

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In communication, people use language to provide information and deliver their ideas as well as their opinions. As a result, in order to make successful communication, people have to know the context where the communication occurs so that misunderstandings between the speaker and interlocutor can be avoided. Moreover, people need to be polite. It is also important for the speakers to think about the choice of words that they used with the interlocutor during the communication. Throughout the communication process, everyone expects to be heard, understood, and appreciated. As a result, politeness is one of the criteria that determines the success of the communication process.

Rashid in Seken stated that linguistic politeness is important for human communication because humans may live in harmony if they follow specific politeness rules when engaging with one another in their communities (2011, p. 45). Hence, if people use politeness when they communicate with others, frictions during communication can be avoided. It happens because they can manage the interlocutor's self-image which is a way that publicly people want to be seen so that the interlocutor will not lose his or her face.

In daily life, people occasionally need assistance from others to do or ask for something by making a request. We interact with a variety of people every day for various reasons, including family members, friends, teachers, students, and many more. We might meet people we know and we do not know in formal, informal, and even semi-formal situations each day. No matter what the situation

is, we frequently require assistance from others. Therefore, we frequently ask for a request. A request is one of the classifications of speech act phenomenon that is encountered in social interaction in which it is concerned with the act of asking something or asking someone to do something. When people chose to comply with the request, it meant that they are asking others to take a specific action that would benefit them. Nowadays, we can encounter that there are many people around us who make a request that does not take into account who the interlocutor is. It turns out that knowing about the background of the interlocutor is needed to be considered when people want to make a request. Therefore, before approaching another person with a request, it is important to ask something by considering who the interlocutor is.

According to Brown and Levinson, a request is categorized as face-threatening (1987, p. 65). It is a kind of tricky situation in communication that could have either a positive or negative effect on the communication. Each person has a face that needs to be cared for. By making a request, the speaker might threaten the hearer's negative face wants. As a result, it is appropriate to be polite when making a request. The speaker has to employ the right strategy when he or she wants to make a request politely in order to minimize the effect of such coercion on her or his will on the hearer. In addition, Brown and Levinson proposed four politeness strategies; positive politeness, negative politeness, bald-on-record, and off-record (1987, p. 94). Those strategies can be used when people want to make a request utterance to keep and save a person's face. People need to apply politeness strategies in making a request in order to successfully deliver their request to their interlocutor. The strategies can be conveyed in making a request because the

strategies can adequately soften the imposition of the request so that the good relationship between the speaker and the interlocutor is well maintained. Hence, the hearer would also feel comfortable doing it. Thus, it is necessary to learn how to apply politeness strategies when making requests because the intended results can be attained if the speaker applies appropriate politeness strategies. Relative power, social distance, and rank of imposition are three factors that could influence a speaker's decision to apply politeness strategies in making a request utterance. The consideration of three factors while determining the most effective strategies to apply is really needed so that the request utterance does not make the listener lose his or her face.

The phenomenon of politeness strategies in making a request is not only found in daily life but also movies because a movie might symbolize actual life. Thus, the movie is chosen because it could be a representation of a real-life situation. In this research, the researcher chooses the *Crazy Rich Asians* movie which is directed by Jon M. Chu as the source of the data. It has had a big impact at the box office and dominated talk in 2018 because it earns 238 million dollars worldwide and becomes the highest-grossing American romantic comedy in a decade. It draws the attention of people since it is the first Hollywood production with an entirely Asian cast since 1993. It tells a love story about two characters who struggle to make their relationship work due to their disparate social backgrounds. The researcher found that no research has ever been done on the use of request utterances in relation to politeness strategies in *Crazy Rich Asians* movie because the other researchers analyze the movie by focusing on politeness strategies only or by relating it to identity or cultural aspects. As a result, in this research, the

researcher focuses on politeness strategies in requesting used in *Crazy Rich Asians* movie because there seems to be much less research on it.

This study does not only analyze the use of politeness strategies in making a request but also finds out the factor that influences the character to choose a certain strategy in requesting using Brown and Levinson's theory. In addition to the theory, this study uses a classification of requests derived from Tsui's theory to determine the types of requests that the character uses when making a request to implement politeness in requesting. This study examines request utterance that is uttered by the character in *Crazy Rich Asians* movie focusing on classifying the types of requests used by the character to implement politeness in requesting, examining the politeness strategies in making requests used by the whole characters in *Crazy Rich Asians* movie, and identifying the factors that influence the use of the strategies in regards to power, social distance, and rank of imposition.

Politeness strategies and request phenomena can be found in the dialogue that is uttered by the character in *Crazy Rich Asians* movie:

(1) Servant: **Master Nicholas. Your grandmother would like to speak to you and Miss Rachel.**

The conversation above takes place at Collin and Araminta's wedding. Ah Ma told his servant to call Nick and Rachel. In uttering his request, the servant uses the request for action because the action will be carried out by Nick and Rachel for the servant's benefit. In the example above, we might see that the servant uses a negative politeness strategy in uttering his request to Nick. The request utterance uttered by the servant shows that he really gives deference to Nick and Rachel in order to redress their negative face; the freedom to do an action and this freedom



shall be maintained and not impeded by other people. It shows that the factor that influences the servant to choose a negative politeness strategy is relative power because he uses a high standard of politeness strategies. The servant wants to be polite and formal by applying a negative politeness strategy which is considered polite. She addresses Nick and Rachel by Master and Miss to show her respect towards them.

Based on the example above, in choosing the use of politeness strategies, the speaker has to find out who the interlocutor is and also his or her background as well as pay attention to the rank of imposition of a request. If the speaker already knows who the interlocutor is, the speaker can determine what kind of strategy that can be used by the speaker so that the interlocutor would be comfortable doing the action. When talking to different people, it is believed that the speaker applies a variety of politeness strategies for making a request in order to achieve their goals. Therefore, by looking at this phenomenon, the researcher is interested to analyze politeness strategies in making requests in *Crazy Rich Asians* movie.

## **1.2 Theoretical framework**

### **1.2.1 Politeness**

Politeness has been a popular issue for researchers to investigate. It is noted that several researchers, including Robin Lakoff, Geoffrey Leech, Brown and Levinson, and many more have proposed many theories of politeness. According to Yule, politeness itself is defined as a means to show awareness of another person's face (1996, p. 60). Furthermore, another researcher, Lakoff, also gives his concept of politeness. Based on Lakoff's opinion, politeness is evolved by societies in order to avoid friction in personal communication (1975, p. 64). Meanwhile,

according to Thomas, politeness is a broader concept that involves demonstrating consideration for others, and can be demonstrated through general social behavior like holding a door open for someone else to pass through (1995, p. 150). Actually, what we refer to as politeness is more than just a set of rules for social behavior.

In reality, the definition of politeness is more complicated. Watts says that politeness is something we must learn and be socialized into, rather than something we are born with (2003, p. 9). It is associated with what we use in our language especially in our utterances when engaging with others. Therefore, Holmes in his book mentions that linguistic politeness requires the use of linguistic strategies to keep relationships harmonious and avoid causing a problem (2013, p. 285). Additionally, Wardhaugh said that politeness is socially prescribed (2006, p. 276). Politeness is shaped by social situations and cannot be separated from them. What is deemed polite or impolite is highly influenced by cultural norms. In any language, being polite is very complicated. It is quite difficult to learn because it requires not just knowledge of the language but also knowledge of social and cultural values. People frequently think that politeness is simply saying please and thank you at the appropriate times. In reality, it is more than just those words. Politeness is an utterance that does not cause friction during communication. Therefore, Holmes states that politeness requires understanding social distance or solidarity, relative power as well as the status between the speaker and the interlocutor (2013, p. 285).

### **1.2.2 Face**

When we are talking about politeness, the face is a crucial idea. The face is not actually a component of a person's head. It is related to positive identity, character, and reputation. In social interactions, we show our faces to others. We

must protect both our own and other people's faces because each communication is a risk to face. It is a danger to one's face while also posing a danger to others. As Scollon and Scollon point out that one of the most fundamental ways to reduce the ambiguity of communication is by making assumptions about the people we are talking to (2001, p. 44). We can make any assumptions about what kind of a person the interlocutor is. We must carefully portray our faces while also respecting the rights of other participants' faces.

The concept of face is very important because it describes public self-image. Public self-image is a way that publicly people want to be seen. As a result, the face is an emotional investment that can be lost, preserved, or strengthened, and it must be continually addressed in interactions. Brown and Levinson divide two types of a face in which they are a positive face and a negative face (1987, p. 62). The self-concept of being appreciated, desired, liked, and approved belongs to a positive face. On the other hand, the self-concept of freedom belongs to the negative face. Yule also mentioned positive face is the desire to be connected and a negative face is the desire to be independent (1996, p. 62).

The goal of politeness is how to manage face so that our interlocutor will not lose his or her face. In politeness, there is a term that we called a face-threatening act (FTA). It is anything that people do that is potentially threatening other person's faces. If FTA happens, the person will get an embarrassing moment which is called losing face. Losing face means being embarrassed, humiliated, or disappointed. Therefore, maintaining each other face is everyone's interest because the face must be protected at all times.

### 1.2.3 Request

Austin argued that there are three types of speech that can be classified as speech acts: locutionary, perlocutionary, and illocutionary. A request is recognized as an illocutionary speech act. It is one of the most prevalent speech acts because request happens all the time in everyday situations. Each people, whether consciously or unconsciously, engages in the act of requesting. It is unavoidable since humans are social creatures who cannot live without the company of others. People will seek help when they are unable to do something.

Trosborg in Amelia and Firdaus describes a request as an illocutionary act in which a speaker conveys to the interlocutor that he or she wants the interlocutor to perform an act for the speaker's benefit (2018, p. 130). In other words, a request is an act of asking someone to do something. The speakers allow the interlocutor the freedom to respond to requests. It is up to the interlocutor whether she or he wants to accept or reject it. A request has been deemed a significant issue for speech act research because it is face-threatening acts (FTAs). According to Brown and Levinson in Halupka-Resetar, a request is face-threatening for the listener since it puts pressure on the listener to perform or not perform an action in which it threatens his or her self-esteem (2014, p. 33).

Searle in Tsui's argued that order differs from request because order requires the speaker to be in a position of power over the interlocutor (1994, p. 92). Tsui affirmed that a request is often thought of as a polite way to get the interlocutor to do something. Furthermore, based on Tsui's opinion, the most important distinction between a request and an order is that request provides the interlocutor an option of complying or not complying, whereas an order does not (1994, p. 93).



In this case, the speaker respects the interlocutor's right if she or he wants to not comply with the request.

Requests are classified as FTA by Brown and Levinson because they are meant to threaten the interlocutor's negative face which is freedom of action and freedom from imposition. As a result, politeness strategies must be applied to reduce the threat and avoid the risk of losing face. The speaker used various strategies depending on the seriousness of the FTA.

#### 1.2.4 Types of Request

Tsui distinguishes requests into five categories: Request for permission, offer, request for action, invitation, and proposal (1994, p. 101).

##### a. Request for permission

Request for permission is a request that requires approval or authorization. The speaker's performance in a future action is needed in the request for permission in which the request is for his or her benefit. In addition, Tsui argues that it is harder to decline a request for permission since the activity is for the advantage of the speaker and it is less imposing because the action will be carried out by the speaker (1994, p. 108).

For example:

(2) Customer to shopkeeper

May I use the telephone?

(Tsui, 1994, p. 101)

The example above is categorized as a request for permission because the customer asks the shopkeeper's permission to borrow the telephone and it is intended for customer's benefit.

## **b. Offer**

An offer is a request to offer something. It might be accepted or refused. If the interlocutor accepts the offer, he or she will gain the benefits because an offer benefits the interlocutor.

For example:

(3) Can I help you?

(4) Let me get a chair for you

(Tsui, 1994, p. 107)

The utterance above can be categorized as an offer. It happens because the speaker offers assistance to the interlocutor. The action is done by the speakers and it is intended for the interlocutor's benefit.

## **c. Request for action**

A request for action is a request for someone to perform a certain action. The request utterance made by the speaker is intended for the interlocutor because the interlocutor is the one who takes an action to do the request. The action done by the interlocutor is intended for the advantage of the speaker. "Can/Could you do X?" and "will" and "would" are example of a request for action that is uttered by the speaker to ask someone to do something. Meanwhile, besides the interrogative sentences, request for action can also be expressed in declarative and imperative sentences.

For example:

(5) Friend to friend

J : Could I first have the title of the Higgins and John's book please

H : Oh, I will give it to you in a second, it is right on my desk. It is called Computers and Language Learning

(Tsui, 1994, p. 105)

The example above is categorized as a request for action because the speaker asks the interlocutor to do something. In the example, J is a speaker and H is the interlocutor. Therefore, J asks interlocutor H to give him the title of the book in which it is for the benefit of speaker J.

#### **d. Invitation**

An invitation is a request to invite, go, or come to a particular area. It is beneficial to the interlocutor. However, the interlocutor may refuse or accept the invitation of the speaker. Invitation typically used a common invitation phrase such as “would you like...?”

For example:

(6) Mr. and Mrs. Waterson request the honour of your presence at their daughter’s wedding on 19 March 1985, 10.00 a.m at St. John’s cathedral.

(Tsui, 1994, p. 107)

It can be seen from the example that Mr. and Mrs. Waterson invite the one who accepts the invitation to come to their daughter’s wedding at St. John’s cathedral on 19 March 1985, 10.00 a.m. Then, the one who accepts the invitation is given a choice to attend or not attend it.

#### **e. Proposal**

According to Tsui, a proposal is a request of suggestion that commits the speaker and the interlocutor to future action (1994, p. 100). It is beneficial for both the speaker and interlocutor. By doing a request for proposal, the speaker can use the expression like “can/could/shall we do.” In addition, Tsui mentions that a

proposal can also be presented by using let's (1994, p. 103). Then, if a suggestion or a proposal has complied, it is unlikely to be followed by thanking.

For example:

(7) Colleague to colleague

S: Let's close the door

R: (closes the door)

(Tsui, 1994, p. 107)

The example above is classified as a proposal. By doing so, speaker S asks her or his interlocutor by uttering "Let's close the door." Therefore, the action will be carried out by speaker S and interlocutor R and it is beneficial for the speaker and the interlocutor.

### 1.2.5 Politeness Strategies

Politeness strategy is the study to determine the way people use the language while they are having communication with others. Brown and Levinson defines politeness strategies as a series of strategies to minimize the threat so that a variety of goals such as creating or maintaining harmonious relationships can be achieved (1987, p. 68). It explains how to use the language and conduct the conversation to run well and go smoothly because people do not want to lose their face during communication. Losing face means being embarrassed, humiliated, or disappointed.

According to Brown and Levinson, there are four types of politeness strategies;

#### a. Positive Politeness

Brown and Levinson argues that positive politeness is focused on the hearer's positive face (1987, p. 70). Brown and Levinson also add that this strategy



is used as a kind of social accelerator in which the speaker wants to get closer to the listener (1987, p. 103). By using a positive politeness strategy, the speaker attempts to minimize the distance between the speaker and the listener. Positive politeness strategies are intended to make the listener feel good about himself, and they are most commonly used in circumstances where the audience is quite familiar with each other. The statements that contain friendship, solidarity, and compliment belong to the positive politeness strategy. By displaying intimacy and friendliness, social distance between the speaker and the interlocutor will be reduced.

For example:

(8) Here mate, I was keeping that seat for a friend of mine.

(9) Help me with this bag here. Will you pal?

(10) Come here, honey.

(Brown & Levinson, 1987, p. 108)

The example above shows the request utterance. Based on the example, the word mate, pal, and honey are categorized into in-group identity markers and those words are also used to show the intimacy between the speaker and the interlocutor. In addition, if those terms are used in request utterance, it might soften the request made by the speaker.

#### **b. Negative Politeness**

According to Brown and Levinson, negative politeness is defined as self-effacement, formality, and restraint, with a focus on very specific aspects of the listener's self-image, centered on his desire to be unhindered (1987, p. 70). Negative politeness strategy is oriented toward the listener's negative face which is the

listener's desire to be free from the imposition. The listener wants his freedom of action and his attention unrestricted.

For example:

(11) Can you please pass the salt?

(12) We look forward very much to dining with you.

(Brown & Levinson, 1987, pp. 133 - 181)

Based on the preceding example, it can be seen that in example (11), the speaker asks the interlocutor to pass the salt in which the utterance might threaten the hearer's negative face. Therefore, the speaker used the word "please" in making a request to minimize the imposition. Hereinafter, as seen in example (12), the utterance reveals how the speaker gives deference to the interlocutor in making a request. Thus, it makes the interlocutor feels appreciated by the speaker. Therefore, praising the interlocutor can be used to get her or him to perform an action without feeling compelled to do the action. By using deference, the speaker avoids giving offense to the interlocutor.

### **c. Bald-on-record**

According to Brown and Levinson, bald-on-record is a direct, concise, precise, and unambiguous way to say something (1987, p. 69). Bald-on-record happens when speakers speak in a direct way. Thus, there is an imperative expression that stands out as a clear example of a bald-on-record strategy. The speaker in this strategy does not attempt to lessen the threat to the interlocutor's face. In other words, he or she does not reduce the minimization to the imposition. By using bald-on-record strategy, the interlocutors are going to feel shocked, embarrassed, and a bit uncomfortable. Therefore, this strategy is frequently used in

situations where the speaker and the interlocutor have a close relationship, such as with close friends and family.

Sometimes, there are some situations that make the speaker have to speak quite straightforward like in an emergency or a task-oriented situation. Then, the speaker might adopt the strategy in the bald-on-record to gain maximum efficiency rather than to satisfy the interlocutor's face. Those situations will make the interlocutor pays more attention to the content of the message rather than the way it is said.

For example:

(13) Help!

(14) Watch out!

(15) Get up, get up! There is a big snake!

(Brown and Levinson, 1987, pp. 96 - 97)

Examples (13) and (14) above are an illustration of a task-oriented situation in which the speakers prefer to speak straightforwardly and tend to focus on the message's content in order to achieve maximum efficiency. Meanwhile, the example (15) above presents how the speaker makes no attempt to minimize the imposition of the request since the dialogue happens in an emergency situation. The speaker utters the request in a direct way so that the interlocutor might feel uncomfortable but he or she cannot reject it.

#### **d. Off-record**

Off-record is referred to as an indirect strategy because the utterances are not directly addressed to the listener. The off-record strategy happens when speakers do not employ a straightforward utterance to explain exactly what they

mean so that the utterance that is uttered by the speaker has implied meaning. Brown and Levinson state that the speaker allows the listener to interpret the utterance for themselves which is dependent on their interpretation (1987, p. 211). Off-record is also regarded as an attempt by the speakers to avoid any imposition on the listener. This strategy is used when the speaker has a desire to damage another's face without taking any responsibility for it. In other words, the speaker can use an off-record strategy if the speaker wants to avoid the responsibility of doing a face-threatening act (FTA).

For example:

(16) It is cold in here.

(17) The soup is a bit bland.

(Brown & Levinson, 1987, p. 215)

When the speaker utters the utterance above, he or she will not directly address the utterance to the listener. He or she might give a hint like those two utterances that are stated in the example above. The utterances imply that it would be nice if the listeners shut the window and pass the salt. However, the speaker does not directly ask the listener to do so. He or she will let the listener interpret what the utterance means.

### 1.2.6 Factors Influencing Choosing a Strategy

Brown and Levinson proposed sociological variables which is the assessment of the seriousness of an FTA (1987, p. 74). It consists of three factors in which they are social distance (D), relative power (P), and absolute ranking of imposition (R).

#### a. Social Distance (D)



Social distance is the social range between the speaker and the hearer. According to Pratama, instead of meeting frequency, distance is more closely tied to the intimacy of a relationship (2019, p. 7). There is a tendency that the closer the social distance is, the less polite the utterance will be. Conversely, the farther the social distance between speakers with their interlocutor, the more polite the utterance will be. In other words, the level of familiarity and solidarity between the speaker and the hearer greatly determine the politeness that is used in conversation. If two people are very close, they would have a low degree of social distance while two strangers would typically have a high degree of social distance. Then, the social roles between participants can determine whether the participants have a close relationship or a distant relationship. Examples of social roles among participants are a lecturer - a student, friends, strangers, a mother - a son, employer - employee, and many more.

For example:

(18) Excuse me, would you by any chance have the time?

(19) Got the time, mate?

(Brown & Levinson, 1987, p. 80)

Based on the example above, we can identify that (18) would be utilized when speakers and hearers are perceived to be distant like strangers, and (19) when the speaker and hearers are perceived to know each other or be socially similar.

#### **b. Relative Power (P)**

In most societies, power is available and inherent. The hierarchy system in society is very intimately linked to power. For example, a president has more power than a vice president, teachers have more power than students, and during a business transaction, buyers may have more power than sellers. It means that relative power

is related to the power that is possessed by the interlocutor. There are some types of power relationships in communication. The first one is equal power. It is like a conversation between two friends who are socially equal to each other. The second one is the interlocutor who has more power and the last one is the interlocutor who has less power. If the speaker has more power, he or she can impose her or his will on the listener. The example can be found in the conversation between the employee and the boss. The boss is free to ask the employees whatever the boss wants in regards to their job responsibilities without feeling guilty because the boss has the authority to do so.

For example:

(20) Excuse me sir, would it be all right if I smoke?

(21) Mind if I smoke?

(Brown & Levinson, 1987, p. 80)

Based on the examples above, we know that (20) might be said by an employee to his boss, and (21) could be uttered by the boss to the employee. There is more power in (21) because he is a boss and (20) has less power if the employee is compared to the boss. Therefore, the way the employee speaks to the boss is different from the way the boss speaks to the employee because he has overpowered more than the employee.

### c. Absolute Ranking of Impositions (R)

The absolute ranking is an absolute position to impose the hearer to perform an action and the degree to create an imposition of the hearer. The rank of imposition refers to the importance or degree of difficulty in the situation. We can encounter the example in a request. The weight of the request involved in the interaction determines the rank of imposition. In addition, the social distance and

the relative power (the roles of the speaker and the listener in society) can also be the contributing factors to the imposition that can determine the rank of imposition.

A large rank of imposition would occur if the request highly forces the speaker's want on the interlocutor and the request costs high expenditure of goods and services like time and energy. Furthermore, A low rank of imposition would exist when the request does not highly impose what the speaker wants on the interlocutor since it just requires non-material goods like information and does not require demanding service. If the request requires service but the speaker who makes the request has higher social status than the interlocutor, the request can be categorized into a low rank of imposition since it is the interlocutor's job or duty to do the request.

For example:

(22) Look, I'm terribly sorry to bother you but would there be any chance of your lending me just enough money to get a railway ticket to get home? I must have dropped my purse and I just don't know what to do.

(23) Hey, got change for a quarter?

(Brown & Levinson, 1987, p. 81)

The conversation above takes place at a railway station. It is uttered by a frustrated traveler to a stranger. It is quite hard to say (22) since it considers to be an even more serious FTA because it contains a large rank of an imposition than (23) which has a small rank of imposition.

### 1.2.7 Context

Context is extremely crucial when it comes to determining meaning in communication. It can help people to figure out what the utterance means. Therefore, people must consider the context to interpret the meaning of the

utterance because the speaker's utterance might be hard to understand by the listener without understanding the context. According to Halliday, the context is setting, it is what is going on in the environment where language is used (2007, p. 270). In addition, Leech defines context as any background knowledge presumed to be shared by speaker and listener in which it contributes to the listener's interpretation of what the speaker meant by an utterance that is given (1983, p. 13). Both the speaker and the listener must have the same background knowledge in order to comprehend the utterance. If the speaker and the listener share the same common knowledge, the risk of misunderstanding can be minimized.

In Nouraldeem, Kreidler argues that successful communication depends on the listener accurately interpreting two contexts: the discourse context and the physical-social context (2015, p. 14). Discourse context is the information included in the words. On the other hand, the physical-social context is the hearer's understanding of the speaker, the environment, and the circumstances, such as the time, place, and people involved.

Hereinafter, Yule states that context is more readily recognized because it has a significant impact on the interpretation of referring expression (1996, p. 21). Therefore, context can also be used to analyze request utterances by looking at the speaker and listener's situation and purpose of speaking so that it can help the speaker and listener to comprehend the request message. In addition, Yule proposed linguistic contexts as one of the types of context in which it is related to a group of words that are used in the same phrase or sentence (2010, p. 129). Therefore, people can understand the meaning of that sentence by looking at the linguistic context.



Meanwhile, Malinowsky in Halliday and Hasan also proposed two types of context; the context of situation and the context of culture (1985, p. 7). Halliday and Hasan express that the context of situation is the context in which the speech is uttered. It considers the environment of the text (1985, p. 6). Dell Hymes in Halliday and Hasan suggest a set of concepts for describing the context of situation in which it encompasses the form and content of the message, the participants, the setting, the intent and effect of the communication, the key, the medium, the genre, and the norms of interaction (1985, p. 9). Meanwhile, Halliday and Hasan state that the context of culture refers to the whole cultural history behind the participant (1985, p. 6).

### **1.3 Review of previous studies**

There are some previous studies that support this research. In relation to supporting this research, the writer takes some previous research from the thesis and journal articles that are taken from the internet. They are discussed below.

The first one is research by Siti Hajar Martina (2020) entitled *Politeness Strategies Used by Students in EFL Classroom Interaction at SMA Muhammadiyah 9 Makassar*. The study investigates politeness strategies used by students in EFL classroom interaction at SMA Muhammadiyah 9 Makassar and describes the most frequent politeness strategies used by students in EFL classroom interaction at SMA Muhammadiyah 9 Makassar. She used Brown and Levinson's theory on politeness. The author of this research collected information from classroom observation. The results found that there are twenty-one student utterances that consist of politeness strategies. However, there are only two types of politeness strategies namely bald-on-record strategies and positive politeness strategies that are used by the students.

The results also revealed that positive politeness strategies are the most frequent strategies that are used by students in EFL classrooms in conducting communication with the teacher during the teaching and learning process.

Object of the research is the one that differentiates my own study and this study. My study analyzes a movie while the previous study observes students' interactions in the EFL classroom at SMA Muhammadiyah 9 Makassar. In addition, my study focused on politeness strategies in requesting. Whereas, this previous study only focused on politeness strategies. The strength of Siti's research is that she breaks down the research findings and classifies the sub-strategies of each politeness strategy of the utterance belongs to so that the reader may understand them. In the thesis, Siti has put the sources for her example data. However, the writer still found some examples that are not accompanied by sources. It can be indicated that Siti did not use a reliable source for the example. One of the examples that are not accompanied by sources can be seen on page 21 of her thesis. She wrote the example of jokes, but she did not put the source of the example. Meanwhile, the error in using capital letters is also found in her thesis. It can be found on p. 28 in the last paragraph. Furthermore, in her writing, Siti also put some double space. It can be seen on p. 40, p. 41, and p. 65.

The second one is a journal by Thi Phuong Nhung Nguyen (2020) in the International Journal of Advanced Research in Education & Technology (IJARET) volume 7, issue 1, pp. 33-36. His research is about *Politeness Strategies in Requests in American English File Series*. The main objective of the study is to investigate politeness strategies used in requests in the textbook American English File 1-4. The textbook is written by Christina Latham-Koenig and Clive Oxenden and

published in 2008 by Oxford University Press. Based on his research, he found 103 requests in the textbook and then he classified those data into four types of politeness that are proposed by Brown and Levinson's politeness theory. The main finding of the results revealed that negative politeness strategies are used the most in requests.

Thi Phuong Nhung Nguyen used politeness strategies by Brown and Levinson and analyzed politeness strategies used in requests which are similar to my study. Thus, the difference is that he used American English File 1-4 as the source of data. However, the present study uses a movie as a source of data. In this journal, the theory's explanation is quite clear. It is easy to follow because he used modest words to explain the theory. Nevertheless, the author of this research did not put the sources of the example. Moreover, he did not provide examples of two politeness strategies which are positive politeness and negative politeness. It would be great if he put an example of those strategies. Meanwhile, the way references are written in the journal is also incorrect.

The third one is research by Hikmatudz Dzikriyah (2018). Her research is *Politeness Strategies of the English Subtitles of Request of Train to Busan Movie*. The research was intended to describe the types of politeness strategies of request proposed by Brown and Levinson's theory that is employed by the character in *Train to Busan* Movie and to know the most used types of politeness strategies of request in the movie. Based on his research, she found that there were 13 utterances of bald on-record strategy, 27 utterances of positive politeness strategy, 17 utterances of negative politeness, and there were no utterances of off-record strategy that are used by the speakers. Most of the speakers in the *Train to Busan*

movie used positive politeness when they were asking for a request from other people and they always used a direct request.

The differences between my study and this previous study are from the chosen movie. My study analyzed *Crazy Rich Asians* movie while the previous study analyzed *Train to Busan* movie. Furthermore, this previous study did not explain the reasons the speakers chose a certain strategy in making requests. Her thesis explanation is quite good and easy to comprehend. The thesis is accompanied by examples and detailed data sources. However, there are also several weaknesses in this thesis. The writer found there is no space after some words and punctuation in Hikmatudz's thesis. It can be seen on pages 1, 2, 3, 4, and 38. Subject-verb agreement errors are also found in her thesis. It is like on p. 3, p. 16 para. 3, p. 27, para. 2. Moreover, there is also a sentence that has not been finished yet on p. 47 para. 1. In addition, the researcher also found errors in using capital letters based on p. 5 para. 1.

The last one is a journal by Rebecca Akpanglo-Nartey (2017) in *Journal of Studies in Literature and Language* volume 14, issue 5, May 2017, p. 6-12 with the title *Politeness Strategies in Request Among Ga Learners of English*. The study looks at how young English learners in Ghana aged eight and eleven employ politeness strategies in requests with their peers and teachers. The findings show that children use different politeness strategies in making requests to friends and their teachers. She argued that whether the students use Ga or English language, students show a tendency to be more direct in their requests to their peers, but they utilize indirect strategies more when making requests to their teachers.



In analyzing her journal, Rebecca used a theory by Blum-Kulka and Olshtain. On the other hand, the researcher used a theory by Brown and Levinson and Tsui. Then, Rebecca also used the observation method because she observed the students in a classroom who play role-play requests based on a scenario that has set up by Rebecca. She compared whether there is a different choice of strategies in making requests between the local language and English language. In contrast, the writer is going to analyze the utterance that contains requests that are uttered by the whole character in a movie entitled *Crazy Rich Asians*. The idea of the theory in this journal is quite understandable. The writer's explanation of the methodology is well organized. However, the examples are not given by the author so that there is no example in the theoretical explanation. In addition, punctuation errors are also found in the journal. There is an absence of punctuation that should appear in the sentence. It can be seen on page 7 and page 12.

That previous research gives many contributions to this research. All those previous studies are really beneficial because they help the writer in analyzing and elaborating the theory of politeness strategies. After reading all the previous studies, the writer is able to apply politeness strategies into the utterances that contain requests that will be analyzed in this thesis. There are similarities between the topic in general and the theory of politeness strategies with that previous research. However, the object of the research on the previous research is different because, in this research, the writer used *Crazy Rich Asians* Movie. In addition, the theory of request that the writer used in this research is also different from the previous research because the writer used Tsui's classification of request while others used the requests theory that are proposed by Blum-Kulka & Olshtain. In this research,

the writer aims to figure out the whole utterance that contains politeness strategies of request found in *Crazy Rich Asians* movie. Moreover, the writer also aims to identify types of requests to implement politeness in requesting and types of politeness strategies in making requests as well as to explain some factors that influence the use of the strategies in making a request.

#### **1.4 Research questions**

This study focused on examining politeness strategies in making requests used by the whole characters in *Crazy Rich Asians* movie. Therefore, the research problem is expressed in the following research questions:

1. What are the types of requests used by the whole character to implement politeness in requesting in *Crazy Rich Asians* Movie?
2. What are the politeness strategies of request used by the whole character in *Crazy Rich Asians* Movie?
3. What are the factors that influence the choice of certain strategies in *Crazy Rich Asians* Movie?

#### **1.5 Objectives of the Research**

Based on the research questions mentioned before, this research has three purposes as stated below:

1. To investigate the types of requests used by the whole character to implement politeness in requesting in *Crazy Rich Asians* movie.
2. To explain the types of politeness strategies in making requests used by the whole character in *Crazy Rich Asians* movie.
3. To identify the factors that influence the choice of certain strategies in *Crazy Rich Asians* movie.

## 1.6 Scope of the Research

This research is conducted in the framework of pragmatics that focuses on politeness strategies in making requests. In this research, the researcher analyzes and identifies the politeness strategies in requesting that exist in *Crazy Rich Asians* movie. The researcher is interested in studying and discussing how the characters in this movie use the politeness strategy in making requests. The data are taken from the whole request utterances that are uttered by the character in the movie. The research focuses on identifying the types of requests used by the character to implement politeness in requesting. Moreover, the research also focuses on the factors that influence the character in *Crazy Rich Asians* movie to decide on certain strategies in making requests in relation to the factors such as power, distance, and rank of imposition. Tsui's classification of request (1994) as well as the theory of politeness strategies and three sociological factors that affect the choice of politeness strategies by Brown and Levinson (1987) are applied in this research.

