of respect for other people in social interactions. In everyday life, we as social creatures need other people to get information, and knowledge or achieve a goal. Politeness in communication can be characterized as a way of showing consideration for the dignity and reputation of another person. Face refers to an individual's subjective perception of their own identity. The term "social and emotional self" refers to an individual's sense of identity and emotions that are anticipated to be recognized and understood by others (Yule, 1996). Brown & Levinson (1987) summarize communication strategies into four types, namely Bald-On record, Positive Politeness, Negative Politeness, and off record.

1. *Bald On Record* : Bald On Record is a strategy used to convey a message directly or explicitly, and this strategy has the potential to be offensive to the interlocutor and will also be considered impolite.
2. *Positive Politeness* : Positive politeness is one of the communication techniques used to show the speaker's respect, care, and concern for the listener.
3. *Negative Politeness* : Negative politeness aims to protect the recipient's freedom of action, demonstrating respectful behavior.
4. *Off Record* : one of the politeness strategies used to convey certain intentions or messages indirectly or implicitly so that the speaker is not directly responsible for the intentions or messages conveyed.

There are 15 strategies of positive politeness according to Brown and Levinson (1987), the following is the explanation below:

1. *Notice, attend to the hearer (his interests, wants, needs, goods)* : The speaker shows attention to what the interlocutor needs, wants, and also feels.
2. *Exaggerate (interest, approval, sympathy with the hearer)* : This is often done with exaggerated intonation, stress, and other aspects of prosody to the interlocutor.

3. *Intensify interest to the hearer* : Another way for the speaker to convey shared desires with the hearer is by enhancing the appeal of his contributions to the discussion by making a good story.
4. *Use in-group identity markers* : Speakers can implicitly claim common ground with the interlocutor through the use of greetings, language or dialect, jargon, and ellipses within the group.
5. *Seek Agreement* : Bringing up a safe topic allows the Speaker to emphasize his or her agreement with the Listener, satisfying the Listener's desire to feel 'right' or strengthened in his or her opinion.
6. *Avoid disagreement* : The desire to appear to agree with the interlocutor may result in mechanisms of pretending to agree, such as symbolic assent.
7. *Presuppose/raise/assert common ground* : This strategy is used by the speaker to express similarities in the form of experiences, feelings, or views to the interlocutor to create a closer relationship.
8. *Joke* : Jokes can emphasize shared backgrounds or values because they are based on that knowledge and values.
9. *Assert or presuppose the speaker's knowledge of and concern for the hearer's want* : The speaker can show cooperation with the Hearer by asserting or implying knowledge of the Hearer's wishes and adapting to them.
10. *Offer, promise* : The speaker may decide to emphasize the cooperation with the hearer in another manner to reduce the potential threat related to any face-threatening activities.
11. *Be optimistic* : The other side of the cooperative strategy is that the Speaker assumes that the Listener wants what he or she wants and will help achieve it.
12. *Include both speaker and hearer in the activity* : By using the inclusive 'we' form when the speaker truly means 'you' or 'me,' he can typically use cooperative assumptions and thereby redress face-threatening acts.
13. *Give (or ask for) reasons* : Another aspect of including the Hearer in the activity is for the Speaker to give reasons as to why he wants what he wants.
14. *Assume or assert reciprocity* : Cooperation between Speakers and Listeners can be confirmed by providing evidence of mutual rights or obligations between them.
15. *Give gifts to hearer goods, sympathy, understanding, and cooperation* : This strategy involves the Speaker deciding to redress the Hearer's face directly by fulfilling some of the Hearer's wants, thereby indicating that the Speaker wants the Hearer's wants for the Hearer, in some particular respects. It is by giving a gift to Hearer.

In addition, the use of politeness strategies is not without reason. Several factors can influence the choice of politeness strategies. The first factor is Payoff, while the second is Circumstances: Sociological variable :

1. Payoff : the concept of payoff refers to the benefits or advantages that the speaker gets when using certain strategies in interaction to manage empathy towards the face.
2. The Circumstances: Sociological Variables : Brown and Levinson (1987) identify three sociological variables that influence politeness strategies:
  - a. *Power* : This variable refers to the speaker's ability to control the listener, influenced by social position, institutional roles, or interpersonal relationships.
  - b. *Social Distance* : This refers to the degree of closeness between the speaker and listener, whether as friends, family, or strangers.
  - c. *Rank of Imposition* : This variable measures how burdensome a request or action is to the listener's freedom.

## RESEARCH METHOD

The method used qualitative methods in collecting and analyzing data. Creswell (2018) defines qualitative research as a method used to explore and understand the meanings that individuals or groups assign to a social or human issue. The research process involves developing questions and procedures as the study progresses, collecting data from participants in their natural settings, and analyzing the data by moving from specific details to broader themes. The data in this research are words or sentences from film dialogues that contain various politeness strategies. The data source was taken from the film entitled: The Little Mermaid, produced by Walt Disney Pictures with DeLuca Marshall and Marc Platt Productions.

## FINDINGS AND DISCUSSION

The writer found many data that contain the use of positive politeness and also the factors that influence the use of positive politeness. From 15 positive politeness strategies the writer found 11 strategies in The Little Mermaid movie, namely Notice (interests, wants, needs, goods), intensify interest, Use in-group identity markers, Seek agreement, Presupposing to raise and assert common ground, Show the knowledge and concern, Offer and Promise, Be optimistic, Including both speaker and hearer in the activity, Giving and Asking for a reason, Give gift to the hearer. In addition, the writer also found the factors that influence the use of positive politeness. Of the 2 factors described by Brown and Levinson (1987), the writer found both factors, namely Payoff and Relevant circumstances with 1 variable, namely Social Distance. The writer describes some of the findings below:

1. Types of Positive Politeness
  - a. Notice, attend to the hearer

Notice is one strategy of positive politeness that shows attention, recognition, and appreciation for the interlocutor. There are 2 data out of 58 data containing notice strategies were found, below is an explanation of some of the data that has been found:

### Data 1

00:17:14-00:17:17



*Flounder : Ariel, are you okay?*

*Ariel : He doesn't even hear me. I'm just not like him. I don't see things the way he does..*

Data 1 shows the Notice strategy (interests, wants needs, goods) because the sentence Flounder said was “**Ariel, are you okay?**” Shows the concern that Flounder feels as a friend. In this scene, Ariel and her father, King Triton, are arguing about the problem of Ariel who is very curious about the human world, her father is against her son's monitoring desires, so Ariel leaves her father and goes somewhere. Flounder realized that Ariel was not in a good mood, and seemed to need a friend to talk to. Therefore, Flounder tried to pay attention to Ariel's condition who had just quarreled with her father. This clearly shows the care Flounder feels for Ariel by asking her directly, and it appears that the attention Flounder gives Ariel is a form of genuine concern. Because it shows concern influenced by her close friendship with Ariel, Flounder's statement

falls into the interpersonal setting context.

b. Intensify interest

This strategy aims to show the speaker's interest and priority to the interlocutor, this strategy is also commonly used by the speaker to make the conversation more interesting 1 data were found that contain this strategy. Some data has been found and is explained below:

**Data 3**

**01:11:27-01:11:35**



*Scuttle : Ariel. Hey, kid, how ya doin'?' Don't mind me, I was just grabbin' a snack.*

*Ariel: Scuttle, **we found more treasure.***

Data 3 shows the Intensify Interest strategy because it can be seen from the sentence spoken by Ariel to her friend Scuttle, namely “**we found more treasure**”. The sentence spoken shows that Ariel is opening the conversation and making the conversation more interesting by telling Ariel and Flounder's experience that has just found human items. The information provided by Ariel to Scuttle is considered valuable information for Ariel. Ariel tries to increase Scuttle's interest by telling her about the human item found by Ariel because Scuttle is a bird that sees flying and knows human habits. Therefore, Ariel wanted to know the use of the human item that she found by asking Scuttle. Not only that, Ariel also used the story to open a conversation with Scuttle to make the conversation look more interesting and lively. Scuttle and Ariel's casual friendship, which is reflected in their informal speaking style, therefore, this data is included in the interpersonal setting context.

c. Use in-group identity markers

This strategy is used by the speaker to show familiarity between the speaker and the hearer because this strategy is seen from the familiar greeting or slang from the speaker to the hearer. 23 data out of 58 data found that containing this strategy.

**Data 4**

**01:11:27-01:11:30**



*Scuttle: Ariel. **Hey, kid**, how ya doin'?' Don't mind me, I was just grabbin' a snack.*

*Ariel: Scuttle, **we found more treasure.***

Data 4, shows the use of positive politeness with the strategy of using in-group identity markers because Scuttle uses the word “*kid*” when addressing Ariel. In this scene, Ariel and the flounder who were released from the shark's chase, finally met a bird called Scuttle. When greeting Ariel, scuttle uses the word “*Kid*”. Kid is a familiar nickname that is usually spoken by someone older. It used informal and friendly tone. This call also shows the familiarity and closeness between Scuttle and Ariel. By addressing Ariel using the word Kid, the interlocutor shows the closeness of the relationship between her and Ariel. By asking Ariel for news in an informal way, it also shows that the relationship between Scuttle and Ariel is very close. This data is included in the interpersonal setting context because of Scuttle and Ariel's friendship, which is evident in their warm greetings and conversational style.

d. Seek agreement

To foster a sense of community and avoid arguments that could damage interpersonal relationships, this strategy seeks agreement during conversations. 4 data out of 58 data containing seek agreement strategies were found.

**Data 12**

**00:56:54-00:56:56**



*Ursula: Don't worry., I'll keep it safe and soundless here with me. **We got a deal?***

*Ariel: I don't know.*

“*We got a deal?*” It is a form of Seek Agreement strategy that exists in positive politeness. This scene begins when Ursula is trying to persuade Ariel so she will agree to a deal with Ursula who will help Ariel to become a human, in this scene it is seen that Ursula wants to trap Ariel because Ursula is known as a very cruel sea witch. Ursula always tries to be nice and also tries to persuade Ariel to fall into Ursula's trap. *We got a deal?* It clearly shows that Ursula is asking Ariel for confirmation or approval of the mutual agreement. By asking the question, it allows her to make a decision. It also looks very strong looking for the deal with Ariel's answer “*I don't know*”, Ariel feels confused about whether to agree to the deal or not. In addition, taking advantage of her position as a witch who can fulfill Ariel's wishes, Ursula shows herself to be in authority and shows a hierarchy of power. Therefore, this data is put into a social context.

e. Presupposing to raise and assert common ground

This positive politeness strategy is usually used by someone when speaking to assume that both have the same views, the same opinions and also experiences related to the things they discuss, this strategy can foster a closer relationship between the speaker and the hearer.

**Data 14**

**00:33:16-00:33:25**



*Sebastian: Ariel!*  
*Ariel: Sebastian, how did you find ?*  
*Sebastian: What is all of this? What are you doin' with that... that thing?*  
*Ariel: **Isn't it beautiful?** Look at the longing in his eye*

Data 14, "**isn't beautiful?**" It is a form of using positive politeness with the Presupposing to raise and assert common ground strategy because Ariel assumes that her interlocutor, Sebastian, will agree with her view of the standing statue. Ariel assumes that Sebastian will agree and also like the statue because of its beauty. In this scene, it is involved that Ariel is showing the fallen statue to Sebastian. By utilizing rhetorical questions to assume that he and Sebastian will have the same view of the beauty of the statue. It is also not only talking about her opinion of the statue but also expecting that they will have the same view. Ariel expresses her admiration to her friend Sebastian about the statue she saw. In addition, Ariel shows her relationship with people close to her and wants to share her views with Sebastian. therefore, these data are put into the context of an interpersonal setting.

f. Show the knowledge and concern

Speakers can show that they understand and care about the situation or feelings of the person they are talking to. An explanation of some of the data containing this strategy is provided below:

**Data 16**  
**00:15:00-00:15:06**



*Ariel: You don't have to worry about me.*  
*Triton King: Well, **I do worry**, my little one. **I do worry***

Data 16, "**I do worry**" What King Triton said to Ariel was a form of positive politeness with the strategy of Show knowledge and concern. In this part, King Triton shows his concern for his child, Ariel. This scene tells the story of Ariel who is being scolded by her father because she always wants to know about life in the human world. Her father is very worried that Ariel will like the human world because Ariel's mother died and was killed by humans. In this case, it can be seen that her father is paying attention and also showing his concern for Ariel. the word "**do**" in this phrase also gives a very strong emphasis that King Triton shows his worry, therefore this sentence shows a father's very sincere concern for his daughter. Therefore, The context of this data is an interpersonal setting context because it shows the close emotional relationship between father and daughter.

g. Offer and promise

Offers and promises are positive politeness strategies used to show attention, concern, and involvement with the needs or desires of the interlocutor in the form of offering help or other positive things and also making an appointment with someone.

**Data 19**

**01:04:07-01:04:13**



*ARIEL FELL DOWN*

*Lashana : Oh, my! Heavens. Here, let me take you upstairs, get you cleaned up, find you some clothes. Okay, up we go, one step at a time.*

This scene shows Ariel who has just become a human and cannot yet walk. Ariel was taken by a fisherman to the palace, and when Ariel stepped foot, Ariel fell. Upon seeing Ariel fall, Lashana, a Royal servant and the fisherman helped Ariel. Through Lashana's words "**Here, let me take you upstairs**" It can be seen that Lashana offered direct assistance or help to Ariel who was unable to walk up the stairs, Lashana also tried to guide Ariel when walking through the stairs, then tried to help Ariel to clean up and give Ariel clothes. The word Let shows that Lashana is willing to help Ariel. In this case, the function of offering help can be seen that Lashana shows her care and goodwill to Ariel. In this data, the context is situational because Lashana helps Ariel because of the situation that is happening, not because of previous social or personal relationships.

h. Be optimistic

Be optimistic is one of the strategies of positive politeness that shows optimism and confidence that things will go well, especially when asking for help or giving advice or information.

**Data 21**

**01:42:27-01:42:35**



*Scuttle: The Prince has been tricked. That lady who showed up is actually the Sea Witch in disguise.*

*Sebastian: Are you sure about this?*

*Scuttle: Of course I'm sure! Have I ever been wrong? I mean, like, you know, when it counts?*

Be optimistic strategy is seen in Scuttle's words "*of course I'm sure!*". This scene begins when Scuttle finds out about Ursula's disguise, Scuttle saw the incident directly where he saw the woman in the mirror in the form of Ursula. Then Scuttle immediately told Ariel about the incident. When he met Ariel, Sebastian was there and Sebastian was skeptical about the information given by Scuttle. Scuttle confidently states "*of course I'm sure*", this shows Scuttle's optimism and confidence in the information he provides. This attitude of optimism tries to make Sebastian, Ariel, and Flounder feel more confident and also confident with the information provided by Scuttle. This data is put into the context of situational because Scuttle tells Ariel that the prince is in imminent danger because he has been deceived by Ursula.

i. Including both speaker and hearer in the activity

Using words that suggest a connection or resemblance between the speaker and the listener is part of this strategy. Usually, this is accomplished by fostering a sense of unity with phrases like we or let's

**Data 22**  
**01:11:27-01:11:40**



*Scuttle : Ariel. Hey, kid, how ya doin'?' Don't mind me, I was just grabbin' a snack.*

*Ariel: Scuttle, we found more treasure.*

*Flounder: Yeah. **We went into this sunken ship**, and it was really creepy.*

Data 22, shows the use of positive politeness with the strategy of including both speaker and hearer in the activity because it can be seen from Flounder's words that use the word "we". In this scene, flounder and Ariel meet with the scuttle and when Ariel tells about the items she found, flounder also joins the conversation and tells about the incident with Ariel who was chased by a large shark. The word "We" used by Flounder refers to himself and Ariel, which is a form of positive politeness strategy as Flounder tries to include Ariel as part of his experience. Flounder tries to involve Ariel in his story or experience, flounder tries to give his experience with Ariel to scuttle so that they are mutually involved in the conversation. It also shows that Flounder and Ariel share the same experience with Scuttle. Because Flounder shares his personal experiences with Scuttle, his close friend, this data is placed in an interpersonal context. This calm and open manner of speaking is influenced by their friendship

j. Giving and asking for a reasons

By providing a reason or requesting reason for actions, the speaker demonstrates their respect for the other person's opinions or choices. The speaker demonstrates the importance of the other person's viewpoint in this way. Below is an explanation of the data that includes this strategy:

**Data 24**  
**00:14:51-00:15:06**



*Ariel: I'm sorry.*

*Flounder: It wasn't Ariel's fault. We... We... We were exploring, and a shark chased us and...*

*Triton King: Shark? So, you went to the shipwrecks again? **Those waters are dangerous.***

The use of positive politeness with the Giving or asking a reason strategy is seen in data 24, because King Triton said “**Those waters are dangerous**” very clearly shows a logical reason why Ariel should not go to the mainland. King Triton gave this reason because he was worried about Ariel. Therefore, what King Triton said seemed to show his concern for his daughter. By giving this logical reason, King Triton hoped that Ariel would obey his words not to go to the mainland. In addition, with the word “Dangerous” Triton King is also trying to convince Ariel to be more careful about doing things and making decisions. This data is a situational context because this conversation occurs when King Triton learns that Ariel and Flounder have gone to a dangerous place, which triggers King Triton's reaction.

k. Give gifts to hearer

Formed when the speaker gives something valuable to the interlocutor. The gift in question can be in the form of material or real objects, then it can take the form of praise, appreciation, support, and also other forms of appreciation.

**Data 25**

**01:27:23-01:27:27**



*Eric : Ariel?*

*(CHUCKLES) Ariel. **That's a beautiful name.** Written in the stars.*

*ARIEL SMILED*

This scene begins when Ariel and Eric are enjoying the night at the river, they see a lot of stars, and at the time Eric did not know Ariel's name because Ariel could not speak, so there Ariel tried to tell her name through the star previously mentioned by Eric, when he already knew Ariel's name. Eric said “**that's a beautiful name**”. Eric's words are a form of praise and recognition that Ariel's name is beautiful. Eric's verbal praise also gives positive value to Ariel because a person's name usually has a strong personal significance, so by praising someone's name is a form of strengthening or strengthening the relationship between the two. The word “written in the stars” is also a form of praise that means something special and also valuable so that it functions to strengthen the previous praise. Therefore, this data is included in the strategy of giving gifts to the hearer because gifts can not only be in the form of

tangible differences, but also in the form of praise, appreciation and valuable attention. This conversation enters a situational context because Eric just know Ariel's name in a specific situation.

## 2. The Factors That Influence the Use of Positive Politeness Strategies

### a. Payoff

In positive politeness, this payoff factor is a benefit or positive result obtained when someone uses positive politeness strategies in communication. these benefits can be in the form of familiarity, attention, respect, praise and other positive things. 20 data found to contain payoff factors.

#### Data 26

00:49:36-00:49:40



*Ursula: **Poor child. Poor sweet child.** He can be so angry. He thinks he knows everything.*

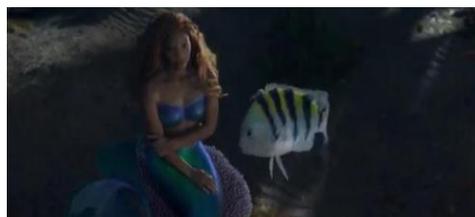
The use of the payoff factor appears in this scene, the scene begins when Ariel is arguing with her father, after arguing Ariel cries and at that moment Ursula comes to see Ariel. Ursula knows very well the Ariel desire to be human, therefore Ursula tries to trap Ariel. By giving attention **“poor child, poor sweet child”** Through Ursula's sentence, it can be seen that Ursula is showing her attention and empathy towards Ariel to build closeness with Ariel. Ursula's words are closely related to the concept of factor payoff according to Brown and Levinson, where a person uses positive politeness so as to touch the interlocutor's heart to achieve a goal or get a benefit. By showing attention and sweet sentences, it is Ursula's way to get benefits from Ariel, namely, Ursula wants to avenge King Triton by manipulating Ariel. Therefore, Ursula's use of positive politeness shows that there is a payoff factor. The situation at that moment, where Ariel was sad after arguing with her father, influenced Ursula's words. Ursula used Ariel's sadness to manipulate her. because this data is put into the context of the situation.

### b. Relevant Circumstances ( Relative Power )

This relative power factor refers to the difference in power or authority between the speaker and the listener, this factor also serves to determine how much influence the interlocutor has when communicating. The following is an explanation of some of the data that has been found:

#### Data 30

00:14:51-00:15:06



*Ariel: I'm sorry. [APOLOGIZE TO TRITON KING]*

*Flounder: It wasn't Ariel's fault. **We... We... We were exploring**, and a shark chased us and...*

*Triton King: Shark? So, you went to the shipwrecks again? Those waters are dangerous.*

*Ariel: You don't have to worry about me.*

*Triton King: Well, I do worry, my little one. I do worry.*

In the relative power factor scene seen when Floundee, Ariel's friend, is talking to King Triton, Ariel and Flounder have just explored several places and found human goods, in addition, they are chased by a large shark. When meeting King Triton, Ariel felt guilty for taking too long to explore, so she's apologized to her father, when Flounder defended Ariel with the phrase "*it wasn't Ariel's fault. We... We... We were exploring*". Because flounder shows signs of nervousness as well as politeness in her tone. This shows that Flounder is talking to someone who is more powerful or has high power, is King Triton. Despite trying to defend his friend, Flounder also felt fear, nervousness and awkwardness when speaking to King Triton. This means that the conversation between the two is influenced by a strong hierarchical relationship because the flounder is talking to a king. King Triton is the highest aviation authority figure in underwater work, so the flounder is speaking in a position or state of helplessness. In addition, Flounder's dialogue shows social context because it occurs between two characters with clear differences in social status.

c. Relevant circumstances ( Social Distance )

This social distance factor measures the closeness or social relationship between the speaker and the listener when communicating. The function of this factor is also to measure the level of closeness between the two and also affects how formal or casual the communication is being used. The following is an explanation of some of the data that has been found:

**Data 32**

**00:33:50-00:33:55**



*Sebastian : I saw you the night of the shipwreck.*

*Ariel : What?*

*Sebastian : Your father wants you to stay as far away from them as possible!*

*Ariel : But why?*

*Sebastian : **You know why.***

*Ariel : We don't have to be afraid of them, I know that now. Sebastian, if you had just seen it up there.*

In this scene, the social distance factor is visible. This scene tells of Sebastian meeting and reprimanding Ariel for surfacing to see the human ship. Sebastian reprimanded her and Ariel asked "but, why?". Sebastian's answer shows social distance, because Sebastian only answered

briefly “*you know why*”. Sebastian's language style shows that he doesn't want to argue about it and also looks like they are very close so Sebastian assumes that without explaining the reason, Ariel already knows the reason, possibly also because Sebastian doesn't want to say the reason repeatedly. Therefore, this data is included in the social distance factor. In addition, Sebastian's sentence contains the assumption that Ariel already understands the reasons stated without needing an explanation. This is closely related to epistemic context, where the speaker relies on the listener's general knowledge from previous experiences or discussions.

d. Relevant Circumstances ( Rank of imposition )

This factor is a benchmark for the level of load and the level of interference caused by requests or actions from the speaker to the listener

**Data 35**

**01:16:08-01:16:21**



*Eric: I could show you around, if you like. All right. We'll go tomorrow.*

*Grimsby : But, sire...*

*Eric: Oh, Grimsby, good. We'll need a horse and carriage ready for us in the morning*

Data 35 shows the rank of imposition factor because of Eric's request to Grimsby. Eric's request to prepare a horse and carriage because he wants to take Ariel around the palace area is not a small request. Grimsby has also previously said "but sire" which shows that Eric's decision has impacts and consequences that need to be considered. Because in this context, the queen has forbidden Eric to go too far because he is still recovering after Eric drowned at sea while sailing. But Eric still asked Grimsby to prepare for the trip. In this case Eric put Grimsby in a difficult situation because the burden of Eric's request was risky for both of them. Grimsby must follow Prince Eric's request but must also consider the decision that The Queen has made. Therefore, with the burden of Eric's request to Grimsby, this data falls into factio imposition. Because it was said in a certain situation when Eric was planning a trip with Ariel, Eric's words were included in the situational context.

## CONCLUSION

This study found that From 15 positive politeness strategies according to Brown and Levinson (1987), the writer found 11 strategies in The Little Mermaid movie. They are (1). Notice (interests, wants, needs, goods) 2 dialog found in this strategy; (2). Intensify Interest; 1 dialog found in this strategy; (3). Use in-group identity markers; 23 dialog found in this strategy; (4). Seek Agreement; 4 dialog found in this strategy; (5). Presupposing to raise and assert common ground 5 dialog found in this strategy; (6). Show the knowledge and concern 6 dialog found in this strategy; (7). Offer and Promise 5 dialog found in this strategy; (8). Be optimistic 3 dialog found in this strategy; (9). Including both speaker and hearer in the activity 6 dialog found in

this strategy; (10). Giving and Asking for a reason; 2 dialog found in this strategy; (11). Give Gift to the hearer 1 dialog found in this strategy. Based on the analysis of the factors influencing the use of the positive politeness The Little Mermaid movie, Were found out of 58 affectionate words containing positive politeness, the Payoff factor is 20 data, the Relevant circumstances factor (relative power) is 10 data, Relevant circumstances (social distance) is 22 data, and 6 data containing the Relevant circumstances factor (rank of imposition).

The writer suggests that, There are four kinds of positive politeness: bald on record, negative politeness, positive politeness and off record. This research only discussed about positive politeness. So for future researcher the writer suggests to study about all of positive politeness strategies in one movie. The source of data can be talk show and novel. Beside that, the background why politeness happens is also interesting much as context, social factors, etc

## ACKNOWLEDGEMENT

With great appreciation, the writer acknowledges the invaluable guidance and support of Dr. Yusrita Yanti, S.S, M.Hum., as the thesis advisor. Her dedication, insightful suggestions, and continuous encouragement have been essential in completing this research. The writer is also sincerely grateful to the examiners, Diana Chitra Hasan, M.Hum, M.Ed, Ph.D, Dra. Nova Rina, M.Hum and Prof. Dr. Elfiondri, S.S, M. Hum., whose thoughtful feedback and advice have significantly contributed to improving the quality of this study.

## REFERENCES

- Abdul-majeed, I. R. K. (2009). The Realization of Positive Politeness Strategies in Language : The Politeness Theory of Brown and Levinson. *Journal of College of Education for Women*, 20(2), 509-527.
- Brown, P., & Levinson, S. C. (1987). *Politeness Some universals in language usage Studies in Interactional Sociolinguistics 4*. Cambridge: Cambridge University Press.
- Crabtree, B. F. (1999). *Doing qualitative research*. USA: SAGE Publications.
- Creswell, J. W. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. USA: SAGE Publications, Inc.
- Cutting, J. (2005). *Pragmatics and discourse: A resource book for students*. USA: Routledge.
- Daulay, S. H., Ningrum, D. W., & Nasution, P. S. (2022). Learning Process of Online Class By Using Language Politeness Principles. *Jurnal Ilmiah Peuradeun*, 10(2), 403-420. <https://doi.org/10.26811/peuradeun.v10i2.699>
- Hartoyo, V. K., Mansyur, A. S., & Listiani, T. (2019). Positive Politeness Strategy in "Greatest Showman" (19Th Century Society) and "Chappie" (21St Century Society) Movie Script. *Call*, 1(2), 81-88. <https://doi.org/10.15575/call.v1i2.6447>
- Strauss, S. dan Feiz, P. (2014). *Discourse Analysis, Putting our Worlds in Words*, New York and London : Routledge

*JURNAL* .....

ISSN: xxxx-xxxx (media online)

Yanti, Y. (2023). *An Analysis Of Positive Politeness Strategies In Bewitched Movie*. Journal Of Cultural and Lingua.

Yule, G. (1996). *Pragmatics*. England: Oxford University Press.