

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**

**POLITENESS STRATEGIES AS SHOWN IN *SUPERNANNY***

**AN UNDERGRADUATE THESIS**

Presented as Partial Fulfillment of the Requirements  
for the Degree of Sarjana Sastra  
in English Letters



By

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YOGYAKARTA  
2010**

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A Sarjana Sastra Undergraduate Thesis

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**DYNASTY TZIN**

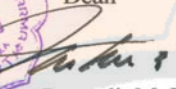
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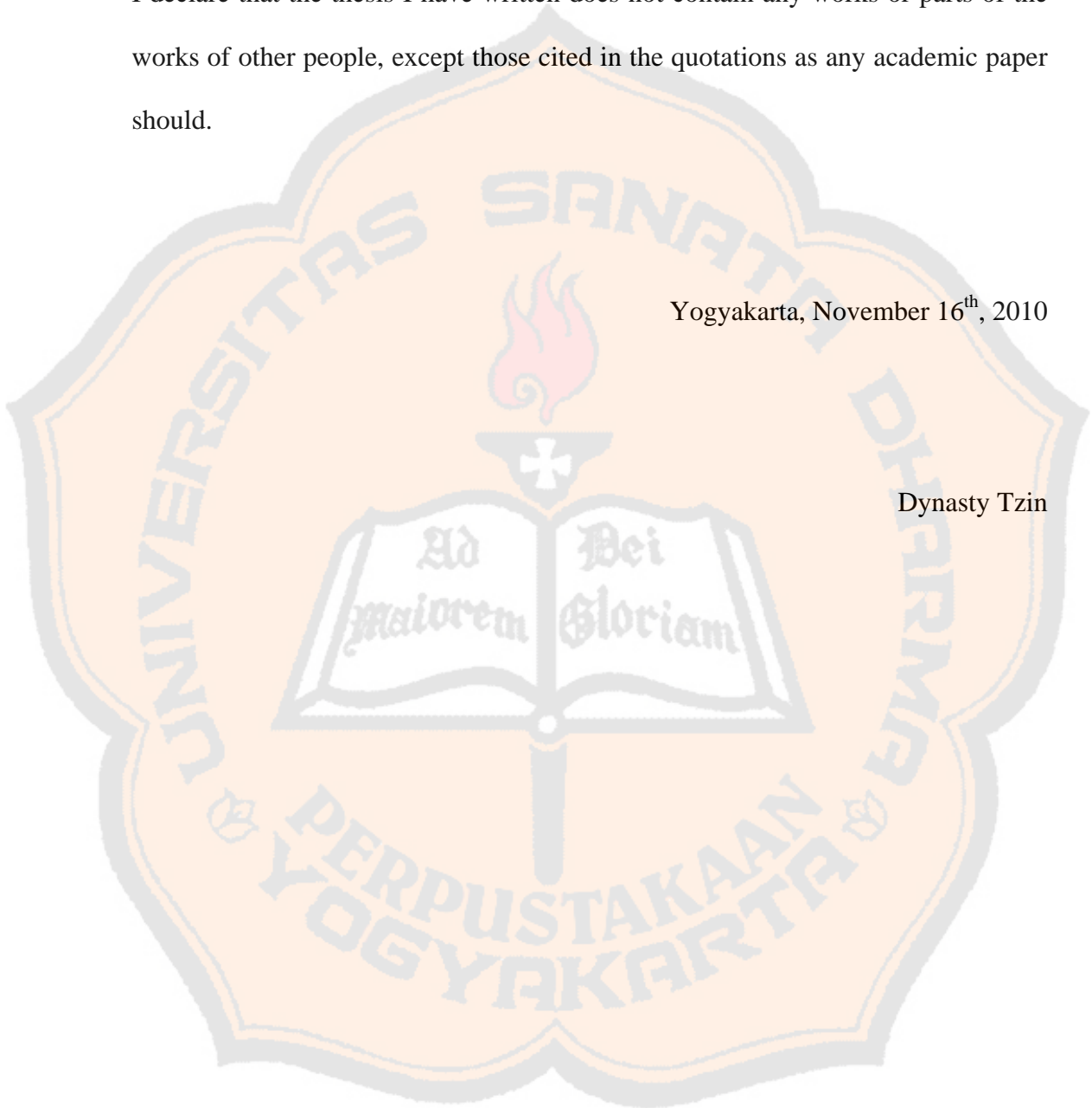
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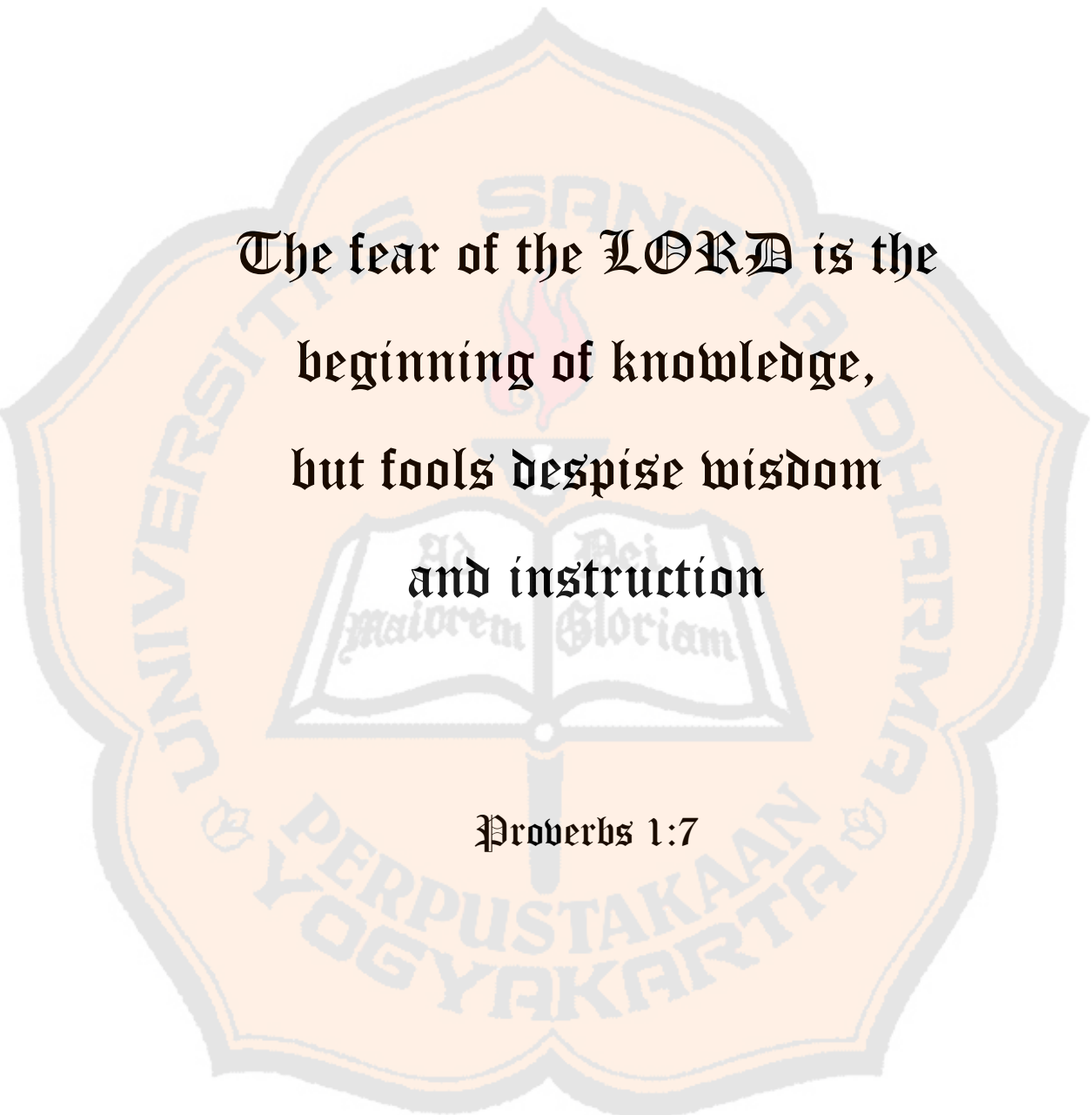
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The fear of the LORD is the  
beginning of knowledge,  
but fools despise wisdom  
and instruction

Proverbs 1:7

## PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

### *The Prayer of St. Francis*

*Lord, make me an instrument of your peace,  
Where there is hatred let me sow love.  
Where there is injury, your pardon Lord,  
And where there's doubt, true faith in you.*

*Where there's despair in life, let me bring hope,  
Where there is darkness, only light,  
And where there's sadness, ever joy.*

*O divine master grant that I may  
never seek,  
So much to be consoled as to console,  
To be understood as to understand,  
To be loved as to love with all my soul.*

*For it is in giving that we receive-  
it is in pardoning that we are pardoned.  
And it's in dying that we are born to eternal life. Amen*

*Ya Tuhan,  
Jadikanlah aku sebagai alat pendamaiMu  
Di mana ada kebencian, Biarlah aku menabur kasih  
Di mana orang menyinggung perasaan, Biarlah aku memaafkan  
Di mana ada keraguan, Biarlah aku menguatkan iman  
Di mana ada orang putus asa, Biarlah aku membawa harapan  
Di mana ada kegelapan, Biarlah aku membawa terang*

*Oh Tuhanku, tolonglah!  
Agar kami tidak selalu minta dihibur, Tapi justru menghibur  
Tidak untuk dimengerti, Tetapi mempunyai pengertian  
Tidak untuk dikasihi, Tetapi mengasihi  
Karena bila kami memberi, Kami menerima  
Bila kami mengampuni, Kami diampuni  
Dan bila kami mati, Kami dilahirkan kembali untuk kehidupan yang kekal  
Amin*



## ACKNOWLEDGEMENTS



## PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

The first thing to say is thank you God, and Jesus Christ for Your blessing so the thesis is finally done. He has given the writer strength to finish everything and He also has given some people to help the writer working on his thesis. The writer would also like to thank his parents for their supports.

The first writer's appreciation is devoted to his advisor, **Dr. Fr. B. Alip, M. Pd., M.A.**, who has guided him and given him advice to finish the thesis. Without him, the writer would not have finished the thesis soon.

The writer would like to thank to his co-advisor, **Dra. B. Ria Lestari, M.S.**, for her constructive criticism and valuable suggestions to the writer. She has been carefully checking the thesis so that the thesis becomes better. Lots of gratitude is given also to the writer's thesis examiner, **Adventina Putranti, S.S., M. Hum.**, for her attention, support and correction.

The writer will not forget to give thanks to all the lecturers of English Literature for all their knowledge and lessons during his time studying in Sanata Dharma University. He is grateful to all Sanata Dharma University's staff and librarians, especially those who are in the secretariat of English Letters Department.

When doing this thesis, the writer really needs his friends' help and support. The first gratitude is given to **Nila Seyvia Damay** for all that she has done to help him. He knows that she is very busy but he is happy because he has a friend like her who still gives her time to help him. Then, the writer would like to express his sincere thanks to his other friends for all their care. He really has fun with them; they are **Gisela Rachel, Pricillia Noviani, Yemima Anggraini**

## PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

**Pribadi, and Andry Gani Wijaya.** They have shown the meaning of friendship, they make him complete in this world.

Finally, the writer would express the deep gratitude and respect to his lovely family and relatives. They always support and help him in every situation. He would be nothing without them.

Dynasty Tzin

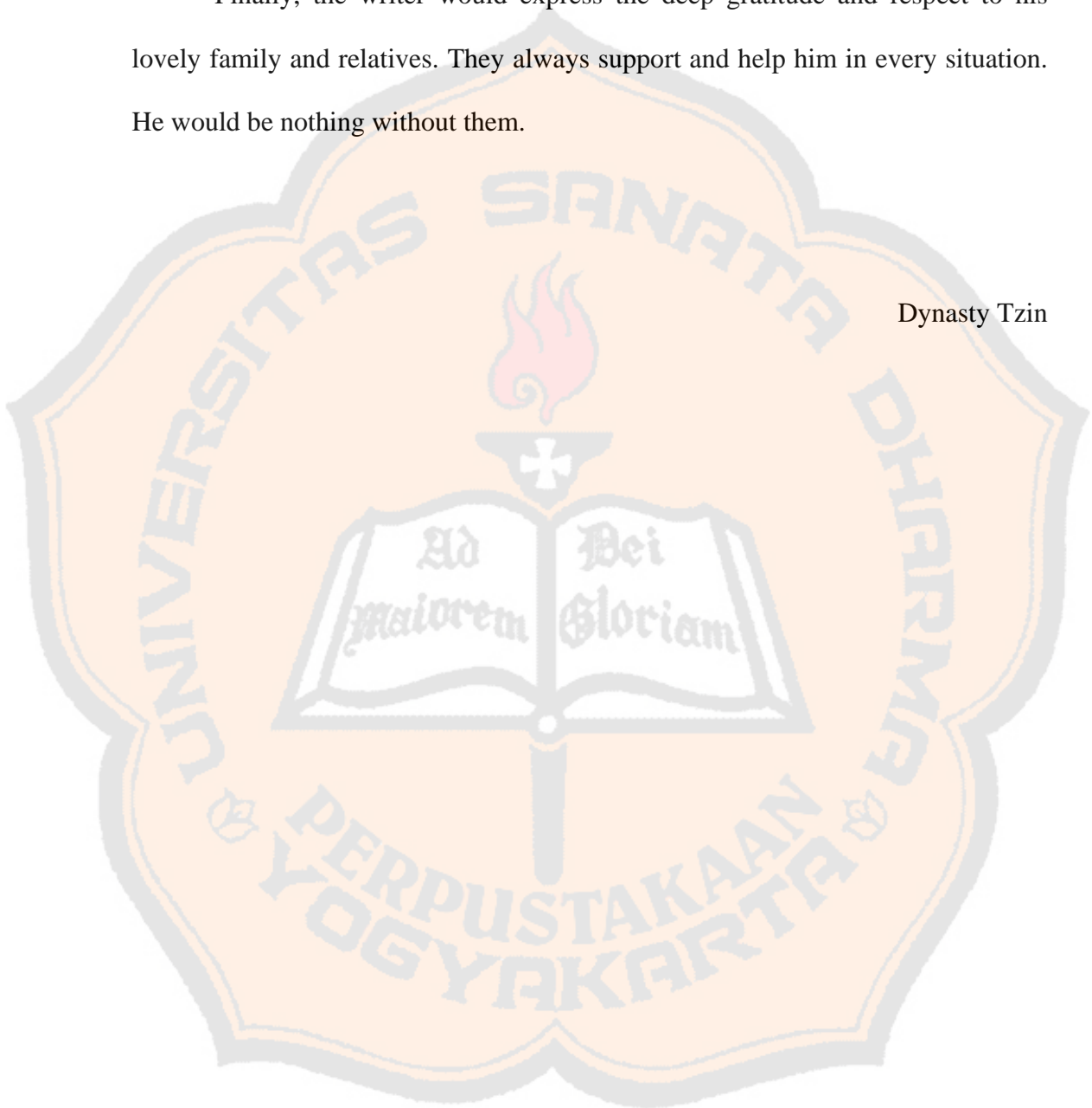


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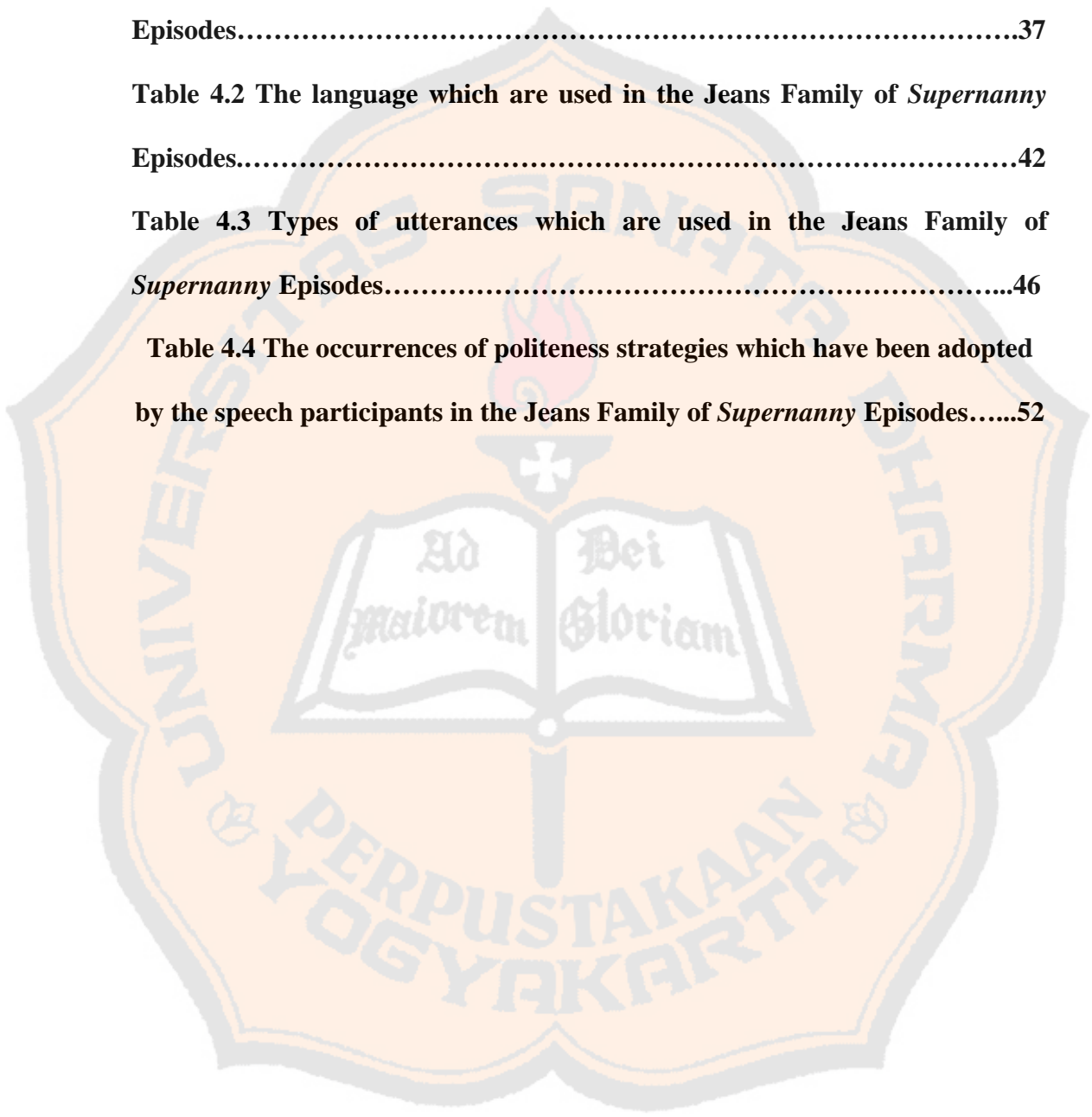
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**ABSTRACT**

DYNASTY TZIN. **Politeness Strategies as shown in *Supernanny***. Yogyakarta: Department of English Letters, Faculty of Letters, Sanata Dharma University, 2010.

In daily life, people try to respect others by modifying their way of speaking in order to be more refined, we can call this effort as politeness. When we have a conversation with someone, we need to be careful with what we are going to say. We can use both formal and informal language. The writer has chosen this topic because the phenomenon is important to be learned. The writer chose *Supernanny* as the main source to the analysis because various utterances were found in the movie. The various samples from the movie will help the writer to understand the linguistic politeness, or the ways in which people express politeness through their usage of language.

The study had two objectives: the first is to analyze the language devices expressed in the speech participants' language behavior which are based on their strategy of politeness. Then, the second objective is to find out the politeness strategies which have been adopted by the speech participants.

This study can be done by using sociolinguistics approach or pragmatics approach. The writer uses pragmatics approach to solve the problems in this thesis. Therefore, the major theories that the writer uses in the analysis are the theories which are developed from pragmatics point of view, such as theory of politeness, politeness strategies, and theory of language and power. The writer will gather the data and then analyze it by using those theories.

As the result, the writer found out that a first name is the most frequent address term used in the Jeans Family because English speakers are generally more comfortable addressing people on first name terms. The Jeans Family and Jo, as the nanny, always use informal language in their conversation. They always use informal language in their conversation because the setting is family in which the relationships among family members are very close and politeness is not very important. The more important matter is a transfer of message. In terms of types of utterances, the Jeans Family makes commands and requests based on their position in the family. The writer found out that the characters only use two politeness strategies. They are bald on-record and positive politeness. Bald on-record is used by the characters to deliver complaints, directives, criticisms, and insults utterances. While positive politeness is used by the characters to minimize the distance or awkwardness between the characters who are involved in the conversation. From this study, the writer has learned an important point that using language appropriately is not just understanding the language itself, but it also involves the understanding of relationship between the speaker and listener, using the right expression in the right place and in the right time, and considering other people's needs and feelings.

## ABSTRAK

DYNASTY TZIN. **Politeness Strategies as shown in *Supernanny***. Yogyakarta: Jurusan Sastra Inggris, Fakultas Sastra, Universitas Sanata Dharma, 2010.

Dalam kehidupan sehari-hari, orang-orang mencoba menghargai sesamanya dengan memperbaiki cara bicara mereka agar lebih halus, kita dapat menyebut cara ini sebagai kesopanan. Saat kita berbicara dengan seseorang, kita perlu berhati-hati dengan apa yang akan kita katakan. Kita dapat menggunakan bahasa formal maupun non formal. Penulis memilih topik ini karena fenomena ini penting untuk dipelajari. Penulis memilih *Supernanny* sebagai bahan utama untuk analisis karena berbagai ungkapan ditemukan dalam film ini. Berbagai sampel dari film ini akan membantu penulis mengerti tentang kesopanan, atau cara orang-orang mengekspresikan kesopanan melalui penggunaan bahasa mereka.

Studi ini mempunyai dua tujuan: yang pertama adalah menganalisis perangkat bahasa yang digunakan dalam bahasa yang digunakan pembicara berdasarkan strategi kesopanan mereka. Kemudian, tujuan yang kedua adalah menemukan strategi kesopanan yang digunakan oleh pembicara.

Studi ini dapat dilakukan dengan menggunakan pendekatan sosiolinguistik atau pendekatan pragmatis. Penulis menggunakan pendekatan pragmatis untuk memecahkan masalah dalam skripsi ini. Karena itu, sebagian besar teori yang penulis gunakan dalam analisis adalah teori yang dikembangkan dari sudut pandang pragmatis, seperti teori kesopanan, strategi kesopanan, dan teori bahasa dan kekuasaan. Penulis akan mengumpulkan data dan melakukan analisis menggunakan teori-teori tersebut.

Sebagai hasilnya, penulis menemukan bahwa nama pertama adalah kata sapaan yang paling sering digunakan dalam keluarga Jeans karena mereka pada umumnya lebih nyaman memanggil orang dengan nama pertama. Keluarga Jeans dan Jo selalu menggunakan bahasa non formal dalam pembicaraan mereka. Mereka selalu menggunakan bahasa non formal dalam pembicaraan mereka karena settingnya adalah keluarga di mana hubungan antar anggota keluarga sangat dekat dan kesopanan tidak terlalu penting. Yang lebih penting adalah penyampaian pesan. Dalam hal tipe ungkapan, keluarga Jeans menggunakan perintah dan permintaan berdasarkan posisinya dalam keluarga. Penulis menemukan bahwa para tokoh hanya menggunakan dua strategi kesopanan. Yaitu bald on-record dan positive politeness. Bald on-record digunakan oleh para tokoh untuk mengungkapkan keluhan, perintah, kritik, dan ejekan. Sementara positive politeness digunakan oleh para tokoh untuk meminimalkan jarak atau kejanggalan di antara para tokoh yang terlibat dalam pembicaraan. Dari studi ini, penulis belajar sesuatu yang penting bahwa menggunakan bahasa dengan benar bukan hanya mengerti tentang bahasa itu sendiri, tetapi juga mengerti tentang hubungan antara pembicara dan pendengar, menggunakan istilah yang tepat di tempat dan waktu yang tepat, dan mempertimbangkan kebutuhan dan perasaan orang.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is a basic need for everyone to interact with other. All the living things communicate each other. As a basic, language affects and being affected by the social interaction. Language is what allows us to be social creatures because it can be a device for telling our thought and feeling, for understanding other's thought and feeling, and for thinking and feeling. Using language can form personal relationships, help to have a successful interaction, and create or develop our societies.

In everyday activities, people often try to respect others by modifying their way of speaking in such a way in order to be more refined, we can call this effort politeness. Holmes (1996) explains that politeness is an expression of concern for the feelings of others. People may express concern for others' feeling in various ways. For example, greeting, apologizing, avoiding bad words in conversation with the other people can be considered as polite behaviors. Being polite means we express our respect towards the person we are talking to and also avoiding offending them.

In everyday conversation, there are a lot of ways to go about getting the things that we want. When we are with our friends, neighbors or schoolmates, we



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can use an informal language to talk to them but when a group of adults or at a formal situation in which older-aged people are attending surrounds us, we must use more polite language.

When we have a conversation with someone, we need to be careful with what we are going to say. In this case, the diction and the situation in which the conversation happens will influence how we speak because if we are not careful with what we say, it can cause misunderstanding between the speaker and the listener. It is also possible that the listener will get angry or be offended when s/he hears us saying something that s/he does not like. So, when we are going to talk to someone, we must choose the word that we are going to use carefully in order to avoid a misunderstanding.

The above fact is in accordance to Wardhaugh's idea (1992) that there are at least three components to achieve a successful conversation: what we want to say, how we want to say it, and the specific sentence types, words and sounds that best unite the "what" and the "how". Therefore, we should pay attention to either the messages that we want to convey in our words or the suitable way for delivering those messages.

As stated by Spolsky (2004), sociolinguistics is the field that studies the relationship between language and society, between the usage of language and the social structure in which the users of language live. In its broadest conception, sociolinguistics analyzes many and diverse ways in which language and society are related. It also studies how language serves and is shaped by the social nature

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of human beings. Under the scope of sociolinguistics, we learn about politeness (Wardhaugh, 1992). Within society we also learn about culture which is related to language and politeness.

According to Brown and Levinson (1987), politeness strategies are developed in order to save the hearers' "face". Face refers to the respect that an individual has for him or herself, and maintaining it in public or in private situations. Usually you try to avoid embarrassing the other person, or making them feel uncomfortable.

Here, we can see that language and culture are related in many ways. It is important to study the culture of a language to fully understand how to use it well. Sometimes a little mistake may lead to a fatal result. We also need to consider politeness in using our language.

Culture is something which we should consider when we are talking about language since language and society are related to each other. Culture in one country is different from other countries. Although some countries may have similar culture, there are still some differences among those countries. Understanding culture of a country is important to avoid a culture shock which often occurs to most people. Culture shock may be very problematic because we feel that many things are very different from where we are used to be.

Languages in the world have some differences in the usage. It is influenced by the society life, the way of thinking, their politeness level, etc. Different language and culture may possess different politeness systems. For

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instance, in Indonesian culture, talking to someone who is older than us needs more various kind of polite language. Javanese, one of Indonesian tribes, use *basa krama* as their politeness language. It is used by a speaker when he feels that the social relationship between the addressee and himself is such that politeness is required.

The way we talk to someone is different between one and another; it depends on whom we are talking to. We cannot talk to those who are older than us like we talk to those in the same age with us or younger than us. There are some considerations of how the speakers choose their words in accordance with who they are talking to, where, when, and under what circumstances. For instance, when we talk to someone who is older than us, we do not call his name directly.

In the American culture, there is no such a rule, of course American people still keep their politeness when talking to someone but it does not matter if they just call his name although the listener is older than them.

We should learn and understand this phenomenon because it is important. Sometimes, when we talk to foreign people; in this case American people, there might be some misunderstanding. So, we must understand first about the culture of each other. This is very problematic if we do not understand it.

The writer has chosen this topic because every language seems to have its own complexity of politeness system, including Indonesian and English. Here, the writer has analyzed the cultural differences of both languages according to their politeness system.

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The writer has chosen *Supernanny* as the object to analyze in this thesis. The writer chooses *Supernanny* as the main source to the analysis because various utterances were found in the movie. The various samples from the movie will help the writer to understand the influence of social background on English politeness in daily conversation. Politeness may be expressed both verbally and non-verbally, but in this thesis the writer will focus on linguistic politeness, or ways in which people express politeness through their usage of language. Usually a sociolinguistics study has a wide range of object, which is a society or a community. But in this thesis, the writer uses a small community as an object, which is a family.

### **B. Problem Formulation**

From those backgrounds, the writer decides the problems that will be analyzed in this study are

1. What language devices expressed in the speech participants' language behavior?
2. What politeness strategies have been adopted by the speech participants?

### **C. Objectives of the Study**

There are two objectives of this study. The first is to analyze the language devices expressed in the speech participants' language behavior. The expressions are based on their strategy of politeness. The second objective is to find out the

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politeness strategies which have been adopted by the speech participants. The purpose of this study is to give more information about this phenomenon.

### **D. Definition of Terms**

#### 1. Politeness

Politeness is an expression of concern for the feelings of others. Politeness refers to behaviors which express positive concern for others, as well as non-imposing distancing behaviors. In other words, politeness may take the form of an expression of good-will, as well as the more familiar non intrusive behaviors which are labeled “polite” in everyday usage (Holmes: 1996). Politeness shows concern for people’s “face” (Brown and Levinson: 1987). Politeness strategies are developed in order to save the hearers' "face."

#### 2. Face

Face is a person’s public self-image (Yule: 1996) and it is a technical term used in this study. Face refers to the respect that an individual has for him or herself, and maintaining it in public or in private situations. While it is based on everyday usages “losing face” and “saving face”, it goes further in treating almost every action (including utterances) as a potential threat to someone’s face (Holmes, 1996:5)

Politeness involves showing concern for two different kinds of face needs: The first one is negative face needs or the need not to be imposed upon and the

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second one is positive face needs or the need to be liked and admired. Behaviors which avoid imposing on others (or avoids “threatening their face”) is described as evidence of *negative politeness*, while sociable behaviors expressing warmth towards an addressee is *positive politeness* behaviors (Brown and Levinson, 1987).

### 3. Power

Power refers to the ability of participants to influence one another’s circumstances (Holmes, 1996:17).

Brown and Levinson (1987:77) define relative power in a relationship as the degree to which one person can impose their plans and evaluations at the expense of other people.

## CHAPTER II

### THEORETICAL REVIEW

In this chapter, the writer takes two related studies which have a similar topic or subject with this study. There are also some theories that are essential in answering the problem formulations. The theoretical framework shows the relation among those related theories that will help the writer in analyzing the study.

#### **A. Review of Related Studies**

The writer finds out that linguistic politeness has been a topic of inquiry for a number of years now. However, there still exist many languages that have not been under consideration in this endeavor. Given that speakers of different languages possess different means of expressing politeness, it is of great importance to investigate the particular politeness strategies speakers resort to in specific languages as a means to further our understanding of the social functions of language.

As we know, linguistic theories, including the theory of politeness, have been applied for the most part to Western European languages, especially English; yet the study of other languages can help us in discerning the role played by culture, society, and the environment in the structuring of language. The study of politeness can be done under the scope of sociolinguistics or pragmatics.

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Sociolinguistics approach emphasizes the relation between language and society, while pragmatics approach emphasizes the real meaning of an utterance.

The writer finds out several studies related to politeness that have been done by other scholars. In the following paragraphs, the writer provides the examples of related studies and explains that this thesis has different focus with other theses.

An example of the research on politeness is Pangarsa's thesis titled *A Study of English Language Politeness Strategies in Daily Conversation as Shown in Henrik Ibsen's a Doll's House*, which is written in 2007. The thesis is about politeness strategies that is seen through daily conversation in Henrik Ibsen's *a Doll's House*. Pangarsa tries to understand what social factors influence the power on politeness as shown in the third act of the play *A Doll's House* and then analyzes how the characters of the play use the politeness strategies in daily conversation.

According to Pangarsa, power is an important consideration in determining the appropriate degree of politeness. The characters who possess lower power generally avoid offending more powerful people, and the way they talk to the other characters often expresses respect. On the other hand, the characters that possess more power can impose their plans, controls, and evaluations to other characters. Nonetheless, imposing language or intruding behavior on the other characters' circumstances will not take any effect if the characters who are involved in the conversation possess the equal level of power.



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The other examples of social factors that can determine the degrees of politeness are the power of a man over a woman from the same social status and from different social status; the power of a husband over his wife and the distribution of power in the relationship between friends. The influence of social factors on English politeness in daily conversation also makes kind of restriction on the characters' choice of words in a conversation. For example, when someone is talking to a person who possesses more power, she must use more formal language and her language indicates the use of higher degree of politeness compared to her language when she is talking to a person who possesses the same power.

He also mentions that being polite means expressing respect towards the people to whom the speaker is talking to and avoiding offending them. How the characters use politeness strategies in daily conversation depend on each character's intention and to whom the characters are speaking to. Moreover, social factors force the characters to change the politeness strategy in the way they talk to the other characters.

In the analysis, he mentions several politeness strategies that are classified in four types; they are bald on-record strategy, positive politeness strategy, negative politeness strategy, and off-record strategy.

Bald on-record strategy is used by the characters to deliver complaints, directives, criticisms, and insult utterances. This strategy is used to emphasize the threat through the language. Positive politeness strategy is used by the characters to minimize the distance or awkwardness between the characters who are involved

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in the dialogue. Compliments are the utterances which often be used to indicate the use of positive politeness strategy by the characters in the conversation. Negative politeness strategy is used to avoid imposing language or intruding behavior in the conversation. The use of this strategy indicates the existence of social distance between the characters that are involved in conversation. Meanwhile, off-record strategy is used by the characters to overcome anxiety and to remove some pressure from them.

Although the topic of this study is similar to Dalmasius', the subjects of both studies are different. Dalmasius was concerned with politeness strategies that are seen through daily conversation in *A Doll's House*, while the writer is concerned with politeness strategies that are seen through daily conversation in *Supernanny*.

Other related study is an essay written in 2002 by Abdelaziz Bouchara titled *The Application of Brown + Levinson's Universal Theory of Politeness to Much Ado about nothing, Measure for Measure, The Taming of the Shrew, and Twelfth Night*. The aim of the essay is to observe treatment of the variables power, rank, and distance in the speakers as the way to classify genres. In this essay, Bouchara can prove systematically the applicability of Brown and Levinson (1987) theory of politeness as modified by Brown and Gilman (1987) in the study of drama.

It is a good reference for the writer as the supporting theory for his research because this essay explores more in the treatment of the variables power, rank, and distance which is related to politeness.

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Another example of the research on politeness is the thesis written in 2006 by Antonius Adhi Irianto titled *Impoliteness in Congreve's The Way of the World*. The thesis is about impoliteness that is seen through various speech events in *Congreve's The Way of the World*. Irianto tries to find out blaming and accusing speech acts which show impoliteness and then he aims to find out the politeness strategies violated in the impolite blaming and accusing speech acts.

Irianto focuses on the use of impoliteness in the language of upper class people of the play. Impoliteness seen in the pragmatic perspective occurs in the speech acts of the characters during the conversation. From the various kinds of speech acts, Irianto only discusses blaming and accusing speech acts in William Congreve's *The Way of the World*. According to Irianto, there are twenty seven blaming and accusing speech acts that are found in the play. They are categorized as impolite using the Face Threatening Act Theory. The main indications are the reply of the addressee and the language used in the speech act such as scorn words, metaphor, etc. Each of the speech acts has its own reason why it is impolite. The first and highly occurred reason that Irianto finds is that the speaker creates a Face Threatening Acts which makes the addressee produces negative face. The Face Threatening Acts makes politeness turns into impoliteness. The reaction that shows negative face can be in the form of disagreement, anger, denial, and it makes the conversation becomes tense. The second reason occurs in the analysis is that when the speaker wants positive face from the addressee but instead of positive face the speaker receives negative face from the addressee. The expected outcome is objectionable. Both reasons appear as major reasons to

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categorize whether the speech act is impolite or not. Minor reason that exists is the use of scornful words. However, it happens only between master and servant. This is one of the evidence how the upper class people, a class of people who should have been good in language, in fact lack of control in their speeches.

Irianto uses Five Super Strategies of politeness to find out what strategies that are violated in the impolite blaming and accusing speech acts. This theory emphasizes the strategies of how the speakers perform the impolite speech acts and what violation the speaker does concerning the term face.

The way the speakers perform the impolite speech acts can be the bald on-record or off-record. The violation of politeness can occur if the speaker breaks the rules of positive politeness, negative politeness, and withhold the Face Threatening Act strategies. As the result, Irianto finds that most of the impolite blaming and accusing speech acts are performed using the bald on-record strategy and most of them violates the negative politeness strategy. It means the upper class people, as the main object of the play, tend to say their unpleasant feeling directly and they tend to be easily offended.

This thesis has different focus with Irianto's research. Irianto's research is about impoliteness that is seen through various speech events in *Congreve's The Way of the World*, while the writer's thesis is about politeness strategies that are shown in *Supernanny*. Although the writer has different focus with Irianto, Irianto's research gives a good reference to the writer because impoliteness itself derives from politeness.

## **B. Review of Related Theories**

### **1.1. Theory of the relation between language and the society**

Language is a basic means to communicate for everyone. Language is also a basic to social interactions, affecting them and being affected by them. Language is what allows us to be social creatures. It is also to form personal relationships, to have successful interactions, to create or develop our societies. Sociolinguistics is the study of how language serves and is shaped by the social nature of human beings.

Wardhaugh (1992) in his book *An Introduction to Sociolinguistics* states that “*Sociolinguistics is concerned with investigating the relationships between language and society with the goal of a better understanding of the structure of language and of how language functions in communication*”. In its broadest conception, sociolinguistics analyzes many and diverse ways in which language and society are related.

In short, Sociolinguistics examines the relation between language and the society. We study the society in order to find information as much as possible about what kind of language used in the society, and to understand communicative competence between people who use the language. It also studies how language serves and is shaped by the social nature of human beings. Sociolinguistics is important because people need to know the use of language appropriately for sociality. Under the scope of sociolinguistics and pragmatics, we learn about politeness. The theories below: theory of politeness and theory of politeness strategy are developed from pragmatics point of view.

## 1.2. Language and Power

Since the first objective of this thesis is to analyze the language devices expressed in the speech participants' language behavior, theories on language and power are needed to accomplish this objective. Language is central to all human experience and society (Littlejohn, 2002:224). People experience is always prefigured by our culture's language. It comes as no surprise that language is an instrument of oppression. Those who accept the language essentially accepts its categories of truth and the vast majority of language users do so without question.

Cheris Kramarae, as stated in the book *Theories of Human Communication* written by Littlejohn, states that language is an instrumental in constructing the world we live and that social power arrangements are largely embedded in language (Littlejohn, 2002:224). Because language is patriarchal, it often creates an unsafe and uncomfortable world for women. Indeed, language makes a world that often silences women in profound ways (Littlejohn, 2002:224). He adds that since men and women have different experiences based on the division of labour in society, they perceive the world differently. Women are forced by the power inequities in communication to learn the male system of communication, but men in contrast do not need to learn the language of women.

Women do have their own forms of expression, as they have created their own ways of saying things that lie outside the dominant male system (Littlejohn, 2002:225). Letters, diaries, consciousness-raising groups, and alternative art forms are the examples.

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Scott A. Reid states that although language is not unique to humans, humans are well equipped genetically and culturally to use words for accomplishing a variety of social acts (1999). Owing to its relevance to the study of social behavior, language use has been assimilated and continues to be assimilated in various guises into social psychology and is now wedded to a broad range of topics. Language, however, is not simply a medium for turning a power into influence. Depending on how the threat is worded and the tone of voice in which it is delivered, the influence attempt can have varying degrees of success (Reid, 1999). For this reason, language should not be seen solely as a passive conduit of power but as an active co player in the exercise of power.

Relative power or hierarchical status is another important consideration in determining the appropriate degree of linguistic politeness (Holmes, 1996). Power refers to the ability of participants to influence one another's circumstances (Holmes, 1996:17). It has been defined as the possibility of imposing one's will upon other persons', or the ability to control the behavior of others.

In a conversation, the person who has more power may change the subject when he or she is not comfortable with the previous subject in order to control the conversation (Tillitt and Bruder, 1985: 97). Brown and Levinson (1987:77) define relative power in a relationship as the degree to which one person can impose their plans and evaluations at the expense of other people. The distribution of power in a particular context may derive from a variety of sources – money, knowledge, social prestige, role, and so on (Holmes, 1996:17).

## 2. Theory of Address Terms

According to Wardhaugh (1992), address by title alone is the least intimate form of address in that titles usually designate ranks or occupation, for example, *Doctor, Waiter*, etc. They are devoid of “personal” content. Knowing and using another person’s name is a sign of considerable intimacy or at least of a desire for such intimacy. Using a nickname or pet name shows even greater intimacy. When someone uses first name in addressing someone, he/she may feel on occasion that the person is presuming and intimacy him/her.

According to Tillitt and Bruder (1985), in most languages there are specific linguistic features that mark the relationship of the speakers. In English, this relationship is marked by the use of the address terms. Most Americans have three names: a first (sometimes called a given) name, a middle name (or an initial), and a last name (called the family name, or surname). As in any language or culture, people who do not know each other well or who differ in status use formal address: title + family (last) name. Others prefer a less formal use of names and titles. People who know each other well use first names in both formal and informal situations.

There are some ways to address people in English. We use “Sir” to address any adult male of any age. “Ma’am” is used to address adult female. “Madam” is also used to address adult female. However, North American uses “Ma’am” more often than “Madam” to address adult female. We use “Mr + last name” to address any man. For married woman who uses her husband’s last name, we use “Mrs + her husband’s last name”. “Ms + last name” is used to address married or



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unmarried woman, it is common in business. “Miss + last name” is used to address unmarried woman. To address doctors, we use “Dr + last name”. However, some doctors prefer to be addressed by their first name. To address a professor in a university setting, we can use “Professor + last name”.

With friends and family, first name terms are always used. The people engaged in conversation know each other well and therefore the conversation is very casual. There is little chance of offending one another and therefore being casual is the best option.

School teachers are always addressed by their surname. For example, *Mr. Richardson* or *Ms. Gibbins*. Ms. Is usually the preferred form of address for a woman as it does not indicate whether or not she is married. Male teachers can also be addressed as Sir. University professors or lecturers are generally addressed using their title. Sometimes they may ask you to address them on first name terms but it is always safer to say *Dr. Jones* or *Professor Dunne* depending on their title.

When it comes to the medical professions, nurses are always addressed by their first names but doctors are addressed with their title. It would be considered rude to address a doctor by their first name. You always say *Dr.* followed by the surname.

### 3. Theory of Formal and Informal Language

According to Leech and Svartvik (1975:23-25), formal language is the type of language we use publicly for some serious purpose, for example, in

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official reports, business letters, and regulations. People usually speak in a more traditional way and use longer forms of words to be more formal. While informal language is the language of private conversation, of personal letters, etc. People usually speak in a more relaxed way by using slang and shorter forms of words to be informal. It is the first type of language that a native-speaking child becomes familiar with, because it is generally easier to understand than formal English.

According to Tillitt and Bruder (1985), in all language the forms people use when speaking formally are different from those used informally. English speakers tend to use formal speech with strangers and people of higher status, and informal speech with family, friends, and colleagues. Of course, language does not always fall into such neat categories as “formal” and “informal”. The level of formality speakers choose depends upon their relationship, the setting, the topic being discussed, and many other factors.

Formal speech is characterized by building information into sentences, also characteristic of written language and a tendency toward more complete sentences as opposed to fragments. Informal speech is characterized stylistically by omissions, elisions, reductions, and, sometimes, a faster speaking rate.

#### **4. Theory of Commands and Requests**

In our daily life we face many situations where we have to make a command or a request. There is a probability of taking our request as a command. To prevent misunderstanding between commands and requests, we have to understand what commands and requests are. According to Quirk *et al* (1985),

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commands are statements primarily used to instruct somebody to do something, while requests are statements used to ask somebody to do something. Command is a command. So, choosing not to fulfill a command will be met with a consequence. A command is used to make someone to submit to authority. Meanwhile, request is a choice. Choosing not to fulfill a request will not be met a consequence, but choosing to fulfill it may be rewarded.

We have to know that in making a request, there are some different levels of politeness. The levels help us to understand what we want to convey. The following are some examples of the ways we can request something.

1. Go to the party with me.
2. Will you go to the party with me, (please)?
3. Can you go to the party with me, (please)?
4. Could you go to the party with me?
5. Do you think you could go to the party with me?
6. I wonder if you could go to the party with me.
7. Would you mind going to the party with me?
8. If you could go to the party with me, I'd be very grateful/I'd appreciate it.

From the above examples, we can see that the first example (1) is the least polite way of making a request and the last example (8) is the most polite. They are arranged in the ascending order of politeness. The last form (number 8) is usually used in writing not often used in speaking.

From this theory, the writer understands that sometimes people make a mistake about commands and requests. So, by understanding it, the writer can

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differentiate between commands and requests. Thus, the writer can apply it to analyze the language devices expressed in the Jeans Family of *Supernanny* Episodes.

### 5. Theory of Politeness

Politeness refers to behavior which actively expresses positive concern for others, as well as non-imposing distancing behavior. Holmes (1996) explains that politeness is an expression of concern for the feelings of others. In other words, politeness may take the form of an expression of good will as well as the more familiar non intrusive behavior which is labeled “polite” in everyday usage. In its simplest terms, politeness consists of this recognition of the listener and his or her rights in the situation.

In any language, politeness is a complicated thing which we often deal with. Being polite means expressing respect towards the person who we are talking to and avoiding offending them. It is difficult because it requires an understanding not only the language but also the social and the cultural values of the community. People often do not understand just how complicated it is because people tend to think of politeness simply as a matter of saying “please” and “thank you” in the right place and the right time (Holmes, 2001:267). In fact, it requires a great more deal than the superficial politeness routines that parents explicitly teach their children. For example, the word “please”. Children are told to say “please” when they are making a request, as a way to express their own

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politeness. Nevertheless, adults use “please” far less than one might suppose, and when they do, it often has the effect of making a directive sound less polite.

From those theories, the writer understands that politeness is needed to maintain our relationship with other people. People may express concern for others’ feeling in various ways. Politeness is something we need to consider when we are going to say something to a person. If we don’t care about our politeness, people will not feel comfortable having a communication with us. Politeness is also needed to keep other people’s feeling. Politeness means behaving or speaking in a way that is correct for the social situation we are in, and showing that we are careful to consider other people's needs and feelings. Here is stated clearly that people will feel respected if we are polite.

### **6. Theory of Politeness Strategies**

According to Brown and Levinson (1987), there are four types of politeness strategies that represent human politeness behavior. They are Bald On-Record, Positive Politeness, Negative Politeness, and Off-Record (indirect) strategy. This theory will enable a clear analysis of the characters’ language behavior and find out how the characters use politeness strategies when they are speaking. Those strategies will be explained further below.

a. Bald-On Record: this strategy provides no effort by the speaker to minimize threats to the listener’s “face”. The speaker will most likely shock and embarrass the person to whom he or she is speaking to, or make them feel a little bit uncomfortable. However, this type of strategy is commonly found among people

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who know each other well, and are very comfortable in their environment, such as close friends and family.

b. Positive Politeness: this strategy is used when the speaker recognizes that the listener has a desire to be respected. It also confirms that the relationship is friendly and expresses group friendliness. It is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the listener's need to be respected.

c. Negative Politeness: this strategy is similar to Positive Politeness and also occurs when the speaker recognizes that the listener wants to be respected. However, the speaker also assumes that he or she is in some way imposing on the listener and intruding on his or her space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation.

d. Off-Record (indirect): the main purpose of this strategy is to take some of the pressure off of the speaker. In this situation the speaker is removing him or herself from any imposition whatsoever.

This theory is required to see how these politeness strategies related to the characters' cultural aspects affect their language behavior. Politeness strategies are developed in order to save the hearers' "face." Face refers to the respect that an individual has for him or herself, and maintaining it in public or in private situations. Usually we try to avoid embarrassing other person, or making him or her feels uncomfortable. In English, people tend to use formal speech to address

strangers and people of higher status. Meanwhile, informal speech is used to talk with family, friends, and colleagues (Tillitt and Bruder, 1985: vii).

### **C. The movie *Supernanny***

*Supernanny* is a British reality television program about helping parents with misbehaving children. The show features professional nanny Jo Frost, who devotes each episode to helping a family whose children are out of control. Using a variety of methods, she shows parents different ways of disciplining their children and maintaining order in their households. She is noted for her kind but firm no-nonsense approach.

The show begins with a short introductory clip of highlights from the episode; after the title segment, Jo is featured riding in an English-styled taxi with the vanity plate "SPRNANNY", where she shows a DVD player with the family's submission video. The submission video introduces the parents, children, and in some cases other important family members, as well as the parents occupations including if one parent stays at home with the children and the specific issues the family is facing, concluded by a final call for help.

Jo spends the first day in observation mode, taking mental notes to assess the situation and to devise a plan of action. However, if a situation is especially serious, she will point out the matter for immediate action. After the first day she holds the frustrated parents meeting with clips showing the parents initial reaction, often fearing what Jo will say, where she praises the family for their beautiful

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children and then mentions the problems noted. Earlier episodes had the meeting at the end of the first day; later episodes have it the following day.

Jo then returns with tools designed to assist the parents in child-rearing. For example, if Jo determines that the children are misbehaving due to a lack of scheduled activity time with the parents, she will bring in a set schedule customized for the family's needs. She also will frequently devise "house rules" for the family. Frequent issues on the show involve discipline as Jo does not endorse spanking as a means; she introduces the family to the "naughty" timeout and sleep separation.

After a time, Jo will leave the house to allow the family to implement her actions on their own. However, the parents' actions are still being filmed, and upon her return Jo will call another frustrated parents meeting to praise them for doing well and/or show them where they went wrong. She will then provide reinforcement as needed.

The ending shows the family saying goodbye to Jo; later episodes feature the family at a later time showing how well Jo's techniques have worked, along with a teaser segment for the next week's episode.

### **D. Theoretical Framework**

Since the objectives of this study are to analyze the language devices expressed in the speech participants' language behavior and to find out the



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politeness strategies which have been adopted by the speech participants, the writer will try to explain the contributions of all theories and reviews mentioned above in solving the problems of the study. It includes the significance of each theory and how they are applied in this study.

Part A, the review of related studies, helps the writer to explore the data of daily conversation or utterances from the movie show *Supernanny*. Since the writer collects the data from the show, part A is useful because all the researches in the review of related studies use similar method, which is to take the data from the literary works as the sources. The essay written by Bouchara (2002) is a good reference for this thesis because it applies the same theory on politeness, suggested by Brown and Levinson, and explores more in the treatment of the variables power, rank and distance. It is appropriate to the first problem formulation because this thesis is discussing about power on politeness.

The thesis written by Ayid Sharyan (1992) helps the writer to understand more about language and cross cultural setting. It is very useful since this thesis is developed under the scope of sociolinguistics. While the thesis written by Antonius Adhi Irianto (2006) takes a role as the imaginary border for this thesis because Irianto's thesis is developed from pragmatics views point although it is also talking about politeness.

The writer is sure that this thesis is different from researches mentioned in part A because the writer uses a different source as the main data, which is a movie show. Optimistically, various utterances will be found because the main source of the data is a movie show *Supernanny*, which has various conversations

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in different situations or circumstances. Basically, the review of related studies will take a role as the supporting theories to provide the data to be analyzed.

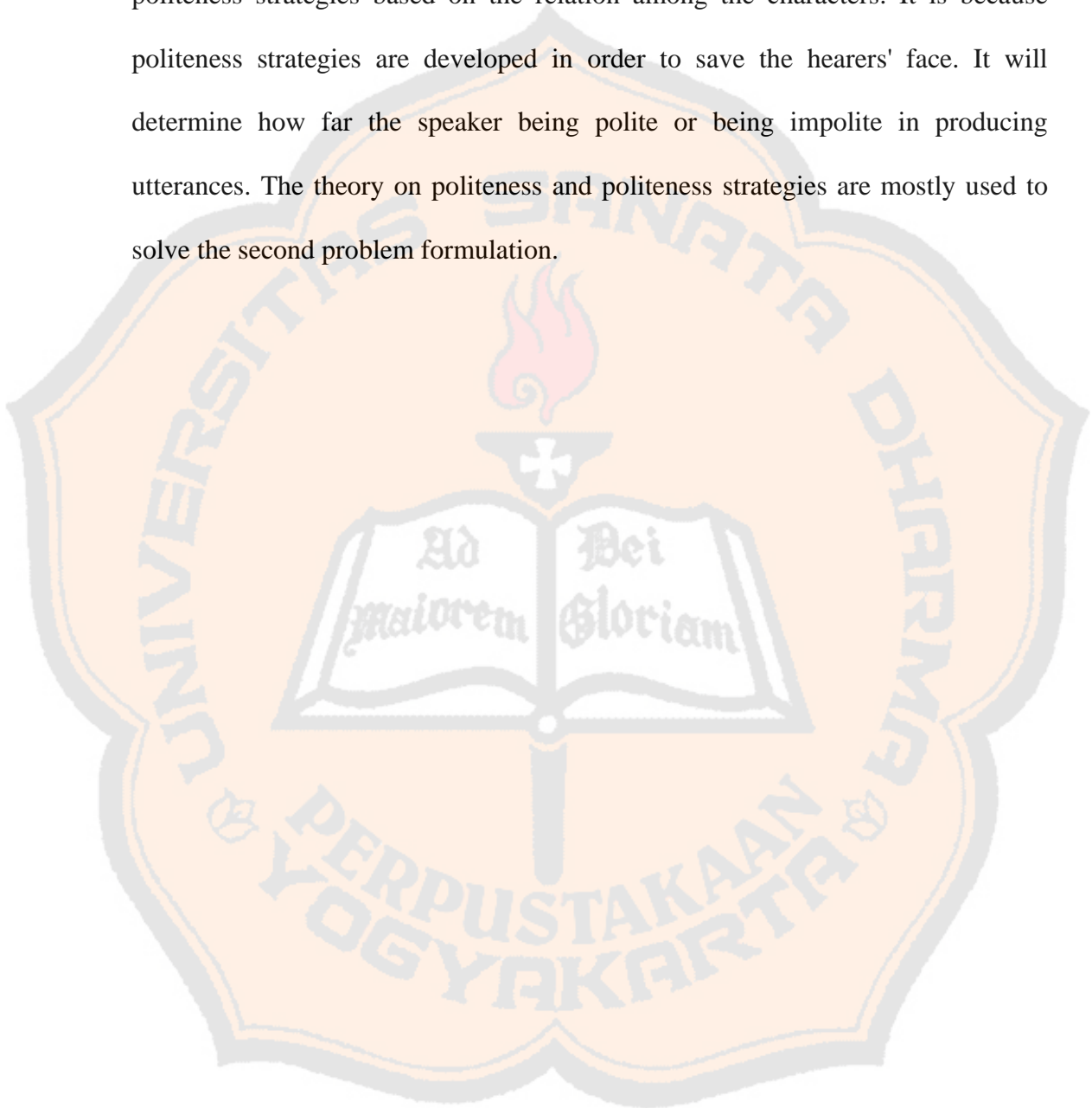
Part B, the review of related theories, has a role as the main theories that will be used to analyze the data found in the show. The theories in part B is very useful to analyze the various data that is found from the show using the supporting theories in part A.

Theory of the relation between language and the society and the theory of language and power are required to analyze thoroughly the relation between language and power that presents in the show through the conversation between the characters. The theory of the relation between language and the society will become a basic understanding and a good reference to analyze the first problem formulation, while the theory of language and power is essentially needed to solve the first problem formulation. These theories combined with theory of address terms, theory of formal and informal, and theory of commands and requests will be used to analyze the language devices expressed by the characters in the *Jeans Family of Supernanny* Episodes. Hopefully, the studies in part A and the theories in part B will be useful and applicable to reach up a good conclusion at the end of this study.

Theory on politeness is necessary because this thesis is a study about politeness from the scope pragmatics. Better understanding on politeness is important to accomplish this thesis because politeness is not only a language, but also the social and the cultural values of the community.

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Theory of politeness strategies are important to execute a thorough analysis of the characters conversation and find out how the characters use politeness strategies based on the relation among the characters. It is because politeness strategies are developed in order to save the hearers' face. It will determine how far the speaker being polite or being impolite in producing utterances. The theory on politeness and politeness strategies are mostly used to solve the second problem formulation.



### CHAPTER III

#### METHODOLOGY

Chapter III of this thesis covers three parts. They are Object of the Study, Approach of the Study and Method of the Study. Object of the Study shows the movie analyzed in this thesis, a brief summary of the movie and records concerning the movie *Supernanny*. In Approach of the Study, the writer presents the linguistic approach used to analyze the data from the movie. In the last part, Method of the Study, the writer provides the steps taken in doing the analysis in this thesis.

##### **A. Object of the Study**

This thesis discusses the language devices expressed in the speech participants' language behavior as shown in one of *Supernanny* Episodes and how the characters use the politeness strategies in daily conversation. For these reasons, the primary data of this thesis is the Jeans Family of *Supernanny* Episodes.

The movie *Supernanny* Episodes are shown in Metro TV every Saturday evening. There are many episodes from *Supernanny*. Since it is difficult to analyze the whole episodes, the writer has decided to focus only on one episode which is on the Jeans Family episode. It was the first episode of *Supernanny* series. However, the writer took the data by downloading every part of the Jeans

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Family episode from [www.supernanny.com](http://www.supernanny.com). The show contains lots of conversation in English that can help the writer to solve the problems in this study.

In order to execute the analysis thoroughly, the writer simplified the data and choose the Jeans Family of *Supernanny* Episodes as the source of the data for this thesis. The writer concentrated on the Jeans Family because the writer could find lots of cases related to politeness strategies from the conversation between the characters which are related to this study.

The Jeans Family of *Supernanny* Episodes was shown in January 17, 2005. The Jeans Family, which consists of five people, lives in Denver, Colorado. David and Barbara Jeans have to wait for 16 years before they have their first child and two more children in the following year. Despite the joy they feel for waiting so long to get kids, their three girls make them frustrated day by day.

The first daughter is Andra who is 4 1/2 years old. She is a selfish hot headed girl who dominates the family. She would hit and kick anything and anyone that goes against her. She basically rules everything and the rest of the family are taking orders.

The 3 years old twin girls Jessie and Leah cannot do anything but learn from their older sister. Jessie has quickly picked up the aggressive behavior while Leah cries for most of the time. The combination of Andra and the twins turns the Jeans Family into chaos.

Things get worse because David's job as a salesman would take him out of town for five days out of every month. Barbara is left to take care of their three

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daughters by herself. She gets frustrated and is starting to doubt her ability as a mother, and all those things make her impatient. When David is in town, he is not much help because his words are ignored by the girls. By analyzing this bad condition in Jeans Family, the writer takes some examples of their behavior and relates it with the topic of the study.

The theme of the show concerns with social issues in society, especially in a family. For these reasons the writer concluded that the dialogues found in the movie may represent the social background of the characters and it appropriates to the problems that the writer wanted to solve in his study, under the scope of pragmatics.

### **B. Approach of the Study**

The writer uses pragmatics approach to solve the problems in this thesis. Therefore, the major theories that the writer uses in the analysis are the theories which are developed from pragmatics point of view, such as theory of politeness, politeness strategies, and theory of language and power. Bernard Spolsky (2004) says that sociolinguistics or the sociology of language is the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live. According to Spolsky (2004), the goal of sociolinguistics is to understand communicative competence by including both linguistics and social factors in the analysis. In other words, what people need to know is to use the language appropriately for a given social setting.

Wardhaugh suggests four different approaches to study the relationship between language and society. In relation with the problem formulation proposed in chapter I, to accomplish this thesis the writer uses the first approach from Wardhaugh which stated that social structure may either influence or determine linguistic structure and or behaviour (Wardhaugh, 1992:10).

Sociolinguistics approach is very useful to find the correlations between social structure and linguistics structure and to observe any changes that occur. Social structure itself may be measured by reference to such factors as social class and educational background, and verbal behaviour and performance may be related to these factors (Wardhaugh, 1992:11).

*Supernanny* is a famous television show which concerns with social issues in society, especially in a family. Therefore, the study under the scope of pragmatics is considered relevant in this work.

### **C. Method of the Study**

In this part the writer will explain the methods used in the research, including the data collection and data analysis.

There are three characteristics of linguistics as scientific study. Those are objective, empirical and exact (Dinnen, 1967:4-5). Objective means it provides evidences and proofs through the research to reach certain conclusion. The second characteristic is empirical which means that the research will be restricted to the evidence which can be proven only. Exact means it gives precise explanation about the relation of each other of the elements.

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There are two major steps that the writer uses in this study. They are (1) data collection and (2) data analysis.

### 1. Data Collection

The object of this study is the social factors that give influence to the power on politeness as shown in the Jeans Family of *Supernanny* Episodes and how the characters of the movie use the politeness strategies in daily conversation, so the object taken as the source is the movie itself.

First of all, the writer watches closely the movie from the beginning part until the end. Having watch the whole movie repeatedly, the writer has decided to choose the Jeans Family of *Supernanny* Episodes as the source of the data. The writer chose Jeans Family since the writer could find lots of cases from the conversation between the characters which were related to this study.

After downloading every part of the episodes from internet, the writer watched the first part until the seven part several times to make sure that various expressions or utterances were found in this episode.

The writer divided the conversation in the Jeans Family of *Supernanny* Episodes into several speech acts based on the participants, the setting and the topic of each speech act. Later, the writer tried to make a list of various expressions from the episode. The writer focused on several expressions, such as gratitude, sympathy, invitations, jokes, greetings, compliments, threats, phatic utterances, directives, insults, complaints, disagreements and criticisms.



## **2. Data Analysis**

The analysis was based on the theories mentioned in the chapter II. There were two points of problem to be analyzed: to analyze the politeness expressed in the speech participants' language behavior and to find out the politeness strategies which have been adopted by the speech participants.

First, the writer took one part of the conversation from the data that the writer had collected before. Then the writer studied the utterances from the first data. The writer analyzed what the characters tried to convey through the utterances or what the characters' responses on conversation. After that, the writer analyzed the intention or the purpose behind the utterances. The language and power theory was used as the main driver to answer the first problem formulation. This theory was required to analyze thoroughly the relation between language and power that represent in the episode through the conversation between the characters. This theory was combined systematically with the other theories mentioned in chapter II and the relevant point of view from the pragmatics approach. The writer repeated these steps one by one for each parts of the conversation from the episode. To answer the first problem formulation; What language devices expressed in the speech participants' language behavior?; the writer identified the following elements in the participants' utterances:

1. The use of address system
2. The use of formal and informal language
3. The use of types of sentences (commands vs requests)

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To answer the second problem formulation, the theory on politeness, and politeness strategies were mostly used. Using these theories, the writer tried to divide the utterances from the Jeans family episode into four categories based on the politeness strategies proposed by Brown and Levinson. Then, the writer tried to identify which politeness strategies; Bald-On Record, Positive Politeness, Negative Politeness, Off-Record; were often used by the speech participants. Once again, the pragmatics approach was needed to give logical reasons in analyzing manner, timing, tendency and intention of the characters when they use either one out of four politeness strategies. Finally, the conclusion would be drawn based on the two problems suggested in chapter I.

There are some criteria about whether someone is considered using bald-on record, positive politeness, negative politeness, or off-record strategy. Someone is considered using bald-on record strategy if the speaker provides no effort to minimize threats to the hearer's "face." The speaker will most likely shock the person to whom he/she is speaking to, embarrass them, or make them feel a bit uncomfortable. However, this type of strategy is commonly found with people who know each other very well, and are very comfortable in their environment, such as close friends and family. Someone is considered using positive politeness strategy if the speaker recognizes that the hearer has a desire to be respected. It is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected or in other words, minimizing the FTA. On the other hand,

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someone is considered using negative politeness strategy, which is similar to positive politeness strategy, if the speaker recognizes that they want to be respected however, the speaker also assumes that he/she is in some way imposing on them. The main focus for using this strategy is to assume that the speaker may be imposing on the hearer, and intruding on their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation. Someone is considered using off-record strategy if the speaker is removing him/herself from any imposition whatsoever. The main purpose for using this strategy is to take some of the pressure off of the speaker. The speaker is trying not to impose directly by asking for something. Instead, the speaker would rather it be offered to him/her once the hearer realizes he/she needs one, and he/she is looking to find one.

## CHAPTER IV

### ANALYSIS

In this chapter, the writer will present the analysis results of the study. The theories in chapter II are used to analyze the data that have been collected from the Jeans Family in *Supernanny* episodes. The writer divides this chapter into two subchapters. The first subchapter is referring to the first problem formulation which is related to the language devices expressed in the speech participants' language behavior and the second subchapter is referring to the second problem formulation which is related to the politeness strategies that have been adopted by the speech participants.

#### A. Language devices

The first analysis is dealing with language devices expressed in the speech participants of Jeans Family in *Supernanny* Episodes. There are three language devices which will be analyzed. They are address systems, formal and informal language, and type of utterances. To answer the first problem, the writer identified the devices. The following is the explanation of them:

##### 1. Address Terms

The following table will show the address terms which are used in the Jeans Family of *Supernanny* Episodes:

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**Table 4.1 Address terms which are used in the Jeans Family of *Supernanny***

**Episodes**

Listener Speaker	David	Barbara	Jo	Andra	Jessie	Leah
David	X	Barbara (Indirect)	Jo (Indirect)	Andra (1), Andy (Indirect)	Jessie (1)	Leah (Indirect)
Barbara	David (Indirect)	X	Jo (Indirect)	Andra (4), Andy (1), Honey (1)	Jessie (3)	Leah (1)
Jo	David (Indirect)	Barbara (2)	X	Andra (2)	Jessie (3)	Leah (1)
Andra	Daddy (Indirect)	Mommy (3)	Jo (Indirect), Jo Jo (Indirect)	X	Jessie (2)	Leah (Indirect)
Jessie	Daddy (Indirect)	Mommy (1)	Jo (Indirect)	Andra (Indirect)	X	Leah (Indirect)
Leah	Daddy (Indirect)	Mommy (Indirect)	Jo (Indirect)	Andra (Indirect)	Jessie (Indirect)	X

Table 4.1 represents the address terms which are used in the Jeans Family of *Supernanny* Episodes. The numbers in parentheses refer to how many times the address terms are used by the speaker to the listener. While “Indirect” means the address terms are not used directly by the speaker to the listener because there is no direct conversation between particular speaker and listener, but there are some

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other conversations which indicate the use of the address terms by particular speaker. “X” means the conversation does not occur between particular speaker and listener.

A first name is the most frequent address term used in the Jeans Family. David and Barbara call each other by their first name every time they call each other. They also call their children by their first name. However, Barbara sometimes calls Andra by her nickname, Andy. In some cases, Barbara also calls her Honey. The girls always call their parents Daddy and Mommy. They also always call their sisters by their first name.

Jo calls each family member by their first name. In the beginning part of the movie, there is a scene in which Jo, Barbara, and David introduce themselves to each other. Jo Frost calls Barbara for the first time with her first name, not using any title as “Mrs” followed by her husband’s last name or “Ms” followed by her last name as Barbara asks her so. The same goes with David and the children. So, they are on a first name basis.

According to Brown and Levinson (1987:77), relative power in a relationship is the degree to which one person can impose their plans and evaluations at the expense of other people. In this case, Jo Frost has more power than David and Barbara because they are the one who need help from Jo Frost. Thus, Jo can impose her plans and evaluations at the expense of David and Barbara. Jo calls them by their first name not only to avoid the discomforts of communicating with them but also to have a relaxed conversation with them. In

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this case, politeness is not very important among them. The more important matter is a transfer of message.

There will always be some people and some professions that require more formality than others. Addressing people in writing has different rules and formalities than in speaking. In business situations, someone's title is very important to consider. To get someone's attention we can say: "Excuse me, Sir" or "Pardon me, Madam/Ma'am." To greet someone we can say: "Hello Sir" or "Good morning, Madam/Ma'am." However, in a close relationship like the Jeans family, title is not very important. In family situation, formalities are not very important since a transfer of message is more important.

According to Tillitt and Bruder (1985), there are some ways to address people in English. We use "Sir" to address any adult male of any age. "Ma'am" is used to address adult female. "Madam" is also used to address adult female. However, North American uses "Ma'am" more often than "Madam" to address adult female. We use "Mr + last name" to address any man. For married woman who uses her husband's last name, we use "Mrs + her husband's last name". "Ms + last name" is used to address married or unmarried woman, it is common in business. "Miss + last name" is used to address unmarried woman. To address doctors, we use "Dr + last name". However, some doctors prefer to be addressed by their first name. To address a professor in a university setting, we can use "Professor + last name". The phrase "Yes, Sir!" or "Yes, Madam/Ma'am!" is sometimes used by native speakers in a sarcastic way. For example when a young child tells his father to "tell him some stories before sleeping" the parent might

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say, "Yes, sir!" and laugh. Sometimes a mother also says, "No Madam/Ma'am" to her daughter's request for something unreasonable. There is no one in the Jeans Family who uses general address terms like Mr, Mrs, Miss, Sir, Madam, etc because the situation is not possible to do so.

At some point, when we have a close relationship with someone who typically gets called Sir, Madam, Mr or Mrs ; for example, a business executive, a celebrity, a professor or a person older than ourselves; this person may give us permission to use his or her first name. In English, we use the phrase "on a first name basis" or "on first name terms" to describe a relationship that is not as formal as it seems it should be. To describe this situation, we could use the previous example: Jo Frost, Barbara, and David are on a first name basis. It also shows that Jo Frost, Barbara, and David have a close relationship.

How to address people correctly is something which is culturally determined. What is considered polite in one culture may be considered as impolite in another. For instance, in Indonesia it is polite if we call each other using the first name, but in other country, it might be considered as impolite. Therefore it is difficult to communicate effectively in a place which has different culture. How can we be sure that people are not offended by the way in which we address them in English? Many people feel uncomfortable asking someone "what should I call you", because in doing so we are asking the person to provide their status in the world in relation to ours. This can cause some discomfort. In some cases, there are some professions and people who require more formality than



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others. Fortunately, the Jeans family does not face this problem since they are on a first name basis.

In a closer relationship like between friends or family, first name terms are always used. The people engaged in conversation know each other well and therefore the conversation is very casual. There is little chance of offending one another and therefore being casual is the best option. Jo Frost knows Barbara's family very well because they have shared their family problem to her, so that they become closer like a friend and call each other with the first name.

When meeting new people in a social situation, then it is normal to use their first name. However, if the person is very old, for example a friend's grandparents, it is often best to use their surnames, for example *nice to meet you, Mrs. Budiman*. The person may then ask us to call them by their first name, in which case we always oblige. Very old people, however, sometimes prefer to be addressed by their surname as they consider it more respectful. In the workplace or office, English speakers often prefer using first names, even when dealing with people in very different positions. Americans will generally say, *Call me John* and then expect us to remain on a first name basis. English speakers are generally more comfortable addressing people on first name terms. Jo Frost introduces herself from the beginning so that they can call each other's first name. Not only does Jo Frost want to avoid the discomforts of communication, but also to have a relaxed conversation with them.

## 2. Formal and informal language

In this part, the writer will discuss the languages which are used in the Jeans Family of *Supernanny* Episodes as shown in the table below:

**Table 4.2 The languages which are used in the Jeans Family of *Supernanny***

### Episodes

No	Language	Percentage	Examples		Speaker	Listener
			Setting	Sentences		
1	Formal	0%	N/A	N/A	N/A	N/A
2	Informal	100%	Shopping	Don't!	Barbara	Jessie
			Dinner time Etc.	Get out! Etc.	David Etc.	Andra Etc.

Based on table 4.2, there is no one who uses formal language in a conversation. Instead of formal language, they always use informal language in their conversation because the setting is family in which the relationships among family members are very close and politeness is not very important. Because the speakers only use informal language, the writer only takes two examples to be analyzed since the other examples will produce similar result.

On part 2 at 00:26, Barbara says to Jessie “Jessie, don't!” when Jessie is taking whatever she wants in a grocery store. Barbara should say “Jessie, do not do that!” if in formal situation, but it is all right because it is a conversation between family members. Formal language is used when we want to make a good impression on people in respected positions, while informal language is used when we talk to friends, family members or adults whom we feel close to (Leech and Svartvik, 1975:23-25). In this situation, Barbara feels close to her daughter, so that she uses informal language.

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Another example is on part 3 at 00:35, David tells Andra not to play near refrigerator by saying “Get out!” instead of “stay away from the refrigerator”. He says that because he feels upset since Andra ignores his warning and keep playing near refrigerator.

According to Holmes (1996:17), power refers to the ability of participants to influence one another’s circumstances. The distribution of power in a particular context may derive from a variety of sources – money, knowledge, social prestige, role, and so on. In every aspect of life, David and Barbara have more power because they are parents. Parents have more power in family because they are in a higher position and older than their children.

Older people usually have more power than the younger one. Parents are also the one who are responsible for their children. Because of that, David and Barbara have more power to influence their children’s circumstances. In children level, Andra as the first daughter has more power than Jessie and Leah. Therefore, Jessie and Leah pay close attention to their older sister’s attitude and imitate what Andra does because Andra as the first daughter has more power than her younger sisters.

According to Tillitt and Bruder (1985), formal language is characterized by building information into sentences, also characteristic of written language and a tendency toward more complete sentences as opposed to fragments. People usually speak in a more traditional way and use longer forms of words to be more formal. While informal language is characterized stylistically by omissions, elisions, reductions, and, sometimes, a faster speaking rate. It is often used

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nowadays in public communication of a popular kind, for example, advertisements, TV shows, and popular newspapers mainly employ an informal style. People usually speak in a more relaxed way by using slang and shorter forms of words to be informal. English speakers tend to use formal speech with strangers and people of higher status, and informal speech with family, friends, and colleagues. In the Jeans family, all family members do not need to use formal language when they talk to each other because they have close relationships among them. Although they almost always use informal language toward each other, they still show respect toward each other. At least in the late part of the movie, the children show respect to their parents.

Formal and informal language affects us every day. To some people, the differences are very difficult to notice, and the need to use a more formal style or vocabulary is non-existent. As a society, the type of language that is used, whether it is formal or informal, directly depends on the culture and traditions that are the most common at that time. In the age of television and the internet, the need to communicate to the audience at its level has degraded the level of formality needed in order to speak effectively. Although the amount of informal language that is used has increased and greatly impacted society's standard language, the art of speaking formally is fading fast. However, it is important to remember that even though it is society's goal to communicate to the masses as easily as possible, there is still a need to hold onto some formality within society's language skills. Formal and informal language also affects the Jeans family, but

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they are still able to maintain their formality when needed although the Jeans family uses informal language more often.

Nowadays, the education system has become more informal and it is not uncommon to call teachers by nicknames. As an example, in almost every American high school there is at least one teacher that is known by a nickname rather than his/her usual name. Therefore, students learn from an early age that respect is not important in school and also that school is an informal place compared to going to church. If students are learning informality at school for eight hours per school day and at night their parents consistently reinforce it in their attitudes, it is not hard to see why a more informal attitude towards adults has become acceptable. Since school is becoming more informal, the children of the Jeans family tend to use informal language more often. Having a close relationship with their parents also plays a great role for the children to use informal language more often. It could be one of many causes that the children of the Jeans family start to use informal language

In the entertainment industry, we always find the inherent lack of respect, for example the use of derogatory language when a teacher speaks or when a teacher is portrayed as a fool. Television and the movie industry have directly affected the shift into the use of informal language. Both have goals to communicate to massive numbers of people while attempting to speak in a way that the average person can understand without a difficult vocabulary or a great amount of education. It is easy to understand why Andra uses informal language every day. Not only because of the close relationship between her and her parents

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but also because of every day situation that she finds. Perhaps she sees her playgroup's friends use informal language to their parents or she watches television especially cartoon and sees the use of informal language and then begins to use it in everyday conversation. Whatever the reason is, she uses informal language more often than the formal language. *Supernanny*, as an entertainment program, also has goals to communicate to massive numbers of people. That is why Jo Frost, as the nanny, uses informal language in the entire movie.

### 3. Types of utterances

The third language device is types of utterances which are commands and requests. The examples and the settings are mentioned in the table below:

**Table 4.3 Types of utterances which are used in the Jeans Family of *Supernanny* Episodes**

No	Types of utterances	Occurrences	Setting	Speaker	Listener
1	Commands	5	Shopping	Andra	Barbara
			Dinner time	David	Andra
			Dinner time	Andra	Barbara
			Dinner time	Andra	Barbara
			Play time	Barbara	Andra
2	Requests	5	Shopping	Andra	Barbara
			Leisure time	Jo	Barbara
			Shopping	Barbara	All three girls
			Shopping	Barbara	All three girls
			Shopping	Andra	Barbara

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The table above presents the types of utterances which are used in the Jeans Family of *Supernanny* Episodes. Based on the table, there are five commands and five requests which occur in the movie. All of them will be explained below.

According to Brown and Levinson (1987:77), relative power in a relationship is the degree to which one person can impose their plans and evaluations at the expense of other people. On part 2, at 00:24 when Andra wants something at the supermarket, she takes the thing right away without asking her mother properly while saying “I need this thing”. In this case, Andra makes a command to her mother to buy what she needs. This is unacceptable since Andra lacks of power from her mother. As a child, she should be more polite to her mother. Instead of saying “I need this thing”, she should say “May I buy this? I need it, mom.” Therefore, the second utterance is more appropriate than the first one.

On part 3 at 00:20 on the same part, David tells Andra to sit down, he says “Sit down, honey”. David wants to enjoy his dinner with his family, so that he tells his children to sit down and have dinner. But unfortunately, he gets upset and does not enjoy his meal because his children do not do what he says. Instead of sitting properly and having dinner, Andra, Jessie, and Leah are playing around the table. David’s command is acceptable because he is a parent who has more power than his children.

At 00:50 on the same part, Andra impolitely asks for a cold drink to her parents by shouting “I don’t want that; it’s not cold! I want the cold one!” In this

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case, we can see that Andra makes a command to her parents to bring her the cold drink. As a child and younger person, her attitude is unacceptable because Andra has less power than her parents. Andra should make a request instead of a command.

At 01:10 still on the same part, Andra wants a glass of milk which currently is drunk by Jessie. She tells her mother to take it from Jessie but she does not do it properly, she shouts and after that crying then hitting the table. She does it while saying “I want that one!” impolitely. This is unacceptable since Barbara, as a parent, has more power than her children and should not be treated like this.

On part 7, at 01:07 Barbara tells Andra not to yell to her, but Andra does not do what she is told to do. Then, Barbara commands Andra to apologize to her. In this case, Barbara makes a command to Andra that Andra needs to apologize to her because Andra has yelled at Barbara. After that, at 02:38 Barbara gives another command by telling her children to behave themselves so that they can enjoy dinner together. Barbara says to her children, “we’re gonna stay on the table and have a dinner, okay?”. By saying this, Barbara gives a command in a more gentle way.

At 1:36 on part 2, Andra wants to buy donuts and she says for the first time the word “please”, she says “Please mommy!” not only that, she promises to her mother by saying “I will be extra good if you give me a donut”. In this case, Andra makes a request to Barbara in the most polite ways. If Barbara buys her a donut, Andra will be extra good. But, if Barbara does not buy her a donut, Andra



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will remain her attitude. This is acceptable because Andra does not force Barbara to buy her a donut, Andra only makes a request to her mother. Since Barbara has more power than her children, she has the right to buy Andra a donut or not.

At 02:10 on part 3, Jo Frost, as the nanny, wants to talk to Barbara and her husband about their family. She makes a request to them by saying, “I would love to sit down and have a talk about what I’ve seen today.” This is acceptable since Jo has more power than David and Barbara. Besides, she speaks in the polite ways.

On part 5, at 00:40 Barbara uses the involvement technique to her children and they look interested in it. They are happy because Barbara involves them in shopping. Andra asks her mother to give her the shopping list and she asks “Can I have that list?”. In this case, Andra makes a request to her mother to give her the shopping list. This is acceptable since Andra who has less power makes a request to Barbara who has more power.

The next example is at 01:09 on the same part when Barbara compliments the children because they can cooperate well, and she asks her children by saying all these statements: “boxes of strawberry, please”, “Jessie can hold the cucumber”, and “can you get a little bit of broccoli, please”. In this case, Barbara makes a request to her children.

At 01:33 still on the same part, Andra has grown up a bit. When she wants a potato, she says to her mother “May I have this one?” But this time, she speaks in good way without screaming or hitting something and instead of telling her mother to hand it to her, she asks politely to her mother to hand it over. This is

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good for Andra as the daughter of Barbara to make a request rather than a command if she needs something.

According to Quirk *et al* (1985), command is a sentence or statement which is used to tell someone to do something, or to give an order. For example, we tell someone to clean up our room. That is a command. Choosing not to fulfill a command will be met with a consequence. A command is used to make someone to submit to authority and do it. Meanwhile, request is a sentence or statement which is used to ask someone to do something, or to give an order nicely. For example, if we request someone to clean up our room, it implies that we are okay if he/she chooses not to. Perhaps we even say he can do A or B. If we make a request and he chooses not to do it, we cannot get upset. We do, after all, give him the option. If he chooses to fulfill the request, we may reward him for making a great choice. In the beginning of the movie, Andra often makes a command to her mother which is inappropriate for Andra since Andra lacks of power. She should make a request instead of a command.

The key is in the tone and expectation. Tone is not the same thing as volume. Yelling "Clean your room or I'm gonna..." is the same command as "it is time for you to clean your room, dear." A command is a command no matter the volume, temper, or threat behind it. A command is a point-blank, "Do X." It is not a "if you want to," "when you feel like it," or "I will reward you for it," it is a "do X" and nothing else. No explanation, no apology, and no reward. In the Jeans Family, David and Barbara often make a command to their children, especially Andra since she is the most active child than the others. David and Barbara often

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do so because the children often ignore their warning, at least in the beginning of the movie.

We should understand that using the proper level of politeness is very important and the wrong use of it will sound awkward to the hearer. For example, if you say to your servant like this “Would you mind washing my clothes?”, it seems strange and he will be surprised. Another example when you want to ask something from a stranger, you say “Will you lend me your money?”, it is not good because he will think you command him instead of request. Because of that, we have to identify the relationship of the person we are talking with before we ask something so that we can make the request in the correct way. In the *Jeans Family*, everyone understands their relationship of one and the others. So, there is only a little possibility for misunderstanding a command or a request.

From the above examples in the *Jeans Family*, we can conclude that both a request and a command are basically an order. The difference is a request gives us a choice whether we want to do it or not, while a command does not give us a choice which means we have to do what we are told to do. We get nothing when we do not do what we are requested, but we may be rewarded if we do what we are requested. However, if we choose not to fulfill a command, there will be a consequence for us.

Both requests and commands also have value. Requests offer someone opportunities to make choices to help and thereby may be rewarded. Commands teach submission to authority. In the beginning of the movie, when Barbara takes Andra, Jessie, and Leah to the supermarket, she often makes commands to the

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girls because they are very naughty and do many bad things. While near the end of the movie, Barbara uses the involvement technique in the market and makes requests more often instead of commands. The girls gladly help their mother and thus are rewarded.

### B. The politeness strategies

The second analysis is dealing with politeness strategies that have been adopted by the speech participants. There are four politeness strategies based on the theory proposed by Brown and Levinson (1987). They are bald on-record, positive politeness, negative politeness, and off-record. All of them will be explained below. The following table will show the occurrences of politeness strategies which have been adopted by the speech participants in the Jeans Family of *Supernanny* Episodes :

**Table 4.4 The occurrences of politeness strategies which have been adopted by the speech participants in the Jeans Family of *Supernanny* Episodes**

No	Politeness Strategies	Occurrences	Setting	Speaker	Listener
1	Bald on-record	20	Dinner time	Andra	Barbara
			Shopping	Andra	Jessie & Leah
			Shopping	Andra	Barbara
			Shopping	Andra	Barbara
			Shopping	Andra	Barbara
			Dinner time	David	Andra & Jessie
			Dinner time	Andra	David
			Dinner time	Andra	David
			Dinner time	David	Andra
			Dinner time	Andra	David
			Play time	Andra	Barbara

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			Play time	Andra	Barbara
			Play time	Andra	Barbara
			Play time	Andra	Barbara
			Play time	Andra	Barbara
			Play time	Barbara	Andra
			Play time	Jo	Andra
			Leisure time	Jo	All three girls
			Leisure time	Barbara	Andra
			Leisure time	Jo	Andra
2	Positive politeness	18	Leisure time	Jo	David & Barbara
			Play time	Barbara	All three girls
			Play time	Jo	All three girls
			Leisure time	Jo	Barbara
			Shopping	Barbara	All three girls
			Leisure time	Jo	Barbara
			Play time	Barbara	Andra
			Play time	Barbara	Andra
			Leisure time	Barbara	Andra
			Leisure time	Barbara	Jessie
			Play time	Andra	Jessie
			Leisure time	Barbara	Andra
			Play time	Andra	Leah
			Dinner time	Barbara	All three girls
			Leisure time	Barbara	Jo
			Leisure time	Barbara	Jo
			Leisure time	David	Jo
			Play time	Barbara	Jessie
3	Negative politeness	0	N/A	N/A	N/A
4	Off-record	0	N/A	N/A	N/A

Based on table 4.4, the Jeans Family only uses bald on-record and positive politeness strategies in their daily life. There is no one who uses negative politeness and off-record strategies, so the writer will not discuss those strategies. The writer will only discuss the most common cases which occur frequently and some data which produce similar result will only be discussed one time.

### 1. The use of Bald on-record

According to Brown and Levinson (1987), this strategy provides no effort by the speaker to minimize threats to the listener's "face". Andra is considered using bald on-record strategy because she most likely shocks and embarrasses the people to whom she is speaking to, and make them feel a little bit uncomfortable. For example, on part 4, at 00:41 (Referring to Appendix, data number 13-18) when playing shopping game with her sisters, Andra wants to be the cashier, but Barbara decides that Jessie is going to be the cashier first. Andra does not agree and is upset with Barbara's decision. Andra yells at Jessie, and tries to take over Jessie's role as a cashier. Barbara tries to tell Andra that everyone is going to rotate, but Andra ignores her and then Barbara loses her patience. The other data which produce similar result are data number 1, 2, 6, 7, 8, 9, 10, 11. (Referring to Appendix).

Another example is on part 4 at 01:53 (Referring to Appendix, data number 19) Jo criticizes when the three girls misbehave by saying "That behavior is not good, and that behavior will make you go and sit on that naughty stool. You're gonna learn just to talk and ask mommy. Do you understand?" Jo is considered using bald on-record when she delivers her criticisms to the three girls. Jo's utterances are clearly intruding the three girl's position. She also shows no effort to minimize the threat to the three girls' face. The other data which produce similar result are data number 3, 4, 5, 24, 25. (Referring to Appendix).

## 2. The use of positive politeness

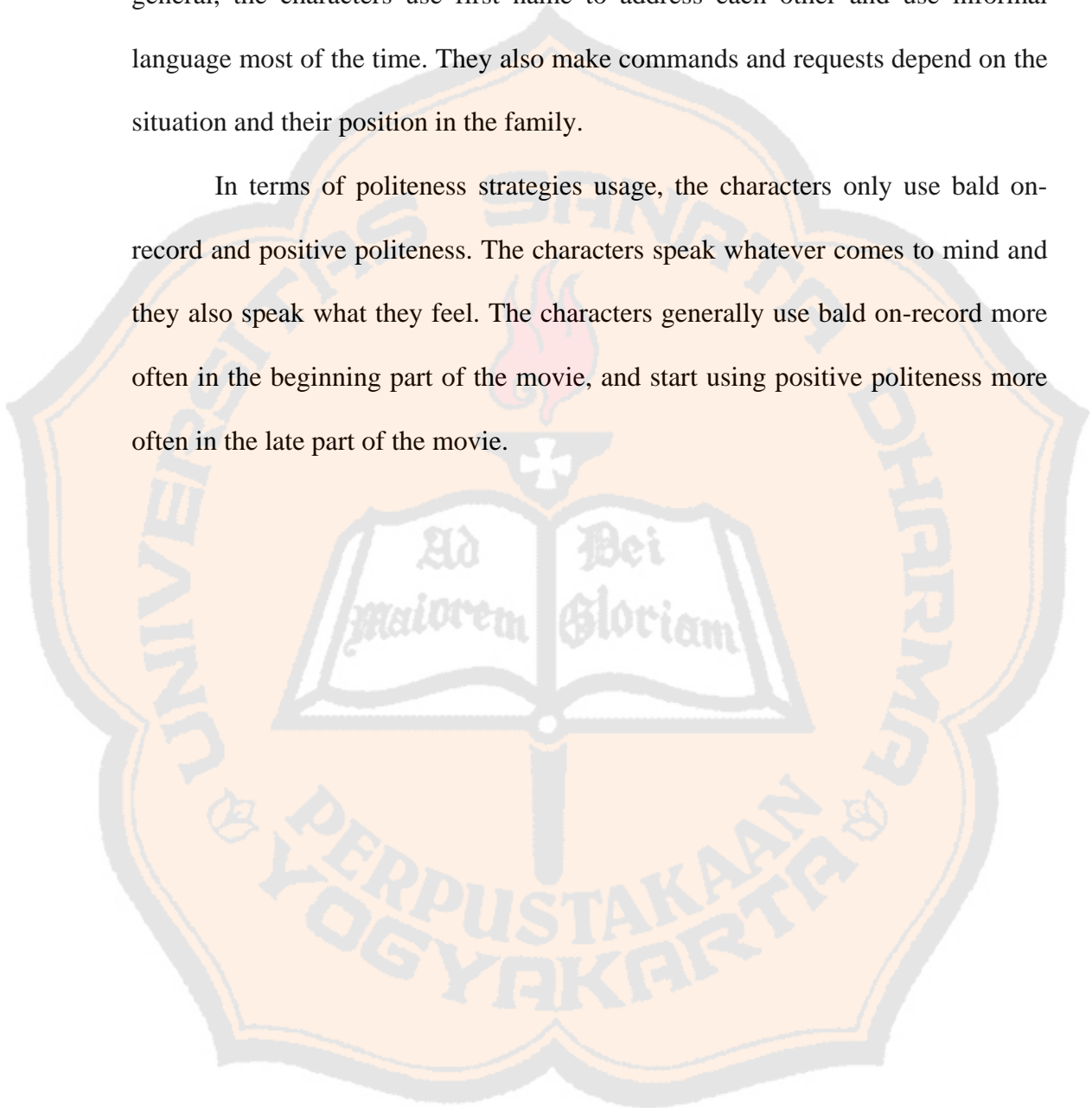
According to Brown and Levinson (1987), this strategy is used when the speaker recognizes that the listener has a desire to be respected. Jo, Barbara, and Andra are considered using positive politeness strategy because they try to minimize the distance between them by expressing friendliness and solid interest in the listener's need to be respected. Compliments are the utterances which often used to express friendliness and solid interest. It can be seen on part 3, at 02:07 (Referring to Appendix, data number 12) when Jo wants to talk about what she has observed in the Jeans Family. Jo begins by saying, "Let me begin by saying to the pair of you, how proud you must be as parents to have three beautiful daughters, and so on that note, I would like to talk about the pair of you raising your three girls, and what I have seen..." Jo is considered using positive politeness because Jo tries to minimize the distance between them by expressing friendliness and solid interest in the listener's need to be respected. Jo begins by delivering compliments which express friendliness and solid interest. After that, Jo continues by giving suggestions to the Jeans Family which make the distance between them even closer. The other data which produce similar result are data number 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38. (Referring to Appendix).

The writer will wrap up some important points from the whole analysis in this chapter which are related to language devices expressed in the speech participants' language behavior and the usage of politeness strategies by the

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speech participants. Language devices consist of three things, which are the usage of address terms, formal and informal language, and types of utterances. In general, the characters use first name to address each other and use informal language most of the time. They also make commands and requests depend on the situation and their position in the family.

In terms of politeness strategies usage, the characters only use bald on-record and positive politeness. The characters speak whatever comes to mind and they also speak what they feel. The characters generally use bald on-record more often in the beginning part of the movie, and start using positive politeness more often in the late part of the movie.





## CHAPTER V

### CONCLUSION

The writer has analyzed two problems. The first one is to analyze the language devices expressed in the speech participants' language behavior in the Jeans Family of *Supernanny* Episodes and the second is to find out the politeness strategies which have been adopted by the speech participants.

For the first problem, the writer analyzed three things about the language devices. They are address terms, formal and informal language, and types of utterances. A first name is the most frequent address term used in the Jeans Family. Jo calls each family member by their first name, and each family member also calls Jo by her first name. Jo Frost introduces herself from the beginning so that they can call each other's first name because English speakers are generally more comfortable addressing people on first name terms. Not only does Jo Frost want to avoid the discomforts of communication, but also to have a relaxed conversation with them. The Jeans Family and Jo always use informal language in their conversation. It can be seen from how the Jeans Family and Jo talk to each other. Each member of the Jeans Family and Jo speak in a more relaxed way by using slang and shorter forms of words to be informal. They always use informal language in their conversation because the setting is family in which the relationships among family members are very close and politeness is not very important. The more important matter is a transfer of message. In terms of types

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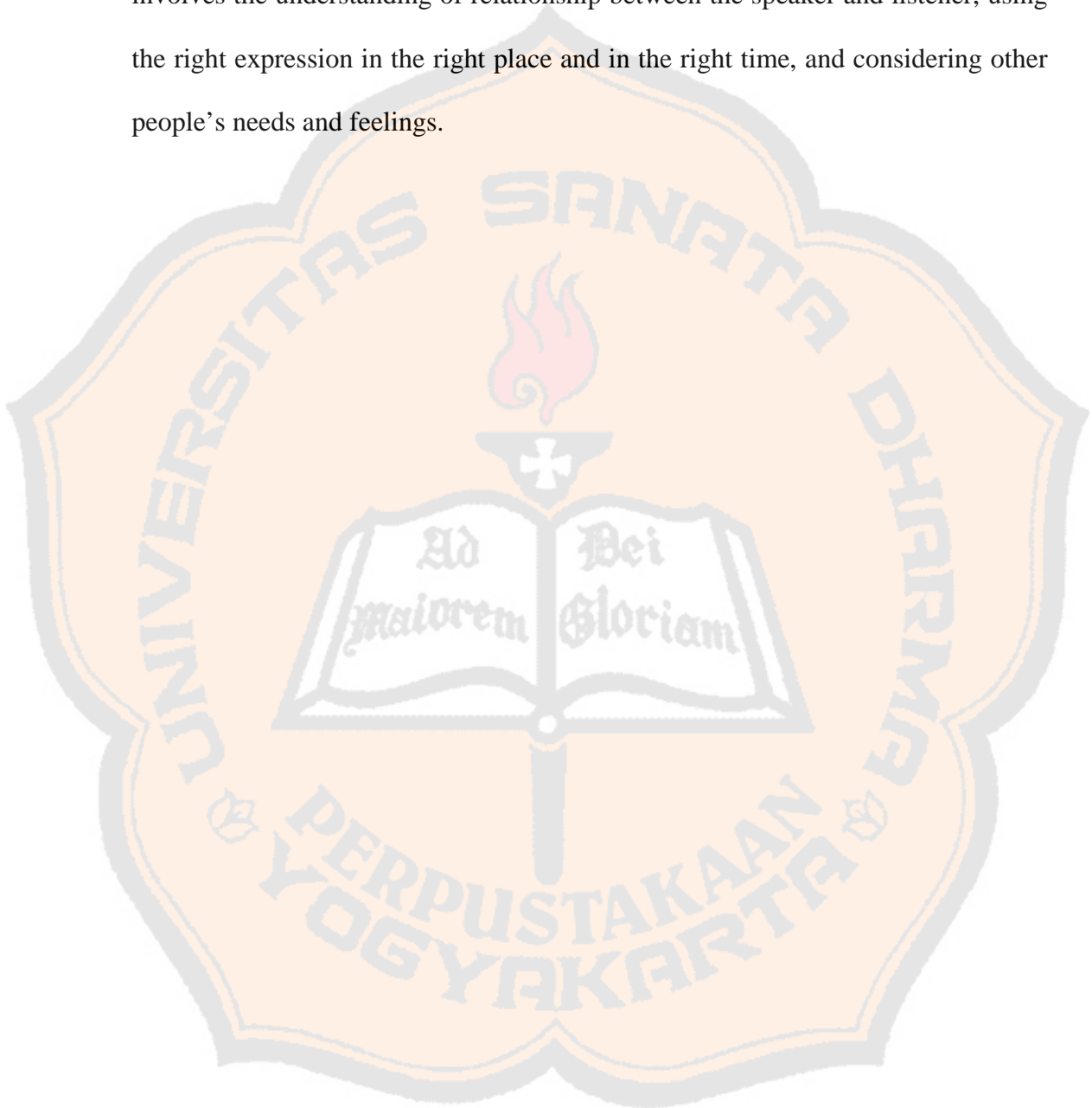
of utterances, the Jeans Family makes commands and requests based on their position in the family. Older people usually have more power than the younger one. Thus, older people usually make more commands than requests because only people with a higher position may make commands. Although in some cases, we can see that Andra makes a command to her mother, it is considered wrong since Andra has less power and Barbara also does not tolerate that.

For the first problem, the writer concludes that power is an important thing which determines someone's position. If Jo had not introduced herself from the beginning, the Jeans Family would have not called her by her first name. Although Andra, Jessie, and Leah use informal language when they speak to their parents, they still maintain their respect to their parents. Andra, Jessie, and Leah may not make a command to their parents, but their parents may make a command to their daughters.

For the second problem, the writer analyzed the usage of politeness strategies by the characters. From the data, the writer found out that the characters only use two politeness strategies. They are bald on-record and positive politeness. Bald on-record is used by the characters to deliver complaints, directives, criticisms, and insults utterances. While positive politeness is used by the characters to minimize the distance or awkwardness between the characters who are involved in the conversation. The data shows that the characters use bald on-record more than positive politeness. It shows that the characters tend to express their feeling directly. When they feel upset, they will be rude, use high tone voice, etc. When they are happy about something, they use compliments.

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From this study, the writer has learned an important point that using language appropriately is not just understanding the language itself, but it also involves the understanding of relationship between the speaker and listener, using the right expression in the right place and in the right time, and considering other people's needs and feelings.



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APPENDIX

Supernanny

Part 1

Data Number	Speaker	Utterances	Strategy
	Jo	Well, let's take a look and see what family I have this week.	
	David	Hi. We're the Jeans Family. I'm David.	
	Barbara	And I'm Barbara. I met Dave through a friend. I was set up for another guy and...	
	David	Fortunately, the other guy got sex. So, it's our opportunity.	
	Barbara	We've been together for about twenty years. We were really late bloomers. We went for a long time before we had kids. As soon as we had kids, everything is changed.	
	David	Dramatic changes.	
		<i>(Children crying)</i>	
	Barbara	We have three daughters. Andra who's four and a half.	
1	Andra	<i>(crying and shouting while showing the food to her mother)</i> See?! Dog food!	Bald on-record
	Barbara	And twins Jessie and Leah who just turned three. Andra tends to set the tone in our house quite a bit, because she's so strong, she's so dominate. Andra's very	

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		intense, she can be aggressive. She hits her sisters a lot. That's scary.	
	Jo	That behavior from Andra has got to stop.	
	Barbara	Jessie, one of our twins, she's three.	
	David	If Andy does something, and Jessie does the same thing.	
	<i>(Children misbehave)</i>		
	Jo	*sigh*	
	Barbara	Leah's three, another twin. She definitely cries a lot.	
	David	I have a full time job. I usually have to travel at least once a month for at least four to five nights.	
	Barbara	I am most often the one that is home by myself with the kids. It's a pretty long and very exhausting day. It's hard to take them anywhere by myself to the public. That's scary. I have spent so much time being stress that I haven't really been able to enjoy my kids.	
	David	We're looking for what? For Supernanny, because we need a lot.	
	Jo	<i>(closing the laptop)</i> Barbara and David, I'm on my way.	

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## Part 2

Data Number	Speaker	Utterances	Strategy
	Jo	<i>When we arrived at the supermarket, all three girls were arguing who's going to sit in the cart and it was real troublesome.</i>	
	Barbara	We're gonna sit all three of you.	
<b>2</b>	<b>Andra</b>	<b>You're squishing me!</b>	<b>Bald on-record</b>
	Jo	This is nightmare. Children playing up at the supermarket where everyone else watches it.	
		<i>(Jessie throws something out of the cart)</i>	
	Barbara	Don't Jessie.	
<b>3</b>	<b>Andra</b>	<b>Mommy, we need new paint brushes!</b>	<b>Bald on-record</b>
	Barbara	Hey Jessie, what are you doing, honey?	
	Jo	<i>It was real troublesome for Barbara.</i>	
<b>4</b>	<b>Andra</b>	<b>And a Barbie, Mommy!</b>	<b>Bald on-record</b>
	Jo	<i>And then Andra was all out of the place running down all the halls.</i>	
		<i>(Andra goes by herself, picking and doing anything she wants.)</i>	
	Barbara	<i>(calling Andra)</i> Andra...Andra...Andra....	
		<i>(Barbara and Jo are trying to look for Andra)</i>	
	Barbara	Where are you?	
	Jo	<i>Barbara doesn't exercise; have full control as a parent when Andra is being very demanding. I think it's absolutely</i>	

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		<i>crazy that Barbara tolerates that kind of behavior from Andra.</i>	
5	Andra	<b>Donut! Donut! Donut! Please, Mommy! Please, Mommy. I'll be extra good if you give me a donut!</b>	<b>Bald on-record</b>
	Jo	<i>I'll be extra good if you give me a donut? That supermarket run was just ridiculous. I feel that Barbara definitely needs to take control of that situation when she's shopping with all three girls.</i>	

**Part 3**

Data Number	Speaker	Utterances	Strategy
	David	Dinnertime.	
	Jo	So, did the children normally eat with the hands even though they've got cutlery?	
	Barbara	Yes.	
	David	I'll get you water.	
		<i>(Jessie leaves the table, trying to get water by herself.)</i>	
	David	Jessie...Jessie..sit down.	
	Barbara	Sit down, honey.	
	David	<i>If we can all sit down for a meal and stay seated for ten minutes without a burst, that would be a huge thing for me.</i>	
6	David	<b>(pointing at Jessie). Sit down! (while</b>	<b>Bald on-record</b>



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		<i>pulling Andra from the refrigerator).</i> <b>Andra! get out out out!</b>	
		<i>(Children misbehave, Leah is crying.)</i>	
	<i>Jo</i>	<i>Mom and Dad were just trying to keep the children at the table.</i>	
<b>7</b>	<b>Andra</b>	<b>(shouting). No, you don't get it! And I don't want that! It's not cold! It's not cold!</b>	<b>Bald on-record</b>
	<i>Jo</i>	<i>It was ridiculous. Andra made a big fuss about not having the CP cup that she wanted.</i>	
<b>8</b>	<b>Andra</b>	<b>I want that one! (hitting the table). I want that one!</b>	<b>Bald on-record</b>
	<i>Jo</i>	<i>Andra wasn't letting out. That kind of behavior is abnormal in my book.</i>	
		<i>(Andra takes Leah's CP cup)</i>	
<b>9</b>	<b>David</b>	<b>(while taking back the CP cup) Andra, go back and sit down!</b>	<b>Bald on-record</b>
<b>10</b>	<b>Andra</b>	<b>It's mine! It's mine!</b>	<b>Bald on-record</b>
	<i>David</i>	<i>(trying to calm Andra)</i> <i>Andy...Andy...Andy...</i>	
<b>11</b>	<b>Andra</b>	<b>(shouting) I don't want that cup! I want that cup!</b>	<b>Bald on-record</b>
	<i>Jo</i>	<i>She has tensions that the parents tolerate. It's just disgusted, it needs a change. When I'm observing in the Jeans household, I take mentor notes of how the family dynamics work and then later on in the evening, we sit down and discuss the issues that need to be</i>	

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		<i>addressed.</i>	
	Jo	Okay, I've made some mentor notes of your wonderful family, and I would love to sit down and have a talk about what I've seen today.	
	Parents	Okay. Let's do it.	
	Barbara	<i>When Jo said that she wants to talk to us about what she'd seen, my first thought starts with "oh oh.." You know, I was a little bit nervous.</i>	
12	Jo	<b>Let me begin by saying to the pair of you, how proud you must be as parents to have three beautiful daughters, and so on that note, I would like to talk about the pair of you raising your three girls, and what I have seen. And the first thing that comes to mind when I walked into the house was organization. It's very chaotic. We don't know where anything is, and it causes a lot of wasted time. Also I'd like to talk about the routines that you have in this house. It's definitely unstructured. When there isn't a routine in a house. Your children don't know what's happening or what's coming next. All three of them then get really bored, and they misbehave to get your attention.</b>	Positive

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		<p><b>Andra behaves in a way that I find disrespectful. She shouts, and she yells. Andra in the back of the car, crying and shouting. How do you focus and concentrate driving a car when you've got the kids screaming in the back? But not even one at a time you say, stop that behavior. Today's dinnertime, Andra wanted that cup. Andra's behavior with Jessie and Leah has got to stop. The aggressiveness has got to stop. And what's happening is Jessie's learning. Jessie is copying and the pair of you are not enforcing any form of discipline. You know, you have to get a grip on that. That behavior is not acceptable, but the pair of you tolerate that. And as a result of all this, I see a tired Barbara. I see a Barbara who is emotionally drained.</b></p>	
	Barbara	<p><i>I'm pretty exhausted and need to recognize that part. It was a little emotional for me.</i></p>	
	David	<p><i>Barbara's been exhausted since the birth of the kids. She's exhausted and it's a hard job.</i></p>	
	Barbara	<p><i>It was hard to hear that Andra's behavior in particular is so over the top and completely unacceptable.</i></p>	

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	Jo	I see the pair of you are at the point, where I feel, is quite desperate. Tomorrow, we're gonna change it to the better. I'm gonna have positive results all the way around so that your family is functioning a lot better.	
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**Part 4**

Data Number	Speaker	Utterances	Strategy
	Jo	<i>So I make a shopping game for mommy to play with all three girls.</i>	
	Jo	Andra, Leah, Jessie, we're gonna play shops today.	
	Jo	<i>There were two shopping carts, one cash register and mom had to decide who was playing what role.</i>	
	Jo	I think it would probably be a very good idea if Leah or Jessie was the cashier first.	
	Jo	<i>I encouraged Barbara to make sure that Andra wasn't the cashier that she wanted to be because Andra always wants to get on her own way and it's important that Andra realizes that she can't get away anytime.</i>	
	Barbara	Okay honey, we're all gonna rotate.	
	Jessie	My money!	
<b>13</b>	<b>Andra</b>	<b>No! I'm being it first.</b>	<b>Bald on-record</b>

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	Barbara	No, Andra. First, Jessie is gonna be the cashier.	
<b>14</b>	<b>Andra</b>	<b>No! I don't want to!</b>	<b>Bald on-record</b>
	Barbara	We're all gonna rotate.	
	Jo	Jessie, you're the cashier, okay? So you could be just like the cashier at the store.	
<b>15</b>	<b>Andra</b>	<b>No, I am it!</b>	<b>Bald on-record</b>
	Barbara	Hey hey hey, you don't shout at your sister.	
<b>16</b>	<b>Andra</b>	<b>No, it's my turn! I want to be it!</b>	<b>Bald on-record</b>
	Jo	Address that manner, Barbara. That has got to stop.	
	Barbara	So, what do I say?	
	Jo	Say it to her, do not talk to me like that.	
	Barbara	Andra, you need to look at me. I don't want you to shout –	
<b>17</b>	<b>Andra</b>	<b>(struggling) Look what Leah did! She took my bag!</b>	<b>Bald on-record</b>
<b>18</b>	<b>Barbara</b>	<b>Andra, stop right now! Mommy is trying to talk to you.</b>	<b>Bald on-record</b>
	Jo	Keep calm...keep calm...keep calm Barbara.	
	Barbara	Andy, mommy is trying to talk to you. When I'm trying to talk to you, you need to listen to me.	
	Jo	<i>Barbara's really struggling. Andra was totally disrespectful towards Barbara. I had to address this situation myself.</i>	
<b>19</b>	<b>Jo</b>	<b>That behavior is not good, and that behavior will make you go and sit on</b>	<b>Bald on-record</b>

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		<b>that naughty stool! You're gonna learn just to talk and ask mommy. Do you understand?</b>	
	Andra	Yes.	
	Jo	Thank you very much.	
	Barbara	<i>When Andra was pulled aside and Jo was talking to her, it was very difficult. I've never seen her face looked like...it looked (image of Andra's face).</i>	
	Jo	<i>Andra does need to have respect to her mother and Barbara needs to make sure that Andra knows exactly who's in charge.</i>	
	Jo	So put the food back.	
	Barbara	All right.	
	Jo	Onto the shelves as well and arrange the cart so we can get start again. So everybody's shopping, this is a supermarket. Got Leah play with the bags, Andra's organizing stacks of food and Jessie's dealing with the money.	
	Andra	Jessie, here's my money.	
	Jessie	Good...how are you today?	
<b>20</b>	<b>Barbara</b>	<b>Very nice, thank you. Very very good.</b>	<b>Positive</b>
<b>21</b>	<b>Jo</b>	<b>That's marvelous.</b>	<b>Positive</b>
	Barbara	Good bye, thanks for shopping.	

Part 5

Data Number	Speaker	Utterances	Strategy
	Jo	<i>Because shopping, for Barbara, is such a nightmare, I introduce to her today the involvement technique so that she could go shopping and get the girls involved so that they wouldn't start getting bored and misbehave.</i>	
	Jo	The first thing that I want you to do is write the girls out a shopping list and take a few things off of your list and bring on their list and I want you to just tell all three children what your expectations of them are.	
	Barbara	Okay...girls, we're gonna go to the grocery store. We're going to the supermarket and mommy is gonna need your help once we get to the supermarket.	
		<i>(Barbara is writing down the list)</i>	
	Andra	Can I have that list?	
		<i>(Barbara smiles at Andra and prepares to go to the supermarket.)</i>	
	Jo	<i>(arrived at the supermarket)</i> So the main objective here is to not keep your children in the supermarket any longer than necessary.	

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	Jo	<i>What I was teaching Barbara is that she should be able to get the children to help her and to put food and vegetable into the shopping cart.</i>	
	Barbara	Boxes of strawberries, please? All right, Jessie can hold the cucumber. Can you get a little bit of broccoli, please?	
22	Jo	<b><i>I'm really proud of Barbara, how she's managing all three children. She's able to shop and get what's on the list. It's such a big improvement. Marvelous.</i></b>	Positive
	Andra	Oh, I want this one.	
	Barbara	I don't blame you, that's a good looking potato.	
	Jo	<i>Andra's engaged and stimulating activities so her focus is on that rather than on mom's attention.</i>	
23	Barbara	<b>You girls did so well at the grocery store today. I'm so very pleased with the way you helped mommy. So now we get to ride the horsey.</b>	Positive
	All three girls	Yayy!!	
	<i>(All three girls are playing the horsey)</i>		
	Jo	<i>For mom, it was a really good successful shopping trip. Definitely, it would have been before, because it's been a nightmare.</i>	
	Barbara	<i>It has helped me gain some confidence in my ability to take them into a store.</i>	



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		<i>That was really great, it was awesome.</i>	
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Part 6

Data Number	Speaker	Utterances	Strategy
24	Jo	<b>I don't want you girls to shout at your mommy and daddy anymore. To be rude, like this, aaarrggghhh! Yes, Jessie..yes... and if you don't listen, mommy is going to put you on the naughty stool. I'll explain to you now the discipline of the naughty stool.</b>	<b>Bald on-record</b>
	Barbara	Okay.	
	Jo	I want you to come down to their level, give them eye contact, and I want you to use a low tone voice, okay? You give your children a warning first to stop their behavior. If they carry on, I want you then to walk them over and place them on this stool and say to them "you're gonna stay there now until I come and get you." and you walk away.	
	Barbara	<i>I'm not looking forward to experiencing some of the naughty stool episode with Andra because she's a fighter.</i>	
	Jo	<i>David spends a lot of time away on business, so that means that Barbara has to deal with all three girls and the responsibility is solely on Barbara. It</i>	

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		<i>wasn't long before Andra started yelling and shouting at mom. She really tests Barbara.</i>	
	Barbara	No, you may not decide for them.	
	<i>(Andra yells)</i>		
	Jo	Tell her to stop shouting at you.	
	Barbara	You may not shout at me like that. It's not acceptable. You shout at me again and you're gonna sit on the naughty stool.	
	<i>(Andra shouts)</i>		
	Barbara	All right.	
	Jo	It's not a game. On the naughty stool.	
	<i>(Barbara takes Andra to the naughty stool)</i>		
	Barbara	You sit in the naughty stool until I tell you it's okay to get out. Do you understand me?	
	<i>(Barbara takes Andra's lollypop)</i>		
	Andra	It's my lollypop.	
	<i>(Andra is trying to escape)</i>		
25	Jo	<b>Andra...Andra...sit down! Firm voice, Barbara. Sit down and you stay there, because you have been very rude to mommy. Now, you stay here on the stool until mommy comes and get you because that behavior is not acceptable and it's not a game!</b>	<b>Bald on-record</b>
	<i>(Andra is trying to get mom's attention)</i>		
	Jo	Just ignore that.	
	Barbara	Sit down.	

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	Jo	Don't lose hope with Andra. I know that she's testing you more than the younger girls have. It's important to be consistent with the discipline.	
	Jo	<i>After some minutes, she's then to come back and to explain why they were put on the naughty stool and then to ask for apology.</i>	
	Barbara	You're sitting on this stool because you were shouting at mommy and you have been very rude to mommy and I'm not gonna tolerate that anymore.	
	Jo	<i>She tested mom on every level and eventually Andra got the message.</i>	
	Barbara	This is where you're gonna be if you do that again. Do you understand?	
	Andra	<i>(crying ) I won't.</i>	
	Barbara	Now I want an apology.	
	Andra	<i>(crying) Sorry.</i>	

Part 7

Data Number	Speaker	Utterances	Strategy
	Jo	<i>Barbara is definitely struggling with disciplining. So I'm gonna be teaching Barbara how to project and to maintain a low tone voice.</i>	
	Jo	I'd like you to say "No, stop that."	

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	Barbara	<i>(imitating Jo)</i> “No, stop that.”	
	Jo	Okay, that’s good. That was good for first time. So just bring the voice out with more clarity.	
	Barbara	“No, stop that.”	
	Jo	Now, do a happy praise voice. Bring your voice up high, “Andra, that’s really fantastic.”	
	Barbara	<i>(imitating Jo)</i> “Andra, that’s really fantastic.”	
	Jo	“It’s not acceptable”	
	Barbara	<i>(imitating Jo)</i> “That’s not acceptable.”	
	Jo	“That’s very good.”	
	Barbara	<i>(imitating Jo)</i> “That’s very good.”	
	Jo	“Behave yourself.”	
	Barbara	<i>(imitating Jo)</i> “Behave yourself.”	
	Jo	“I don’t want you to do that.”	
	Barbara	<i>(imitating Jo)</i> “Don’t do that.”	
<b>26</b>	<b>Jo</b>	<b><i>(hugging Barbara)</i> That was brilliant!</b>	<b>Positive</b>
	Barbara	<i>Using my voice and my tone and my expression as a way to manage my kids, I think that gives me a little bit more confidence and more hope.</i>	
	Barbara	<i>(disciplining Andra and Jessie)</i> I need you to apologize to me.	
	Andra	Sorry.	
	Jessie	Sorry mommy.	
	Barbara	<i>(praising Andra)</i> One complete circle around the umbrella...Yayyy! Pick up a ball.	

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	Barbara	<i>(praising Andra)</i> Beautiful..Yayyy!!	
27	Barbara	<i>Andra was great and amazing. I'm really hopeful that I can maintain the techniques and the things that we've been working on until now.</i>	Positive
	Andra	<i>(wearing a butterfly mask)</i> Look it. I have a butterfly face.	
	Barbara	<i>Having a routine and for me to be able to have activities with the children has been a really positive change for us.</i>	
	Barbara	Leah, can you show me your butterfly?	
28	Barbara	<i>It feels so much less stressful. Jessie's not acting out, so it's a huge improvement for her.</i>	Positive
29	Andra	<i>(praising Jessie)</i> Well done, Jessie!	Positive
30	Barbara	<i>I've noticed improvements with Andra in particular. She's not shouting, she's not being aggressive with her sisters.</i>	Positive
31	Andra	<i>(praising Leah)</i> You can do it!	Positive
	Barbara	<i>Andra was actually not even been back to the naughty stool.</i>	
	Andra	<i>(hugging David)</i> I love you.	
	David	<i>(hugging Andra)</i> I love you too.	
	David	<i>I really didn't expect to see this much change in a short period of time.</i>	
32	Barbara	<i>(praising the children)</i> Nicely done, everybody's sitting so well.	Positive
	David	<i>My favorite times are our breakfast and dinner where we all sit together.</i>	
	Barbara	Let me see your pretty face.	

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		<i>(Leah smiles)</i>	
	Jo	<i>Barbara is becoming a parent and as a result the children know their place.</i>	
	Barbara	<i>We're gonna stay at the table and we're gonna eat dinner.</i>	
		<i>(The children kiss their mom)</i>	
33	Barbara	<i>We're absolutely gonna miss Jo. It's been amazing and it's wonderful to have her here, she's been very supportive.</i>	Positive
	Jo	<i>You've been quite cheerful. You're gonna be an inspiration, I just hope that you keep that strength, all right?</i>	
	Barbara	<i>I appreciate that, thank you.</i>	
	Jo	<i>(hugging Barbara) Take care.</i>	
	Jo	<i>When I said goodbye to Barbara, I felt an energy from her that was really overwhelming. It really touched me emotionally.</i>	
	Jo	<i>Who guess Jessie first. (hugging and kissing the children) Bye bye darling. (hugging David) David, take care.</i>	
	David	<i>(crying while hugging Jo) Bye bye.</i>	
		<i>(Jo hugs Barbara)</i>	
	Jo	<i>I walk out the house and say goodbye to a woman that as she knows that she can do it. I left feeling that Barbara found something within herself that was priceless. I've done what I meant to do.</i>	
34	Barbara	<i>Jo has helped me function with my kids</i>	Positive

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		<i>and helped me feel stronger and I think I feel stronger, I do feel more like myself.</i>	
35	David	<i>The impact that Jo has had on my family's huge. It changed everyday life into everyday living. It's just trying to get through the day, to enjoy the day.</i>	Positive
	Barbara	<i>It has become more fun with the girls. I've been able to enjoy them more.</i>	
36	Barbara	<b>(praising Jessie) Oh good job!</b>	Positive
	Jessie and Leah	<i>I'm a good girl now.</i>	
	Andra	<i>I love Jo Jo.</i>	
	Barbara	<i>I feel very hopeful for our future so that we're able to have a good family ever after, and I really just say thank you.</i>	