AN ANALYSIS OF POSITIVE POLITENESS STRATEGY IN THE FILM "FREEDOM WRITERS" AND ITS EDUCATIONAL VALUE

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Bachelor Degree

By

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ABSTRACT

Positive politeness is very important in communication, when people using people politeness it shows respected by other people to communicate. This research was deal to analyze positive politeness strategy strategies used in Freedom Writer's film. It is aims to find out: firstly, the positive politeness strategies and the purpose of this study was to determine the educational values in films. The second objective is to see the implications of this film in the world of education.

This research was conducted by using descriptive qualitative research method. The data of this research were taken from the utterances in the dialogue carried out by the characters in the film. The researcher was finally able to inform that through the author's freedom film there was a use of positive politeness strategies based on Brown and Levinson's theory and educational values based on that theory.

Based on the results, the researcher found the used of positive politeness strategies which included 13 out of 15 strategies from the author of the film Freedom. The strategies of give or ask for a reason, avoid disagreement, and give gift to the hearer was the common used. It found there were 4 data out of 34 positive politeness with the percentage 11% in the film Freedom Writers. Then, there are 18 types of educations values based on Education Ministry's theory. All the kinds of those educations values are found in the film entitled freedom writers. Based on the result, it many functions of watching film not only as a means of entertainment, but we can get many visitors who come. Because in the film there is something useful and valuable and we can guide the children towards a good attitude. Watching films can provide inspiration, morals, education, religion, suggestions, and motivation in our lives. Researchers hope that students as spectators can see the positive side and imply it in their lives.

Keyword: ***Politeness, Positive Politeness, Positive Politeness Strategies, Educational Values, Film, Freedom Writers.***

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DECLARATION

Hereby, I State This Thesis Entitled "AN ANALYSIS OF POSITIVE POLITENESS STRATEGY IN THE FILM "FREEDOM WRITERS" AND ITS EDUCATIONAL VALUE "is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,
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MOTTO

فَإِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝٥ إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝٦ فَإِذَا فَرَغۡتَ فَٱنصَبۡ ۝٧

For indeed, with hardship will be ease. Indeed, with hardship will be ease. So when you have finished your duties, then stand up for worship. (Qs. Al-Insyirah: 5-7)[1]

[1] *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Insyirah: 94, p.596.

DEDICATION

From the bottom of my heart, this thesis is lovingly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents: Mr. Bambang Sutomo and Mrs. Nurhayati who always pray for my life and success, give the good advice and motivation for me to study hard until now.
3. My sister: Dina Arivia Wati gives me spirit and suggestion for my success.
4. My beloved friends who always support me to finish this thesis.
5. My beloved Almamater State Islamic University of Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Fita Riraswati. She was born in Tegineneng on April 30rd, 1998. She is the first child out of two children of Mr. Bambang Sutomo and Mrs. Nurhayati. She has one sister, namely Dina Arivia Wati.

She began her study at SD Negeri 4 Bumi Agung in 2004 and she graduated in 2010. In the same year, she continued her study to Mts Daarul Ma'arif and graduated in 2013. After that, she continued to study at MAN 1 KOTA METRO in 2013 and graduated in 2016. After graduating from senior high school in 2016 she continued her study in Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, May 2021
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is needed to use where people can interaction and to produce utterances each other in communication. It used as a tool to express their thought by doing communication. According to sanggam siahaan, language is a unique human inheritance that plays a very important role in human life such as thinking, communicating ideas and negotiating with another.[2] It means that, people have to communicate with others because communication is the basic matter in life. With interaction, people can get a new information, knowledge and foreign things in this life. Communication is particular interest today because of rapid developments in new technologies for producing and transmitting or sending information.

In process of communication people should be doing politeness. A good interaction needs the politeness principle to organize how to communicate and give the information to others. Using politeness can make listeners give a good response to the speaker's question or request. It is because politeness can show awareness of another person's face. It was related to social distance or closeness. In the design of politeness speech, Brown and Levinson suggested that some formula that is associated with the concept of politeness. There are Bald Record, Positive Politeness, Negative Politeness and Off Record.[3] It

[2] Sagam siahaan, *issue in linguistic*,(Yogyakarta: graha ilmu,2008), P.1

[3] Penelope brown and Stephen c levinson, *politeness some universals in language usage* (Cambridge university press 1987) P.61

means that, the existence of politness in interaction is important and meaningful in every utterences.

However, nowadays in the interaction of everyday life kinds of politeness especially positive politeness rarely used by people in a social interaction or community groups. Many groups of teenagers cannot use a positive politeness in their conversation. Their have started to be forgotten the function of positive politeness in communication. Whereas, positive politeness is very important especially in speaking activities. There are some reasons why positive politeness is important. First, positive politeness is sign that we respect to the other people who speak with us. Second, positive politeness indicates that we are a professional person. Third, people will respect with us, if we use positive politeness in communication.

Considering the used of politeness strategy is very important in communication. It is not only through in direct communication, but politeness can be found in a film. According to Brown and Levinson, face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. In general, it assumes that each other's cooperation in maintaining face in interaction, such as cooperation being based on the mutual vulnerability face.[4] So that, people are doing politeness will be respected by other people.

[4] *Ibid*

Regarding the politeness has important role in communication. In this case, the research focused to positive politeness strategy because the reason that has mention above.

The employing of positive politeness strategy is influenced by several factors. There are some cultural factors that have contributed to create a speaker must contribute directly or indirectly to interact with others. As the speaker of language, anyone would have been indoctrinated to be able to consider these factors, so the interaction which the speaker woke up with the hearer, the speaker was already skilled to choose one of the most effective strategies in pragmatic.

In addition, not only politeness strategy that can found in the film but also in the film has many aspects such as in this case, educational value can be found in every film. According to Heider, film is being used to explore the visual and aural possibilities of ethnography, taking us far beyond the traditional printed text. In general, a film can include a variety of messages, such as education, entertainment and information. Message in the film is the use of the mechanism emblem a symbol that exist in the human mind in the form of message content, voice, speech, conversation and so on. In a film always contains the value of education and moral values that can be taken by cinema. In brief, politeness strategy can impact of an educational value in a film. It is because both of politness strategy used and educational value in the film have relation in a film.

Many films containing about moral education that leads to the formation of good character. Education value is important in the aspect of education. It is concerned with the development of the personality of the individual intellectual, social, emotional, aesthetic, moral and spiritual. However, in this research select the film titled “Freedom of the writer” because it is one of the best film products in the world of education and has excellent and inspiring educational values. Freedom writer’s is a film based on the success story of the struggle of a teacher in the New Port Beach area, United States in the struggle to regain the enthusiasm of their students to learn. In addition, in this film cn be found positive politeness strategy and educational value.

In other word, the researcher can be found politness strategy that used in our social interaction but also in this research will be specify in the film freeedom writer. Also it has educational value which can be analyze. To clarify the background of the study, examples of positive politeness as follow:

Marcus (student) *: no! That can't be accepted, ma'am!*

Ms. Gruwell (teacher) *: Well, first of all I'm not anybody's mother here?*

Andre (student) *: no, that doesn't mean mother*

Ana (student) *: This is a sign of respect for you (Ms. Gruwell)*

From this example, we can find positive politeness that is commonly used in daily life, both in formal conversations and privacy conversations. From the discussion above, the writer of freedom uses a positive politeness strategy. Some benefits can be taken after discussing the conversation, which is to call

someone older than us. There are various positive politeness strategies that are used in different situations and each strategy has a specific function. From the reasons discussed by the researcher above, a positive politeness strategy is very important to analyze.

There are several previous studies on politeness and films. The first thesis is entitled "Analysis of Political Strategies Used by Figures in Ratu Films (Socio-Pragmatic Study)" by Andhitha Puspitasari, Language and Literature of Surakarta Islamic Education Department, 2012. Similarities of thesis and research are focused on analyzing politeness strategies related to film characters. The difference between this thesis and this research can be seen in the thesis and analysis of positive politeness strategies in a film, and about the various educational values.

The second thesis entitled "Education Values in the 3 Idiots Film" (A. Pragmatic Study), by Saeful Anwar (SRN.11307041), Department of English Education at the Salatiga State Islamic Institute, 2012. Similarities between this thesis and research focus I am analyzing various educational values related to film characters. The difference between this thesis and my research can be seen in the thesis that analyzes positive politeness strategies in a film, and about various educational values.

Based on the statement above, the researcher conducted the research on positive politeness strategies and educational values entitled "An Analysis of Positive Politeness Strategy and Educational Value in the Film “Freedom writers”.

B. Identification of the Problem

Based on the background of the study, there are several problems which can be identified as follows:

1. The positive politeness rarely used by people nowadays.
2. The function of politeness in social interaction has started to be forgotten.
3. Positive politeness implies a lower degree of face redress than negative politeness.
4. Every utterance that containing the use of positive politeness strategy is always exist a factor that encourages the speaker to express something using those strategies.

C. Limitation of the problem

In this research, the researcher limited this research into the positive politeness strategies as the primary topic in the film entitled Freedom writerss. The researcher only limits on positive politeness strategies because positive politeness implies a lower degree of face redress than negative politeness based on Brown and Levinson.

D. Formulation of the problem

The problems in this study are formulated, as follows:

a. What kinds of positive politeness strategies used in film Freedom writers?
b. What kind of educational values in film Freedom writers?

E. The Objectives of the Problem

Based on the formulation of the research, the objectives of the study as follows:

1. To know the kinds of positive politeness strategies in film Freedom writers.
2. To find out the education values in the film entitled Freedom writers.

F. Use of the Research

The results of this study expected to be useful both practically and theoretically. The benefits as follows:

1. The Theoretical Benefits

   Theoretically, this research expected that the study can contribute to the development of English Education study, especially among students of UIN Raden Intan Lampung who are interested in the study.

2. The Practical Benefits

   a. The researcher hoped to be a reference for the next researchers who are dealing with linguistic field. This research also expected to help students in employing positive politeness strategies in daily interactions.

   b. Watching of "The freedom writes" film may give more knowledge and educational value to apply in daily activity.

G. Scope of the Research

a. Subject of the research

The subject of the research was positive politeness strategy and education value in film *Freedom writerss*.

b. Object of the research

The object of the research was analyzed film in freedom writerss.

CHAPTER II
FRAME OF THEORIES

A. Theories

1. Concept of Pragmatic

Pragmatics is a branch of linguistics that studies implied meanings or the relationship between contexts outside of language and the intent of speech. The context outside of language is an element outside of speech that affects the meaning of speech. Intent cannot be seen from the form and meaning alone, but also from the place and time of speaking, who is involved, the purpose, the form of speech, the way of delivery, the means of speech, the norms, and the genre. What is studied in pragmatics includes speech acts, speech implicatures, conversational interactions, and external conversational factors, for example deixis. Some experts explain the notions of pragmatics such as yule, mei, leech, parker, thomas and crush. they are some of the scholars who explain the meaning of pragmatic.

a) The Definition of Pragmatic

Pragmatics is concerned with the study of meaning as commun- jcated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Pragmatics is the study of speaker meaning[5].

[5]George Yule, *pragmatics*(oxford university press:1969) P.3

According to Yule, pragmatics is the study of contextual meaning. According to him, pragmatics is concerned with the study of meaning as communicated by a speaker or a writer and interpreted by a listener or a reader. It means that pragmatic itself involves the interpretation of what is meant in a particular context and how the context affects what is said.

Based on Mey, pragmatic is the study of the conditions of human language uses as these are determined by the context of society. It is mean that pragmatic is the use of a person's language is determined by where we are in each society, there must be different contexts.

In line with Levinson, pragmatics is the study of those relations between language and context that are grammaticalized, or encode in the structure of language.

Moreover, Thomas states, pragmatic is the study of meaning that appear in the interaction According to Charles Moris, pragmatics is one semiotic system other than the syntax and semantics most extensive is delivered through a language that is not encoded by the convention generally accepted linguistic forms are used, but which also arises naturally from and depending on the meanings encoded conventionally by the context in which the use of these forms. According to Allot , pragmatic as the study of what is communicated or what a speaker means minus the linguistic meanings of the words uttered. From the definition

above can be concluded that pragmatic is one of the branches in linguistic field that concern on the study of the use of language in communication, particularly the relationship between language and context. It means that the use of language and context in communication becomes the main study in pragmatics.

b) The Scope of Pragmatic

Study has several scopes which should be known. Mey divided pragmatics into two parts. The first is micropragmatics include the detailed study of the interpersonal communication. It consists of deixis, reference, implicature, anaphora, and speech acts. The second is macropragmatics as such areas the study of language included in pragmatics. It consists of co-text, context, discourse and conversation. Furthermore, divides the scope of pragmatics would include the study of deixis, implicature, presupposition, speech acts, and politeness.

2. Concept of Politeness

Brown and Levinson stated that face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to innteraction.

In general, people cooperate and assume each other’s cooperation in maintaining face in interaction, such as cooperation being based on the mutual vulnerability face. According to Yule,politeness can be defined as a tool used to demonstrate an awareness of other people's faces. In this

sense, politeness can be refined in a situation of social distance and closeness.

a). Politeness Theory

Indirectness can function as a form of politeness. Politeness is a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inher- ent in all human interchange. In interaction, we should use meaningful word, for that we must consider a wide variety of factors associated with inequality and social roximity.

According Yule, politeness can be defined as the means to show awareness of another person's face in communication. By demonstrating awareness of other people's faces when others looked away, socially often described in terms of familiarity, friendship, or solidarity.

According to Yule, face means personal beings of a person in society. Face refers to the social and emotional meaning itself that everyone has and expect others to know. There are two kinds of face according to Yule, it as follows:

a. Negative face

Negative face is the need to be independent, to have freedom of action, and not pressured by others. Negative word here does not mean ugly, negative word is just the opposite of the positive. In other words, negative face is the need to be independent.

b. Positive face

Positive face is the need to be accepted, if it may be liked by others, is required as a member of the same group and knowing that his wish is shared with others. In other words, positive face is the need to be informed. Politeness strategies are developed to save the hearer's face. According to Yule, if a speaker is stating something that contains a threat to the expectations of other individuals with regard to his own good name, the statement described as face threatening act (FTA). In the design of politeness speech, Brown and Levinson suggested that some formula that is associated with the concept of politeness. There are Bald Record, Positive Politeness, Negative Politeness and Off Record[6].

There are also four types of politeness strategies according to Yule as follows:

a. Bald on Record

Bald on record is a speech, for example a request addressed directly to others where the pressure is communicative of a speech is made explicit. In other words, bald on record is asking for something to others directly. This form is usually will with people who know each other well and they have a close relationship. For example:

1) Give me a pen.
2) Lend me your pen.

[6]Penelope brown and Stephen c levinson, *politeness some universals in language usage* (Cambridge university press 1987) P.91

b. Positive Politeness

Positive Politeness is the act of saving face with regard to a positive face of other people. It is concerned with the person‟s positive face that tends to show solidarity and emphasize that both speakers want the something and that they have a general aim. In positive politeness strategy, the speaker knows well that the hearer has desire to be respected. It minimizes threats to the positive face, such as self-image. Positive politeness strategy directs the applicant to appeal to the general purpose and friendship using phrases like the following example:

1) How about letting me use your pen?
2) Hey, buddy, I‟d appreciate it if you‟d let me use your pen.

c. Negative Politeness

Negative Politeness is the act of saving face is manifested on the face of the negative person will tend to show respect, stresses the importance of interests and other people's time, and included an apology for coercion or interruption. This strategy is like positive politeness. The speakers know well that the addressee wants to be respected. However, the speaker is assumed that in the equal way the speaker may be improving on the listeners. In this politeness, a face saving more frequently showed to the person‟s negative face. Negative politeness strategy protects the politeness face. It is oriented to the person‟s negative face that tends to show the difference. For example:

1) I‟m sorry to bother you, but can I ask you for a pen or something?

2) I know you‟re busy, but might I ask you if you happen to have an extra pen that I could, you know, maybe borrow?

d. Off Record

The final politeness strategy is off record strategy. This strategy uses indirect language and removes the speaker from the potential to being imposing. A person can decide to say something, but actually someone that does not need to ask for anything. This strategy does not directly shown to others. People can act as if the statement was never heard. This strategy as if statement may or may be not succeed, but if it does., it will be because it has been communicated than was said. For example:

1) Uh, I forgot my pen.

2) Hmm, I wonder where I put my pen.

Brown and Levinson associate the two politeness with the face-threat underlying the performance of speech act, as calculated by adding the values of Power (P), Social Distance (D), and Size Imposition (R), they suggest that positive politenes implies a lower degree of face redress than negative politeness. So that, the researcher only analyzed the positive politeness strategies of the film entitled “Freedom writers” in conducting this research.

b) Positive Politeness Strategy

In everyday life interactions, the concept of face becomes a routine activity and natural. Everyone is trying to maintain and even enhance the

image, reputation and self-esteem. Each school level, from the lowest level to the highest level, is traversed by a person's image and reputation to be maintained or increased. So that, there are 15 strategies of positive politeness according to Brown and Levinson (1987 in Djatmika, 2016: 80-100).

The strategies of positive politeness face are presented as follows:

a. Notice the hearer regard to his interest, wants, needs, and goods.

When the language of a person was always care, attention and always understand what we enjoy, or we want, or what we need, so that person became one of polite behavior languages. As the example below shows this strategy is spoken.

Tina : You have nothing to wear. Come by my house at noon.

Maybe one of my old things will work for you.

Casey : Wow.. Okay.

Deals that were raised by Tina to Casey above is a form of positive politeness strategy, by showing speaker‟s attention that is needed by interlocutors.

b. Exaggerate interest, approval and sympathy with the hearer.

Approval or recognition of any person's positive side is the main rategy in the face of positive politeness. Everyone will have advantages and benefits compared to others. These qualities are becoming the reputation or image of the person concerned. People who came to the reputation or image of the other person in the interaction involving them

would be considered as being polite. Instead, people to be indifferent to this reputation would be considered as being less polite. Excess or advantage that could relate to anything that is owned by someone, physical appearance, intelligence, wealth, expertise, skills, and so on. In everyday interaction types of speech that are often used for this strategy is to pay tribute to something that is owned by the other person.

As the example below shows this strategy is spoken.

Yati : Wow, you look very beautiful. Where did you buy this dress?

Sita : Oh thank you, my shirt was a gift from my mother.

Compliments of the physical appearance that was brought Yati to Sinta in the dialog above shows an approval or acknowledgment.

c. Intensify interest to the hearer.

The recognition of the qualities owned by the other person can also be improved or intensified. So this strategy will make our hearer become more happy and make our language behavior becomes more polite. But interest in the quality of other people's intensely risky to pass through the portion should be. For example, the recognition of the advantages of other persons in the form of praise, if too intensive would be very risky to make people praise has licked impression. In contrast, despite an intensive but if proportionately the praise given would be to harmonize the interactions that occur. As the example below shows this strategy is spoken.

Yati : Wow, nice clothes. Where did you buy this fabric?

Sita : The gift from my mother.

Yati : Your mother bought the fabric is very fitting. You look very beautiful.

Sita : Uh really, thanks yati. intensive recognition conducted by Yati to quality possessed by

Sita made it as friends who appreciate.

d. Use in-group identity markers.

Using identity markers with the speaker include address forms, use of in-group language or dialect, use of jargon or slang, contraction and ellipsis. Using a marker of solidarity with the speaker. The use of personal pronouns such as me, us, you, and so forth. Pragmatically less effective to advance positive politeness strategy. These words will formally put the first people as the speaker and the second as speakers and both are involved in an interaction. There is no social bonds and emotional ties. Conversely, many courtesies systems provided by a language that is able to effectively support the strategy of positive politeness face, the system greetings that can be used to show solidarity or binder social and emotional between the both speakers in an interaction, like son, bro, sister, brother, honey, baby, my darling, and so forth. In addition, naming themselves in the form vocatives also has a similar function to the courtesies systems. Same giving orders, a teacher will be impressed politeness different qualities with some utterances. As the example below shows this strategy is spoken.

Yati : Wow, nice clothes. Where did you buy this fabric?

Sita : The gift from my mother, sister.

The example above shows that Sita employs positive politeness by using in-group identity markers.

e. Seek Agreement

Seek agreement with the hearer. Agreed to decide something more acceptable than something that is decided unilaterally, moreover impressed impose desire. Direct someone by providing an opportunity for him as the people decided to do an action is one form of strategy seek agreement or consent. So, for the hearer to do something through this process will be felt more comfortable and more sincere. And for the first person make it do something that will impress in face positive polite. In Seek Agreement, there are safe topics and repetition.

As the example below shows this strategy is spoken.

Wife : Dear what if the weekend we went to jakarta with our children, as well as a holiday?

Husband : So-so, as long as the children will be invited.

From the example above shows that the wife employs positive politeness by using Seek Agreement. It‟s happen because the reaction of the husband in the interaction above can be different if the wife chose another way of language and less attention to the positive face.

f. Avoid disagreement.

Avoid disagreement with the hearer. Another strategy related to the agreement is to avoid differences with the speaker. Contrary to the previous strategy, this strategy is usually a response to an initiating act that requires approval, whereas those who held such consent has stand point or a different idea. In avoid disagreement, there are token agreement, pseudo-agreement, white lies and hedging opinions. As the example below shows this strategy is spoken.

Irvan : I believe ayub agree with me, if outbound December less timely. Rain makes it less convenient to do activities outside.

Ayub: hmm, I guess the irvan"s idea have a point, but it is better we ask the employee first, whether or not withdrawal schedules.

From the interaction above shows that irvan uses politeness strategies avoid disagreement from ayub. However, his different idea make ayub has to keep positive face by avoiding these differences.

g. Assert or presuppose common ground with the hearer.

Showing in common ground with the other person. When there is a speech that could potentially threaten the other‟s face or even threaten own face, then strategy pointed out the similarities between people involved in the interaction that can be used as a form of politeness and positive face and avoid the threat of such advances. As the example below shows this strategy is spoken.

dara : Do you want to ride on a bicycle? I'm going towards the front of the school.

anggi : Oh okay, thanks

From the example above shows that anggi employs positive politeness by showing in common ground with the other person.

h. Joke.

A simple command would seem more gentle and polite if packaged in the form of a joke. This is caused by the ability of a joke in lowering the level of faceThreatening act directive contained by speech commands. For example, because it was exasperated a wife should stop teasing her husband. However, due to social and cultural context thewife wants inferior to her husband, then a straightforward command him it could potentially lead to conflict. One way to stop teasing the husband is to use jokes that aim to stop teasing succeed without having to make a husband lose face. As the example below shows this strategy is spoken.

Carter : No, I''m sorry. You okay?

Dan :I''m fine. It was all my fault. Uh, you okay?

Carter : Yeah, uh, no broken bones. No harm, no foul.

From the example above shows that the Carter employs positive politeness by using Joke.

i. Showing understanding and attention to the desires of the hearer.

There is a film that tells the story of a man who was given the ability to listen to the conscience of others, even though the other persondoes not say. Then he became the man most preferred by many women, because in every interaction with them is able to apply mannered man with an understanding and attention to the desires of the listener.

As the example below shows this strategy is spoken. A father to a daughter who asked for permission to marry a man of her choice, it as follows:

Father :If that's your choice, Daddy agree with you.

Children : Wow, thanks dad. Daddy is really sweet.

From the example above shows that the father employs positive politeness by showing understanding to the listener.

j. Offer or promise to the hearer.

As mentioned in the previous section, an offer and also a promise of once already be polite. This is due to the fact that these two speech act provides benefit to the second person. Therefore, it is executed independently or used as a circuit with other speech acts, then the offer or promise in the presence of an interaction able to demonstrate positive politeness face to the second person. As the example below shows this strategy is spoken.

Wife : Come help me wash clothes. You are washing children's clothes, then the remainder will I finish.

Husband : Okay.

From the example above shows that the wife employs positive politeness by offer or promise to the hearer.

k. Be optimistic.

Showing the nature of optimistic. People who are always optimistic that is funner than those who are always pessimistic. Especially if the person showing his optimism to the second person, so these conditions can make people the second person felt attended positive face.

As the example below shows this strategy is spoken.

April : We give a task of this group to Nia. You the best in the computer field, so we believe that such a task is certainly easier.

Nia : Yes, it is easy

From the example above shows that the wife employs positive politeness by showing the nature of optimistic.

l. Including the hearer in the activity.

Another strategy to come to listener‟s positive face is to involve them in in progress discourse. If someone coming when two other people were involved in an interaction, so an invitation to join that interaction is a form of positive face politeness for the first person. Two people in the interaction that recognizes the existence of a new person comes into the discourse is in progress, or even later the two men are changing the interaction model that they do, for example, from talking to normal later

be noisy, or change the topic which had been the object of interaction, then taste two positive politeness face the person to the first person will be reduced.

As the example below shows this strategy is spoken. Rangga was coming when Aji and Ami were having a conversation.

Ilham : Essentially you have to convince him that this is not our fault.

Fadil : Calm down Aji. Oh, rangga is coming.

Ilham and Fadil :Rangga come here, we want to ask your opinion.

From the example above shows that Aji and Ami employ positive politeness by embracing the hearer in the activity.

m. Give or ask for a reason.

When a speech act that is executed to others, it is equipped with a reason, so this way can lower the intensity of threats face the speech act. In other words, this strategy is able to make the speaker asked a directive action seem polite in positive face. As the example below shows this strategy is spoken.

Ria : We give a task of this group to Nia. You the best in the computer field, so we believe that such a task is certainly easier.

Tri : Yes, it is easy.

From the example above shows that Ria employs positive politeness by give or ask for a reason. So that, the reason provided by Tri was able to increase her sincerity in accepting orders.

n. Assume or assert reciprocity.

Another way to be polite in positive face is to express the attitude of reciprocity or alternately. When someone thanked us and we say equally, then this speech could be an example of the nature of reciprocity. In other cases, when a person do good and then we threw a promise to repay it, so it is also able to give us the impression polite to him. Similarly, when we do a kindness to repay the previously assumed, so this too is a positive face politeness. As the example below shows this strategy is spoken.

Tini : It is now the turn I pay, because yesterday you've been treating me.

Tintan : Okay.

From the example above shows that Tini employs positive politeness by assume or assert reciprocity.

o. Give gifts to the hearer

Giving gifts can be goods, sympathy, understanding or cooperation with the speaker. Someone who can hear and be able to become the outpouring of the heart, and can contribute solutions to the person who is being dogged by the problem will become polite person who would respect a lot of friends. It is caused by the nature of generosity gives him the sympathy and the sympathy of people were able to reach a positive face of the person being difficult. Conversely, people who do not have the skills to this strategy will be less impressed courteous to others. As the example below shows this strategy is spoken.

Tini: Tan, can I confide? I'm having a big problem now.

Tintan: So-so, please Tini. What's the problem? Take it easy. Every problem must be a solution.

From the example above shows that Tintan employs positive politeness by give gifts to the hearer with understanding or cooperation with the speaker.

3. Figure and Caracther In The "Fredoom Writers" Film

Figure and Character is the product of the characterization they already have made in a certain way. The good conversations they have, the things they do, their appearance, and so on are certain ways that writers choose. characterize the character. Character creation is the art of characterization carried out by the author to bring the character to life in order to provide understanding to the reader, characterization is a method while character is a product of the method.

According to Aquino characterizations are brief but solid. It comes from descriptions by future beings of past people and, events, seem to be observed from a height.[7]

Figure and characterizations in literary works are the process used by the author to develop characters and characters create an image of a character for the audience and in the film this is very important, along with the characters and characters in the film "Fredoom Writers"

[7] Aquino, J, *Science Fiction as Literatur*, (Washington D.C: National Education Association 1976) p.25

a. Hilary Swank as Erin Gruwellhas the character of a teacher who is full of inspiring patience, and full of enthusiasm to create innovations

b. Scott Glenn as Steve Gruwellrole as the father of Erin Gruwell he is the figure of a father who is assertive and merciful

c. Imelda Staunton as Margaret Campbellacting as a principal who does not support the innovations given by erin to students

d. April Lee Hernandez as Eva Benitezacting as a female student involved in a case

e. John Benjamin Hickey as Brian Gelford,Patrick Dempsey as Scott Casey, April Lee Hernandez as Eva Benitez,Mario as Andre Bryant,Vanetta Smith as Brandy Ross,JaclynNgan as SindyNgor,Kristin Herrera as Gloria Munez,Jason Finn as Marcus,GabrielChavarria as Tito,Hunter Parrish as Ben Daniels,Giovonnie Samuels as Victoria,Deance Wyatt as Jamal Hill,Antonio Garcia as Miguel,SergioMontalvo as Alejandro Santiago.(students in class from Erin Gruwell)

a). Situation Context

Context A situation is an “environment in which meanings are exchanged” and consists of three elements:

Field of Discourse: "refers to what is happening, to the nature of the ongoing social interaction: what involves the participants, which presents language as some important component?"

Discourse tenor: “refers to who takes part, the nature of the participants, their status and roles: what kind of role relationship of one kind or another,

both the type of speech role they take in the dialogue and the whole group socially. significant relationship in which they are involved?"

Discourse Mode: "refers to what part language plays, what participants expect from that language for them in that situation: the symbolic organization of the text, the status it holds, and its function in the context of the text. context, including the channel (is it written or spoken or a combination of both?) as well as the rhetorical mode, what the text achieves in terms of categories such as persuasive, expository, didactic, and the like.

It is these three elements of field, tenor, and mode that form the context of a text, which will "allow us to characterize the nature of this kind of text, which we would do for similar texts in any language". These choices of context are then realized through lexical-grammatical choices which in turn are realized through sound and/or writing systems.

For example, the dialogue in the writer's freedom film:

Jamal:" Man. Say it to my face, coz.

Andre: "I just did. See what I mean? Dumd

Jamal: Man, I know you're not talking to me!

Erin: "Okay...

Jamal:look, Homey, I will beat him. homeboy.

Erin: *"Can you sit back down?"*

Relevance to the context situation

Conversation takes place in the classroom. The participants are Erin a teacher is talking to a student. which Erin uses positive politeness in this situation "Could you sit back down?" It is classified into this strategy because it shows that Erin cares about her students, Jamal and Andre. Erin knew that their will to fight was not good. whose condition is jamal and andre wants to fight in class Context of Situation

b)Film Synopsis

Freedom Writers is a film based on the true story of the struggle of a teacher in the New Port Beach area, Long Beach, California, United States in reviving the enthusiasm of their students to learn. It is said, Erin Gruwel (played by Hillary Swank), a highly educated woman, came to Woodrow Wilson High School as an English teacher in class 203, where there are various racial gangs that are always grouped, such as frangipani, black, latin, and whites, and at that time being warmly discussed on the issue of racism.

At the beginning of Erin's arrival, the students were not at all interested in his presence. Most of them are not happy about white people. They assumed that Erin did not understand anything about their harsh lives, lives that were always under the shadow of war and violence. For them, life is how

they survived violence.

Many challenges must be faced by Erin, both from the racist school, to the husband and father. Discrimination carried out by the school, such as class separation, as well as differences in facilities seen between the white race and outside races made Erin sad. In order to be accepted by her students, Erin looked for ways to approach and teach appropriate methods. However, since Erin was preoccupied with her approach to her students and working part time, a new problem arose, she was divorced by her husband. Until in the end, his father, who initially did not support, turned to support Erin's work.

Erin understands the condition of her students who are always in groups with their respective races. Finally, he will a way to "reach out" to their lives by giving them books, and asking them to fill them with a daily journal. In fact, when the school discriminated against book facilities, Erin gave a new book about gang life that was closely related to their daily lives. Since reading a daily journal that tells about their harsh lives, Erin has become even more eager to change the lives of her students, as well as erase the invisible boundaries that culturally separate them in amazing ways.

To increase motivation for learning Erin brought Mrs. MiepGies, a helper woman Anne Frank, a Jewish child who lived in the days of Hitler and her holocaust. He brought Mrs. MiepGies to share stories with her

students about a disaster that happened because of racism, as well as other Erin efforts that were challenged by the school.

Finally, Erin's determination in educating them paid off. The children, who originally hated each other because of racial differences, eventually became friends and removed racial barriers between them. In fact, when there is a shooting case that befell a fellow student, he teaches about the meaning of honesty. The daily journals they have written, typed and collected into one book. Erin named the student diary by the name of The Freedom Writers Diary.

4. Education Value

a). The Definition on Education Value

Values literally means something that has a price, something precious, dear and valuable, and something that is ready to suffer and sacrifice. In other words, the values are a set of principles or standards .The value means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else.Power Clark said that the processes by which schools and other institutions make children aware of the importance of values in human society are sometimes known collectively as value education. Furthermore, Power Clark et al. said that values education is an umbrella term that includes all major approaches to moral education, including character education, values clarification, moral reasoning, and caring.

Values are central to both the theory of education and the practical activities of schools in two ways. First, schools and individual teachers within schools are a major influence, alongside the family, the media and the peer group, on the developing values of children and young people, and thus of society at large. Secondly, schools reflect and embody the values of society[8]

Value education means incalculating in the children a sense of humanism, a deep concern for the well-being for others and the nation Venkataiah Through value education, we can develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education teaches us to reserve whatever is good and worthwhile in what we have inherited from our culture. It helps us to accept the respect of the attitude and behavior of those who differ

from us Venkataiah. Whereas education velue conscious and planned effort to create an atmosphere of learning and the learning process so that learners are actively developing their own potentials to have the spiritual power of religion, self-control personality, intelligence, noble character, as well as the necessary skills themselves, society the nation and country (Article 1 Republic Indonesia Government Regulation No.20 2003).

b) Kind of Education Value

According to the National Education Ministry , there are 18 values in the educational development of culture and national character. 18 values in character education by the Ministry of Education are follows:

[8]J.Mark Halstead & Monica J taylor,*Value in Education and Education in values,*(e-Library,2005) p.2

a. Religious

Docile attitudes and behavior in carrying out the teachings of his religion, tolerant implementation of the practice of other religions, and live in harmony with other faiths.

b. Honest

Behavior based on an attempt to make himself as the person who always believed in words, actions, and jobs.

c. Tolerance

Attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.

d. Discipline

Measures indicating orderly behavior and comply with various rules and regulations.

e. Work Hard

Behaviors that indicate an earnest effort to overcome various barriers to learning and assignments, and complete the task as well as possible.

f. Creative

Thinking and doing something to generate new ways or the result of something that has been owned.

g. Independent

Attitudes and behavior that is not easily dependent on others to complete tasks.

h. Democratic

How to think, behave and act the same rights and obligations judging himself and others.

i. Curiosity

Attitudes and actions are always working to find more depth and breadth of something learned, seen, and heard.

j. National Spirit

Way of thinking, act, and sound that puts the interests of the nation above self-interest and group.

k. Love of Country

Way of thinking, being and doing that show of loyalty, care and high appreciation of language, physical environment, social, cultural, economic and political nation.

l. Rewarding Achievement

Attitudes and actions that encourage to produce something useful for society, and recognize and respect other people's success.

m. friendly

Actions that show a sense of fun to talk, mingle and cooperate with others.

n. Love Peace

Attitudes, words and actions that cause others to feel happy and secure on the presence of himself.

o. Joy of Reading

Habits take time to read the various readings are on virtue for him.

p. Environmental Care

Attitudes and actions which always wanted to prevent damage to the surrounding natural environment, and develop measures to repair the environmental damage that has occurred.

q. Social Care

Attitudes and actions always wanted to help other people and communities in need.

r. Responsibility

Attitude and behavior of people to carry out tasks and obligations, which should be done to himself, society, environment (natural, social and cultural), country and God Almighty.

5. Relation Between Film and Education

Film and education have a very close relationship, because now this film could become a media that can be used parents to instill the values of life to them. Positive impact of watching a new film clearly visible at children aged three to five years. Because at this age, their capability to read can be increased by watching a film.

Film can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the film. According Jane Murphy and Karen Tucker, if parents know how to use television to watch the film in order to become a medium of education for their children, so parents can make the film as a second school for their

children who keep it intelligent and moral. But Imam Musbikin says that parents should still provide assistance to children when they see the film, the parents must inform and give sense to them about behavior that is in the film Establish good communication with the child can reduce the potential negative effects when watching a film.

Because the most important education is in a family where the parents are the most responsible towards moral education of their children.Because in the family, they grow and develop.Allowing children to watch excessive means allowing growth and development and education of troubled children. If film presented in the school, the teacher must carefully prepare suitable or educating film that will be enjoyed in the class. It is Necessary for the teacher to preview a film carefully to find motivation for the students, possibly including the background discussion, and to anticipate and explain vocabulary and unusual cultural difficulties points .

Therefore, the parents and teachers should controll the children. Childrenshave ability to realize their ability, but must be controlled by parents. Based on those cases, the researcher would like to give information for the readers about the education values and the implication of *"fredoom writers"*toward in education. It is good for everybody to apply this value in daily life, especially for parents and teachers.

B. RELEVENCE STUDIES

Researcher conducted research based on previous research from two theses and two journals. The first thesis is entitled "Analysis of Courtesy The Strategy Used by the Characters in the Film entitled Ratu (Socio-Pragmatic Studies) ”by AndhithaPuspitasari, Language and Literature Surakarta State Islamic Education Department, 2012. In his research hestrategy to analyze politeness in the film entitled Ratu using Brown and Levinson's theory. Based on the research results it can be rejected that: the kind of politeness will in the film The Queen is bald on footagestrategy, positive politeness strategy, negative politeness strategy, off record strategy. There are two bald on-record strategies willanalysis, namely task-oriented, and speaking as if necessary. There There are four strategies for positive politeness, namely avoiding disputes, assume approval, including speaker and listener, and a personal center switch. There are four negative politeness strategies, namely to pay respect, be pessimistic, impersonalize the speaker and listener, and apologize. There is off-record three strategies, namely ironic, overstatement, and retetorical; question. The similarities between this thesis and research are focused on analysis politeness strategies associated with film characters. The difference Between this thesis and this research can be seen in the thesis and analysis positive politeness strategies in a film, and about various educational values.[9]

The second thesis entitld "Education Values in the 3 Idiots Film" (A.Pragmatic Study)”, composed by Saeful Anwar (SRN.11307041), English

[9]AndhithaPuspitasari,thesis:*"Analysis of Courtesy The Strategy Used by the Characters in the Film entitled Ratu (Socio-Pragmatic Studies) ”*(Surakarta State Islamic Education Department, 2012)

Education Department in State Institute of Islamic Studies Salatiga, 2012. Based on the result of the study, related to the kind of education value in analyzing the"3 Idiots" film, it can include that: Education value in "3 Idiots" film are: Love and affection, Respectful, Loyal and trustworthy, Bravely, Reliability of self, Kind and friendly, Sensitive and not selfish, Honesty, Leadership and Sacrifice. In this research also give the implication in this film relation to Education are: Parents should understand the desire and the ability of their children so that, they do not take wrong steps in educating. Parents shouldalways teach honesty to their children. The similarity between this thesis and this research focus on analyzing the kinds of education values related to the character of the film. The differences between this thesis and this research can be seen in the thesis an analysis of positive politeness strategy in a film, and about the kinds of education value.[10]

Researcher also conducted this research based on Relevent on studies from two journals. The first journal entitled "Political Strategies Used by L2 Turkish Speakers in Making Requests", was compiled by Yabancı Dil Olarak Turkce Konusucularin Rica and Yapilarinda Kullandigi Nezaket Stratejileri. The aim of this study is to show the different structures and principles used in making requests used by foreigners who speak Turkish as a foreign language (L2).to see if their linguistic competence is on par with their sociolinguistics competence. The data from advanced learners of Turkish is analyzed toinvestigate whether pragmatic competence follows grammatical

[10]SaefulAnwar,thesis: *"Education Values in the 3 Idiots Film" (A.Pragmatic Study)"*(English Education Department in State Institute of Islamic Studies Salatiga, 2012.)

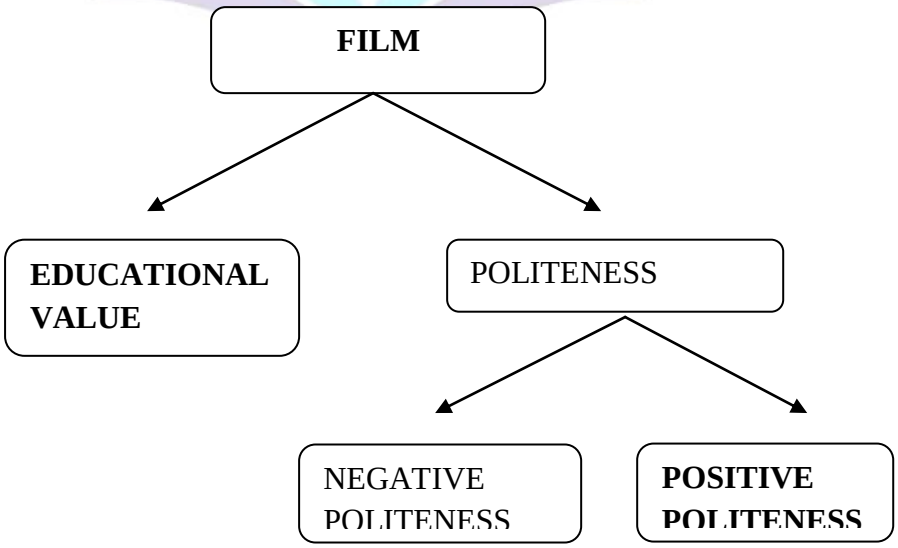
competence.Based on the result of the study, related to the kind of politeness, it can be conclude that: the data that the concern to avoid imposition (Kim, 1994) and the negative face of the hearer (Brown & Levinson, 1987) is ranked highest in makingrequests. This was valid for both L1 and L2 speakers. This is why L1 speakerschose to use of optatives (fotopialalım) „let‟ s take a photocopy ‟) instead of imperatives. Negative questions (oturmazmıydınız? „Won‟ t you sit? ‟) Were also much more common in L1 data. The similarity between this thesis and this research focus on analyzing the politeness strategy related to the character of the film. The differences between this thesis and this research can be seen in the thesis an analysis of positive politeness strategy in a film, and about the kinds of education value in the film.

The second journal entitled "Politeness in Study Abroad", composed by Hassan Rasouli Khorshidi. This research concentrate on the development of proficiency in politeness over time pertain to the use of request and apology speech acts in the Iranian intermediate English language learners in a study abroad program in India. The research findings show that the learners' increase in the scores regarding their politeness development with reference to the native speakers' performance. It shows that learners' performance on politeness is approximating the native speakers. Based on the result of this study, it can be conclude that: this paper investigated the effect of study abroad in general and the impact of length of stay on L2 learners' linguistic politeness development in particular. The elicited data

from the learners revealed that length of residency in study abroad context improved learners‟ pragmatic knowledge regarding the perception and production of linguistic politeness in request and apology speech acts. The findings in this study indicate that, a semester sojourn in abroad increased participants' achievement in L2 norms of politeness regarding the illocutionary domain of speech acts namely, requests and apologies. This finding is in line with previous studies (e.g., Cherchill&DuFon, 2006, among others) in which it was disclosed that in second language acquisition of politeness the students become somewhat native-like during study abroad. The similarity between this thesis and this research focus on analyzing the politeness strategy. The differences between this thesis and this research there is analysis of positive politeness strategy in a film, and about the kinds of education value in the film.

C. CONCEPTUAL FRAMEWORK.

Research Conceptual Framework



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