

**AN ANALYSIS OF POSITIVE POLITENESS STRATEGY IN THE  
FILM ENTITLED *THE JARKONI* AND ITS EDUCATION VALUE**

**THESIS**

**Submitted as A Partial Requirements for the Undergraduate Degree in English  
Education Department**



**By :**

**MAR'I CAHYANING HIDAYATI**

**SRN.133221148**

**ENGLISH EDUCATION DEPARTMENT**

**ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY**

**THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

**2017**

## ADVISORS SHEET

Subject: Thesis of Mar'i Cahyaning Hidayati

SRN. 133221148

To:

The Dean of Islamic Education  
and Teacher Training Faculty  
IAIN Surakarta  
in Surakarta

*Assalamu'alaikum Wr. Wb.*

After reading thoroughly and giving necessary advices. Herewith, as the advisors, we state that the thesis of

Name : Mar'i Cahyaning Hidayati

SRN : 133221148

Title : An Analysis of Positive Politeness Strategy in the Film Entitled *The Jarkoni* and Its Education Value

has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain Undergraduate Degree in English Education Department.

Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Surakarta, April 5<sup>th</sup> 2017

Advisor,

Dra. Hj. Woro Retnaningsih, M.Pd.  
NIP.19681017 199303 2 002

## RATIFICATION

This is to certify the Undergraduate Degree thesis entitled “An Analysis of Positive Politeness Strategy in the Film Entitled *The Jarkoni* and Its Education Value” by Mar’i Cahyaning Hidayati has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in IAIN Surakarta.

Chairman : **Dr. Imroatus Solikhah, M.Pd** (.....)  
**NIP.19770316 200912 2 002**

Secretary : **Dra. Hj. Woro Retnaningsih, M.Pd** (.....)  
**NIP.19681017 199303 2 002**

Main Examiner : **Rochmat Budi Santoso, M.Pd** (.....)  
**NIP.19691111 200212 1 001**

Surakarta, April 5<sup>th</sup> 2017

Approved by

The Dean of Islamic Education and Teacher Training Faculty

**Dr. H. Giyoto, M.Hum**  
**NIP. 19670224 200003 1 001**

## **DEDICATION**

This thesis is dedicated to:

1. My parents
2. My sisters and brother
3. My best friends
4. Empress Class Family
5. Super Family

## MOTTO

*“Berdoa tanpa usaha adalah sombong, Usaha tanpa berdoa adalah bohong.”*

(Anonymous)

“Fall seven times, stand up eight”

(Japanese Proverb)

But if they turn away, Say: “(Allah) sufficeth me: there is no god but He: On Him is my trust, He is the Lord of the Throne (of Glory) Supreme!

(QS. At-Taubah 129)

*“Sesungguhnya jika kamu bersyukur, pasti Kami akan menambahkan (nikmat) kepadamu, dan jika kamu mengingkari (nikmat-Ku) maka sesungguhnya azab-Ku sangat pedih.”*

(QS. Ibrahim: 7)

## CERTIFICATE OF ORIGINALITY

This is to certify that :

Name : Mar'i Cahyaning Hidayati  
: 133221148  
Title : An Analysis of Positive Politeness Strategy in the Film  
Entitled *The Jarkoni* and Its Education Values  
Study Program : English Education Department  
Faculty : Islamic Education and Teacher Training Faculty

I hereby declare that the *Thesis* above is my own original work and written by myself carried out as parts of the requirements to accomplish an Undergraduate Degree in English Education Department in Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text.

If later proven this thesis is a result of a plagiarism, I would undertake any legal sanction and of being repealed my academic degree.

Surakarta, April 5<sup>th</sup> 2017

Stated by,

Mar'i Cahyaning Hidayati

SRN. 133221148

## ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis of Positive Politeness Strategy in the Film Entitled *The Jarkoni* and Its Education Values”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

1. Dr. Mudhofir Abdulah, S.Ag, M.Pd., the rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M.Hum as the dean of Islamic Education and Teacher Training Faculty.
3. Dr. Imroatus Solikhah, M.Pd. as the head of English Education Department.
4. Dra. Hj. Woro Retnaningsih, M.Pd. as the advisor for her guidance, precious, advices, and motivation for the research.
5. Arkin Haris, M.Hum as the pragmatic lecturer who has to be the data validator from data found in the research.

6. The researcher's parents, Mr. Didik Budi Cahyanto and Mrs. Widayati who always pray for her, give support, helps, attention and everything that she can not mentioned one by one.
7. The researcher's sisters and brother, Una, Innes, Aisy and Hanif, who always beside her.
8. The researcher's best friends, Faradila, Atika, Dilla, Novi, and Anik, who always beside her in every condition
9. The researcher's childhood best friends, Anggi, Rofida, and Teffy, who always give her support.
10. The researcher's friend in TK, SD, SMP, SMK. In every gathering, they always make her happy and laugh.
11. Everyone who helps her that she can mentioned the name one by one.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, April 5<sup>th</sup> 2017

The researcher

Mar'i Cahyaning Hidayati

## ABSTRACT

Mar'i Cahyaning Hidayati. 2017. *An Analysis of Positive Politeness Strategy in the Film Entitled The Jarkoni and Its Education Values*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

Advisors : Dra. Hj. Woro Retnaningsih, M.Pd.

Key words : Politeness, Positive Politeness, Positive Politeness Strategy, Education value, Film, Jarkoni.

This research studies about an analysis of positive politeness strategies and education values of *The Jarkoni* movie. The objectives of this research are divided into three parts. The first objective of this research is to know positive politeness strategies and the factors influence of positive politeness strategies in the movie. The second objective of this research is to find out the education values in the movie. The third objective is to know the implications of this movie in education.

The research method is descriptive qualitative method with data analysis technique, that is content analysis design. The result tends to focus on the deep meaning of the dialogue's quality rather than the quantity of number. The data of this research are taken from utterances in dialogs by the characters in the movie. The instrument of this research is the researcher herself who collects, analyzes, and presents the data findings of the research then draws the conclusions. The researcher applied the trustworthiness of the data to obtain the valid data from the data sources.

The result of this research are divided into three parts. The first result shows fifteen kinds of positive politeness strategies in *The Jarkoni* movie. The kinds of positive politeness strategy are found 45 data. The dominant kind of positive politeness strategy is Give or Ask for a Reason. The second result shows eighteen kinds of education values in *The Jarkoni* movie. The kinds of education values are found 25 data. The dominant kind of educations value is Honesty and Communicative. The third result shows many implications of this movie in education. The implications of this movie are; teachers should always teach honesty to their students, teachers should always teach to be good people to their students, parents should understand the desire and the ability of their children so that they do not take wrong steps in educating, parents should always encourage their children's ability in education, and the students should know that their teacher love them.

This research is suggested for some sides. First, English teacher as a thesis examiner should give flexibility to the students in choosing the film as one of the research material in the thesis, especially in the English education students. It is

expected that teachers are not allergic to the existence of film as research material in conducting thesis because the importance of positive essential film that can be taken and can be applied in everyday life. In addition, the value of education and moral message in the film is very important to create the moral education of the nation's students in order to not to further disappear, this shows that the film can be one of the learning media to create and improve the character of the students through movie characters in the film. Moreover, making movies is one of way to enhance student's creativity as an effective and non-monotonous learning media. Second, for the students as the moviegoers should know that watching movie has many functions, this is not only as entertainment medium, but we can get many massages from it. Because in a movie exists something useful and valuable and we can guide the children towards good attitude. Watching the movie can give our inspiration, moral, education, religion, suggestion and motivation in the life. The researcher hopes that the students as the moviegoers can see the positive side and take it to imply in their life.

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Language is important in the aspect of communication. Humans as social beings do not live alone, so it requires others to establish relationships with others. In the field of communication, language is needed to make interaction and to produce utterances in communication. People use language in communication to express their ideas, feelings and thoughts, either in spoken or written forms. According to Steinberg (2007: 115), language is an unified system of signs words that allows people to think, share meaning and define reality.

Communication is one form of language use where people make utterances to each other. The goal of communication is to give information to the others. People have to communicate with others because communication is the basic matter in life. In other words, it can be said that without communication, life is meaningless. With interaction, people can get a new information, knowledge and foreign things in this life. Communication is particular interest today because of rapid developments in new technologies for producing and transmitting or sending information (Steinberg, 2007: 1).

In communication process people are doing politeness. As social beings, people need and involved in daily interactions in order to achieve a certain pragmatic purpose, which in the end we can meet the needs of our daily lives. A good interaction needs the politeness principle to organize how to communicate and give the information to others. Using politeness can make listeners give a good response to the speaker's question or request. Politeness was showing awareness of another person's face. It was related to social distance or closeness (Yule, 2006: 104).

In the design of politeness speech, Brown and Levinson suggested that some formula that is associated with the concept of politeness. There are Bald Record, Positive Politeness, Negative Politeness and Off Record (Djarmila, 2016: 79). Applying this approach, every utterance that could be interpreted as making the request or disturb another person can be considered as face threatening act to the others. According to Yule (2006:105), if a speaker is stating something that contains a threat to the expectations of other individuals with regard to his own good name, the statement described as face threatening act (FTA). Otherwise, if given the possibility that some action will be portrayed as a threat to another person's face, the speaker can say something to reduce the potential threat, the statement described as face saving act (2006: 106). When people want to do FTA, they can consider other's face. There are two kinds of faces. The first kind of face is negative face. The second kind of face is positive face.

In the interaction of everyday life, positive politeness is very important, especially in speaking activities. There are some reasons why positive politeness is important. First, positive politeness is sign that we respect to the other people who speak with us. Second, positive politeness indicates that we are a professional person. Third, people will respect with us, if we use positive politeness in communication. According to Brown and Levinson (1987 in Djatmika, 2016: 77), face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. In general, people cooperate and assume each other's cooperation in maintaining face in interaction, such as cooperation being based on the mutual vulnerability face. So that, people are doing politeness will be respected by other people.

The employing of positive politeness strategy is influenced by several factors. There are some cultural factors that have contributed to create a speaker must contribute directly or indirectly to interact with others (Djatmika, 2016: 60). As the speaker of language, anyone would have been indoctrinated to be able to consider these factors, so the interaction which the speaker woke up with the hearer, the speaker was already skilled to choose one of the most effective strategies in pragmatic (Djatmika, 2016: 61). The use of positive politeness strategy can not be separated from factors influence the use of positive politeness strategy. It happens because every utterance that containing the use of positive

politeness strategy is always exist a factor that encourages the speaker to express something using those strategies.

Education value is important in the aspect of education. It is concerned with the development of the personality of the individual intellectual, social, emotional, aesthetic, moral and spiritual. It involves development of sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action. According to Venkataiah (2007: 1), value is something that has a price, something precious, dear and worthwhile hence something one is ready to suffer and sacrifice for. Whereas, Education is conscious and planned effort to create an atmosphere of learning and the learning process so that learners are actively developing their own potentials to have the spiritual power of religion, self-control personality, intelligence, noble character, as well as the necessary skills themselves, society the nation and country (Article 1 Republic Indonesia Government Regulation No. 20 2003).

According to Heider (2006: 1), film is being used to explore the visual and aural possibilities of ethnography, taking us far beyond the traditional printed text. In general, a film can include a variety of messages, such as education, entertainment and information. Message in the film is the use of the mechanism emblem a symbol that exist in the human mind in the form of message content, voice, speech, conversation and so on. In a film always contains the value of education and moral values that can be taken by moviegoers. Many films

containing about moral education that leads to the formation of good character. Even many films that the contents of the example character of the nation's dream of many people. This is done by the makers of the film, so that film lovers can take advantage in a movie. There are films that teach good manners, polite, thoughtful and others. Related to the discussion above, film and society can't be separated. They have a close relationship. A fictional film represents the norms, values and phenomena of society. So that, education value that exist in the film reflects the aspect and ideology that occur in the society.

In a movie, people can find many moralistic elements. It set out deliberately to inculcate education values into children by the choice of such movie. There is education aspect to any human situation portrayed in movies. It helps children to expand their experience and heighten their awareness of social and moral dilemma (Marriel Downey & A. V. Kelly, 1978:167).

The development of audiovisual technology and information media influences the lifestyle changing of society. Technology media have function as information and intertainment media. It influences people live in recreative and consumptive society, because all program are presented in entertaining ways (Zulaikhoh: 2008). The exposure in television entertainment make people think or act differently. Most adult believe television entertainment does not have an important social influence on them. But children are seen as more susceptible than adults, and concerns about the effects of other media on children social and personality development were voiced long before the appearance of television.

Not only parents, teachers also important component of education, they have big roles in the result of education. Teacher have to give education to make students comfortable learning in school, many things or methods used to exciting students in order to understand what the teacher teaches. A teacher has a very big responsibility for student success to achieve a perfect education, the need for methods used to exciting students to be able to follow the lesson well, although sometimes not in accordance with the adopted curriculum in the schools.

Therefore, the parents and teachers should controll the children. Childrens have ability to realize their ability, but must be controlled by parents (Suryani: 2008). Based on those cases, the researcher would like to give information for the readers about the education values of *The Jarkoni Movie* toward in education. It is good for everybody to apply this value in daily life, especially for parents and teachers.

Positive politeness is very important in the life of society in general. Someone who uses positive politeness will be respected and loved by many people. It can occur because of the selection strategy of language structures used appropriate for polite language. To be polite, we need language skills are masterful. The more skilled a speaker in politeness though, would be the easier person achieve pragmatic goal of an interaction. Such skills require resources or treasury means a variety of strategies. Therefore, the researcher will present positive politeness strategies that associated with positive face. Because of the importance of positive politeness in everyday life, the researcher analyzes the

positive politeness strategies and those factors that include in the film entitled *The Jarkoni*. In addition, the researcher will provide education value of *Jarkoni*'s figures. Because the value of education in a movie is important to review in the area of education. So it will be reviewed the kinds of positive politeness strategies and education values from the film entitled *The Jarkoni*.

In this research, the researcher chooses film entitled *The Jarkoni* because it was one of the best film product in fairy sale 2015 of IAIN Surakarta and it has education values. It is created by Ahmad Falih as the director of this film. Ahmad Falih was one of student in English Education Department of IAIN Surakarta which selected as director in making this film. The making of this film is one of the results of the courses are in English Instructional Technology lecturer by Mr. Lutfi S.F Arghuby S.S Purnomo, M. Hum. English Instructional Technology was one of the subject in English Education Department of IAIN Surakarta to 5<sup>th</sup> semester students in 2015. The researcher chooses film from students of IAIN Surakarta because the researcher would like to appreciate the work of film domestic that contained in IAIN Surakarta. In the making of this film, the students work together in one class to finish this film. This film was made by their own personal essay creation that was consulted with their lecturer. *The Jarkoni* movie tells the story of a teacher who changes the figure of bad teachers become good teachers. *Jarkoni* is the name of a main character in this film. He acted as a teacher who has a high courtesy to others. At first *Jarkoni* was a school teacher who is assigned in urban areas. But *Jarkoni*'s behavior does not reflect a

good teacher. Then the headmaster moves *Jarkoni* to schools in rural areas. Once moved *Jarkoni* realized his mistake and wanted to change his personality become a good teacher and prove it through his achievements and become the headmaster of a new school. In other words, this movie contains about character's changes from the bad teacher to become a good teacher.

Therefore, the researcher conducts research of positive politeness strategies and education values used in the film entitled *The Jarkoni*. It is interesting movie because it is a fiction movie which tells about the fact of *Jarkoni* as a good teacher. To clarify the research background, two example of positive politeness strategies used in the movie are included as follows:

- Headmaster2* : *So, who have any suggestion?*  
*Jarkoni* : *I'm sir. Just now, I'm trying to select some of students to join the education competition in this city. That will be held in the next month.*
- Headmaster2* : *What kind of the competitions?*  
*Jarkoni* : *The competition is education held by ministry, sir. There are many kinds of competitions like five skills in English language, public speaking and the other science.*
- Mr. Bambang* : *Competition? Is there anyone of our student who are incredible?*  
*Jarkoni* : *I will drill them sir. I propose Sardi and Ninuk to join Public Speaking Contest.*
- Mr. Bambang* : *I really know Sardi, that is impossible for him to join the competition. Sardi has less confident. It's impossible.*  
*Headmaster* : *If you are sure to bring them, make a proposal to join that competition. Give to Mr. Bambang as the administration staff. Let's Mr. Bambang managed it.*
- Jarkoni* : *Okay sir, I will make it.*  
*Mr. Bambang* : *Do what do you want to do, if you can. You will know that student will be unable.*  
*Jarkoni* : *I will prove it.*

From those examples, it can be known the positive politeness is usually used in daily life, both in formal conversation or privacy conversation. From the conversation above, *Jarkoni* uses positive politeness strategies are Offer or Promise to the Hearer and Be Optimistic. It can be taken several benefits after knowing the conversation, which is to provide advice in a polite manner without hurting the feelings of others. There are different positive politeness strategies used in different situation and each strategy has certain function. From the reason which the researcher has explained above, positive politeness strategies are very important to be analyzed.

## **B. Identification of the Study**

Based on the background of the study, it will be better to identify the problems that will be investigated in this study. There are several problems which can be identified as follows:

1. The kinds of positive politeness strategies and factors influence the use of positive politeness strategies that are employed by the main character in the film entitled *The Jarkoni* based on Brown and Levinson's politeness strategy.
2. The education values in the film entitled *The Jarkoni*.
3. The implications of the movie toward the education.

## **C. Limitation of the study**

There are four politeness strategies proposed by Brown and Levinson among them are bald on record, positive politeness, negative politeness, and off

record. Since there are many of politeness strategies used in the film entitled *The Jarkoni*, it is necessary to limit the research. In this research, the researcher will limit the analyze focus in the positive politeness strategies as the primary topic in the film entitled *The Jarkoni*. The researcher only limits on positive politeness strategies because positive politeness implies a lower degree of face redress than negative politeness based on Brown and Levinson.

The researcher uses the pragmatic approach to analyze this research. In this film, there are many positive politeness strategies which are shown in the different context of situation. The analysis will be based on the conversational data related to the film entitled *The Jarkoni*. The researcher limits on *Jarkoni's* dialogues to show positive politeness utterance in certain circumstances. The limitation of the study is done to understand the study and to make the research clear.

#### **D. Problem Statement of the Study**

The problems in this study are formulated, as follows:

1. What kinds of positive politeness strategies and factors influence the use of positive politeness strategies that are employed by the main character in the film entitled *The Jarkoni* based on Brown and Levinson's politeness strategy?
2. What are the education values in the film entitled *The Jarkoni*?
3. What are the implications of the movie toward the education?

### **E. The Objectives of the Study**

According to the problem of statements, the objectives of the study are:

1. To know the kinds of positive politeness strategies and factors influence the use of positive politeness strategies that are employed by the main character in the film entitled *The Jarkoni* based on Brown and Levinson's politeness strategy.
2. To find out the education values in the film entitled *The Jarkoni*.
3. To find out the implications of the movie toward the education.

### **F. The Benefits of the Study**

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

#### 1. The Theoretical Benefits

Theoretically, this research is expected that the study can contribute to the development of English Education study, especially among students of IAIN Surakarta who are interested in the study.

#### 2. The Practical Benefits

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

- b. Watching of “The Jarkoni” movie may give more knowledge and educational value to apply in daily activity.

## **G. Definition of Key terms**

Here are some keywords used in this research to make this research clear:

1. Politeness

Politeness in an interaction can be defined as a tool used to demonstrate an awareness of other people's faces. By demonstrating awareness of other people's faces when others looked away, socially often described in terms of familiarity, friendship, or solidarity (Yule, 2006:104).

2. Positive Politeness

Positive Politeness is the act of saving face with regard to a positive face of other people. It is concerned with the person's positive face that tends to show solidarity (Yule, 2006: 111).

3. Positive Politeness Strategy

Positive Politeness Strategy is an approach to make solidarity with others (Yule, 2006: 235).

4. Education value

Value education means inculcating in the children a sense of humanism, a deep concern for the well-being for others and the nation. This can be accomplished only when we instill in the children a deep feeling of commitment to values that would build this country and bring back to the

people pride in work that brings order, security and assured progress (Venkataiah, 2007: 2).

#### 5. Film

Film is being used to explore the visual and aural possibilities of ethnography, taking us far beyond the traditional printed text (Heider, 2006:1).

#### 6. Jarkoni

Jarkoni is a main character in the film who acting a teacher who has a lot of cases and is not enviable at the beginning of the story. Then he turns into a good teacher are exemplary (Taken from *The Jarkoni* film).

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Review on Pragmatic

##### 1. The Definition of Pragmatic

According to Yule (2006: 3), pragmatics is the study of contextual meaning. According to him, pragmatics is concerned with the study of meaning as communicated by a speaker or a writer and interpreted by a listener or a reader so that it involves the interpretation which people mean in the particular context and how the context influences what is said. According to Mey (1993: 42), pragmatic is the study of the conditions of human language uses as these are determined by the context of society.

According to Leech, pragmatic is a part of the use of grammar in language (Rahardi, 2000: 48). According to Levinson, pragmatics is the study of those relations between language and context that are grammaticalized, or encode in the structure of language (2000: 48). According to Parker, pragmatics is the study of how language is used to communicate (2000: 48). Koyama defines that pragmatic as the science of language use parole or the discursive functions of language (Retnaningsih, 2013: 1). According to Thomas, pragmatic is the study of meaning that appear in the interaction (Djatkika, 2016: 11). According to Charles Moris,

pragmatics is one semiotic system other than the syntax and semantics (2016: 11).

According to Cruse (2000 in Cummings, 1999: 2), pragmatically can be considered to deal with aspects of information within the meaning of the most extensive is delivered through a language that is not encoded by the convention generally accepted linguistic forms are used, but which also arises naturally from and depending on the meanings encoded conventionally by the context in which the use of these forms. According to Allot (2010: 6), pragmatic as the study of what is communicated or what a speaker means minus the linguistic meanings of the words uttered.

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

## **2. The Scope of Pragmatic**

Pragmatic study has several scopes which should be known. Mey (1993: 87) divided pragmatics into two parts. The first is micropragmatics include the detailed study of the interpersonal communication. It consists of deixis, reference, implicature, anaphora, and speech acts. The second is macropragmatics as such areas the study of language included in pragmatics. It consists of co-text, context, discourse and conversation. Furthermore, Yule

(2006: 13) divides that the scope of pragmatics would include the study of deixis, implicature, presupposition, speech acts, and politeness.

a. Deixis

Deixis is one of the fundamental things that we do with speech. Form of linguistic that is taken to complete a designation is called deixis. When we pointed object or a foreign object then we ask, "What's that?", so we use deixis. The word *that* to indicate something in a context unexpectedly (Yule, 2006: 13).

b. Implicature

According to Bilmes, a conversational implicature is something which is implied in conversation, that is something which is left implicit in actual language use (Mey, 1993: 99). Meanwhile based to Yule (2006: 69), basic assumption of the conversation is if not indicated otherwise, that the participants follow the cooperative principle and maxims. There is an example of implicature that is given by Yule (2006: 69), it as follows:

*Charlene : I hope you brought the bread and the cheese.*  
*Dexter : Uch, I brought the bread.*

After hearing the dexter's answer, Charlene assumes that dexter cooperation and not fully aware of the cooperation. Because he did not mention that cheese. If he brought cheese, he would say it, because he wanted to fulfill the forms of cooperation. Dexter should intend that

Charlene conclude that what he did not mention was not taken. In this conversation, Dexter has provided more information than he has to say through a conversational implicature.

c. Presupposition

According to Yule (2006: 43), presupposition is something that is assumed by the speaker in the event before produce utterances. Meanwhile, based to Cummings (2007: 42), presupposition is the assumptions or inferences that implied in a certain linguistic utterance. For example: *The doctor managed to save the baby's life.* This utterance is assumed that the doctor tries to save the baby's life. In addition, this assumption implicit in the verb meaning managed (2007: 43).

d. Context

Context is an important aspect in interpreting the meaning of an utterance. According to Liles et al. (1989 in Cummings, 2007: 364), the term of context refers to a purpose in profiled a story. The term context has another application in the study of functional communication by Fromm and Holland (1989 in Cummings, 2007: 364) to the subjects with mild and moderate Alzheimer's disease. In this case, the context provided by the picture, intended to hinder the response of the subject to open-ended questions and demand an explanation and description.

e. Speech Acts

According to Searle (1969: 16 in Mey 1993: 111), speech acts are the basic or minimal units of linguistic communication is not, as has generally been supposed, the symbol, word or sentence, or even the token of the symbol, word or sentence, but rather the production or issuance of the symbol or word or sentence in the performance of the speech acts. He also states there are five categories that ends up establishing are: Representatives, Directives, Commisives, Expressives, Declarations.

Yule (2006: 82) states that actions displayed through speech is called speech act, generally is labeled more specifically, for example, an apology, complaints, compliments, invitations, appointment or request. There are five classifications of speech acts according to Yule, (2006: 92-94) as follows:

1) Declaration

Declaration is a type of speech act that is changing the world through speech. As the example below illustrates the speakers must have a special institutional role, in particular contexts, to display an appropriate declaration.

- a) *Priest* : *I now pronounce you husband and wife.*
- b) *Referee* : *You're out!*
- c) *Jury* : *We find the defendant guilty.*

When the speaker uses declaration, speakers change the world with the words.

## 2) Representative

Representative is a type of speech act that states what is believed to be the speaker case or not. A statement of fact, assertion, conclusions, and description, as the example below is an example of the world as something that is believed by the speaker to describe it.

- a) *The earth is flat.*
- b) *Chomsky didn't write about peanuts.*
- c) *It was a warm sunny day.*

When the speaker uses representative, speakers match the words with the world or beliefs.

## 3) Ekspresive

Ekspresive is a type of speech act that states something that is felt by the speakers. Speech act that reflects psychological statements and can be a statement of joy, difficulties, joy, hatred, pleasure, or misery. As illustrated in the example below, it is not said that might be caused by something the speaker or the listener, but everything concerning the experience of the speakers.

- a) *I'm really sorry.*
- b) *Congratulations!*

When the speaker uses expressive, speakers adjust to the world of words relating to feelings.

## 4) Directive

Directive is the kind of speech acts used by speakers to get someone else to do something. This type of speech act declare what the speaker wishes. These speech acts include; orders, reservations, requests, giving advice, as in the example described below, and its shape can be positive and negative sentences.

- a) *Give me a cup of coffee. Make it black.*
- b) *Could you lend me a pen, please?*
- c) *Don't touch that!*

When the speaker uses directive, speakers tried to adapt the world with the word through the listener.

## 5) Commissive

Commissive is a type of speech act that is understood by speakers to bind himself to the actions in the future. This speech act sets out what is meant by the speaker. This speech acts can be; promises, threats, rejection, pledge, as shown in the example below, and can be displayed by the speakers as a group member.

- a) *I'll be back.*
- b) *I'm going to get it right next time.*
- c) *We will not do that.*

When the speaker uses commissive, speakers tried to adapt the world with words through the speakers.

f. Politeness

Brown and Levinson (1987 in Djatmika, 2016: 77) stated that face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. In general, people cooperate and assume each other's cooperation in maintaining face in interaction, such as cooperation being based on the mutual vulnerability face. According to Yule (2006: 104), politeness can be defined as a tool used to demonstrate an awareness of other people's faces. In this sense, politeness can be refined in a situation of social distance and closeness.

### 3. Politeness Theory

In interaction, we should use meaningful word, for that we must consider a wide variety of factors associated with inequality and social proximity. According Yule (2006: 104), politeness can be defined as the means to show awareness of another person's face in communication. By demonstrating awareness of other people's faces when others looked away, socially often described in terms of familiarity, friendship, or solidarity.

According to Yule (2006:104), face means personal beings of a person in society. Face refers to the social and emotional meaning itself that everyone has and expect others to know. There are two kinds of face according to Yule (2006:107), it as follows:

a. Negative face

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

b. Positive face

Positive face is the need to be accepted, if it may be liked by others, is required as a member of the same group and knowing that his wish is shared with others. In other words, positive face is the need to be informed.

Politeness strategies are developed to save the hearer's face. According to Yule (2006:105), if a speaker is stating something that contains a threat to the expectations of other individuals with regard to his own good name, the statement described as face threatening act (FTA). In the design of politeness speech, Brown and Levinson suggested that some formula that is associated with the concept of politeness. There are Bald Record, Positive Politeness, Negative Politeness and Off Record (Djarmika, 2016: 79). There are also four types of politeness strategies according to Yule (2006:107-112), as follows:

a. Bald on Record

Bald on record is a speech, for example a request addressed directly to others where the pressure is communicative of a speech is

made explicit. In other words, bald on record is asking for something to others directly. This form is usually found with people who know each other well and they have a close relationship. For example:

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

b. Positive Politeness

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

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

c. Negative Politeness

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

frequently showed to the person's negative face. Negative politeness strategy protects the politeness face. It is oriented to the person's negative face that tends to show the difference. For example:

- 1) *I'm sorry to bother you, but can I ask you for a pen or something?*
- 2) *I know you're busy, but might I ask you if you happen to have an extra pen that I could, you know, maybe borrow?*

d. Off Record

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

- 1) *Uh, I forgot my pen.*
- 2) *Hmm, I wonder where I put my pen.*

Since Brown and Levinson (in Ogiermann, 2009: 234) associate the two politeness with the face-threat underlying the performance of a speech act, as calculated by adding the values of Power (P), Social Distance (D), and Size Imposition (R), they suggest that positive politenes implies a lower degree of face redress than negative politeness. So that, the researcher only

analyzed the positive politeness strategies of the film entitled *The Jarkoni* in conducting this research.

#### 4. Positive Politeness Strategy

In everyday life interactions, the concept of face becomes a routine activity and natural. Everyone is trying to maintain and even enhance the image, reputation and self-esteem. Each school level, from the lowest level to the highest level, is traversed by a person's image and reputation to be maintained or increased. So that, there are 15 strategies of positive politeness according to Brown and Levinson (1987 in Djatmika, 2016: 80-100). The strategies of positive politeness face are presented as follows:

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

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

*Tina* : *You have nothing to wear. Come by my house at noon.  
Maybe one of my old things will work for you.*  
*Casey* : *Wow.. Okay.*

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

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

Approval or recognition of any person's positive side is the main strategy in the face of positive politeness. Everyone will have advantages and benefits compared to others. These qualities are becoming the reputation or image of the person concerned. People who came to the reputation or image of the other person in the interaction involving them would be considered as being polite. Instead, people to be indifferent to this reputation would be considered as being less polite. Excess or advantage that could relate to anything that is owned by someone, physical appearance, intelligence, wealth, expertise, skills, and so on. In everyday interaction types of speech that are often used for this strategy is to pay tribute to something that is owned by the other person. As the example below shows this strategy is spoken.

*Yati* : *Wow, you look very beautiful. Where did you buy this dress?*  
*Sita* : *Oh thank you, my shirt was a gift from my mother.*

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

- c. Intensify interest to the hearer.

The recognition of the qualities owned by the other person can also be improved or intensified. So this strategy will make our hearer become more happy and make our language behavior becomes more polite. But interest in the quality of other people's intensely risky to pass

through the portion should be. For example, the recognition of the advantages of other persons in the form of praise, if too intensive would be very risky to make people praise has licked impression. In contrast, despite an intensive but if proportionately the praise given would be to harmonize the interactions that occur. As the example below shows this strategy is spoken.

*Yati* : *Wow, nice clothes. Where did you buy this fabric?*  
*Sita* : *The gift from my mother.*  
*Yati* : *Your mother bought the fabric is very fitting. You look very beautiful.*  
*Sita* : *Uh really, thanks yati.*

Intensive recognition conducted by *Yati* to quality possessed by *Sita* made it as friends who appreciate.

d. Use in-group identity markers.

Using identity markers with the speaker include address forms, use of in-group language or dialect, use of jargon or slang, contraction and ellipsis. Using a marker of solidarity with the speaker. The use of personal pronouns such as me, us, you, and so forth. Pragmatically less effective to advance positive politeness strategy. These words will formally put the first people as the speaker and the second as speakers and both are involved in an interaction. There is no social bonds and emotional ties. Conversely, many courtesies systems provided by a language that is able to effectively support the strategy of positive

politeness face, the system greetings that can be used to show solidarity or binder social and emotional between the both speakers in an interaction, like son, bro, sister, brother, honey, baby, my darling, and so forth. In addition, naming themselves in the form vocatives also has a similar function to the courtesies systems. Same giving orders, a teacher will be impressed politeness different qualities with some utterances. As the example below shows this strategy is spoken.

*Yati* : *Wow, nice clothes. Where did you buy this fabric?*  
*Sita* : *The gift from my mother, sister.*

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

e. Seek Agreement

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

*Wife* : *Dear what if the weekend we went to Temanggung with*

*our children, as well as a holiday?*  
*Husband : So-so, as long as the children will be invited.*

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

f. Avoid disagreement.

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

*Bambang : I believe Joko agree with me, if outbound December less timely. Rain makes it less convenient to do activities outside.*  
*Joko : Err, I guess the Bambang's idea have a point, but it is better we ask the employee first, whether or not withdrawal schedules.*

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

- g. Assert or presuppose common ground with the hearer.

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

*Sita : Do you want to ride on a bicycle? I'm going towards the front of the school.*  
*Naila : Oh okay, thanks*

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

- h. Joke.

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

*Carter : No, I'm sorry. You okay?*  
*Dan : I'm fine. It was all my fault. Uh, you okay?*

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

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

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

There is a film that tells the story of a man who was given the ability to listen to the conscience of others, even though the other person does not say. Then he became the man most preferred by many women, because in every interaction with them is able to apply mannered man with an understanding and attention to the desires of the listener. As the example below shows this strategy is spoken. A father to a daughter who asked for permission to marry a man of her choice, it as follows:

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

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

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

- j. Offer or promise to the hearer.

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

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

*Husband* : *Okay.*

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

k. Be optimistic.

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

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

*Nia* : *Yes, it is easy*

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

l. Including the hearer in the activity.

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

to normal later be noisy, or change the topic which had been the object of interaction, then taste two positive politeness face the person to the first person will be reduced. As the example below shows this strategy is spoken.

*Rangga was coming when Aji and Ami were having a conversation.*

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

*Ami : Calm down Aji. Oh, rangga is coming.*

*Aji and Ami : Rangga come here, we want to ask your opinion.*

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

m. Give or ask for a reason.

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

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

*Nia : Yes, it is easy.*

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

n. Assume or assert reciprocity.

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

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

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

o. Give gifts to the hearer

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

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

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

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

## **5. The Factors Influence the Use of Positive Politeness Strategies**

The employing of positive politeness strategy is influenced by several factors. There are three cultural factors that have contributed to create a speaker must contribute directly or indirectly to interact with others (Djarmika, 2016: 60). As the speaker of language, anyone would have been indoctrinated to be able to consider these factors, so the interaction which the speaker woke up with the hearer, the speaker was already skilled to choose one of the most effective strategies in pragmatic. According to Brown and Levinson (1987 in Djarmika, 2016: 61-64) there are three factors that influence the speaker to employ positive politeness strategy. The factors are power (P), social distance (D) and size of imposition (R).

### **a. Relative Power**

Power (P) is the general point is that we tend to use a greater degree of politeness with people who have some power or authority over us than to those who do not. People are inclined to speak to their social equals differently than those whose status is higher or lower than their own in a given situation. Almost in every culture anyone who has

power, so he was able to act directly in contributing in the interaction that is happening. The greater power of person, so the greater the rights to be direct to the hearer in interaction. Conversely, the inferior one person to the hearer, it will be increasingly difficult to be directly in contributing to the interaction. For example: if a lecturer is working in her office and people are being very loud and disruptive in the next room, she will go over there and tell them to be the way she does it will differ depending on who it is. If they are students, she will use the bald on-record strategy to make sure there is no confusion in what she is asking. In short, relative power influences the choice of the politeness strategies. Relative power can happen in the office or the other professional's relationship.

b. Social Distance

Social distance (D) can be seen as the composite of psychologically real factors like status, age, sex, degree of intimacy, which together determine the overall degree of respectfulness within a given speech situation. Distinguish friend from a stranger with whom you may be of the same social status, but who is still separated by social distance. So that, the farther our social with others, the more distant indirect speech act strategies used. And the closer the social distance will be more direct speech act strategies used. For example: someone may choose to use positive rather than negative politeness when speaking with the family or people who are known well. When speaking

with a stranger, he may choose negative politeness rather than positive politeness. In short, social distance is about closeness in a relationship. The way to show politeness with our friend is different to a stranger. In this case, people must choose the appropriate strategies through analyzing the social distance between them.

c. Size of Imposition

Some impositions (R) can be seen from the relative status between one speech act to another in a context. When someone in an interaction weigh on the hearer, so size of imposition will lead to use politeness positive or negative politeness. The word of imposition in this case can take the form of services or the desired action to be taken by the hearer, for the benefit of a first person, or may be a desirable thing of the hearer's interests. in general, the heavier of size that will be charged to the hearer, so the more indirect strategies used to have a conversation. Conversely, the lighter of size the greater the probability of a speaker to be direct. For example, borrowing a car in the ordinary time will make us feel reluctant, but in urgent situations it will natural. Thus, in the first context we will employ polite utterance. Meanwhile, in the second context it is not necessary to employ polite utterance because the situation is urgent.

## 6. *Jarkoni's Character in The Jarkoni Movie*

There are many characters in the film entitled *The Jarkoni*. They includes the main character, companion characters, and additional characters, they are as follows:

### a. *Jarkoni*

*Jarkoni* is a main character in the film who acting a teacher who has a lot of cases and is not enviable at the beginning of the story. Then he turns into a good teacher are exemplary.

### b. *Sardi*

*Sardi* is one of the *Jarkoni's* students that most naughty in the class but he is very clever.

### c. *Mrs. Aisyah.*

*Mrs. Aisyah* is one of the main opponent of *Jarkoni* where this figure serves as a gentle teacher and taught many good things for *Jarkoni's* life.

### d. *Paijah, Ninuk,Sari*

They are actresses who in each case anything done simultaneously. They called three companions.

### e. *Mr. Bambang*

*Mr. Bambang* is one of the teachers at the school in the village which has a fierce temper and temperamental. He is *Sardi's* father.

### f. *Mrs. Siti*

*Mrs. Siti* is one of the teachers who do not like to be their Jarkoni's arrival in Batavia Senior High School. She is one of the pioneers why the principal has issued Jarkoni from Batavia Senior High School and move it in a new school, located in the countryside.

g. The headmaster of Batavia Senior High School

The headmaster of Batavia Senior High School is *Mrs. Ike*. She moved Jarkoni from the school of origin to the village school. In conducting this research, the researcher abbreviate the headmaster of Batavia Senior High School become headmaster1.

h. The headmaster of the village school

The headmaster in new senior high school in the village is *Mr. Rohmad*. He was as *Jarkoni's* superior in the school where the school is at the point of Jarkoni's transfer. In conducting this research, the researcher abbreviate the headmaster of the village school become headmaster2.

i. *Mrs. Tina*

*Mrs. Tina* is one of the teachers at the new school. She is a good teacher in the new school.

j. *Mr. Agung*

*Mr. Agung* is a rural village chief and *Mrs. Aisyah's* father. She is a famous person in the village but Jarkoni doesn't know that he is *Mrs. Aisyah's* father.

k. *Mrs. Hanip*

Mrs. Hanip is a motorcycle taxi driver. She has accompany Jarkoni to come in the new village.

1. *Mrs. Wuri*

*Mrs. Wuri* is a cafeteria at Batavia Senior High School who liked Jarkoni's attendance at the school.

m. *Mrs. Bambang, Mrs. Endang, Mrs. Shinta, Agus and etc.*

They are figures that come complete course of the story in the film entitled *The Jarkoni*.

The researcher just take the *Jarkoni's* character to be analyzed. It is done because *Jarkoni* is the main character in this film and he has a lot of acts using positive politeness strategy. So this is why the researcher is interested to analyze the positive politeness strategy played by the *Jarkoni's* character.

*Jarkoni* is a teacher working in Batavia Senior High Schools that located in urban areas. In this school *Jarkoni* did not have properties that reflect a teacher. He gets some cases very exemplary. The first, he punished his students by asking students puss up until exhaustion. The second, he slandered caught carrying drugs. Finally the Headmaster of Batavia Senior High School knows *Jarkoni's* unfavorable action. The Headmaster move *Jarkoni* to the new schools located in rural areas. Here *Jarkoni* get guidance and want to change themselves for the better before. He was improving relationship with his god to worship. And he was willing to teach English

speech to his students. And finally *Jarkoni* get the result. His students win in the race. And more exciting again, *Jarkoni* appointed as headmaster in that new school. *Jarkoni* was told to return to the city, but he turned it down because he wanted to promote education in schools located in the rural areas.

## 7. Film Synopsis

*The Jarkoni* movie shows the story of a bad teacher is transformed into a good teacher and role model. *Jarkoni* is the name of the main character in this film. At the beginning of the story *Jarkoni* is a teacher who works in Batavia Senior High School. In daily activities, he always be things that are not exemplary. He always comes too late, leaving the class only to eat in the canteen, chastising his disciples until exhaustion, and even he was caught carrying drugs into school. He did not feel that it is wrong. In Batavia Senior High School, there is a female teacher who did not like the attendance of *Jarkoni*. She made a lot of excuses about *Jarkoni* order *Jarkoni* expelled from school. She threatened the headmaster of Batavia Senior High School about *Jarkoni*'s issued. Finally, the headmaster called *Jarkoni* and asked him to move to a new school located in the village.

In the village is the beginning of *Jarkoni*'s change be good teachers happen. He met many people who can teach the meaning of life and be better. He was aware of previous mistakes that have been done in Batavia Senior High School. In a new school, he wants to prove that he was not a

bad teacher. He wants to show everyone that he can advance the quality of education by teaching students in their own way. In the village there are three brats that one of them very clever. The three Children participating in the competition with the Jarkoni's guidance. In a tournament competition, Jarkoni's students won the competition. Then *Jarkoni* met a beautiful teacher, her name is Aisyah. It turns out the house in the countryside inhabited by Jarkoni is home pack headman. And it turns out *Aisyah* was the son of the pack headman. *Aisyah* and Jarkoni fall in love. Finally *Jarkoni* get the result, everyone knows that he is a good teacher, role model and example. At the end of the story, *Jarkoni* appointed as headmaster at the new school he attended it.

## 8. Setting

Setting was divided into two parts, namely setting of place and setting of time. There were:

### a. Setting of Place

#### 1) Classroom

The condition of the classroom is good. There are a few tables, chairs, white board, cleaning tools, nations governance picture, calendar, air ventilation and a sufficient number of students.

Teachers and students are learning together in the classroom.

#### 2) Garage

The condition of the garage is good enough. The name of the garage is *Lestari* motors. There is a mechanic ready to serve customers

who want to repair the bike. In this garage, there is several motorcycles were being repaired and there is tools overhaul which is good enough. In the garage, Jarkoni repairs his motorcycle when his motorcycle stalled on the highway.

3) Batavia senior high school

The condition of Batavia senior high school is good. Seen from the high and powerful school building, high gate, adequate parking area, the number of trophies on display, and there is clean and adequate canteen facilities. It was the place when Jarkoni teaching and making a lot of bad cases of inappropriate imitated by students.

4) Canteen

The condition of the canteen is good enough. The canteen of Batavia senior high school looks clean and comfortable. It was the place when Jarkoni leave teaching activities to eat.

5) Teacher office

The condition of the teacher office is good enough. There are some tables for each teacher who works at the school. And there are many files that occupy the tables of teachers. In this room, Jarkoni and his friends spent their time to talk, sharing and discusses their wants.

6) School parking area

The condition of the school parking area is good enough. The area looks spacious enough so that it can accommodate a lot of

motorcycles and other vehicles. It was the place when Jarkoni acquainted, sharing, and exchanging ideas with Mrs. Aisyah.

7) The chief of village house

The condition of the chief of village house is good enough. The house is located in a rural location. It looks simple with no modern architectural buildings. *Jarkoni* stayed and applying for the chief of village's daughter.

8) In Sardi's house

The condition of the chief of village house is located in rural areas. His house looks simple and there are many properties tools which filled the home. In this house, *Jarkoni* resolves his problems with *Sardi* after he got an accident.

9) Highway

This highway is located in rural areas where beside the road surrounded by rice fields. It was the place when Jarkoni will go to the new school and he met with the taxi bike girl.

10) Jarkoni's house

The condition of Jarkoni's house is good enough. His house is located in rural areas. It was the place Jarkoni spent his time to live.

11) At public speaking competition

The condition of this place is good. Seen from the high and powerful building with modern architectural buildings. Teachers

and students participate in the competition of education together that be held by the ministry.

b. Setting of Time

Setting of time from this movie is started in 2015. The information gets from the director of *The Jarkoni* movie, Ahmad Falih. This film was one of the best film product in fairy sale 2015 of IAIN Surakarta. The making film is one of the results of the courses are in English Instructional Technology in 2015. In addition, it could be seen in the storyline of movie about the new motorcycles, their style and new telephone.

**B. Review on Education Value**

**1. The Definition of Education Value**

Values literally means something that has a price, something precious, dear and valuable, and something that is ready to suffer and sacrifice. In other words, the values are a set of principles or standards of behavior Venkataiah (2007: 1). The value means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else (John Dewey in Venkataiah, 2007: 1).

Power Clark et al. (2008: 457) said that the processes by which schools and other institutions make children aware of the importance of

values in human society are sometimes known collectively as value education. Furthermore, Power Clark et al. said that values education is an umbrella term that includes all major approaches to moral education, including character education, values clarification, moral reasoning, and caring (2008: 458).

Value education means inculcating in the children a sense of humanism, a deep concern for the well-being for others and the nation Venkataiah (2007: 1). Through value education, we can develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education teaches us to reserve whatever is good and worthwhile in what we have inherited from our culture. It helps us to accept the respect of the attitude and behavior of those who differ from us Venkataiah (2007: 2). Whereas, education value conscious and planned effort to create an atmosphere of learning and the learning process so that learners are actively developing their own potentials to have the spiritual power of religion, self-control personality, intelligence, noble character, as well as the necessary skills themselves, society the nation and country (Article 1 Republic Indonesia Government Regulation No. 20 2003).

## 2. Kinds of Education Value

According to the National Education Ministry (2010: 9-10), there are 18 values in the educational development of culture and national character. 18 values in character education by the Ministry of Education are follows:

### a. Religious

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

### b. Honest

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

### c. Tolerance

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

### d. Discipline

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

### e. Work Hard

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

### f. Creative

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

g. Independent

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

h. Democratic

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

i. Curiosity

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

j. National Spirit

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

k. Love of Country

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

l. Rewarding Achievement

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

m. Friendly

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

n. Love Peace

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

o. Joy of Reading

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

p. Environmental Care

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

q. Social Care

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

r. Responsibility

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

According to Linda and Eyre (1997: 3-175), there are 12 kinds of education value, they are as follows:

a. Honesty

Honesty is strength and confidence that comes from inside because there was nothing to hide. Honesty toward others, institutions, society, ourselves (Linda, 1997: 3).

b. Bravery

Dare to try something good even though it is difficult. Majority how dared to oppose the flow is moving towards one; dare to say no to an invitation. Dare to follow your good heart in spite of marginalized and suffer from it. Dare to be gracious and friendly (Linda, 1997: 17).

c. Peace Ability

Calm and patient attitude. The tendency to try to accept other people's opinions rather than denied and opposed it. Understand that the differences are rarely resolved through conflict, and that the obstinacy of a person indicates that he has a problem or feel insecure, and therefore expect your understanding. Willingness to understand other people's feelings instead of reacting to them quickly (Linda, 1997: 35).

d. Confidence and Potential

Individuality; Awareness of boundaries and the uniqueness of development. Attitude is responsible for his own deeds. Overcoming

the tendency to blame others when experiencing difficulties. Believing in the ability of self (Linda, 1997: 48).

e. Self-Discipline and Moderation

Self-discipline in the physical, mental, financial. Know the limits of time talking and eating. Know the limits in terms of strength of body and mind. Conscious of the dangers when embracing extreme views and impartially. The ability to balance spontaneity with self-discipline (Linda, 1997: 64).

f. Purity and pureness

Awareness to keep the value of chastity before and after marriage. Understanding the role of marriage and sexuality in it. Awareness about the consequences of long-term (and extended) that can be caused by immoral sexual life (Linda, 1997: 80).

g. Loyalty and Trustworthy

Loyal to family, to work, to the State, to the school, and to organizations and other institutions are responsible to us. Ready to support, ready to serve, ready to help, trusted and in carrying out consistent promises (Linda, 1997: 101).

h. Respect

Salute to life, respect for property rights, respect for the father and mother, respect for elders, respect for nature, and respect for the beliefs and rights of others. civilized and polite behavior. Respectful to yourself and avoid detraction to yourself (Linda, 1997: 112).

i. Love and Affection

Dear to themselves is more than just a loyal and respectful. Dear friends, dear to the neighbor, who also love to hate us. And emphasizes the lifelong responsibility for saying to the family (Linda, 1997: 124).

j. Sensitive and Not selfish

Sensitive is more care to others. Learn to feel the togetherness and compassion toward others. Empathy, tolerance, and brotherhood. Sensitive to the needs of others and situations (Linda, 1997: 136).

k. Kind and Friendly

Aware that the friendly and caring attitude is more commendable than the rough and tough attitude. The tendency to understand instead of confrontation. Tenderness, especially on the younger or weaker. Capable of making new friends, maintain friendships, and lightweight hand to help (Linda, 1997: 156).

l. Fair and Humane

Obedience to the law, fairness in work and games. The view of the natural consequences and the law of cause and effect. Appreciate the generous and forgiving attitude and understand that revenge is futile (Linda, 1997: 175).

Since there are differences of opinion about the type of education values. The researcher would use the type of education values of the National Education Ministry. It is done by the researcher because of types

of education value presented by National Education Ministry more complete than the kind of education value presented by Linda's theory. So that, the researcher will analyze the education value in the film entitled *The Jarkoni* by using the theory of National Education Ministry.

### **C. Relation Between Movie and Education**

Movie and education have a very close relationship, because now this movie could become a media that can be used parents to instill the values of life to them. Positive impact of watching a new movie clearly visible at children aged three to five years. Because at this age, their capability to read can be increased by watching a movie (Musbikin, 2007: 80).

Movie can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the movie. According Jane Murphy and Karen Tucker (in Musbikin, 2007 :80), if parents know how to use television to watch the movie in order to become a medium of education for their children, so parents can make the movie as a second school for their children who keep it intelligent and moral. But Imam Musbikin says that parents should still provide assistance to children when they see the movie, the parents must inform and give sense to them about behavior that is in the movie (2007:80). Establish good communication with the child can reduce the potential negative effects when watching a movie.

Because the most important education is in a family where the parents are the most responsible towards moral education of their children. Because in the

family, they grow and develop. Allowing children to watch excessive means allowing growth and development and education of troubled children. If movie presented in the school, the teacher must carefully prepare suitable or educating movie that will be enjoyed in the class. It is Necessary for the teacher to preview a movie carefully to find motivation for the students, possibly including the background discussion, and to anticipate and explain vocabulary and unusual cultural difficulties points (Carol J. kreidler, 1998:06).

Movie and education have many relationship, because the movie as media that is used for instructional values conveyed by the author. This proves that not all movies just for entertainment, but movies can give moral and educational values (Liya Anisah, 2010:25). Character education is something new, the values as a characteristic of the person have been going on since time immemorial. However, in line with the changing times, presumably requires transforming returned values into a container of educational activities at every instruction (Musbikin: 2007:80).

Therefore, the parents and teachers should controll the children. Childrens have ability to realize their ability, but must be controlled by parents (Suryani: 2008). Based on those cases, the researcher would like to give information for the readers about the education values and the implication of *The Jarkoni Movie* toward in education. It is good for everybody to apply this value in daily life, especially for parents and teachers.

#### D. Previous Study

The researcher conducted this research based on the previous study from two thesis and two journals. The first thesis entitled “ *An Analysis of Politeness Strategies Employed by the Characters in the Movie entitled the Queen (Socio-Pragmatics Study)*” composed by Andhitha Puspitasari, Language and Letters Department of The State Islamic College of Surakarta, 2012. In her research, she analyzed the politeness strategies in the movie entitled the queen by using Brown and Levinson theory. Based on the result of this study, it can be conclude that: the type of politeness which are found in *The Queen* movie are bald on-record strategy, positive politeness strategy, negative politeness strategy, off record strategy. There are two strategies of bald on-record which is found in the analysis, namely task oriented, and speaking as if efficiency is necessary. There are four strategies of positive politeness, namely avoid disagreement, assume agreement, include both the speaker and the hearer, and personal centre switch. There are four strategies of negative politeness namely give deference, be pessimistic, impersonalize the speaker and the hearer, and apologize. There are three strategies of off-record, namely ironic, overstatement, and rhetorical; question. The similarity between this thesis and this research focus on analyzing the politeness strategy related to the character of the movie. The differences between this thesis and this research can be seen in the thesis an analysis of positive politeness strategy in a movie, and about the kinds of education value.

The second thesis entitled “*Education Values in the 3 Idiots Movie*” (*A Pragmatic Study*), composed by Saeful Anwar (SRN.11307041), English Education Department in State Institute of Islamic Studies Salatiga, 2012. Based on the result of the study, related to the kind of education value in analyzing the “*3 Idiots*” movie, it can be conclude that : Education value in “*3 Idiots*” movie are: Love and affection, Respectful, Loyal and trustworthy, Bravely, Reliability of self, Kind and friendly, Sensitive and not selfish, Honesty, Leadership and Sacrifice. In this research also give the implication in this movie relation to Education are: Parents should understand the desire and the ability of their children so that, they do not take wrong steps in educating. Parents should always teach honesty to their children. The similarity between this thesis and this research focus on analyzing the kinds of education values related to the character of the movie. The differences between this thesis and this research can be seen in the thesis an analysis of positive politeness strategy in a movie, and about the kinds of education value.

The researcher also conducted this research based on the previous study from two journals. The first journal entitled “*Politeness Strategy Used By L2 Turkish Speakers in Making Request*”, composed by Yabancı Dil Olarak Turkece Konusucularinin Rica and Yapilarinda Kullandigi Nezaket Stratejileri. The aim of this research is to show the different structures and principles utilized in making requests used by foreigners speaking Turkish as a foreign language (L2) to see if their linguistic competence is parallel to their sociolinguistic

competence. The data from advanced learners of Turkish is analyzed to investigate whether pragmatic competence follows grammatical competence. Based on the result of the study, related to the kind of politeness, it can be concluded that : the data that the concern to avoid imposition (Kim,1994) and the negative face of the hearer (Brown& Levinson,1987) is ranked highest in making requests. This was valid for both L1 and L2 speakers. This is why L1 speakers chose to use of optatives (*fotokopi alalım*) ‘let’s take a photocopy’) instead of imperatives. Negative questions (*oturamaz mıydınız?* ‘won’t you sit?’) were also much more common in L1 data. The similarity between this thesis and this research focus on analyzing the politeness strategy related to the character of the movie. The differences between this thesis and this research can be seen in the thesis an analysis of positive politeness strategy in a movie, and about the kinds of education value in the movie.

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

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

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Type of Research

The researcher used descriptive qualitative design in conducting the research. Qualitative Research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible (Merriam, 1998: 5). While descriptive research is research that attempted to tell the current problem solving based on the data so that present data analyzing and interpreting the data (Cholid, 2005 in Darmawan, 2013:38).

The researcher used the descriptive method because the objective of the research was to describe and identify the existence of linguistic elements within the dialogs in film entitled *The Jarkoni* and without counting them the statistically. In this research, descriptive method was used in gathering the data. While qualitative approach was used for identifying the positive politeness strategies, education values, and the implications of the movie toward the education.

#### B. The Data and Source of Data

Based on Sangadji and Sopiah (2010: 169), data source in research is the subject of the origin of the data can be obtained. Data themselves may appear in

the form of opinion or judgment so that is not a number, but in the form of words or phrases (2010: 191). Those are:

#### 1. The Data

The data is taken from the utterances, dialogues, monolog, way of thinking and events that contain in the film entitled *The Jarkoni*. Data in this research contain the positive politeness strategy expression spoken by the characters in the film entitled *The Jarkoni*.

#### 2. The Source of Data

It is a source of data related to the object of the research. In conducting this research, the researcher employs the film entitled *The Jarkoni* directed by Ahmad Falih and the transcript of the film to support as the source of the data. The film is chosen since the character employs many kinds of positive politeness strategy. Besides, the character represents the people in real life, the social and situational contexts are like in the characters in the real world.

### **C. The Instrument of the Research**

In a qualitative research, the researcher is the primary instrument for data collection and analysis (Merriam, 1998: 7). The main instrument of this research is the researcher herself, since the researcher as the planner, data collector and she should report the result of the analysis. The researcher's ability about pragmatics becomes the most important tools in this research that help the researcher in analyzing the data.

#### **D. The Technique of Collecting Data**

The technique that would be used in this research was study document. Study document is a term broadly to refer to printed and other materials relevant to a study, including public records, personal documents, and physical artifacts (Merriam, 1998: 70).

The data in this research are collected from the film entitled *The Jarkoni* that is directed by Ahmad Falih. The techniques of collecting data in this research need several steps. Firstly, the researcher watches and replays the film entitled *The Jarkoni* several times in order to understand the whole of the story by using a computer set. Secondly, the researcher finds the transcript of the film entitled *The Jarkoni* from Ahmad Falih as the director of the film. Thirdly, the researcher compares the transcript of the film and the original film of *The Jarkoni*. Fourthly, the researcher determines the parts of the dialogues that contain the certain forms of positive politeness strategies with the factors influence of the use positive politeness strategies employed the characters, education value and the implications of the movie toward the education. Fifthly, the researcher identifies and classifies the data by giving code on each data based on the theories of positive politeness strategies and theories of education values.

After the researcher did several steps in collecting the data, the researcher gives some codes of each datum in order to be easy to analyzing the data. The data coding is as follows:

1. The number of each datum.

2. The title of film *The Jarkoni* is abbreviated into (TJ).
3. The form of Positive Politeness Strategy is abbreviated into (2). It is done by the researcher because positive politeness occupied in number two on the kinds of politeness.
4. The types of Positive Politeness Strategy. The form of positive politeness strategies employed by the character as follows:
  - a. Notice the hearer regard to his interest, wants, needs, and goods are abbreviated into (2A). It is done by the researcher because notice the hearer regard to his interest, wants, needs, and goods occupied in number one on kinds of positive politeness strategy.
  - b. Exaggerate interest, approval and sympathy with the hearer is abbreviated into (2B). It is done by the researcher because exaggerate interest, approval and sympathy with the hearer occupied in number two on kinds of positive politeness strategy.
  - c. Intensify interest to the hearer is abbreviated into (2C). It is done by the researcher because intensify interest to the hearer occupied in number three on kinds of positive politeness strategy.
  - d. Use in-group identity marker is abbreviated into (2D). It is done by the researcher because use in-group identity marker occupied in number four on kinds of positive politeness strategy.
  - e. Seek agreement is abbreviated into (2E). It is done by the researcher because seek agreement occupied in number five on kinds of positive politeness strategy.

- f. Avoid disagreement is abbreviated into (2F). It is done by the researcher because avoid disagreement occupied in number six on kinds of positive politeness strategy.
- g. Assert or presuppose common ground with the hearer is abbreviated into (2G). It is done by the researcher because assert or presuppose common ground with the hearer occupied in number seven on kinds of positive politeness strategy.
- h. Joke is abbreviated into (2H). It is done by the researcher because joke occupied in number eight on kinds of positive politeness strategy.
- i. Showing understanding and attention to the desires of the hearer is abbreviated into (2I). It is done by the researcher because showing understanding and attention to the desires of the hearer occupied in number nine on kinds of positive politeness strategy.
- j. Offer or promise to the hearer is abbreviated into (2J). It is done by the researcher because offer or promise to the hearer occupied in number ten on kinds of positive politeness strategy.
- k. Be optimistic is abbreviated into (2K). It is done by the researcher because be optimistic occupied in number eleven on kinds of positive politeness strategy.
- l. Including the hearer in the activity is abbreviated into (2L). It is done by the researcher because including the hearer in the activity occupied in number twelve on kinds of positive politeness strategy.

- m. Give or ask for a reason is abbreviated into (2M). It is done by the researcher because give or ask for a reason occupied in number thirteen on kinds of positive politeness strategy.
  - n. Assume or assert reciprocity is abbreviated into (2N). It is done by the researcher because assume or assert reciprocity occupied in number fourteen on kinds of positive politeness strategy.
  - o. Give gifts to the hearer is abbreviated into (2O). It is done by the researcher because give gifts to the hearer occupied in number fifteen on kinds of positive politeness strategy.
5. The form of Education Value is abbreviated into (EV).
6. The types of Education Value. The form of education value employed by the character as follows:
- a. Religious is abbreviated into (EVR).
  - b. Honest is abbreviated into (EVH).
  - c. Tolerance is abbreviated into (EVT).
  - d. Discipline is abbreviated into (EVDS).
  - e. Work Hard is abbreviated into (EVWH).
  - f. Creative is abbreviated into (EVC).
  - g. Independent is abbreviated into (EVI).
  - h. Democratic is abbreviated into (EVDM).
  - i. Curiosity is abbreviated into (EVCS).
  - j. National Spirit is abbreviated into (EVNS).
  - k. Love of Country is abbreviated into (EVLC).

- l. Rewarding Achievement is abbreviated into (EVRA).
- m. Communicative/Friendship is abbreviated into (EVCF).
- n. Love Peace is abbreviated into (EVLPE).
- o. Joy of Reading is abbreviated into (EVJR).
- p. Environmental Care is abbreviated into (EVEC).
- q. Social Care is abbreviated into (EVSC).
- r. Responsibility is abbreviated into (EVRS).

To assemble and to desire the data, the researcher provides it as follows:

**Table 01. The Description of the Numbering of Data**

No.	Timeline	Quotation	Classification
01	00:48:32- 00:49:13	<p><i>Headmaster</i> : So, who have any suggestion?</p> <p><i>Jarkoni</i> : I'm sir. Just now, I'm trying to select some of students to join the education competition in this city. That will be held in the next month.</p> <p><i>Headmaster</i> : What kind of the competitions?</p> <p><i>Jarkoni</i> : The competition is education held by ministry, sir. There are many kinds of competitions</p>	2J

		<p><i>like five skills in English language, public speaking and the other science.</i></p> <p><i>Mr. Bambang : Competition? Is there anyone of our student who are incredible?</i></p> <p><i>Jarkoni : I will drill them sir. I propose Sardi and Ninuk to join Public Speaking Contest.</i></p>	
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**Notes:**

No. : The number of the data.

Timeline : The timeline where the data was taken.

Classification : The categorization of the data.

Type of positive politeness: the type of politeness employed by the character; 2J: Offer or promise to the hearer.

Quotation : The dialogue taken from the main data.

**E. The Technique of Analyzing -Data**

According to Miles and Huberman (2014:16), the method of data analysis called interactive model which is includes four streams of analysis activities in cyclical and interactive process. In this research the researcher used several techniques to analyze the data. There were 4 techniques used by the researcher to

analyze the data in this research, they are data collection, data reduction, data display, conclusion drawing and verification.

### 1. Data Collection

As mentioned above, the activity of data collection and the activity of data analysis is a cyclical and interactive process. Thus, during the data collection the researcher circulates among these four steps continually in order to grasp all of the information needed in the next steps of data analysis. In other words, it is the stage where the researcher tries to find out the ‘unripe’ data that would reduce, displayed, and concluded. In this research, the researcher collected the data of positive politeness strategies with the factors influence the use of positive politeness strategies used by the main character, the education value in the film *The Jarkoni*, and the implications of the movie toward the education. In this process, the researcher collected the data by observing the utterances in the dialog spoken by the main character in the film *The Jarkoni*. The researcher also takes the script of film to collect the data by comparing the dialogs between the script and the film.

### 2. Data Reduction

According to Miles and Huberman (1992: 12), “data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions”. They further point out that the data reduction or data condensation process is varied in several ways, such as selection, summary or paraphrase being subsume in larger pattern. After collecting the data of the positive politeness strategies,

the factors influence the use of positive politeness strategies, the education value and the implications of the movie toward the education. The researcher continued the research by selecting and simplifying the data so that there is no unimportant locution included in the data.

### 3. Data Display

The next step of data analysis is data display. After collected and reduced the data, the researcher displays the amassed data in organized and compressed information that will leads to conclusion. The form of qualitative data display include types of data display is to perform accessible, compact, and organized information of the data. The researcher classified and displayed the data about positive politeness strategies with the factors influence the use of positive politeness strategies used by the main character based on Brown and Levinson's theory, the education value in the film *The Jarkoni* based on National Education Ministry's theory, and the implications of the movie toward the education.

### 4. Conclusion drawing and verification

After the data displayed in the table, then the researcher would able to interpret it and reaches conclusion and verifications. Derived from the data display in the tables, the next step conducted by the researcher is describing and interpreting the data about positive politeness strategies with the factors influence the use of positive politeness strategies used by the main character, the education values in the film *The Jarkoni*, and the implications of the movie toward the education. So that, the conclusions and verifications of the

positive politeness, education values and the implications of the movie used by the main character can be drawn. The researcher tries to describe the data by explain and interpret it in specific description about the utterance of the main character used in the film *The Jarkoni*. The conclusions, then, were verified by revisiting the data as many times as necessary. Verification was also enhanced by conducting peer checking and consultation with the supervisors.

#### **F. The Trustworthiness**

A qualitative research needs the trustworthiness of the data. Ensuring validity and reliability in qualitative research involves conducting the investigation in an ethical manner (Merriam, 1998: 198). To get the validity of the data, the researcher uses a triangulation technique to reach credibility of the data. According to Denzin (1970 in Merriam, 1998: 204), triangulation is one of strategies to enhance internal validity using multiple investigators, multiple source of data, or multiple methods to confirm the emerging findings. Based on the explanation, the researcher uses the data triangulation that is observing the movie to understand the whole story and the context of the dialogue. Then, the researcher crosses check the dialogue to the script and analyzes the data several times to achieve the validity. Moreover, this study compares the problems of the study related to the theories about positive politeness strategies of the main character as stated in chapter II in order to get more valid analysis. The last, the researcher also needs to another perspective that is given by the expert of

pragmatic study. The expert is pragmatic lecturer in IAIN Surakarta, Mr. Arkin Haris, M.Hum.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

In this sub-chapter the researcher presented the research finding that have been collected from watching film entitled *The Jarkoni*. Based on the formulation of the problem, the aims of this study are to show the kinds of positive politeness strategies and the factors influence the main character to employ those strategies in the film entitled *The Jarkoni*. The researcher also analyzes the research about the education value of this film.

The researcher employs Brown and Levinson's politeness strategy to describe the kinds of positive politeness strategies. It is used to describe how the character in the film entitled *The Jarkoni* deliver those strategies to minimize or redress the FTAs. Then, in order to describe the factors influence the main character to deliver each of positive politeness strategy, the researcher analyzes it by considering factors that influence the use of positive politeness strategy based on Brown and Levinson. The researcher also uses National Education Ministry' theory of education value in conducting this research to describe the kinds of education values.

Context is a very important matter in determining the appropriate linguistic form. By understanding the context in which an utterance is uttered, the situations influencing the use of each strategy could be identified.

After the process of data reduction, the whole data of positive politeness strategy are found by the researcher in *The Jarkoni* film are 45 data. From the founding data, it can be concluded that the highest number of positive politeness strategy's usage that is used by *Jarkoni* as the main character is give or ask for a reason. There are two research findings in this research, they are:

### **1. Analyzing on the Positive Politeness Strategies and Factors Influence Used by the Main Character in *The Jarkoni* Film**

After classifying the data on Brown and Levinson's theory, the researcher found fifteen types of positive politeness strategies in the film. The researcher also found the factors influence the use of those strategies in the film. The following are the table data analysis and data analysis of each type of positive politeness strategies and factor influence the use of those strategies used by character *Jarkoni* in *The Jarkoni* movie.

**Table 02. The Positive Politeness Strategies Found in *The Jarkoni***

<b>No</b>	<b>Type of positive politeness strategy</b>	<b>Numbers of data</b>
1.	Notice the hearer regard to his interest, wants, needs and goods.	2
2.	Exaggerate interest, approval and sympathy with the hearer.	1
3.	Intensify interest to the hearer.	1
4.	Use in-group identity markers.	6

5.	Seek agreement.	4
6.	Avoid disagreement.	3
7.	Assert or presuppose common ground with the hearer.	2
8.	Joke.	1
9.	Showing understanding and attention to the desires of the hearer.	1
10.	Offer or promise to the hearer.	7
11.	Be optimistic.	1
12.	Including the hearer in the activity.	2
13.	Give or ask for a reason.	8
14.	Assume or assert reciprocity.	3
15.	Give gifts to the hearer (goods, sympathy, understanding, cooperation).	3
	<b>Total</b>	<b>45</b>

Based on the table above, the strategy of notice the hearer regard (interest, wants, needs, and goods) is found amount 2 data for all strategies. The strategy of exaggerate interest, approval and sympathy with the hearer appear 1 data. The strategy of intensify interest to the hearer is found 1 data. The strategy of use in-group identity markers often appear. There are 6 data for all strategies. The strategy of seek agreement is found amount 4 data. The strategy of avoid disagreement is found amount 3 data. The strategy of assert or presuppose common ground with the hearer is found amount 2 data. The strategy of joke is found amount 1 data. The strategy of showing

understanding and attention to the desires of the hearer is found amount 1 data. The strategy of offer or promise to the hearer also often appear. There are 7 data that found in offer or promise strategy. The strategy of Be optimistic is found amount 1 data. The strategy of Including the hearer in the activity is found amount 2 data. The strategy of give or ask for a reason appear very often. There are 8 data which will be analyzed. The strategy of assume or assert reciprocity is found amount 3 data. The strategy of Give gifts to the hearer (goods, sympathy, understanding, cooperation) is found amount 3 data for all strategies. From description above, the data total which is analyzed is 45 data.

**Table 03. Types of Positive Politeness Strategies and Factors Influence**

**The Use of Positive Politeness Used by the Character *Jarkoni*.**

Number of Data	Place	Classification		Addresser	Addressee
		The Types of Positive Politeness	The Factor Influence		
01/TJ/2D/ 00:04:04- 00:04:14	Garage	Use in-group identity markers.	Size of Imposition	Jarkoni	<i>Mechanic</i>
02/TJ/2M/ 00:04:04- 00:04:48	Garage	Give or ask for a reason.	Relative Power	Jarkoni	<i>Mechanic</i>
03/TJ/2D/ 00:05:54- 00:05:57	Batavia Senior High School gate	Use in-group identity markers.	Relative Power	Jarkoni	<i>Headmaster</i>
04/TJ/2D/ 00:08:08- 00:08:36	Canteen	Use in-group identity markers.	Social Distance	Jarkoni	<i>Waiter</i>

05/TJ/2F/ 00:09:26- 00:09:29	Canteen	Avoid disagreement.	Relative Power	Jarkoni	<i>Waiter</i>
06/TJ/2B/ 00:09:29- 00:09:32	Canteen	Exaggerate interest, approval and sympathy with the hearer.	Relative Power	Jarkoni	<i>Headmaster</i>
07/TJ/2D/ 00:11:42- 00:11:45	Teacher Office	Use in-group identity markers.	Social Distance	Jarkoni	<i>Mrs. Endang</i>
08/TJ/2L/ 00:16:16- 00:15:57	Classroom	Including the hearer in the activity.	Social Distance	Jarkoni	<i>Students</i>
09/TJ/2D/ 00:21:28- 00:21:55	Teacher Office	Use in-group identity markers.	Relative Power	Jarkoni	<i>Headmaster</i>
10/TJ/2F/ 00:21:28- 00:21:55	Teacher Office	Avoid disagreement.	Relative Power	Jarkoni	<i>Headmaster</i>
11/TJ/2H/ 00:24:31- 00:25:30	Highway	Joke.	Relative Power	Jarkoni	<i>Taxibike girl</i>
12/TJ/2E/ 00:30:04- 00:30:09	Teacher Office	Seek agreement.	Relative Power	Jarkoni	<i>Headmaster</i>
13/TJ/2J/ 00:30:19- 00:31:22	Teacher Office	Offer or promise to the hearer.	Relative Power	Jarkoni	<i>Headmaster</i>
14/TJ/2J/ 00:32:44- 00:33:10	Classroom	Offer or promise to the hearer.	Relative Power	Jarkoni	<i>Students</i>
15/TJ/2A/ 00:35:46- 00:35:52	School parking area	Notice the hearer regard to his interest, wants, needs, and goods.	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
16/TJ/2I/ 00:35:52- 00:35:52	School parking area	Showing understanding and	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>

		attention to the desires of the hearer.			
17/TJ/2M/ 00:35:58- 00:36:25	School parking area	Give or ask for a reason.	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
18/TJ/2F/ 00:37:02- 00:37:14	School parking area	Avoid disagreement.	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
19/TJ/2G/ 00:37:02- 00:37:02	School parking area	Assert or presuppose common ground with the hearer.	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
20/TJ/2O/ 00:38:25- 00:38:39	School parking area	Give gifts to the hearer (goods, sympathy, understanding, cooperation).	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
21/TJ/2N/ 00:38:49- 00:38:58	Chief Village's house	Assume or assert reciprocity.	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
22/TJ/2J/ 00:48:32- 00:49:13	Teacher Office	Offer or promise to the hearer.	Relative Power	Jarkoni	<i>Mr. Bambang</i>
23/TJ/2J/ 00:49:14- 00:49:39	Teacher Office	Offer or promise to the hearer.	Relative Power	Jarkoni	<i>Headmaster</i>
24/TJ/2K/ 00:49:40- 00:49:48	Teacher Office	Be optimistic.	Relative Power	Jarkoni	<i>Mr. Bambang</i>
25/TJ/2M/ 00:56:06- 00:56:57	Classroom	Give or ask for a reason.	Relative Power	Jarkoni	<i>Students</i>
26/TJ/2G/ 00:58:00- 00:58:17	Chief of Village's house	Assert or presuppose common ground with the hearer.	Relative Power	Jarkoni	<i>Chief of Village</i>

27/TJ/2O/ 01:04:12- 01:04: 38	<i>Sardi's</i> Houose	Give gifts to the hearer (goods, sympathy, understanding, cooperation).	Social Distance	Jarkoni	<i>Sardi's Mom</i>
28/TJ/2C/ 01:04:15- 01:04: 38	<i>Sardi's</i> Houose	Intensify interest to the hearer.	Social Distance	Jarkoni	<i>Sardi</i>
29/TJ/2O/ 01:04:57- 01: 05: 22	<i>Sardi's</i> Houose	Give gifts to the hearer (goods, sympathy, understanding, cooperation).	Social Distance	Jarkoni	<i>Sardi</i>
30/TJ/2N/ 01:06:00- 01:06:11	Teacher Office	Assume or assert reciprocity.	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
31/TJ/2E/ 01:06:16- 01:06:27	Teacher Office	Seek agreement.	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
32/TJ/2M/ 01:09:38- 01:09:49	Teacher Office	Give or ask for a reason.	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
33/TJ/2M/ 01:09:50- 01:10:08	Teacher Office	Give or ask for a reason.	Social Distance	Jarkoni	<i>Mrs. Aisyah</i>
34/TJ/2J/ 01:12:19- 01:12:58	Teacher Office	Offer or promise to the hearer.	Relative Power	Jarkoni	<i>Headmaster</i>
35/TJ/2L/ 01:19:25- 01:20:05	At Public Speaking Competition	Including the hearer in the activity.	Social Distance	Jarkoni	<i>Sardi</i>
36/TJ/2M/ 01:21:20- 01:21:34	Teacher Office	Give or ask for a reason.	Relative Power	Jarkoni	<i>Headmaster</i>
37/TJ/2D/ 01:24:20- 01:24:38	Teacher Office	Use in-group identity markers.	Relative Power	Jarkoni	<i>Headmaster</i>
38/TJ/2N/ 01:24:30-	Teacher Office	Assume or assert	Relative Power	Jarkoni	

01:24:37		reciprocity.			
39/TJ/2A/ 01:24:30- 01:24:40	Teacher Office	Notice the hearer regard to his interest, wants, needs, and goods.	Relative Power	Jarkoni	<i>Headmaster</i>
40/TJ/2M/ 01:24:40- 01:25:12	Teacher Office	Give or ask for a reason.	Relative Power	Jarkoni	<i>Headmaster</i>
41/TJ/2J/ 01:24:40- 01:25:12	Teacher Office	Offer or promise to the hearer.	Relative Power	Jarkoni	<i>Headmaster</i>
42/TJ/2M/ 01:25:12- 01:25:53	Teacher Office	Give or ask for a reason.	Relative Power	Jarkoni	<i>Headmaster</i>
43/TJ/2E/ 01:26:25 - 01:26:40	<i>Jarkoni's</i> House	Seek agreement.	Relative Power	Jarkoni	God
44/TJ/2E/ 01:30:55- 01:31:25	Teacher Office	Seek agreement.	Relative Power	Jarkoni	<i>Chief of Village</i>
45/TJ/2J/ 01:31:37- 01:31:55	Teacher Office	Offer or promise to the hearer.	Relative Power	Jarkoni	<i>Headmaster and Teachers</i>

From the table above, the strategy of notice the hearer regard (interest, wants, needs, and goods) is influenced by using factor social distance and relative power. This strategy was happen in Batavia Senior High School and in the school parking lot. The strategy of exaggerate interest, approval and sympathy with the hearer is influenced by using factor relative power. This strategy was happen in the canteen of Batavia Senior High School. The table shows that Jarkoni as addresser uses positive politeness strategy that address to the headmaster. This strategy is used by Jarkoni to respected the headmaster. The strategy of intensify interest to the hearer is influenced by

using factor social distance. The table shows that Jarkoni as addresser uses positive politeness strategy that address to Sardi. This strategy was happen in Sardi's house. It indicates that positive politeness strategy is not only used for someone who has rank higher, but this strategy can be used to all people.

The strategy of use in-group identity markers often appear. There are six data that used by Jarkoni as addresser. The strategies are influenced by using factor social distance, size of imposition and relative power. It indicates that Jarkoni often uses this strategy to address people. The strategy of seek agreement is influenced by using factor relative power and social distance. The table shows that this strategy was happen in teacher's office and in Jarkoni's house. The strategy of avoid disagreement is influenced by using factor relative power and social distance. This strategy was happen in the canteen, teacher's office and in the school parking area.

The strategy of assert or presuppose common ground with the hearer is influenced by using factor social distance and relative power. This strategy was happen in the chief of village's house and in the teacher's office. The strategy of joke is influenced by using factor relative power. This strategy was happen on the highway. The table shows that Jarkoni as addresser uses positive politeness strategy that address to the taxi bike girl. It indicates that positive politeness strategy can address to everyone, include people which just known. The strategy of showing understanding and attention to the desires of the hearer is influenced by using factor social distance. This strategy was happen in school parking area.

The strategy of offer or promise to the hearer also often appear. The strategies are influenced by using factor relative power and social distance. This strategy was happen in teacher office and in the classroom. The strategy of be optimistic is influenced by using factor relative power. This strategy was happen in teacher office. The table shows that Jarkoni as addresser uses positive politeness strategy that address to Mr. Bambang.

The strategy of Including the hearer in the activity is influenced by using factor social distance. This strategy was happen in at public speaking competition and in the classroom.

The strategy of give or ask for a reason appear very often. The strategies are influenced by using factor relative power and social distance. This strategy was happen in the garage, in school parking area, in the classroom and in the teacher office. The strategy of assume or assert reciprocity is influenced by using factor relative power and social distance. This strategy was happen in chief village's house and in the teacher office. The last types of the positive politeness strategy is give gifts to the hearer. The strategy of give gifts to the hearer (goods, sympathy, understanding, cooperation) is influenced by using factor social distance. This strategy was happen in school parking area and in Sardi's House.

As the tables above, the researcher describes table data analysis of types of positive politeness strategy and the factor of the use positive politeness strategy used by the character *Jarkoni* in the movie *The Jarkoni*. The following is data analysis of each type of positive politeness strategies and

factor the use of positive politeness used by character Jarkoni in *The Jarkoni* movie.

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

One of the strategies in positive politeness is notice the hearer. The speaker usually desires to appear an interest with the hearer so he can make the hearer comfortable. According to Brown and Levinson (1987 in Djatmika, 2016: 80), when the language of a person was always care, attention and always understand what we enjoy, or we want, or what we need, so that person became one of polite behavior languages. This strategy is used in a solidarity atmosphere. It can also be used between people who do not know well but they want to create close interaction in order to make a good relationship. By employing cooperative assumption, they want to show their kind heart. There are two data that are found. They are data 15/TJ/2A/00:35:46-00:35:52 and 39/TJ/2A/01:24:30- 01:24:40.

**1) Datum 15/TJ/2A/00:35:46-00:35:52**

*Jarkoni* : *Mrs. Aisyah?*  
*Mrs. Aisyah* : *Yes.*  
*Jarkoni* : ***You want to go home miss?***  
*Mrs. Aisyah* : *Yes sir.*

**Relevance to context situation**

The conversation takes place in the school parking lot. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. After all the students and teachers learn all day at school, time to come home has

arrived. When Mrs. Aisyah wants to go home, Jarkoni followed her and asked her. Jarkoni uses positive politeness with give attention to Mrs. Aisyah by saying “*You want to go home miss?*”

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2A, namely notice the hearer regard to his interest, wants, needs, and goods. His utterance shows that he cares to Mrs. Aisyah. Jarkoni knows that Mrs. Aisyah want to go home immediately. Jarkoni knows with Mrs. Aisyah’s wants so that Jarkoni asked to Mrs. Aisyah. The word “*You want to go home miss*” which is used to address Mrs. Aisyah indicates that Jarkoni implicitly claims the common ground with Mrs. Aisyah. It is used to claim the group solidarity. Thus, Jarkoni has saved Mrs. Aisyah’s positive face to be respected.

Jarkoni employs this strategy because he is influenced by certain factor. The factor circumstances that include is social distance. They have same statuses as a teacher in the school. Jarkoni and Mrs. Aisyah are colleagues in the office. In this case, Jarkoni cares to Mrs. Aisyah because he wants to be her friend. He considers himself to be of same kind that he likes Mrs. Aisyah and wants to fulfill Mrs. Aisyah’s wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates Mrs. Aisyah. Social distance between the

participants shows that their relationship is not close enough since Jarkoni is still new teacher in this school. It makes their social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2A, notice the hearer regard to his interest, wants, needs, and goods. The factor of the use of this strategy is social distance. In this case, Jarkoni cares and gives attention to Mrs. Aisyah. Thus, the hearer's positive wants have been fulfilled and satisfied.

## 2) **Datum 39/TJ/2A/01:24:30- 01:24:40**

*Jarkoni* : *Hi mom.*  
*Headmaster1* : *Mr. Jarkoni long time no see. How's your life?*  
*Jarkoni* : *I'm fine. How about you?*  
*Headmaster1* : *I'm fine.*  
*Jarkoni* : *Ya come on, sit down. (Invite)*

### **Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of Batavia Senior High School. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. Jarkoni is visited by a guest that is the headmaster when at Batavia Senior High School. Her arrival was warmly welcomed by Jarkoni. Jarkoni asked about the condition of the Headmaster. Jarkoni

was seen giving attention on the headmaster to invite her to sit by using “*Ya come on, sit down*”.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2A, namely notice the hearer regard to his interest, wants, needs, and goods. His utterance shows that he cares to the headmaster. Jarkoni knows that the arrival of the headmaster to meet Jarkoni. Jarkoni knows with the headmaster’s wants so that Jarkoni invite her to sit. The word “*Ya come on, sit down*” which is used to address the headmaster indicates that Jarkoni implicitly claims the common ground with the headmaster. It is used to claim the group solidarity. Thus, Jarkoni has saved the headmaster’s positive face to be respected.

Jarkoni employs this strategy because he is influenced by certain factor. The factor circumstances that include is relative power. The relative power between the participants shows that they have different statuses. Jarkoni is a new teacher who had been transferred from another school. While the headmaster is superior of Jarkoni who the most powerful at the school that ever Jarkoni lived. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster satisfies with Jarkoni's attention. In this case, Jarkoni cares to the headmaster because he wants to allow her to sit. He considers himself to be of same kind that he likes the headmaster and wants to fulfill the

headmaster's wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates the headmaster.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2A, notice the hearer regard to his interest, wants, needs, and goods. The factor of the use of this strategy is relative power. In this case, Jarkoni cares and gives attention to the headmaster. Thus, the hearer's positive wants have been fulfilled and satisfied.

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

According to Brown and Levinson (1987 in Djatmika, 2016: 81), approval or recognition of any person's positive side is the main strategy in the face of positive politeness. Everyone will have advantages and benefits compared to others. These qualities are becoming the reputation or image of the person concerned. People who came to the reputation or image of the other person in the interaction involving them would be considered as being polite. Instead, people to be indifferent to this reputation would be considered as being less polite. Excess or advantage that could relate to anything that is owned by someone, physical appearance, intelligence, wealth, expertise, skills, and so on. In everyday interaction types of speech that are often used for this strategy is to pay tribute to something that is owned by the other person. There are one data that are found. They are data 06/TJ/2B/00:09:29- 00:09:32.

**1) Datum 06/TJ/2B/00:09:29- 00:09:32**

*Headmaster1 : Is it delicious?*  
*Jarkoni : Yes (nod).*  
*Headmaster1 : Good morning Mr. Jarkoni.*  
*Jarkoni : Good morning madam.*  
*Headmaster1 : What are you doing? Come to your class right now.*  
*Jarkoni : Ok miss.*

**Relevance to context situation**

The conversation takes place at the canteen of the school. The participants are Jarkoni and the headmaster of Batavia senior high school. Jarkoni is the addresser and the headmaster is the addressee. The situation is informal. Jarkoni still enjoy the foods that have been ordered by the waiter. He often comes to the canteen and eats certain foods just to eliminate hunger. Suddenly, the headmaster asks to him about the taste of the food. Jarkoni did not realize someone who asking the question is the headmaster. Jarkoni answer the question that the food was delicious by saying “Yes”. Jarkoni answer the headmaster’s question with using nod. Eventhough, Jarkoni was so surprised that someone who asking the question is the headmaster.

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2B, namely exaggerate interest, approval and sympathy with the hearer. Jarkoni did not realize that he approve the taste of the food is delicious. The word “yes” with nod indicates that the

food was delicious. Jarkoni did not realize someone who asking the question is the headmaster. Jarkoni was so surprised when he saw the headmaster. The headmaster immediately ordered Jarkoni to come back into the classroom accordance with his class. The word 'yes' indicates the exaggeration. It shows that Jarkoni saves the headmaster's positive face unconsciously. It can minimize her threat because actually he does not know that the recognition thrown to the headmaster.

Jarkoni employs this strategy because he is influenced by certain factors. The factor of the use of this strategy is relative power. Jarkoni wants to satisfy the headmaster that asks him about the taste of the food. He wants to minimize the FTA by assuring the headmaster that the taste of the food is really delicious. He considers himself to be of the same kind that he likes her and wants to fulfill her wants. Concerns with relative power, it shows that they have different statuses. Jarkoni is the employee does not want to hurt the headmaster. It supports Jarkoni to employ the positive politeness so that the Jarkoni's answer will not be disappointed to the headmaster.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness strategy namely strategy 2B, exaggerate interest, approval and sympathy with the hearer. The factor of the use of this strategy is relative power. In this case Jarkoni wants to save the headmaster's positive face to be appreciated. Thus, the headmaster's positive wants has been fulfilled and satisfied.

**c. Intensify interest to the hearer.**

One of the strategies in positive politeness is intensify interest to the hearer. According to Brown and Levinson (1987 in Djatmika, 2016: 84), the recognition of the qualities owned by the other person can also be improved or intensified. So this strategy will make our hearer become more happy and make our language behavior becomes more polite. But interest in the quality of other people's intensely risky to pass through the portion should be. For example, the recognition of the advantages of other persons in the form of praise, if too intensive would be very risky to make people praise has licked impression. There is one data that is found. They are data 28/TJ/2C/01:04:15- 01:04: 38.

**1) Datum 28/TJ/2C/01:04:15- 01:04: 38**

- Jarkoni* : *You might become a mechanic. But don't miss use your hobby for something wrong. You are student too, so focus on your study first.*
- Mrs. Aisyah* : *What Mr. Jarkoni's word is right. You should focus to finish your study. your hobby can be another extra skill.*

**Relevance to context situation**

The conversation takes place in Sardi's house. The participants are Jarkoni, Sardi and Mrs. Aisyah. Jarkoni is the addresser and Sardi is the addressee. The situation is informal. Sardi is one of Jarkoni's students that is often race with his bike. This is the first time Sardi got an accident. Sardi accident rammed Jarkoni on the highway. Jarkoni knows about Sardi's hobby that is motor racing. However Jarkoni have

been advised Sardi in order not motor racing. Then Jarkoni gave advice to Sardi, he expected that Sardi can be more assertive in delivering his hobby in the field of automotive. Jarkoni wants his students can focus on his education. When Jarkoni gave an advice to Sardi, Jarkoi tries to use positive politeness with intensify interest to the hearer by saying “*You might become a mechanic*”.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2C, namely intensify interest to the hearer. His utterance shows that he cares to Sardi. Jarkoni advised his students so that he knew his mistake consciously. Jarkoni knows about Sardi's hobby is motorcycle racing and Jarkoni have been advised not to race. When Sardi got an accident, Jarkoni gave advice Sardi to become a good student by saying “*You might become a mechanic*”. It indicates that Jarkoni recognize the qualities of Sardi. Recognition of Jarkoni was done to fulfill the Sardi's wants that could be a professional mechanic. According to positive politeness theory, both speaker and hearer belong to some set persons who share specific wants. It can be occur because everyone wants recognition, if necessary will be done intensively within the limits of the portion of the right to make them look sincere, and not exaggerated in giving recognition to others.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. Social

distance between the participants shows that their relationship is close enough since Jarkoni was Sardi's teacher. Although they have different statuses, but Jarkoni is closest teacher to Sardi. Jarkoni uses recognition to Sardi because he tries to be polite and appreciated Sardi. He can minimize the FTA with recognize the qualities of Sardi that he could be a mechanic. He considers himself to be of same kind that he likes Sardi and wants to fulfill Sardi's wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates Sardi. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2C, intensify interest to the hearer. The factor of the use of this strategy is social distance. In this case, Jarkoni recognize the qualities of Sardi which can be a mechanic, because his hobby in the field of automotive. It indicates that Jarkoni appreciated Sardi. Thus, the hearer's positive wants have been fulfilled and satisfied.

**d. Use in-group identity markers.**

According to Brown and Levinson (1987 in Djatmika, 2016: 85), people have positive face that is they want to consider as the same kind or the same member in a group. Thus, use in-group identity markers is one of strategy to employ positive politeness. If referring to the utterance 'the

same kind', in this strategy, the speaker pretends as if the hearer also has importance with the activity as the speaker. The way to use this strategy is asking the hearer use identity marker with the speaker without showing any imposition. Furthermore, it can be done by behaving as if the hearer wants the object requested well. This strategy emphasizes cooperative assumption for the hearer. By employing cooperative assumption, they want to show their kind heart. Furthermore, people want to stress mutual benefit. There are six data that are found. They are data 01/TJ/2D/00:04:04-00:04:14, 03/TJ/2D/00:05:54- 00:05:57, 04/TJ/2D/00:08:08- 00:08:36, 07/TJ/2D/00:11:42- 00:11:45, 09/TJ/2D/00:21:28- 00:21:55 and 37/TJ/2D/01:24:20- 01:24:38.

#### 1) Datum 01/TJ/2D/00:04:04-00:04:14

*Jarkoni* : **Hey bro**, there is something wrong with my ride  
*Mechanic* : What happen bro?  
*Jarkoni* : I don't know why. It's stuck suddenly on the way.  
*Mechanic* : Ok bro. I will check it for a while. It's already fix.  
 Sit down please

#### Relevance to context situation

The conversation takes place in the garage. The participants are Jarkoni and the mechanic. Jarkoni is the addresser and the mechanic is the addressee. The situation is informal. Jarkoni went to school where he worked. When Jarkoni on the way, suddenly Jarkoni's motorcycle has strike. Then Jarkoni looking for a garage to repair his motorcycle. This garage is the nearest garage where Jarkoni's motorcycle strike. In the

garage, there is a mechanic who was repairing motorcycles. Jarkoni asked the mechanic to fix his bike. Jarkoni tried to become closer with said to the mechanic “*Hey bro, there is something wrong with my ride*”.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2D, namely use in-group identity markers. His utterance shows that he cares to the mechanic. The word ‘bro’ which is used to address the mechanic indicates that Jarkoni implicitly claims the common ground with the mechanic. It is used to claim the group solidarity. Thus, Jarkoni has saved Mechanic’s positive face to be appreciated. Using address form could minimize it because shows solidarity.

Jarkoni employs this strategy because he is influenced by certain factors. The factor of the use of this strategy is size of imposition. They have different statuses as a customer and employee. Jarkoni is the customer of the garage which is want to repair his bike and the mechanic is the employee that work in that garage. So that, Jarkoni is polite to the mechanic. Concern with size of imposition between them, the address form used by Jarkoni can minimize his imposition to help repair the Jarkoni’s bike. The situation at the time shows that Jarkoni needs the mechanic’s help to fix his bike. It makes the size of imposition be small enough. In this case, Jarkoni asks his helps to repair his bike.

However, he uses the word 'bro' so that he can soft the FTA. He prefers to request rather than command the mechanic. It indicates that his status as a customer to be small and the mechanic will felt be appreciated by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2D, use in-group identity markers. The factor of the use of this strategy is size of imposition. In this case, Jarkoni wants to give sympathy and care to the mechanic. He wants to get closer by using group identity marker. He addresses the mechanic with 'bro'. Thus, the hearer's positive wants has been fulfilled and satisfied because he felt closer.

## 2) Datum 03/TJ/2D/00:05:54- 00:05:57

*Jarkoni* : *I am Sorry mom.*  
*Headmaster1* : *Hurry up, sir.*

### **Relevance to context situation**

The conversation takes place at the gate of Batavia Senior High School. The participants are Jarkoni and the headmaster of Batavia Senior High School. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. Jarkoni had just arrived at the gate of his school. Jarkoni was walking to the school gate, and Jarkoni see his headmaster in front of the gate. Actually the time school hours had passed, so Jarkoni late. The headmaster saw him and asked Jarkoni to be

even faster. The headmaster did this because she was familiar with the Jarkoni's arrival which often comes too late. Jarkoni felt guilty for his late and tried to save the headmaster's positive face by saying "*I am Sorry mom*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2D, namely use in-group identity markers. His utterance shows that he respects to the headmaster. The word 'mom' can be used as the positive politeness strategy. According to positive politeness, it is used to claim in-group membership with the hearer. The speaker can claim implicitly the common ground with the hearer. Thus, Jarkoni has saved headmaster's positive face to be respected. Using address form could minimize it because shows solidarity.

In this case, Jarkoni asked premission to his headmaster to enter the school by using the word 'mom'. It indicates that Jarkoni wants to soften his FTA when he asks apologize to his headmaster. It also indicates that Jarkoni considers the relative power between him and his headmaster to be small. The use of the address form indicates that Jarkoni have saved the headmaster's positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. Jarkoni addresses his headmaster 'mom' in order to save her positive face. Thus, he is not seen that he asks apologize to her. Concern with power status

between the participants, it shows that they have different status. Their status is headmaster and employee. Actually, headmaster has a power to give command to their employee. In this case, headmaster asks her employee to enter the school. Jarkoni as the employee asks apologize to the headmaster. However, he uses the word ‘mom’, so he can soft the FTA. It indicates that his status as an employee to be small and headmaster be respected by him.

From the explanations above, it can be concluded that Jarkoni applied positive politeness strategy, namely the strategy 2D, use in-group identity markers. The factor of the use of this strategy is relative power. In this case, Jarkoni wants to respect the headmaster. He wants to get closer by using group identity marker. He addresses the headmaster with ‘mom’. Thus, the hearer’s positive wants has been fulfilled and satisfied because he felt closer.

### 3) Datum 04/TJ/2D/00:08:08- 00:08:36

*Jarkoni : Madam*  
*Waiter : Yes, good morning Mr. Jakoni. What do you order?*  
*Jarkoni : One tea without sugar, please. Don't take too long ok?*  
*Waiter : Yes. This is Mr. Jarkoni (Deliver the Jarkoni's food)*  
*Jarkoni : Thank you Madam*  
*Waiter : Yes.*

#### **Relevance to context situation**

The conversation takes place in the canteen of the school. The participants are Jarkoni and the waiter of the canteen. Jarkoni is the

addresser and the waiter is the addressee. The situation is informal. Jarkoni had just arrived in the canteen. Jarkoni called the waiter to order a drink. He said that he wants the waiter make his drink with not take too long. The waiter immediately made Jarkoni's orders and deliver Jarkoni's orders at the table where he would eat. Jarkoni did not forget to thank the waiter for his services to make his food. Before he ordered the waiter to make his orders, he tried to be closer with her by saying "*madam*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2D, namely use in-group identity markers. His utterance shows that he cares to the waiter. Jarkoni wants to order a drink to the waiter in the canteen. Jarkoni asks the waiter to make his orders with not take too long. Jarkoni orders the waiter to make the food for himself by saying "*madam*". The word 'madam' can be used as the positive politeness strategy. It is used to claim the group solidarity. He uses the address form 'madam' to address the waiter. The use of the address form indicates that Jarkoni considers their distance to be great. Their statuses are seller and customer. Jarkoni as the customer can order the seller as he wants. However, he does not use his authority to do it. He chooses to order the waiter indirectly by addressing such as madam. Thus, jarkoni softens the imperative by indicating that it is not a power-backed command. It more indicates the claiming in-group solidarity.

Thus, Jarkoni has saved waiter's positive face to be appreciated. Using address form could minimize it because shows solidarity.

Jarkoni employs this strategy because he is influenced by certain factors. The factor of the use of this strategy is social distance. Jarkoni could minimize the threat by assuring the waiter that he considers himself to be the same kind. Thus, he can avoid tension that might happen between them. Jarkoni uses address form 'madam' in order to make their distance closer. So the waiter would do his order easily. Social distance between the participants shows that their relationship is close enough since the waiter sang for Jarkoni. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2D, use in-group identity markers. The factor of the use of this strategy is social distance. In this case, Jarkoni wants to appreciate the waiter. He wants to get closer by using group identity marker. He addresses the waiter with 'madam'. Thus, the hearer's positive wants has been fulfilled and satisfied because he felt closer.

#### 4) Datum 07/TJ/2D/00:11:42- 00:11:45

*Jarkoni* : *Come on miss (accost)*  
*Mrs.* : *Oh, so handsome*  
*Endang*

### **Relevance to context situation**

The conversation takes place in front of teacher office. The participants are Jarkoni, Mrs. Endang and Mrs. Siti. Jarkoni is the addresser, Mrs. Endang and Mrs. Siti are the addressee. The situation is informal. Mrs. Endang and Mrs. Siti were talking in front of teacher office. Suddenly, Jarkoni pass in front of them and greeted both of them by saying “*Come on miss*”. Jarkoni greeted them with a nod to them. Mrs. Endang appreciated and commend Jarkoni about his handsome face.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2D, namely use in-group identity markers. His utterance shows that he cares to the both of teacher. The word ‘miss’ which is used to address the both Mrs. Endang and Mrs. Siti. It indicates that Jarkoni implicitly claims the common ground with them. It is used to claim the group solidarity. Thus, Jarkoni has saved Mrs. Endang and Mrs. Siti’s positive face to be appreciated. Using address form could minimize it because shows solidarity.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. They have same statuses as teacher in Batavia Senior High School. Jarkoni is a handsome teacher which is wants to greet his friends who were talking in front of the teacher office. So that, Jarkoni is polite to the Mrs.

Endang and Mrs. Siti. The word ‘miss’ can be used as the positive politeness strategy. He uses the imperative in a polite way. He uses the address form ‘miss’ to address them. The use of the address form indicates that Jarkoni considers their distance to be closer. It more indicates the claiming in-group solidarity.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2D, use in-group identity markers. The factor of the use of this strategy is social distance. In this case, Jarkoni wants to give sympathy to the Mrs. Endang and Mrs. Siti. He wants to get closer by using group identity marker. He addresses them with ‘miss’. Thus, the hearer’s positive wants has been fulfilled and satisfied because he feels more intimate.

**5) Datum 09/TJ/2D/00:21:28- 00:21:55**

*Headmaster1 : I decide you to move another place to improve your experience. If you success there, you’ll come back to this school and get the certification.*

*Jarkoni : **Mom, please listen to my explanation.***

*Headmaster1 : No, this is my final decision. And it was the role of this school. If a teacher makes any mistake, he will be punished.*

*Jarkoni : Oh ok miss, thank you for understanding me.*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of Batavia Senior High School. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. Jarkoni was teaching students in class. Then Jarkoni was called

by the headmaster to meet her in the teachers office. Jarkoni was told by the headmaster that jarkoni had made many mistakes and violated many rules at this school. The headmaster was forced to move Jarkoni to another school which are located in the village. Jarkoni tried to clarify and explain the point of the problem that happened. Jarkoni would like to explain the problem with using in group identity markers by saying *“Mom, please listen to my explanation”*.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2D, namely use in-group identity markers. His utterance shows that he respects to the headmaster. The word ‘mom’ which is used to address the headmaster indicates that Jarkoni implicitly claims the common ground with the headmaster. It is used to claim the group solidarity. Thus, Jarkoni has saved headmaster’s positive face to be respected. Using address form could minimize it because shows solidarity.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. They have different statuses as a headmaster and employee. Jarkoni is the employee of the teacher in this school and the headmaster is the employers of all teachers in this school. So that, Jarkoni is polite to the headmaster. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster is satisfied by Jarkoni’s explanation. In

this case Jarkoni prefers to accept the decision of the headmaster rather than refuse her decision. It indicates that his status as an employee to be small and the headmaster was respected by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2D, use in-group identity markers. The factor of the use of this strategy is relative power. In this case, Jarkoni wants to respect to the headmaster. He wants to get closer by using group identity marker. He addresses the headmaster with 'mom'. Thus, the hearer's positive wants has been fulfilled and satisfied because he felt closer.

**6) Datum 37/TJ/2D/01:24:20- 01:24:38**

*Headmaster1 : Excuse me.*  
*Mrs. Tina : Yes, can I help you.*  
*Headmaster1 : I want to meet Mr. Jarkoni.*  
*Jarkoni : Oh, come in please.*  
*Mrs. Tina : I want to meet Mr. Jarkoni.*  
*Jarkoni : Hi mom.*  
*Headmaster1 : Mr. Jarkoni long time no see. How's your life?*  
*Jarkoni : I'm fine How about you?*  
*Headmaster1 : I'm fine.*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni, Mrs. Tina and the headmaster of Batavia Senior High School. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. When Mrs. Thina and Jarkoni are in teacher-office a guest suddenly came and wanted to meet with Jarkoni. Jarkoni went straight to the guest with very welcome. When Jarkoni knew that

the guest was his headmaster at school Batavia Senior High school. Jarkoni immediately greeted the headmaster by saying “Hi Mom”.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2D, namely use in-group identity markers. His utterance shows that he respects to the headmaster. The word ‘mom’ which is used to address the headmaster indicates that Jarkoni implicitly claims the common ground. It is used to claim the group solidarity. Thus, Jarkoni has saved the headmaster’s positive face to be respected. Using address form could minimize it because shows solidarity.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. Concern with power status between the participants, it shows that they have different status. Their status is headmaster and employee. Jarkoni is the employee of Batavia Senior High School in the past which transferred at the new school and the headmaster is the employer that work in Batavia Senior High School. So that, Jarkoni is polite to the headmaster. The situation at the time shows that Jarkoni allow the headmaster to enter the office. It indicates that Jarkoni wants to make the relative power between the headmaster become smaller.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2D, use in-group identity markers. The factor of the use of this strategy is relative power.

In this case, Jarkoni wants to respect the headmaster. He wants to get closer by using group identity marker. He addresses the headmaster with 'mom'. Thus, the hearer's positive wants has been fulfilled and satisfied because he felt closer.

**e. Seek agreement.**

One of the strategies in positive politeness is seek agreement. The differences between seek agreement and avoid disagreement is that seek agreement is the speaker stress his agreement with the hearer, whereas avoid disagreement is the speaker tries to not really show his disagreement or the differences by showing the agreement formerly. According to Brown and Levinson (1987 in Djatmika, 2016: 87), seek agreement is used for maintaining a relationship. To use this strategy, the speaker can make a courtesy first before asserting the agreement. To employ this strategy, the speaker has to convince that he and the hearer have the same opinion. In this strategy, the hearer is considered he wants to be right. Thus, the advantageous is the speaker can avoid the debt implications. There are four data that are found. They are data 12/TJ/2E/00:30:04- 00:30:09, 31/TJ/2E/01:06:16-01:06:27, 43/TJ/2E/01:26:25-01:26:40 and 44/TJ/2E/01:30:55- 01:31:25.

**1) Datum 12/TJ/2E/00:30:04- 00:30:09**

*Jarkoni* : *Assalamualaikum.*  
*Headmaster2* : *Walaikumsalam.*  
*Jarkoni* : *Can I meet with the headmaster?*

*Headmaster2 : Yes, I am.*

### **Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of the village school. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. When Jarkoni arrived at the village, Jarkoni immediately went to the school where Jarkoni moved. Jarkoni wanted to see the principal at the new school that he attended. Before he enters the room, he greets first. Jarkoni also seek agreement that he would like to meet the headmaster by saying “*Can I meet with the headmaster?*”

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2E, namely seek agreement. After Jarkoni transferred from schools located in the city to the school located in the village, it is the first time Jarkoni visit the new school. He wants to meet the headmaster. Before he enters the room, he greets first. Jarkoni also requested permission that he would like to meet the headmaster by saying “*Can I meet with the headmaster?*” Jarkoni’s utterance indicates that he wants to seek agreement with the headmaster. He respects him when she saw him. He has fulfilled the headmaster’s positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different

statuses. Jarkoni is a new teacher that had just come from another school because he has moved at this school. While the headmaster is the most powerful man in the Jarkoni's new school. In this case, Jarkoni prefers to ask permission as seek agreement to enter into the room and meet with the headmaster. Thus, the headmaster will agree with Jarkoni's permission. The relationship between the participants shows that Jarkoni and the headmaster have just known. It indicates that the headmaster was appreciated by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2E, seek agreement. The factor of the use of this strategy is relative power. In this case, Jarkoni seek agreement to the headmaster to enter the room and meet with the headmaster. It indicates that Jarkoni respected the headmaster. Thus, the hearer's positive wants have been fulfilled and satisfied.

## 2) Datum 31/TJ/2E/01:06:16- 01:06:27

*Jarkoni* : *By the way, **may I ask you something?***  
*Mrs. Aisyah* : *Yes of course, what do you want to know?*  
*Jarkoni* : *What is your relationship with the chief of village?*  
*Mrs. Aisyah* : *He is my father.*

### **Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is

the addressee. The situation is informal. Before the lesson progresses, Jarkoni and Mrs. Aisyah were talking in the teacher office. Actually Jarkoni wants to ask something to Mrs. Aisyah. Before Jarkoni Asked something to Mrs. Aisyah, he uses positive politeness with using ask permission first by saying “*may I ask you something?*”

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2E, namely seek agreement. When Jarkoni and Mrs. Aisyah were talking in the teacher office. He wants to ask something to Mrs. Aisyah. Before Jarkoni Asked something to Mrs. Aisyah, he uses positive politeness with using ask permission first by saying “*may I ask you something?*” Jarkoni’s utterance indicates that he wants to seek agreement to Mrs. Aisyah. He appreciates and respects her when he wants to ask something. He has fulfilled Mrs. Aisyah’s positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. Social distance between the participants shows that they have close enough. Jarkoni prefers to ask permission as seek agreement to ask something about Mrs. Aisyah. Thus, Mrs. Aisyah will agree with Jarkoni’s permission. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2E, seek agreement.

The factor of the use of this strategy is social distance. In this case, Jarkoni seek agreement to ask something about Mrs. Aisyah. It indicates that Jarkoni appreciated and respected Mrs. Aisyah. Thus, the hearer's positive wants have been fulfilled and satisfied.

### 3) Datum 43/TJ/2E/01:26:25 - 01:26:40

*Jarkoni : Ya alloh, if she is the best for me. Let me be with her. But if she didn't for me, let her find someone better than me.*

#### **Relevance to context situation**

The conversation takes place in Jarkoni's house. The participants are Jarkoni and god. Jarkoni is the addresser and God is the addressee. The situation is informal. Jarkoni pray and make requests to God that he wished to marry Mrs. Aisyah. He asked for approval to the god so that he could have aisyah. Jarkoni seek agreement by saying "*Let me be with her. But if she didn't for me, let her find someone better than me*".

#### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2E, namely seek agreement. When Jarkoni prayed to god, he asked for approval to the god so that he could have Mrs. Aisyah. Jarkoni seek agreement by saying "*Let me be with her. But if she didn't for me, let her find someone better than me*". Jarkoni's utterance indicates that he wants to seek agreement to God.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. Jarkoni is

the servant of god, and god is worshiped by Jarkoni. Jarkoni prefers to ask permission as seek agreement to god for ask Mrs. Aisyah to be his wife.

From the explanations above, it can be concluded Jarkoni has applied the positive politeness namely the strategy 2E, seek agreement. The factor of the use of this strategy is relative power. In this case, Jarkoni seek agreement to god for ask Mrs. Aisyah to be his wife.

#### 4) Datum 44/TJ/2E/01:30:55- 01:31:25

*Jarkoni* : *I am sorry sir, if Mrs. Aisyah comes with her someone special. Do you want agree with her choice?*

*Mrs. Aisyah* : *What did you say?*

*Chief of Village* : *Yes sure, why not?*

*Village*

*Jarkoni* : *If that's your answer. **Today I wanna ask your blessing. If I am a lots to live with miss Aisyah in long life. I am ready sir to be her husband.***

*Chief of Village* : *(nod)*

*Village*

#### **Relevance to context situation**

The conversation takes place in chief of village's house. The participants are Jarkoni, Mrs. Aisyah and Chief of Village (Mrs. Aisyah's father). Jarkoni is the addresser and the chief of village is the addressee. The situation is informal. Chief of village is Mrs. Aisyah's father. Jarkoni came in Mrs. Aisyah's house, he's arrival because he wanted to marry Mrs. Aisyah. So Jarkoni asked for permission to Mrs. Aisyah's father that Jarkoni wants to marry with Mrs. Aisyah. The way to ask for permission starting with a simple question, Jarkoni asked

things related to aisyah. Jarkoni also asked whether Mrs. Aisyah's would agree if Mrs. Aisyah herself who bring her choice to be her husband. Mrs. Aisyah's father agreed with Jarkoni's questions. After Mrs. Aisyah's father agreed, Jarkoni requested permission to Mrs. Aisyah's father order Mrs. Aisyah be him. Jarkoni asked for permission to Mrs. Aisyah's father with trying to save face Mrs. Aisyah's father by saying *"Today I wanna ask your blessing. If I am a lots to live with miss Aisyah in long life. I am ready sir to be her husband"*.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2E, namely seek agreement. Jarkoni asked for permission to Mrs. Aisyah's father with trying to save face Mrs. Aisyah's father by saying *"Today I wanna ask your blessing. If I am a lots to live with miss Aisyah in long life. I am ready sir to be her husband"*. Jarkoni's utterance indicates that he wants to seek agreement to Mrs. Aisyah's father. He respects him when he wants to marry with Mrs. Aisyah. He has fulfilled chief of village's positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. Relative power between the participants shows that they have different statuses. Jarkoni is Mrs. Aisyah's friend that asked Mrs. Aisyah's father to marry with her. While chief of village is Mrs. Aisyah's father. Jarkoni prefers to ask permission as seek agreement to marry Mrs. Aisyah. Thus, Mrs.

Aisyah's father will agree with Jarkoni's permission. It indicates that Mrs. Aisyah's father was respected by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2E, seek agreement. The factor of the use of this strategy is relative power. In this case, Jarkoni seek agreement to marry Mrs. Aisyah. It indicates that Jarkoni respected Mrs. Aisyah's father. Thus, the hearer's positive wants have been fulfilled and satisfied.

**f. Avoid disagreement.**

One of the strategies in positive politeness is avoiding disagreement. According to Brown and Levinson (1987 in Djatmika, 2016: 89), the speaker usually desires to appear an agreement with the hearer so he tends to pretend to agree. In English, the speaker may go in twisting his utterance so as to hide disagreement. In another case, people usually choose to be vague about his own opinions, so not to be seen to disagree. This strategy is used in a solidarity atmosphere. It can also be used between people who do not know well but they want to create close interaction in order to make a good relationship. There are three data that are found. They are data 05/TJ/2F/00:09:26- 00:09:29, 10/TJ/2F/00:21:28-00:21:55 and 18/TJ/2F/00:37:02- 00: 37:14.

**1) Datum 05/TJ/2F/00:09:26- 00:09:29**

Waiter : *Fried chicken, fried rice, vegetable, tempeh.*  
 Jarkoni : ***Wait, wait. Maybe in break time.***  
 Waiter : *Ok Mr. Jarkoni. If you need anything else, you can call me.*  
 Jarkoni : *Ok.*

### **Relevance to context situation**

The conversation takes place in the canteen of the school. The participants are Jarkoni and the waiter. Jarkoni is the addresser and the waiter is the addressee. The situation is informal. The waiter offers Jarkoni about her wares. She enumerates the food it sells so Jarkoni knows what the menu that she had and she hoped Jarkoni ordered food again. He had not already to tell her the truth yet. Actually Jarkoni still enjoy food and did not want to order food back. Jakoni interrupts the waiter's offers with tried to save the waiter's positive face by saying "*Wait, wait. May be in break time*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2F, namely avoid disagreement. Jarkoni actually did not want to order food back for the waiter but he answers by saying "*Wait, wait. May be in break time*". Jarkoni's utterance indicates that he wants to avoid disagreement with the waiter. Jarkoni prefers to answer the waiter's offer rather than not to answer completely despite it is a possibility. According to positive politeness theory, both speaker and hearer belong to some set persons who share specific wants. In this case, the waiter wants Jarkoni to order her wares. Jarkoni did not want to

make the waiter disappointed with him. Therefore, Jarkoni fulfills it by answering the waiter's offer eventhough just possibility in the next time. It is politer to answer the question rather than not answer at all. Thus, Jarkoni has saved the waiter's positive face. He appreciates and respects the waiter so that he answers her offer.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. The waiter is seller and Jarkoni is her customer. In order to respect the seller, Jarkoni employs this strategy so that the waiter satisfies with Jarkoni's answer. In this case, Jarkoni prefers to answer the waiter's offer rather than reject her offer. It indicates that his status as a customer to be small and the waiter was appreciated by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness strategy namely strategy 2F, avoid disagreement. The factor of the use of this strategy is relative power. In this case, Jarkoni does not want to be seen that he refuses to order the waiter's offers. She pretends to agree with her by saying that he will order her offers in the next day. Jarkoni avoid disagreement with fulfill the waiter's wants on the next day. Jarkoni wants to save the waiter's positive face to be appreciated. Thus, the hearer's positive wants has been fulfilled and satisfied.

**2) Datum 10/TJ/2F/00:21:28-00:21:55**

*Headmaster1 : I decide you to move another place to improve your experience. If you success there, you'll come back to this school and get the certification.*

*Jarkoni : Mom, please listen to my explanation.*

*Headmaster1 : No, this is my final decision. And it was the role of this school. If a teacher makes any mistake, he will be punished.*

*Jarkoni : Oh ok miss, thank you for understanding me.*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of Batavia Senior High School. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. The headmaster wants to move Jarkoni to schools located in rural areas because Jarkoni have made many mistakes in the school. After the headmaster decided Jarkoni removed from the school, Jarkoni can accept the decision. Jarkoni actually can not accept that decision, Jarkoni wants to explain the problems occurred. But the headmaster would remain move Jarkoni to another school. With a heavy heart Jarkoni still use the polite utterance in speaking to the headmaster. Before Jarkoni left the headmaster, Jarkoni thanked using politeness by saying “*Oh ok miss, thank you for understanding me*”.

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2F, namely avoid disagreement. Jarkoni actually did not want to be moved to another school by the headmaster but he

answers by saying “*Oh ok miss, thank you for understanding me*”. Jarkoni’s utterance indicates that he wants to avoid disagreement with the headmaster. Jarkoni prefers to accept the decision of the headmaster rather than refute her decision. In this case, the headmaster wants to move Jarkoni to another school that located in rural areas. Jarkoni could not resist desire of the headmaster. Therefore, Jarkoni fulfills it with accept the headmaster’s wants although Jarkoni actually disagree with the headmaster’s decision. It is politer to accept the decision rather than refuse the decision. Thus, Jarkoni has saved the headmaster’s positive face. He respects the headmaster so that he accepts her decision.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. The headmaster is the most powerful person in the school while Jarkoni is an employee or subordinate of the headmaster. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster’s wants is satisfied by Jarkoni’s answer. In this case Jarkoni prefers to accept the decision of the headmaster rather than refuse her decision. It indicates that his status as an employee to be small and the headmaster was respected by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness strategy namely strategy 2F, avoid disagreement. The factor of the use of this strategy is relative power. In

this case, Jarkoni does not want to be seen that he refuses the headmaster's decision. He pretends to agree with her by saying that he accepts her decision. Jarkoni avoids disagreement with fulfill the headmaster's wants with thanked and accept her decision. Jarkoni wants to save the headmaster's positive face to be respected. Thus, the hearer's positive wants has been fulfilled and satisfied.

**3) Datum 18/TJ/2F/00:37:02- 00: 37:14**

*Mrs. Aisyah* : *Let's go home together sir.*  
*Jarkoni* : *No, thank you. It will disturb you.*  
*Mrs. Aisyah* : *No we were on the same direction sir.*  
*Jarkoni* : *I see I can do myself.*  
*Mrs. Aisyah* : *Come on.*  
*Jarkoni* : **Ok.**

**Relevance to context situation**

The conversation takes place in the school parking lot. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. Mrs. Aisyah invites Jarkoni to go home together. But Jarkoni felt embarrassed and he did not want to bother Mrs. Aisyah. Then Mrs. Aisyah kept asking Jarkoni order to go home together with reasons for the way to their homes in one direction. Jarkoni said that he could go home alone. But Mrs. Aisyah repeated his invitation to Jarkoni. Finally Jarkoni avoid disagreement and approve her invitation to save Mrs. Aisyah's face by saying "Ok".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2F, namely avoid disagreement. Mrs. Aisyah invites Jarkoni to go home together. Jarkoni actually did not want to go home together with Mrs. Aisyah because he felt embarrassed and he did not want to bother her. But Mrs. Aisyah kept asking Jarkoni order to go home together with reasons for the way to their homes in one direction. Finally Jarkoni agrees with her invitation by saying “Ok”. His utterance indicates that he wants to avoid disagreement with Mrs. Aisyah. Jarkoni prefers to agree Mrs. Aisyah’s invitation rather than refuse it. According to positive politeness theory, both speaker and hearer belong to some set persons who share specific wants. In this case, Mrs. Aisyah wants to go home together with Jarkoni. Jarkoni did not want to make Mrs. Aisyah disappointed with him. Therefore, Jarkoni fulfills it with avoid disagreement Mrs. Aisyah’s invitation to go home together. It is politer to agree her invitation rather than refuse her invitation. Thus, Jarkoni has saved Mrs. Aisyah’s positive face. He appreciates Mrs. Aisyah so that he avoid disagreement her invitation.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. They have same statuses as teacher in the school. Jarkoni as Mrs Aisyah’s friend avoid disagreement Mrs. Aisyah’s invitation to go home together. So

that, Jarkoni is polite to Mrs. Aisyah. Social distance between the participants shows that their relationship is close enough since Mrs. Aisyah ask her invitation for Jarkoni. In order to appreciate Mrs. Aisyah, Jarkoni employs this strategy so that Mrs. Aisyah satisfies with Jarkoni's agreement. In this case, Jarkoni prefers to agree Mrs. Aisyah's invitation rather than reject her invitation. The use of the approval form indicates that Jarkoni considers their distance to be closer.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness strategy namely strategy 2F, avoid disagreement. The factor of the use of this strategy is social distance. In this case, Jarkoni does not want to be seen that he refuses Mrs. Aisyah's invitation. He prefers to avoid disagreement with her invitation rather than refuse her invitation. Jarkoni wants to save the Mrs. Aisyah's positive face to be appreciated. Thus, the hearer's positive wants has been fulfilled and satisfied.

**g. Assert or presuppose common ground with the hearer.**

One of the strategies in positive politeness is assert or presuppose common ground with the hearer. According to Brown and Levinson (1987 in Djatmika, 2016: 91), the speaker usually desires to appear common ground with the hearer so he tends to pretend to agree. In English, the speaker may go in twisting his utterance as hide disagreement. There are two data that

are found. They are data 19/TJ/2G/00:37:02- 00:37:02, 26/TJ/2G/00:58:00-00:58:17.

**1) Datum 19/TJ/2G/00:37:02- 00:37:02**

*Mrs. Aisyah* : *Let's go home together sir.*  
*Jarkoni* : *No, thank you. It will disturb you.*  
*Mrs. Aisyah* : *No we were on the some direction sir.*  
*Jarkoni* : *I see I can do my self.*  
*Mrs. Aisyah* : *Come on.*  
*Jarkoni* : *Ok.*  
*Mrs. Aisyah* : *(take the motorcycle). But you are to be in the front.*  
*Jarkoni* : *Ok*

**Relevance to context situation**

The conversation takes place in the school parking lot. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. Mrs. Aisyah invites Jarkoni to go home together with her motorcycle. After Jarkoni agreed with Mrs. Aisyah's invitation to go home together, Mrs. Aisyah up the bike. When Mrs. Aisyah took her motorcycle, Mrs. Aisyah wanted Jarkoni which ride her bicycle at the front. Mrs. Aisyah's offers directly was agreed by Jarkoni because Jarkoni actually also want to take her motorcycle to ride at the front. Jarkoni shows the common ground with Mrs. Aisyah by saying "Ok".

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2G, namely assert or presuppose common ground with the hearer. His utterance shows that he has common ground with

Mrs. Aisyah's wants. When Mrs. Aisyah invited Jarkoni to go home together, Jarkoni actually wants to take her motorcycle to ride at the front. While Mrs. Aisyah also wants Jarkoni should take her motorcycle to ride at the front. The word 'ok' which is used to address Mrs. Aisyah to show the common ground on the wishes of both participants. His utterance shows that he employs politeness strategy. Therefore, Jarkoni fulfills it by show the common ground with Mrs. Aisyah's wants.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. The social distance between the participants shows that they have same statuses as a teacher in the school. Jarkoni is a new teacher who had been transferred from another school and Mrs. Aisyah is a teacher who just known by Jarkoni. In this case, Jarkoni shows the common ground to Mrs. Aisyah's wants with take her motorcycle to ride at the front. Jarkoni shows the common ground to Mrs. Aisyah because as a man who should give a lift women. Jarkoni shows the common ground to Mrs. Aisyah because he tries to be polite. He can minimize the FTA by showing the common ground to the Mrs. Aisyah. He considers himself to be the same kind that he likes Mrs. Aisyah and wants to fulfill Mrs. Aisyah's wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates Mrs. Aisyah. Social distances between the participants shows that their relationship is just know but

Jarkoni tried to be her friend. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2G, assert or presuppose common ground with the hearer. The factor of the use of this strategy is social distance. In this case, Jarkoni common ground to give a lift to Mrs. Aisyah. Showing the common ground between the participant involved in the interaction, can be used as a form of positive politeness strategy and minimize the FTA. Thus, the hearer's positive wants have been fulfilled and satisfied.

**2) Datum 26/TJ/2G/00:58:00- 00:58:17**

*Jarkoni* : *Excuse me*  
*Chief of Village* : *Oh, come please sir. Sir, could you help me to copy this letter? I have many works to do.*  
*Jarkoni* : ***Ok sir, I wanna go out too.***  
*Chief of Village* : *This is the key sir.*  
*Jarkoni* : *Ok, thank you*

**Relevance to context situation**

The conversation takes place in Chief of Village's house. The participants are Jarkoni and the Chief of Village. Jarkoni is the addresser and the chief of village is the addressee. The situation is informal. Jarkoni was a teacher who had been transferred to teach at the school in the village. Jarkoni lived in the house of village chief. Chief of village called Jarkoni and asked Jarkoni to help him. Jarkoni obey what the

chief of village was said and he immediately went to the chief of village's house. Chief of village asked Jarkoni to copy his letter because he has many works to do. Jarkoni obey the village chief and he has same desire to get out at that time. Jarkoni use positive politeness with show common ground to the hearer by saying "*Ok sir, I wanna go out too*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2G, namely assert or presuppose common ground with the hearer. His utterance shows that he has the common ground with the chief of village's wants. When the chief of village asked Jarkoni to copy his letter, Jarkoni actually also wants to go out at the time. The words "*Ok sir, I wanna go out too*" which is used to address the chief of village to show common ground between both participants. His utterance shows that he employs positive politeness strategy. Therefore, Jarkoni fulfills it by show common ground with the chief of village's wants.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. Jarkoni is a new teacher who had been transferred from another school and lived in the chief of village's house. So that, chief of village has already regarded by

Jarkoni like his parents. In this case, Jarkoni shows the common ground with the chief of village's wants with go out to copy the chief of village's document. Jarkoni shows common ground to chief of village because he tries to be polite. He can minimize the FTA by common ground to the chief of village. He considers himself to be of same kind that he likes chief of village and wants to fulfill chief of village's wants. It indicates that Jarkoni respected chief of village.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2G, assert or presuppose common ground with the hearer. The factor of the use of this strategy is relative power. In this case, Jarkoni shows common ground to copy chief of village's document because Jarkoni wants to go out too. Showing the common ground between the participant involved in the interaction, it can be used as a form of positive politeness strategy and minimize the FTA. Thus, the hearer's positive wants have been fulfilled and satisfied.

#### **h. Joke.**

One of the strategies in positive politeness is Joke. According to Brown and Levinson (1987 in Djatmika, 2016: 91), a simple command would seem more gentle and polite if packaged in the form of a joke. This is caused by the ability of a joke in lowering the level of face threatening

act directive contained by speech commands. There are one data that are found. They are data 11/TJ/2H/00:24:31-00:25:30.

**1) Datum 11/TJ/2H/00:24:31-00:25:30**

*Taxi bike : I am from go to the jek gojek. You know gojek?  
girl Gojek is ehm brum bru brum. Oh ok, by the way where do you want to go?*

*Jarkoni : I want to go to address written in the letter.*

*Taxi bike : Let me see. Oh I know this address. Come on with  
girl me.*

*Jarkoni : Wait wait, how much the price?*

*Taxi bike : fifty thousand sir,  
girl*

*Jarkoni : fifty thousand? That so very expensive you know.*

*Taxi bike : So how much do you want? Ok for you twenty  
girl thousand. It just for you.*

*Jarkoni : **Uch? twenty thousand. Forty forty.***

*Taxi bike : Forty thousand? Really?  
girl*

*Jarkoni : Yes, do you want?*

*Taxi bike : Come on.  
girl*

**Relevance to context situation**

The conversation takes place on the highway. The participants are Jarkoni and taxi bike girl. Jarkoni is the addresser and the taxi bike girl is the addressee. The situation is informal. When Jarkoni left the city to move to the village, Jarkoni met a girl who offers his services taxi bike motorcycle taxis. Jarkoni gave an address to the taxi bike girl. The taxi bike girl knows the address where is the place, and she will deliver Jarkoni to the address. Jarkoni asked about the price for a motorcycle taxi service to the village. The price are mentioned by taxi bike girl is fifty thousand. But Jarkoni thought that the price is too expensive.

Jarkoni tried to bargain for the price. The taxi bike girl gave special prices to Jarkoni that is twenty thousand. Jarkoni not agree with the price of twenty thousand, instead Jarkoni gave price forty thousand. Jarkoni tries to use politeness to the taxi bike girl by saying “*Uch? twenty thousand. Forty forty*”.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2H, namely joke. Jarkoni and taxi bike girl have not ever met yet. They met for the first time when the taxi bike offered service deliver on the highway. It is common between two people who meet for the first time to be kind to each other. In this case, Jarkoni is the new client for the taxi bike girl. While the taxi bike is a woman that offer service deliver motorcycle. The taxi bike girl give expensive price to Jarkoni. Jarkoni tried to bid the price. After the taxi bike gave cheap price, Jarkoni even approve higher prices again. Jarkoni employs this strategy to claim common ground with the taxi bike girl. His utterance is used to save the taxi bike girl’s positive face to be approved. Since jokes are based on mutual shared background knowledge and values. Joke is used for putting hearer ‘at ease’. In this case, Jarkoni employs joke so that the taxi bike girl will not disappointed. It can lead to solidarity between the participants.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. They have

different statuses as a client and seller. Jarkoni is the client of the taxi bike which is want to use service taxi bike girl and the taxi bike girl is the seller of service delivered with use motorcycle. In this case, the taxi bike girl offer her service to Jarkoni to delivered to the Jarkoni's destination. Jarkoni as the client offer price for her service sold by taxi biker. Jarkoni uses joke to the taxi bike girl for offer price for her service because he tries to be polite. He can minimize the FTA by joking to the taxi bike girl. He considers himself to be of same kind that he likes the taxi bike girl and wants to fulfill her wants. It indicates that Jarkoni appreciates the taxi bike girl.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness strategy namely the strategy 2H, joke. The factor of the use of this strategy is relative power. In this case, Jarkoni joking that he tries to save the taxi bike girl's face . It indicates that Jarkoni appreciated the taxi bike girl. Thus, the hearer's positive wants have been fulfilled and satisfied.

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

One of the strategies in positive politeness is showing understanding and attention to the desires of the hearer. According to Brown and Levinson (1987 in Djatmika, 2016: 93), the speaker usually desires to appear understanding and attention with the hearer so he tends to fulfill the

hearer's wants. There are one data that are found. They are data 16/TJ/2I/00:35:52-00:35:52.

**1) Datum 16/TJ/2I/ 00:35:52-00:35:52**

*Mrs. Aisyah* : *Uch, can I ask you something?*  
*Jarkoni* : *Yes, what is your question?*  
*Mrs. Aisyah* : *Actually why you choose to teach this village?*  
*Jarkoni* : *It was something that I couldn't tell to you today miss. Sometime in the future I will tell you. I was transferred here to teach and develop the education in this village.*

**Relevance to context situation**

The conversation takes place in the school parking lot. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. When hour lesson is finished, Jarkoni walked toward motorcycle with Mrs.aisyah wants to ask something to Jarkoni. Jarkoni answer Mrs. Aisyah's question by saying "*Yes, what is your question?*"

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2I, namely showing understanding and attention to the desires of the hearer. His utterance shows that he cares to Mrs. Aisyah. Mrs.aisyah wants to ask something to Jarkoni. Jarkoni answers Mrs. Aisyah's question uses positive politeness with give attention to Mrs. Aisyah. It means that Jarkoni and Mrs. Aisyah have cooperated forsame goals. He has potentials to put pressure Mr. Aisyah to cooperate with him. Jarkoni asserts or presupposes of Mrs. Aisyah's wants and

willingness directly “*Yes, what is your question?*” In this case, Jarkoni has fulfilled Mrs. Aisyah’s positive face by conveying his wants ensure Mrs. Aisyah’s question for him.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. The social distance between the participants shows that they have same statuses as a teacher in the school. Although Jarkoni is a new teacher who had been transferred from another school and Mrs. Aisyah is a teacher who just know Jarkoni in this school. In this case, Jarkoni showing understanding with Mrs. Aisyah’s wants to allow Mrs. Aisyah’s question. Jarkoni showing understanding to Mrs. Aisyah because Jarkoni allow Mrs. Aisyah to asked something to Jarkoni. Jarkoni showing understanding to Mrs. Aisyah because he tries to be polite. He can minimize the FTA by showing understanding to the Mrs. Aisyah. He considers himself to be of same kind that he likes Mrs. Aisyah and wants to fulfill Mrs. Aisyah’s wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates Mrs. Aisyah. Social distance between the participants shows that their relationship was just know but Jarkoni tried to be her friend. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2I, showing

understanding and attention to the desires of the hearer. The factor of the use of this strategy is social distance. In this case, Jarkoni showing understanding for allow Mrs. Aisyah submit her question. Because showing understanding or interaction between the parties involved that can be used as a form of positive politeness advance and avoid the threat of the advance. Thus, the hearer's positive wants have been fulfilled and satisfied.

**j. Offer or promise to the hearer.**

One of the strategies in positive politeness is offer or promise to the hearer. According to Brown and Levinson (1987 in Djatmika, 2016: 94), the speaker can desires to give promise with the hearer so he tends to fulfill the hearer's wants. This strategy emphasizes cooperative assumption for the hearer. By employing cooperative assumption, they want to show their kind heart. Furthermore, people want to stress mutual benefit. There are seven data that are found. They are data 13/TJ/2J/ 00:30:19-00:31:22, 14/TJ/2J/ 00:32:44-00:33:10, 22/TJ/2J/ 00:48:32- 00:49:13, 23/TJ/2J/00:49:14-00:49:39, 34/TJ/2J/01:12:19-01:12:58, 41/TJ/2J/01:24:40- 01:25:12, 45/TJ/2J/01:31:37- 01:31:55.

**1) Datum 13/TJ/2J/ 00:30:19-00:31:22**

*Jarkoni : My name is Jarkoni sir, I am a new teacher here.*

*Headmaster2 : Jarkoni, where do you come from?*

*Jarkoni : I come from Batavia Senior High School. I was transferred to teach here for a year. This is the letter sir, may be can be announced.*

*Headmaster2 : Ehm Jarkoni. Ok welcome to our school. I have been given an information that we will get a new teacher who stay in our village for a while. I hope you can impose the education here. The facilities in this school are incomplete and the most of students are poor.*

- Jarkoni* : *Yes sir, I will try to give the best contribution here.*
- Headmaster2* : *Ok, let's go around to see the condition of this school.*

### **Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of the village school. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. Jarkoni have been moved by headmasters to the school located in the village. Jarkoni's arrival in a new school made Jarkoni introduced himself to the principal at the new school visited by Jarkoni. Jarkoni told of the Jarkoni's origin and told Jarkoni's transferred in this school and would teach for a year. The headmaster received Jarkoni with very welcome. He also explained some of the things related to schools that he would live. After Jarkoni listened to the information about the school, Jarkoni wanted to advance the school with using promises by saying "*Yes sir, I will try to give the best contribution here*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2J, namely offer or promise to the hearer. In this conversation Jarkoni felt that he has to change himself into a good personal. Jarkoni has been moved to the new school in the village because Jarkoni has been done a lot of bad cases in the school before. After Jarkoni introduced himself to the new headmaster, Jarkoni promised to the headmaster by saying "*Yes sir, I will try to give the best contribution here*". His utterance shows that Jarkoni tries to convey that they are cooperator. He redresses his positive-face wants. In this case Jarkoni stresses his cooperation with the headmaster by promising that he really wants to advance the education of this school. He promises that he will give the best contribution at this school. It indicates that he employs politeness strategy.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. Jarkoni is a new teacher who had been transferred from another school. While the headmaster is superior of Jarkoni who the most powerful in this school right now. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster satisfies with Jarkoni's promise. In this case, Jarkoni promises to the headmaster for cooperating with the headmaster. It indicates that his status as a subordinate to be small and the headmaster was respected by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2J, offer or promise to the hearer. The factor of the use of this strategy is relative power. In this case, Jarkoni promises that he tries to give best contribution at this school. It indicates that Jarkoni respected the headmaster. Thus, the hearer's positive wants have been fulfilled and satisfied.

**2) Datum 14/TJ/2J/ 00:32:44-00:33:10**

*Jarkoni* : *Assalamualaikum*  
*Students* : *Walaikumsalam*  
*Jarkoni* : *Ok students, I want to introduce myself, my name is Jarkoni Ahmadi. You can call me Jarkoni. I come from Batavia Senior High School. Now, I will teach you here for a year.*

**Relevance to context situation**

The conversation takes place in the classroom. The participants are Jarkoni and the students. Jarkoni is the addresser and the students is the addressee. The situation is formal. After Jarkoni came at the new school, Jarkoni immediately was delivered by the headmaster to meet

with Jarkoni's students. Jarkoni acquainted with the students and explain about Jarkoni's origin. The students received Jarkoni very welcome. After Jarkoni introduced himself then Jarkoni promised to the students by saying "*Now, I will teach you here for a year*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2J, namely offer or promise to the hearer. In this conversation Jarkoni felt that he has responsible to be a good teacher in the new school. After Jarkoni came at the new school, Jarkoni immediately was delivered by the headmaster to meet with Jarkoni's students. Jarkoni acquainted with the students and he promises with the students by saying "*Now, I will teach you here for a year*". His utterance shows that Jarkoni tries to convey that they are cooperated. He redresses their positive-face wants. In this case Jarkoni stresses his cooperation with the students by promising that he really wants to be a good teacher. He promises that he will teach the students for a year at this school. It indicates that he employs positive politeness strategy.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. Jarkoni is a new teacher who had been transferred to this school. While the students are the origin student from the school that located in rural areas which have got a new teacher namely Jarkoni. In order to appreciate the students, Jarkoni employs this strategy so that the students satisfies with Jarkoni's promise. In this case, Jarkoni promises to the students for cooperating with the students. It indicates that his status as a new teacher to be small and the students was appreciated by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2J, offer or promise to the hearer. The factor of the use of this strategy is relative power. In this case, Jarkoni promises that he will teach the students for a year at this school. It indicates that Jarkoni appreciated the students. Thus, the hearer's positive wants have been fulfilled and satisfied.

### 3) Datum 22/TJ/2J/ 00:48:32- 00:49:13

- Headmaster2* : *So, who have any suggestion?*  
*Jarkoni* : *I'm sir. Just now, I'm trying to select some of students to join the education competition in this city. That will be held in the next month.*
- Headmaster2* : *What kind of the competitions?*  
*Jarkoni* : *The competition is education held by ministry, sir. There are many kinds of competitions like five skills in English language, public speaking and the other science.*
- Mr. Bambang* : *Competition? Is there anyone of our student who are incredible?*  
*Jarkoni* : ***I will drill them sir.** I propose Sardi and Ninuk to join Public Speaking Contest.*

#### **Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni, *Mr. Bambang* and the headmaster of the village school. Jarkoni is the addresser *Mr. Bambang* and the headmaster are the addressee. The situation is formal. When all of teachers gathered in the teacher's office, Jarkoni conveys information that there will be education competition that will be held by the ministry. Jarkoni wants to make the students of the school have joined forces to participate in this competition. Jarkoni explains to the headmaster and all of teachers about the kind of competition that will be held. *Mr. Bambang* doubted whether their students were able to follow the competition. However Jarkoni really wants to realize their students win the competition with promise to them by saying "*I will drill them sir*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2J, namely offer or promise to the hearer. In this conversation Jarkoni felt that he has to advance the quality education in this school. Jarkoni proposes their students to follow the competition that will be held by the education ministry. Jarkoni explained the plan to the headmaster and all the teachers in the teacher's office. However Mr. Bambang felt that the students in the school was not able to follow the competition that will be held. Jarkoni as a good teacher really wants to include students to the competition. Jarkoni convinces them that their students will win in the competition with promise to them by saying “*I will drill them sir*”. His utterance shows that Jarkoni tries to convey that they are cooperator. He redresses their positive-face wants. In this case Jarkoni stresses his cooperation to the headmaster and all of teachers by promising that he really wants to advance the education of this school. He promises that he will drill the students to win the competition. It indicates that he employs positive politeness strategy.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. Jarkoni is a new teacher who had been transferred from another school. While Mr. Bambang is earlier permanent teachers at the school. And the headmaster is superior of Jarkoni who the most powerful in this school right now. In order to respect the headmaster and Mr. Bambang, Jarkoni employs this strategy so that the Mr. Bambang satisfies with Jarkoni's promise. In this case, Jarkoni promises to the headmaster and Mr. Bambang for cooperating with them. It indicates that Jarkoni appreciated and respected o the headmaster and Mr. Bambang.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2J, offer or promise to the hearer. The factor of the use of this strategy is relative power. In this case, Jarkoni promises that he will drill the students to win the competition. It indicates that Jarkoni respected the headmaster and Mr. Bambang. Thus, the hearer's positive wants have been fulfilled and satisfied.

**4) Datum 23/TJ/2J/ 00:49:14- 00:49:39**

*Mr. Bambang : I really know Sardi, that is impossible for him to join the competition. Sardi has less confident. It's impossible.*

*Headmaster2 : If you are sure to bring them, make a proposal to join that competition. Give to Mr. Bambang as the administration staff. Let's Mr. Bambang managed it.*

*Jarkoni : Okay sir, I will make it.*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni, Mr. Bambang and the headmaster of the village school. Jarkoni is the addresser, the headmaster is the addressee. The situation is formal. The conversation is the continuation of the previous conversation (datum 22). Mr. Bambang did not support the initiative of Jarkoni to advance the education of this school. However the headmaster approved Jarkoni to bring the students for participate the competition that will be held by the ministry of education. The headmaster allowed Jarkoni to participate in the competition by submitting a proposal first. Jarkoni respect the headmaster and Jarkoni promised to follow the rules by saying “*Okay sir, I will make it*”.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2J, namely offer or promise to the hearer. In this conversation Jarkoni felt that he has to responsible for the Jarkoni's plan that Jarkoni wants to ask the students to participate the competition. Although Jarkoni is a new teacher at the school, but the Jarkoni's spirit to advance education in this school is very high. Mr. Bambang refutes Jarkoni's desire to include his students because he felt that his students would not be able. However the headmaster approved Jarkoni, but Jarkoni should make a proposal first. Jarkoni appreciates and respects the decision of the headmaster and he promises by saying "*Okay sir, I will make it*". His utterance shows that Jarkoni tries to convey that they are cooperator. He redresses theirs positive-face wants. In this case Jarkoni stresses his cooperation with the headmaster by promising that he really wants to advance the education of this school. He promises that he will make the proposal to follow the competition that will be held by the ministry. It indicates that he employs positive politeness strategy.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. Jarkoni is a new teacher who had been transferred from another school. While the headmaster is superior of Jarkoni who the most powerful in this school right now. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster satisfies with Jarkoni's promise. In this case, Jarkoni promises to the headmaster for cooperating with the headmaster. It indicates that his status as a subordinate to be small and the headmaster was respected by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2J, offer or promise

to the hearer. The factor of the use of this strategy is relative power. In this case, Jarkoni promises that he makes a proposal to follow the competition that will be held by the education ministry. It indicates that Jarkoni respected the headmaster. Thus, the hearer's positive wants have been fulfilled and satisfied.

**5) Datum 34/TJ/2J/ 01:12:19-01:12:58**

- Jarkoni* : *I am sorry sir, I have to go now for the competition*
- Headmaster2* : *Ok, wish you luck for your student. I am sorry for being absent today. Wish you give best score for our school.*
- Jarkoni* : *Ok sir thank you sir. But I feel sorry for this student. They don't get pocket money enough sir. It's not same with my proposal sir.*
- Headmaster2* : *How could it be?*
- Jarkoni* : ***Maybe I will explain you latter sir. My time is limit sir.***
- Headmaster2* : *Ok, good luck.*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of the village school. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. Jarkoni and his students asked permission to the principal that they will depart to the competition of education. The headmaster hopes Jarkoni and his students will lucky in that competition. But Jarkoni asked the headmaster about the lack of funding for his students allowance. The funds provided are not in appropriate with the proposal submitted by Jarkoni. The headmaster did not know about it. Actually Jarkoni wants to explain about the problem but he doesn't have many times. Jarkoni tries to save the headmaster's face with offer or promise to the headmaster by saying "*Maybe I will explain you latter sir. My time is limit sir*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2J, namely offer or promise to the hearer. In this conversation Jarkoni asked the headmaster about the lack of money are received by Jarkoni. Jarkoni has submitted a proposal to Mr. Bambang to ask for the students's funds for the purposes of competition. However the amount of funds are received by Jarkoni did not comply with the amount of money requested in the proposal. The headmaster did not know about the student's lack of funds. Actually Jarkoni wants to explain about the problem, but he did not have many times. Jarkoni should immediately go to the competition, but Jarkoni promises to the headmaster by saying "*Maybe I will explain you latter sir. My time is limit sir*". His utterance shows that Jarkoni tries to convey that they are cooperator. He redresses his positive-face wants. In this case Jarkoni stresses his cooperation with the headmaster by promising that he really explain the problem in next time. He promises that he will clarify the student's fund which not appropriate with the proposal. It indicates that he employs positive politeness strategy.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. Jarkoni is a new teacher who had been transferred from another school. While the headmaster is superior of Jarkoni who the most powerful in this school right now. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster satisfies with Jarkoni's promise. In this case, Jarkoni promises to the headmaster for cooperating with the headmaster. It indicates that his status as a subordinate to be small and the headmaster was respected by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2J, offer or promise to the hearer. The factor of the use of this strategy is relative power. In this case, Jarkoni promises that he he will clarify the student's fund which not appropriate with the proposal. It indicates that Jarkoni respected the headmaster. Thus, the hearer's positive wants have been fulfilled and satisfied.

**6) Datum 41/TJ/2J/ 01:24:40- 01:25:12**

*Headmaster1 : Mr. Jarkoni, we need a teacher like you who was an ability to guide our students. I heard that you succeed to bring your student to win in the public speaking contest. We'll pay you more if you want.*

*Jarkoni : I am sorry miss. In the previous time, you and I haven't any approval or promises to come back to your school. I was comfortable living here. **I will try to give my best in this village.***

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of Batavia senior high school. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. The Headmaster asked Jarkoni to back and rejoin in Batavia senior high school. The Headmaster felt that her school needed teachers like Jarkoni. The headmaster wants Jarkoni guide the students of Batavia senior high school to win the competition of public speaking contest. The Headmaster also promised to pay Jarkoni with the amount of salary, which Jarkoni want in. However Jarkoni want to convince the Headmaster that he still wants to stay here. Jarkoni also promised that he would like to do something good for his new school by saying "*I will try to give my best in this village*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2J, namely offer or promise to the hearer. In this conversation Jarkoni felt that he has to advance education in his school that located in the village. Jarkoni wants to do something good for his school. The headmaster asked Jarkoni to return to the school located in the city. The headmaster of Batavia senior high school will do everything are asked by Jarkoni, so Jarkoni going back to school which located in the city. However Jarkoni still want to stay in the village to give the best effort for the school. Jarkoni promised to the headmaster by saying "*I will try to give my best in this village*". He redresses their positive-face wants. In this case Jarkoni stresses his cooperation with the headmaster by promising that he really wants to advance the education of this school. He promises that he will give the best contribution at this school. It indicates that he employs positive politeness strategy.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. They have different statuses as a headmaster and employee. Jarkoni is the employee of the teacher in this school and the headmaster is the employers of all teachers in this school. So that, Jarkoni is polite to the headmaster. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster satisfies with Jarkoni's promise. In this case, Jarkoni promises to the headmaster for cooperating with the headmaster. It indicates that his status as a subordinate to be small and the headmaster was respected by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2J, offer or promise to the hearer. The factor of the use of this strategy is relative power. In

this case, Jarkoni promises that he will try to give my best in this village. It indicates that Jarkoni respected the headmaster. Thus, the hearer's positive wants have been fulfilled and satisfied.

**7) Datum 45/TJ/2J/ 01:31:37- 01:31:55**

*Headmaster2* : *I will choose Mr. Jarkoni to be a headmaster.*  
*Teachers* : *Congratulations Mr. Jarkoni*  
*Jarkoni* : *Thank you sir. I will try my best here.*  
*Headmaster2* : *Good luck*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni, headmaster and all teachers. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. After seeing the toil and perseverance Jarkoni be a good teacher and Jarkoni can realize his promise that he would give the best contribution to the progress of education in the village, so the headmaster select and appoint Jarkoni as headmaster. In front of all the teachers, the headmaster declares that Jarkoni was elected as the new headmaster for the school. All teachers congratulate to Jarkoni. Jarkoni stand up and thanked to the headmaster. Jarkoni also promised to give their best in this school by saying “*I will try my best here*”.

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2J, namely offer or promise to the hearer. In this conversation Jarkoni was appointed to become the new headmaster at the school. Jarkoni felt that the headmaster believed Jarkoni and he felt responsible to keep the advancement of education in this school. Jarkoni do not want to make the headmater disappoint. Jarkoni will give his best to the school with promises by saying “*I will try my best here*”. His utterance shows that Jarkoni tries to convey that they are cooperater. He redresses his positive-face wants. In this case Jarkoni stresses his

cooperation with the headmaster by promising that he will keep the educational progress of this school. He promises that he will do his best to this school. It indicates that he employs politeness strategy.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. Jarkoni is a teacher who had just appointed to become a headmaster. While the headmaster is the superior of Jarkoni who elevate Jarkoni become the new headmaster. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster satisfies with Jarkoni's promise. In this case, Jarkoni promises to the headmaster for cooperating with the headmaster. It indicates that his status as a subordinate to be small and the headmaster was respected by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2J, offer or promise to the hearer. The factor of the use of this strategy is relative power. In this case, Jarkoni promises that he tries to do their best for the school. It indicates that Jarkoni respected the headmaster. Thus, the hearer's positive wants have been fulfilled and satisfied.

**k. Be optimistic.**

One of the strategies in positive politeness is be optimistic. According to Brown and Levinson (1987 in Djatmika, 2016: 96), the speaker can desires to appear optimistic with the hearer so he tends to fulfill the hearer's wants. People who are always optimistic that is funner than those who are always pessimistic. Especially if the person showing his optimism to the second person, so these conditions can make people the second person felt attended positive face. There is one data that is found. This is data 24/TJ/2K/00:49:40- 00:49:48.

**1) Datum 24/TJ/2K/00:49:40- 00:49:48**

*Mr. Bambang : Do what do you want to do, if you can. You will know that student will be unable.*  
*Jarkoni : I will prove it.*

**Relevance to context situation**

The conversation still takes place in the teacher office. The participants are Jarkoni and Mr. Bambang. Jarkoni is the addresser and Mr. Bambang is the addressee. The situation is formal Mr. Bambang refute the Jarkoni's proposal with Jarkoni's plan to propose his students to follow the competition of education that will be held by ministry. Mr. Bambang said that their student will not be able to win the competition. However Jarkoni not deterred with what was Mr. Bambang said.. Mr. Jarkoni remain optimistic with his plan to propose his students to follow the competition by saying "I will prove it".

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2K, namely be optimistic. Jarkoni has requested permission from principal to propose his students to follow the competition of education. But Mr. Bambang refute the Jarkoni's plan because he felt that his students would not be able to follow the competition. Jarkoni feel has a responsibility to their students in order to win. Jarkoni will prove that his students will win the competition with a strong determination. His utterance shows that he has be optimistic with his plan. In this case, Jarkoni has fulfilled Mr. Bambang's positive face with will prove Jarkoni's plan.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. Jarkoni is a new teacher who had been transferred from another

school that want to porpose his students to follow the competition. While Mr. Bambang is a teacher who has long worked in this school. In order to respect Mr. Bambang, Jarkoni employs this strategy so that Mr. Bambang satisfies with Jarkoni's optimism. In this case, Jarkoni optimistic that his students will win the competition. It indicates Mr. Bambang was respected by him.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2K, be optimistic. The factor of the use of this strategy is relative power. In this case, Jarkoni be optimistic that he will prove his students to win the competition of education. Jarkoni wants to save Mr. Bambang's positive face to be respected. Thus, the hearer's positive wants has been fulfilled and satisfied.

#### **1. Including the hearer in the activity.**

One of the strategies in positive politeness is include both the speaker and the hearer strategy. According to Brown and Levinson (1987 in Djatmika, 2016: 97), people have positive face that is they want to consider as the same kind or the same member in a group. Thus, Include both the speaker and the hearer strategy in the activity is one of strategy to employ positive politeness. If referring to the utterance 'the same kind', in this strategy, the speaker pretends as if the hearer also has importance with the activity as the speaker. The way to use this strategy is asking the hearer in the same activity with the speaker without showing any imposition. Furthermore, it can be done by behaving as if the hearer wants the object requested well. This strategy emphasizes cooperative assumption for the hearer. By employing cooperative assumption, they want to show their kind heart. Furthermore, people want to stress mutual benefit. There are two data

that are found. They are data 08/TJ/2L/00:16:16- 00:15:57 and 35/TJ/2L/01:19:25- 01:20:05.

**1) Datum 08/TJ/2L/00:16:16- 00:15:57**

*Jarkoni* : *Andi goes to school. Stop, don't move again. Why do you come late? **Come here.***  
*Answer my question, you have come late and enter the class without permission, impolite. Don't do like this.*  
*Students* : *Yes Sir.*

**Relevance to context situation**

The conversation takes place in the classroom. The participants are Jarkoni, all of the students and the students that come late to the class. Jarkoni is the addresser and the students are the addressee. The situation is formal. This time Jarkoni was teaching and explaining the lessons in the classroom. Suddenly, there are two students come late and tried to enter the classroom without Jarkoni's permission. Jarkoni asked for both of them to stop in front of the class and asked them why they come late. The two of students could not answer the Jarkoni's question. Then Jarkoni asked them to enter the classroom by saying "Come here".

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2L, namely Including the hearer in the activity. Jarkoni was teaching in the classroom. Suddenly, there are two students come late and tried to enter the classroom without Jarkoni's permission. Jarkoni asked for both of them to stop in front of the class and asked them why they come late. The two of students could not answer the Jarkoni's question. Then Jarkoni asked them to enter the classroom by saying "Come here". His utterance indicates that he employs positive politeness strategy with including the students to join the learning in the classroom. He tries to convey that both students that come late and himself are cooperating in the relevant activity and also including them

to join the class. It can minimize the FTA to them. Hence, Jarkoni is satisfied because his students has appreciated him.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. Jarkoni could minimize the threat by assuring the students that he considers himself to be the same kind. Social distance between the participants shows that their relationship is close enough. Jarkoni give their student's desire to enter the class. It can minimize the FTA to his student so that they feel satisfied. Jarkoni wants to get closer to his student so that he employs those strategies. It makes the social distance be closer. As a result, their relationship will more intimate.

From those explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2L, including the hearer in the activity. The factor of the use of this strategy is social distance. In this case, Jarkoni including his students to join the learning activities in the classroom. It indicates that Jarkoni appreciated his students. Thus, the hearer's positive wants have been fulfilled and satisfied.

## 2) Datum 35/TJ/2L/01:19:25- 01:20:05

*Judges* : *Ok thank you miss Hanifah for the time, after we conclude our conclusion. We have choose the winner, and winner is Sardi.*

*Jarkoni* : ***(Embrace Sardi )***

*Mrs. Aisyah* : *We succeed to bring our school's name better. And this is the first time we have gotten the appreciation. Congratulation.*

### **Relevance to context situation**

The conversation takes place in the public speaking contest competition. The participants are Jarkoni, Mrs. Aisyah and Sardi. Jarkoni is the addresser and Sardi is the addressee. The situation is

informal. Jarkoni and Mrs. Aisyah were waiting the declaration of the judges about the winner of public speaking contest. After the judges of competition declare the winner of the competition, Jarkoni gave a hug to Sardi for the victory that has been achieved by Sardi. Then Mrs. Aisyah gave praise to Sardi for Sardi's victory as the winner of public speaking contest.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2L, namely Including the hearer in the activity. Jarkoni and Mrs. Aisyah were waiting the declaration of the judges about the winner of public speaking contest. The jury of the competition announced that the winner of the competition was Sardi. After the jury announced its decision the winner of the competition, Jarkoni directly giving hugs to the Sardi as Sardi's victory. Then Mrs. Aisyah gave praise to Sardi for Sardi's victory as the winner of public speaking contest. It indicates that he employs positive politeness strategy with including the students to join Jarkoni and Mrs. Aisyah when waited the announcement. He tries to convey that Sari and himself are cooperating in the relevant activity and also including Sardi to join Jarkoni and Mrs. Aisyah. It can minimize the FTA to them.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. Jarkoni could minimize the threat by assuring Sardi that he considers himself to be the same kind. Social distance between the participants shows that their relationship is close enough. Jarkoni gives Sardi's desire to reward achievement. It can minimize the FTA to Sardi so that he felt satisfied. Jarkoni wants to get closer to Sardi so that he employs those strategies. It makes the social distance be closer. As a result, their relationship will more intimate.

From those explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2L, including the hearer in the activity. The factor of the use of this strategy is social distance. In this case, Jarkoni including Sardi to join Jarkoni and Mrs. Aisyah. It indicates that Jarkoni appreciated Sardi. Thus, the hearer's positive wants have been fulfilled and satisfied.

### **m. Give or ask for a reason.**

One of the strategies in positive politeness is Give or ask for a reason. According to Brown and Levinson (1987 in Djatmika, 2016: 99), when a speech act that is executed to others, it is equipped with a reason, so this way can lower the intensity of threats face the speech act. In other words, this strategy is able to make the speaker asked a directive action seem polite in positive face. There are eight data that are found. They are data 02/TJ/2M/00:04:04-00:04:48, 17/TJ/2M/00:35:58-00:36:25, 25/TJ/2M/00:56:06-00:56:57, 32/TJ/2M/01:09:38-01:09:49, 33/TJ/2M/01:09:50-01:10:08, 36/TJ/2M/01:21:20-01:21:34, 40/TJ/2M/01:24:40-01:25:12 and 42/TJ/2M/01:25:12-01:25:53.

#### **1) Datum 02/TJ/2M/00:04:04- 00:04:48**

*Jarkoni : Hey bro, there is something wrong with my ride.*  
*Mechanic : What happen bro?*  
*Jarkoni : I don't know why. It's stuck suddenly on the way.*  
*Mechanic : Ok bro. I will check it for a while. It's already fix. Sit down please.*  
*Jarkoni : No no no, I leave this motor here. I will Itake it after I finishing my job at least at 2 pm. I have to go to school. I leave this motorcycle to you.*  
*Mechanic : Ok bro.*

### **Relevance to context situation**

The conversation still takes place in garage. The participants are Jarkoni and the mechanic. Jarkoni is the addresser and the mechanic is the addressee. The situation is informal. The conversation is the continuation of the previous conversation (datum 1). After Jarkoni said that suddenly his bike strike on the road, the mechanic asked for Jarkoni to sit down and he will check and repair the Jarkoni's motorcycle immediately. However Jarkoni could not wait because he had to go to school, that is where he works. Jarkoni leave his bike to the mechanic. Jarkoni asked help and tried to save the mechanic's positive face by saying "*I will take it after I finishing my job at least at 2 pm. I have to go to school. I leave this motorcycle to you*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2M, namely give or ask for a reason. In this conversation the mechanic asked for Jarkoni sit down and he will check the Jarkoni's motorcycle. However Jarkoni could not wait because he must leave for school to work immediately. In order to keep mechanic's positive face, Jarkoni prefers giving reason by saying "*I will take it after I finishing my job at least at 2 pm. I have to go to school. I leave this motorcycle to you*". His utterance shows that he employs politeness strategy. It is politer because give reason can save hearer's positive face.

Jarkoni employs this strategy because he is influenced by certain factors. The factor of the use of this strategy is relative power. They have different statuses as a customer and employee. Jarkoni is the customer of the garage which is want to repair his bike and the mechanic is the employee that work in that garage. In this case, Jarkoni wanted to leave his motorcycle to employees of the garage for a reason to go to work immediately. Jarkoni as a customer asked for the waiter to

leave his motorcycle here. Jarkoni uses reason to the mechanic for living his motorcycle because he tries to be polite. He can minimize the FTA by giving reason to the mechanic. He considers himself to be of same kind that he likes the mechanic and wants to fulfill mechanic's wants. It indicates that Jarkoni appreciates the mechanic. Thus, the mechanic will accept Jarkoni's reason.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness strategy namely the strategy 2M, give or ask for a reason. The factor of the use of this strategy is relative power. In this case, Jarkoni give reason for ask something to the mechanic. Because if asked for something to another without using reason, sometimes it would look like order and can damage the hearer's positive face. Thus, the hearer's positive wants have been fulfilled and satisfied.

## 2) Datum 17/TJ/2M/00:35:58-00:36:25

*Mrs. Aisyah : Actually, why you choose to teach this village?*  
*Jarkoni : It was something that I couldn't tell to you today miss. Sometime in the future I will tell you. I was transferred here to teach and develop the education in this village. The interesting thing that the school needs more teacher.*

### Relevance to context situation

The conversation still takes place in the school parking lot. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. The conversation is the continuation of the previous conversation (datum 16). When Jarkoni and Mrs. Aisyah wants to go home. Mrs. Aisyah asks some questions to Jakoni. Jarkoni accepts queries with very welcome to Mrs. Aisyah. Mrs. Aisyah asks Jarkoni about the reason why Jarkoni chose to teach in this village. Actually Jarkoni did not want to answer Mrs. Aisyah's question because Jarkoni was transferred to the school by the headmaster of Batavia Senior High School because of his bad

behavior at the previous school in the past. But Jarkoni did not want to hurt Mrs. Aisyah by not answering the Mrs. Aisyah's question. Then Jarkoni tries to save Mrs. Aisyah's face and use positive politeness with promise to Mrs. Aisyah by saying "*Sometime in the future I will tell you. I was transferred here to teach and develop the education in this village. The interesting thing that the school needs more teacher*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2M, namely give or ask for a reason. His utterance shows that he cares to Mrs. Aisyah. In this conversation Mrs. Aisyah asked for Jarkoni about his reason to choose this school for teaching. However Jarkoni could not answer because he must hide the disgrace of his past at previous school. In order to keep Mrs. Aisyah's positive face, Jarkoni prefers giving reason by saying "*Sometime in the future I will tell you. I was transferred here to teach and develop the education in this village. The interesting thing that the school needs more teacher*". His utterance shows that he employs politeness strategy. It is politer because give reason can save hearer's positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. They have same statuses as a teacher. Although Jarkoni is a new teacher at the school, Jarkoni was trying to establish a relationship with his colleagues workers become closer. In this case, Jarkoni did not answer Mrs. Aisyah's question for a reason that he want to develop the education in her village and her village needs more teacher. Jarkoni uses reason to Mrs. Aisyah for answer her question in the next time because he tries to be polite. He can minimize the FTA by giving reason to Mrs. Aisyah. He considers himself to be of same kind that he likes Mrs. Aisyah and

wants to fulfill Mrs. Aisyah's wants. It indicates that Jarkoni appreciates Mrs. Aisyah. Thus, Mrs. Aisyah will accept Jarkoni's reason.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2M, give or ask for a reason. The factor of the use of this strategy is social distance. In this case, Jarkoni give reason for did not answer Mrs. Aisyah's question directly. Because if we did not give answer for question of others directly without using reason, sometimes it would look like refuse to answer the question of others. It can damage the hearer's positive face. Thus, the hearer's positive wants have been fulfilled and satisfied.

### 3) Datum 25/TJ/2M/00:56:06- 00:56:57

*Jarkoni : Before we start our lesson, I want to tell you the story. Yesterday afternoon, when I saw Sardi ride in motorbike on the street. I remembered you. I do like ride motorbike. My friend often come to me to repair their motorbike. In order not to spend a lot of money. Now, you can do what you want, but remember don't do anything wrong. You should not take your motorcycle to racing. Understand?*

*Students : Yes, understand.*

#### **Relevance to context situation**

The conversation takes place in the classroom. The participants are Jarkoni and students. Jarkoni is the addresser and the students is the addressee. The situation is formal. When jarkoni was teaching in the classroom, Jarkoni as a good teacher gave advice to his students. On the previous day Jarkoni saw Sardi play motor racing with his friends. Sardi is one of Jarkoni's student in the classroom. Jarkoni felt his students should not do that. Jarkoni advised his students to not repeat the motor racing because it was dangerous. Jarkoni advised his students not to race by using reason. He wants to save his student's face by saying "Now,

*you can do what you want, but remember don't do anything wrong. You should not take your motorcycle to racing".*

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2M, namely give or ask for a reason. His utterance shows that he cares about Sardi and his students in the classroom. In this conversation Jarkoni asked for his students to not repeat the motor racing because it was dangerous. Jarkoni as a good teacher does not want students to fall into bad things. Jarkoni advised his students to not repeat the motor racing. In order to keep the student's positive face, Jarkoni prefers giving reason by saying "*Now, you can do what you want, but remember don't do anything wrong. You should not take your motorcycle to racing*". His utterance shows that he employs politeness strategy. It is politer because give reason can save hearer's positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. They have different statuses as a teacher and student. Jarkoni is a teacher who teach Sardi and all of students in the classroom. In this case, Jarkoni wanted to his students leave his motorcycle racing and using the motor as well as possible. Jarkoni as a teacher asked for his students to leave his motorcycle racing immediately. Jarkoni uses reason for his students for living his motorcycle racing because he tries to be polite. Jarkoni as teachers may scold the students because the students had been a motorcycle race. But Jarkoni chose to advise rather than scold his students. He can minimize the FTA by giving reason to the students. He considers himself to be of the same kind that he likes the students and wants to fulfill student's wants. It indicates that Jarkoni appreciates and

cares the students. Thus, the students can accept Jarkoni's advice and reason.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2M, give or ask for a reason. The factor of the use of this strategy is relative power. In this case, Jarkoni give reason for ask his students to stop racing. Because if asked for something to another without using reason, sometimes it would look like prohibit and can damage the hearer's positive face. Thus, the hearer's positive wants have been fulfilled and satisfied.

**4) Datum 32/TJ/2M/01:09:38- 01:09:49**

*Jarkoni : Now, I know the story*

*Mrs. Aisyah : So, what must I do sir?*

*Jarkoni : I am sorry miss. I advise you. **You should apologize your father and come back home. Because marriage must get parent's permission.***

*Mrs. Aisyah : I will not married before I can reach all my dreams.*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. Mrs. Aisyah told the bitter experience to Jarkoni about Mrs. Aisyah matchmaking events because of the selfish attitude of his father in the past and Mrs. Aisyah left home. Mrs. Aisyah also said that chief village is her father. After Jarkoni knew that Mrs. Aisyah is chief of village's daughter, Mrs. Aisyah asked Jarkoni's opinion about her relationship with her father. Jarkoni gave advice to Mrs. Aisyah to come back home and be a good daughter to her father. When Jarkoni give advice to Mrs. Aisyah, Jarkoni tries to save Aisyah's face with give reason by saying "*You should apologize your father and come back home. Because marriage must get parent's permission*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2M, namely give or ask for a reason. His utterance shows that he cares to Mrs. Aisyah. In this conversation Mrs. Aisyah asked for Jarkoni's opinion about her relationship with his father has already broken. Jarkoni gave advice to Mrs. Aisyah to come back home and be a good daughter to her father. In order to keep mechanic's positive face, Jarkoni prefers giving reason by saying "*You should apologize your father and come back home. Because marriage must get parent's permission*". His utterance shows that he employs politeness strategy. It is politer because give reason can save hearer's positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. They have same statuses as a teacher in the school. Jarkoni and Mrs. Aisyah are colleagues in the office. In this case, Jarkoni wanted to give advice to Mrs. Aisyah had apologized her father and back home with his father. Jarkoni as a good friend gave opinion for the benefit of Mrs. Aisha's future. Jarkoni uses reason to Mrs. Aisyah for apologize her father because he tries to be polite. He can minimize the FTA by giving reason to the Mrs. Aisyah. He considers himself to be of same kind that he likes Mrs. Aisyah and wants to fulfill Mrs. Aisyah's wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates Mrs. Aisyah. Thus, the mechanic will accept Jarkoni's reason. Social distance between the participants shows that their relationship is close enough since Mrs. Aisyah asked Jarkoni's opinion. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2M, give or ask for a reason. The factor of the use of this strategy is social distance. In this

case, Jarkoni give reason for give opinion to Mrs. Aisyah. Because if give opinion to another without using reason, sometimes it would look like suggestion and can damage the hearer's positive face. Thus, the hearer's positive wants have been fulfilled and satisfied.

**5) Datum 33/TJ/2M/01:09:50- 01:10:08**

*Jarkoni : I know what you mean miss.*

*Mrs. Aisyah : I understood that the education is very important for human life in this era.*

*Jarkoni : I am sorry miss if my words hurt you. I am trying to be a good friend.*

*Mrs. Aisyah : I really say thanks sir.*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. The conversation is the continuation of the previous conversation (datum 32). Mrs. Aisyah can accept the Jarkoni's advice for herself after Jarkoni gave advice to her. Mrs. Aisyah explained to jarkoni that Mrs. Aisyah did not want to be married by her father before she success in the world of education. Jarkoni understand about it and he apologized to Mrs. Aisyah with reason. Jarkoni tries to save Mrs. Aisyah's face with reason by saying "*I am sorry miss if my words hurt you. I am trying to be a good friend*".

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2M, namely give or ask for a reason. In this conversation Jarkoni apologized to Mrs. Aisyah after Jarkoni gave advice to Mrs. Aisyah. Jarkoni apologized to her because he afraid that if his words had offended her. In order to keep Mrs. Aisyah's positive face, Jarkoni prefers giving reason by saying "*I am sorry miss if my words hurt you. I am trying to be a good friend*". His utterance shows

that he employs politeness strategy. It is politer because give reason can save hearer's positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. They have same statuses as a teacher in the school. Jarkoni and Mrs. Aisyah are colleagues in the office. In this case, Jarkoni apologized to her because he afraid that if his words had offended her. Jarkoni gave advice to Mrs. Aisyah because he just wants to be her friend. Jarkoni uses reason to Mrs. Aisyah for apologize her because he tries to be polite. He can minimize the FTA by giving reason to the Mrs. Aisyah. He considers himself to be of same kind that he likes Mrs. Aisyah and wants to fulfill Mrs. Aisyah's wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates Mrs. Aisyah. Thus, Mrs. Aisyah will accept Jarkoni's reason. Social distance between the participants shows that their relationship is close enough since Jarkoni said that he wants to be her good friend. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2M, give or ask for a reason. The factor of the use of this strategy is social distance. In this case, Jarkoni gives reason for apologized Mrs. Aisyah. Because if apologized to another with using reason, it would look like convince and can maintain the hearer's positive face. Thus, the hearer's positive wants have been fulfilled and satisfied.

**6) Datum 36/TJ/2M/01:21:20-01:21:34**

*Headmaster2 : I want to clarify your report about the operation budget for the public speaking contest. Explain me about that.*

*Jarkoni : I was given the envelope by Mr. Bambang. But I haven't open it yet. Because I have to drill the students. I was surprised when I account it. The*

- budget is not appropriate. That is not sufficient food*
- Mr. Bambang* : *Hey Mr. Jarkoni have you the evidence? Don't judge me like that.*
- Jarkoni* : ***I am sorry sir, you can ask the students. They running out their pocket money.***
- Headmaster2* : *How could it be Mr. Bambang?*

### **Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni, Mr. Bambang and the headmaster of school that located in rural areas. Jarkoni is the addresser and Mr. Bambang is the addressee. The situation is formal. Jarkoni is one of the teachers who wish to advance the school by asking students in the education competition. Jarkoni needs pocket money for his students when would go to the competition. Jarkoni makes proposals for the student's funds, but the money received does not appropriate to the proposal. The headmaster asks about the budget operation which is not appropriate to Jarkoni's proposal. Jarkoni tries to explain the amount of money received by Jarkoni that is far from enough. However Mr. Bambang refutes the Jarkoni's explanation. Mr. Bambang felt that Jarkoni had accused because Mr. Bambang did not provide appropriate with the student's fund competition. It can occur because of Mr. Bambang as a staff of administration and he has to responsible for the amount of money raised Jarkoni. Jarkoni tries to save Mr. Bambang's face with reason by saying "*I am sorry sir, you can ask the students. They running out their pocket money*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2M, namely give or ask for a reason. After Jarkoni told that the money received from Mr. Bambang was not appropriate with the proposal submitted by Jarkoni, Mr. Bambang felt accused. Mr.

Bambang felt that Jarkoni had accused because Mr. Bambang did not provide appropriate with the student's fund competition. Jarkoni actually did not want accuse Mr. Bambang guilty, but Jarkoni just tell the truth about the student's fund. In this conversation Jarkoni apologized to Mr. Bambang using reason by saying "*I am sorry sir, you can ask the students. They are running out their pocket money*". His utterance shows that he employs politeness strategy. It is politer because give reason can save hearer's positive face. Jarkoni prefers to give reason with his proof than accuse Mr. Bambang. According to positive politeness theory, both speaker and hearer belong to some set persons who share specific wants. In this case, Mr. Bambang felt accused on Jarkoni's statement about the lack of funds that was provided by Mr. Bambang. Jarkoni did not want to make Mr. Bambang disappointed and felt accused with him. Therefore, Jarkoni fulfills it with give reason of the truth. It is politer to said the truth rather than accuse to the other. He appreciates and respects Mr. Bambang, so Jarkoni can save the Mr. Bambang's positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. Jarkoni is a new teacher who wants to advance of the school education by asking his students participate in the competition. The competition needs funds from of the school. While the Mr. Bambang is the teacher and administration staff are eligible expend funds from of the school. Jarkoni did not want to accuse Mr. Bambang who have reduced funds for the student competition. Jarkoni just want to clarify the truth about the lack of student's fund. Since Mr. Bambang felt accused, Jarkoni apologized and give reason about the evidence of the truth. So that, Jarkoni is polite to the Mr. Bambang. In order to respect Mr. Bambang, Jarkoni employs this strategy so that Mr. Bambang was satisfied with

Jarkoni's reason. In this case, Jarkoni prefers to give reason about the proof of the truth rather than accuse Mr. Bambang.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness strategy namely strategy 2M, give or ask for a reason. The factor of the use of this strategy is relative power. In this case, Jarkoni did not want to accuse Mr. Bambang for reducing the student's fund competition which should appropriate to the proposal. Jarkoni gives reason for apologizing Mr. Bambang. Because if apologizing to another with using reason, it would look like convinced and can maintain the hearer's positive face. Jarkoni gives reason to fulfill the Mr. Bambang's wants with his proof. Jarkoni wants to save Mr. Bambang's positive face to be respected. Thus, the hearer's positive wants has been fulfilled and satisfied.

**7) Datum 40/TJ/2M/01:24:40- 01:25:12**

*Headmaster1 : Mr. Jarkoni we need a teacher like you who was an ability to guide our students. I heard that you succeed to bring your student to win in the public speaking contest. We'll pay you more if you want.*

*Jarkoni : I am sorry miss. In the previous time, you and I haven't any approval or promises to come back to your school. I was comfortable living here. I will try to give my best in this village.*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of Batavia senior high school. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. The headmaster of Batavia senior high school purposely went to the school where Jarkoni moved. Her arrival to ask Jarkoni rejoined in

her school. The headmaster needs a teacher like Jarkoni at her school. She will also give a high salary for Jarkoni if Jarkoni want to rejoin. This is done by the headmaster because she heard that Jarkoni has been successfully promoting schools located in this village by asking students in competitions. Jarkoni apologized to the headmaster with reason that he had a comfortable stay in the village that he living now. Jarkoni tries to save the headmaster's face with reason by saying "*I am sorry miss. In the previous time, you and I haven't any approval or promises to come back to your school. I was comfortable living here*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2M, namely give or ask for a reason. In this conversation Jarkoni apologized to the headmaster after the headmaster asked Jarkoni rejoin with her teacher team in Batavia Senior High School. Jarkoni felt it was a comfortable stay in the village, so Jarkoni can not join a school that had jarkoni ever lived. Jarkoni apologized to her because he afraid that if his words had offended her. In order to keep the headmaster's positive face, Jarkoni prefers giving reason by saying "*I am sorry miss. In the previous time, you and I haven't any approval or promises to come back to your school. I was comfortable living here*". His utterance shows that he employs politeness strategy. It is politer because give reason can save hearer's positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. The headmaster is the most powerful person in the school while Jarkoni was an employee or subordinate of the headmaster in the past. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster is satisfied by Jarkoni's reason. Jarkoni prefers give reason to the headmaster rather than refuse her invitation. In this case,

Jarkoni apologized to her because he afraid that if his words had offended her. Jarkoni gave reason to the headmaster because he just wants to stay lived in rural areas. Jarkoni uses reason to the headmaster for apologize her because he tries to be polite. He can minimize the FTA by giving reason to the headmaster. It indicates that Jarkoni respected the headmaster. Thus, the headmaster will accept Jarkoni's reason.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2M, give or ask for a reason. The factor of the use of this strategy is relative power. In this case, Jarkoni gives reason for apologized the headmaster. Because if apologized to another with using reason, it would look like convince and can maintain the hearer's positive face. Thus, the hearer's positive wants have been fulfilled and satisfied.

#### 8) Datum 42/TJ/2M/01:25:12-01:25:53

*Headmaster1 : Double from standard salary Mr. Jarkoni?*

*Jarkoni : I am sorry mom, I understood that this village needs more teacher. This I the government's plan to make our education well. If the education center in the city, how could the education in this village will be improve. This village needs more teacher and I want to be one of them. The development of the educations are our responsibility.*

*Headmaster1 : Ok, I will approve your decision. But our school always open for you if you want to join us. If you know, this is the great changes.*

*Jarkoni : Ok.*

#### Relevance to context situation

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of Batavia Senior High School. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. The headmaster of Batavia senior high school purposely went to the school where Jarkoni moved. Her arrival to ask Jarkoni rejoined in

her school. The Headmaster asked Jarkoni to rejoin the school had lived by Jarkoni. However Jarkoni objected to leave the place located in the village, Jarkoni already comfortable with the place now. Jarkoni want to develop the quality of education in the village school. The Headmaster persuaded jarkoni to get back to school batavia. The headmaster persuaded to jarkoni that she will give double the salary from standard salary of a teacher. But jarkoni really wanted to stay in this place. Jarkoni did not refuse the headmaster's invitation, but jarkoni gives reason and tries to save the headmaster's face by saying *"I am sorry mom, I understood that this village needs more teacher. This I the government's plan to make our education well. If the education center in the city, how could the education in this village will be improve. This village needs more teacher and I want to be one of them. The development of the education are our responsibility"*.

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2M, namely give or ask for a reason. In this conversation Jarkoni apologized to the headmaster after the headmaster asked Jarkoni rejoin with her teacher team in Batavia Senior High School. Although the headmaster promises will give double salary from the standard salary of teacher. Jarkoni felt it was a comfortable stay in the village, he want to deelop the education in this village. So Jarkoni did not rejoin with the headmaster's school Jarkoni apologized to her because he afraid that if his words had offended her. In order to keep the headmaster's positive face, Jarkoni prefers giving reason by saying *"I am sorry mom, I understood that this village needs more teacher. This I the government's plan to make our education well. If the education center in the city, how could the education in this village will be improve. This village needs more teacher and I want to be one of them."*

*The development of the education are our responsibility*". His utterance shows that he employs politeness strategy. It is politer because give reason can save hearer's positive face.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. The relative power between the participants shows that they have different statuses. The headmaster is the most powerful person in the school while Jarkoni was an employee or subordinate of the headmaster in the past. In order to respect the headmaster, Jarkoni employs this strategy so that the headmaster is satisfied by Jarkoni's reason. Jarkoni prefers give reason to the headmaster rather than refuse her invitation. In this case, Jarkoni apologized to her because he afraid that if his words had offended her. Jarkoni gave reason to the headmaster because he wants to develop the education in his village. Jarkoni uses reason to the headmaster for apologize her because he tries to be polite. He can minimize the FTA by giving reason to the headmaster. It indicates that Jarkoni respected the headmaster. Thus, the headmaster will accept Jarkoni's reason.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2M, give or ask for a reason. The factor of the use of this strategy is relative power. In this case, Jarkoni gives reason for apologized the headmaster. Because if apologized to another with using reason, it would look like convince and can maintain the hearer's positive face. Thus, the hearer's positive wants have been fulfilled and satisfied.

**n. Assume or assert reciprocity.**

One of the strategies in positive politeness is assume or assert reciprocity. According to Brown and Levinson (1987 in Djatmika, 2016: 99), when someone thanked us and we say equally, then this speech could

be an example of the nature of reciprocity. In other cases, when a person do good and then we threw a promise to repay it, so it is also able to give us the impression polite to him. Similarly, when we do a kindness to repay the previously assumed, so this too is a positive face politeness. There are three data that are found. They are data 21/TJ/2N/00:38:49- 00:38: 58, 30/TJ/2N/01:06:00- 01:06:11 and 38/TJ/2N/01:24:30- 01:24:37.

**1) Datum 21/TJ/2N/00:38:49- 00:38: 58**

*Jarkoni* : *Thankyou so much miss*  
*Mrs. Aisyah* : *Your welcome*  
*Jarkoni* : ***Be careful***

**Relevance to context situation**

The conversation takes place in front of Jarkoni's house. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. After Mrs. Aisyah deliver jarkoni until in front Jarkoni's house, Jarkoni thanked to Mrs. Aisyah. Mrs aisyah automatically answer Jarkoni's utterance with your welcome. Then Mrs. Aisyah immediately hurried away with her motorcycle. Jarkoni use positive politeness with assert reciprocity by saying "Be careful".

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2N, namely assume or assert reciprocity. After Mrs. Aisyah delivered jarkoni, he thanked her. After Mrs. Aisyah answered Jarkoni's gratitude with 'your welcome', Jarkoni says 'be careful' to Mrs. Aisyah. His utterance shows that he has cooperate with Mrs. Aisyah. The existence of the cooperation between Jarkoni and Mrs. Aisyah is claimed or urged by giving evidence of reciprocal rights or obligation obtaining between them. From the explanation above, Jarkoni has saved Mrs. Aisyah's positive face by pointing to reciprocal right of doing FTAs each other. Jarkoni may soften FTA by

negating the debt aspect of speech acts such request Mrs. Aisyah to cooperate with him.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. The social distance between the participants shows that they have same statuses as a teacher in the school. However Jarkoni is a new teacher who had been transferred from another school and Mrs. Aisyah is a teacher who just know jarkoni in this school. So they have just known each other so that their relationship is not close. Jarkoni wants to get closer to Mrs. Aisyah. Thus, they can cooperate for further education. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2N, assume or assert reciprocity. The factor of the use of this strategy is social distance. In this case, Jarkoni wants to cooperate with Mrs. Aisyah. He uses reciprocal rights because it can soften the FTAs (request the hearer to cooperate) so that the hearer's positive face has been fulfilled. Thus, the hearer's positive wants have been fulfilled and satisfied.

## 2) Datum 30/TJ/2N/01:06:00- 01:06:11

*Jarkoni* : *Morning Mrs. Aisyah.*  
*Mrs. Aisyah* : *Morning sir.*  
*Jarkoni* : *How are you today?*  
*Mrs. Aisyah* : *I am fine and you ?*  
*Jarkoni* : *Yes I am fine too.*

### Relevance to context situation

The conversation takes place in the teacher office. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. When the lesson activity has

not occurred, Jarkoni entered the teacher's room with say hello to Mrs. Aisyah with saying good morning. Then Jarkoni asked about Mrs. Aisyah's condition that morning. Mrs. Aisyah answered her condition was fine and asked back on Jarkoni's condition. Jarkoni fulfill the Mrs. Aisyah's desire by answering the same thing about Jarkoni's condition by saying "Yes I am fine too".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2N, namely assume or assert reciprocity. After Mrs. Aisyah answer her condition, she asked back on Jarkoni's condition. After Mrs. Aisyah asked Jarkoni's condition, he answer his condition by saying "Yes I am fine too". His utterance shows that he has cooperate with Mrs. Aisyah. The existence of the cooperation between Jarkoni and Mrs. Aisyah is claimed or urged by giving evidence of reciprocal rights or obligation obtaining between them. From the explanation above, Jarkoni has saved Mrs. Aisyah's positive face by pointing to reciprocal right of doing FTAs each other. Jarkoni may soften FTA by negating the debt aspect of speech acts such request Mrs. Aisyah to cooperate with him.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. The social distance between the participants shows that they have same statuses as a teacher in the school. Social distance between the participants shows that their relationship is close enough. Jarkoni wants to get closer to Mrs. Aisyah. Thus, they can cooperate for further education. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2N, assume or assert reciprocity. The factor of the use of this strategy is social distance. In this case, Jarkoni wants to cooperate with Mrs. Aisyah. He uses reciprocal rights because it can soften the FTAs (request the hearer to cooperate) so that the hearer's positive face has been fulfilled. Thus, the hearer's positive wants have been fulfilled and satisfied.

**3) Datum 38/TJ/2N/01:24:30- 01:24:37**

*Jarkoni* : *Hi mom.*  
*Headmaster1* : *Mr. Jarkoni long time no see. How's your life?*  
*Jarkoni* : *I'm fine. **How about you?***  
*Headmaster1* : *I'm fine.*

**Relevance to context situation**

The conversation takes place in the teacher office. The participants are Jarkoni and the headmaster of Batavia Senior High School. Jarkoni is the addresser and the headmaster is the addressee. The situation is formal. The headmaster of Batavia Senior High purposely visited a school where jarkoni be transferred only to be met with. His arrival was greeted by Jarkoni. Jarkoni looks friendly and polite in talking. The headmaster asked about Jaarkoni's condition. Jarkoni answer very welcome with a good, and Jarkoni flipped asked about the Headmaster condition by saying "*How about you?*".

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2N, namely assume or assert reciprocity. After the headmaster asked about Jarkoni's condition, he answer his condition that he has good condition. Then Jarkoni flipped asked about the headmaster's condition with 'How about you'. His utterance shows that he has cooperate with the headmaster. The existence of the cooperation between Jarkoni and the headmaster is claimed or urged by giving

evidence of reciprocal rights or obligation obtaining between them. From the explanation above, Jarkoni has saved the headmaster's positive face by pointing to reciprocal right of doing FTAs each other. Jarkoni may soften FTA by negating the debt aspect of speech acts such request the headmaster to cooperate with him.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is relative power. Concern with power status between the participants, it shows that they have different status. Their status is headmaster and employee. Jarkoni is the employee of Batavia Senior High School in the past which transferred at the new school and the headmaster is the employer that work in Batavia Senior High School. So that, Jarkoni is polite to the headmaster. He can minimize the FTA by giving reason to the headmaster. It indicates that Jarkoni respected the headmaster.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2N, assume or assert reciprocity. The factor of the use of this strategy is relative power. In this case, Jarkoni wants to cooperate with the headmaster. He uses reciprocal rights because it can soften the FTAs (request the hearer to cooperate) so that the hearer's positive face has been fulfilled. Thus, the hearer's positive wants have been fulfilled and satisfied.

**o. Give gifts to the hearer (goods, sympathy, understanding, cooperation).**

According to Brown and Levinson (1987 in Djatmika, 2016: 100), give gifts to the hearer (goods, sympathy, understanding, cooperation) is one of the strategies in positive politeness. Someone who can hear and be able to become the outpouring of the heart, and can contribute solutions to the person who is being dogged by the problem will become polite person who would respect a lot of friends. It is caused by the nature of generosity gives him the sympathy and the sympathy of people were able to reach a

positive face of the person being difficult. Conversely, people who do not have the skills to this strategy will be less impressed courteous to others. There are three data that are found. They are data 20/TJ/2O/00:38:25-00:38:39, 27/TJ/2O/01:04:12- 01:04: 38 and 29/TJ/2O/01:04:57-01: 05: 22.

**1) Datum 20/TJ/2O/00:38:25- 00:38:39**

- Mrs. Aisyah* : *I am sorry sir, I can take you till here. I have to go now.*  
*Jarkoni* : ***Don't you want to drop in first? Let meet Mr. chief village.***  
*Mrs. Aisyah* : *No, I am sorry sir. I have many assignments to do.*

**Relevance to context situation**

The conversation takes place in front of Jarkoni's house. The participants are Jarkoni and Mrs. Aisyah. Jarkoni is the addresser and Mrs. Aisyah is the addressee. The situation is informal. After Mrs. Aisyah delivered Jarkoni in front of Jarkoni's house, Mrs Aisyah immediately wanted to go because she has to go home soon. Jarkoni tried to give deals to Mrs. Aisyah stop by his house in order first. Jarkoni uses positive politeness to miss aisyah by saying "*Don't you want to drop in first?*"

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2O, namely give gifts to the hearer (goods, sympathy, understanding, cooperation). When Mrs. Aisyah delivered Jarkoni in front of Jarkoni's house, Jarkoni invites Mrs. Aisyah to stop in Jarkoni's house. His utterance shows that he cares to Mrs. Aisyah. In this case, Jarkoni expects Mrs. Aisyah will stop in Jarkoni's house. It shows that Jarkoni has saved Mrs. Aisyah's positive face. He decides to redress directly Mrs. Aisyah's positive face by fulfilling Mrs. Aisyah's wants, to join or stop by Jarkoni's house. According to politeness theory, this fits with strategy 15, namely giving gifts

to the hearer (goods, sympathy, understanding, cooperation). Jarkoni has fulfilled Mrs. Aisyah's wants to invite Mrs. Aisyah to stop by Jarkoni's house.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. The social distance between the participants shows that they have same statuses as a teacher in the school. Although Jarkoni is a new teacher who had been transferred from another school and Mrs. Aisyah is a teacher who just know Jarkoni in this. In this case, Jarkoni gives attention Mrs. Aisyah's wants with invite Mrs. Aisyah to stop by Jarkoni's house. Jarkoni gives attention to Mrs. Aisyah because he tries to be polite. He can minimize the FTA by give attention to the Mrs. Aisyah. He considers himself to be of same kind that he likes Mrs. Aisyah and wants to fulfill Mrs. Aisyah's wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates Mrs. Aisyah. Social distance between the participants shows that their relationship is just acquaintances but jarkoni tries to be her friend. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2O, give gifts to the hearer (goods, sympathy, understanding, cooperation). The factor of the use of this strategy is social distance. In this case, Jarkoni gives attention to invite Mrs. Aisyah to stop by Jarkoni's house. Because give understanding the interaction between the parties involved that can be used as a form of positive politeness advance and avoid the threat of the advance. Thus, the hearer's positive wants have been fulfilled and satisfied.

2) **Datum 27/TJ/20/01:04:12- 01:04: 38**

*Jarkoni : Sorry mom, I want to give a little suggestion for sardi. You might become a mechanic. But don't miss use your hobby for something wrong. You are student too, so focus on your study first.*

*Mrs. Aisyah : What Mr. Jarkoni's word is right. You should focus to finish your study. your hobby can be another extra skill.*

**Relevance to context situation**

The conversation takes place in Sardi's house. The participants are Jarkoni, Sardi's mother and Mrs. Aisyah. Jarkoni is the addresser and Sardi is the addressee. The situation is informal. Jarkoni got an accident with Sardi. Sardi is one of the Jarkoni's student is also the son of Mr. Bambang. When Jarkoni give treatment by the Sardi's mother, Jarkoni gives a little advice to Sardi. When Jarkoni gives a little advice to Sardi, Jarkoni tries to use positive politeness with give sympathy to Sardi by saying "Sorry mom, I want to give a little suggestion for sardi. You might become a mechanic. But don't miss use your hobby for something wrong. You are student too, so focus on your study first".

**Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 2O, namely give gifts to the hearer (goods, sympathy, understanding, cooperation). After sardi got an accident, Jarkoni gives sympathy to Sardi in order to be a good student and left the motor. Jarkoni did this sympathy so that Sardi left his hobby for motor racing and become a good student. His utterance shows that he cares to Sardi. In this case, Jarkoni hopes expects Sardi will distribute his hobby in the automotive field in the case goodness and be a good student. The explanation shows that Jarkoni has saved sardi's positive face. He decides to redress directly sardi's positive face by fulfilling sardi's wants, to left his hobby for motor racing and

become a good student. According to politeness theory, this fits with strategy 15, namely giving gifts to the hearer (goods, sympathy, understanding, cooperation). So that Jarkoni has fulfilled Mrs. sardi's wants to left his hobby for motor racing and become a good student.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. Social distance between the participants shows that their relationship is close enough since Jarkoni was Sardi's teacher. Although they have different statuses, but Jarkoni is the closest teacher with Sardi. Jarkoni give sympathy to Sardi because he tries to be polite and appreciated Sardi. He can minimize the FTA by give sympathy so that Sardi to left his hobby for motor racing and become a good student. He considers himself to be of same kind that he likes Sardi and wants to fulfill Sardi's wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates Sardi. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 20, give gifts to the hearer (goods, sympathy, understanding, cooperation). The factor of the use of this strategy is social distance. In this case, Jarkoni gives sympathy so that to left his hobby for motor racing and become a good student. Because give understanding the interaction between the parties involved that can be used as a form of positive politeness advance and avoid the threat of the advance. Thus, the hearer's positive wants have been fulfilled and satisfied.

**3) Datum 29/TJ/20/01:04:57-01: 05: 22**

*Sardi* : *Mom, I promise you to be a wonderful son.*  
*Jarkoni* : *Sardi, you need to take a long rest. Next week*

*you there are will be a public speaking competition. Prepare yourself. I will go home now.*

*Ninuk : Hey Sardi, you have to remember what is Mr. Jarkoni said.*

### **Relevance to context situation**

The conversation still takes place in Sardi's house. The participants are Jarkoni, Sardi and Ninuk. Jarkoni is the addresser and Sardi is the addressee. The situation is informal. After the accident that happened to Sardi, Sardi given advice by Jarkoni, Mrs. Aisyah, Sardi's mom, and Sardi's friends. Sardi was wary because it was a motorcycle and promise with his mom to be wonderful son to his parents. Jarkoni gives more advice to Sardi to take a rest after the accident because Sardi must immediately follow the competition preparation and education. Jarkoni tries to use positive politeness with give sympathy to sardi by saying "*Sardi, you need to take a long rest. Next week you there are will be a public speaking competition. Prepare yourself*".

### **Data interpretation**

The conversation above shows that Jarkoni employs positive politeness strategy 20, namely give gifts to the hearer (goods, sympathy, understanding, cooperation). After sardi got an accident, Jarkoni gives sympathy to sardi should get enough take a rest. Jarkoni gives sympathy so that Sardi healthy soon. So that he can follow the competition. His utterance shows that he cares to sardi. In this case, Jarkoni expects Sardi will should get enough take a rest and healthy soon. So that Sardi can follow the competition. The explanation shows that Jarkoni has saved Sardi's positive face. He decides to redress directly sardi's positive face by fulfilling Sardi's wants, should get enough take a rest and healthy soon. so that Sardi can follow the competition. According to politeness theory, this fits with strategy 15, namely giving gifts to the hearer (goods, sympathy,

understanding, cooperation). Jarkoni has fulfilled Mrs. Sardi's wants to speedy recovery so sardi can join the competition.

Jarkoni employs this strategy because he is influenced by certain factor. The factor of the use of this strategy is social distance. Social distance between the participants shows that their relationship is close enough since Jarkoni was Sardi's teacher. Although they have different statuses, but Jarkoni is the closest teacher with Sardi. Jarkoni give sympathy to Sardi because he tries to be polite and appreciated Sardi. He can minimize the FTA by give sympathy so that Sardi healthy soon and can follow the competition. He considers himself to be of same kind that he likes Sardi and wants to fulfill Sardi's wants. Thus, he can avoid tension that might happen between them. It indicates that Jarkoni appreciates Sardi. It makes the social distance be closer. As a result, their relationship will more intimate.

From the explanations above, it can be concluded that Jarkoni has applied the positive politeness namely the strategy 2O, give gifts to the hearer (goods, sympathy, understanding, cooperation). The factor of the use of this strategy is social distance. In this case, Jarkoni give sympathy so that Sardi healthy soon and can follow the. Because give sympathy the interaction between the parties involved that can be used as a form of positive politeness advance and avoid the threat of the advance. Thus, the hearer's positive wants have been fulfilled and satisfied.

## 2. Analyzing on the Education Values in *The Jarkoni* Film

After classifying the data on National Education Ministry's theory, the researcher found eighteen types of education values in the film. The following is the table of data analysis and data analysis of each type of education values used by character Jarkoni in *The Jarkoni* movie.

**Table 04. The Education Values Found in *The Jakoni* Film**

No	Type of Education Value	Numbers of Data
1.	Religious	1
2.	Honest	3
3.	Tolerance	1
4.	Discipline	1
5.	Work Hard	2
6.	Creative	1
7.	Independent	1
8.	Democratic	1
9.	Curiosity	2
10.	National Spirit	1
11.	Love of Country	1
12.	Rewarding Achievement	1
13.	Communicative/ Friendship	3
14.	Love Peace	1
15.	Joy of Reading	1
16.	Environmental Care	1
17.	Social Care	2
18.	Responsibility	1
	<b>Total</b>	<b>25</b>

Based on the table above, the education value of religious is found amount 1 data for all education values. The education value of honest often appear. There are 3 data for all education values. The education value of tolerance is found amount 1 data. The education value of discipline is found amount 1 data. The education value of work hard is found amount 2 data. The education value of creative is found amount 1 data. The education value of independent is found amount 1 data. The education value of democratic is found amount 1 data. The education value of curiosity is found amount 2 data. The education value of national spirit is found amount 1 data. The education value of love of country is found amount 1 data. The education value of rewarding achievement is found amount 1 data. The education value of communicative/ friendship also often appear. There are 3 data that found in all data of education values. The education value of love peace is found 1 data. The education value of joy of reading is found 1 data. The education value of environmental care is found amount 1 data. The education value of social care is found amount 2 data. The education value of responsibility is found amount 1 data. From description above, the data total which is analyzed is 25 data.

**Table 05. The Education Values Used by the Character *Jarkoni*.**

<b>Number of Data</b>	<b>Place</b>	<b>Education Value</b>	<b>Explanation</b>
01/TJ/EVCF/ 00:11:42- 00:11:45	Teacher Office	Communicative/ Friendship	Jarkoni meets Mrs. Siti and Mrs. Endang. He accosts both of them when he passed them. It indicates his care and sympathy to hang out with fellow colleagues.
02/TJ/EVT/ 00:12:28- 00:13:10	Classroom	Tolerance	Jarkoni was teaching in the classroom. Suddenly, there are two students come late in his class. Jarkoni asked them to join into his class.
03/TJ/EVH/ 00:14:17- 00:15:10	Teacher Office	Honest	Jarkoni accused had been carrying drugs at school. Jarkoni tried to explain the truth that there is a drug syndicate that has been slipped drugs in her bag.
04/TJ/EVCS/ 00:20:19- 00:20:37	Classroom	Curiosity	Jarkoni was teaching in the classroom. One of his students did not come in the classroom. Jarkoni really wants to know where he is.
05/TJ/EVIA/ 00:37:02- 00:37:14	School parking area	Independent	Mrs. Aisyah asked Jarkoni to join go home together by her motorcycle. But Jarkoni thought that he can go home by himself.

06/TJ/EVC/ 00:48:32- 00:49:13	Teacher Office	Creative	Jarkoni has plan and has the initiative to propose his student follow the competition of education. He will teach his own sacrifice.
07/TJ/EVD S/00:49:14- 00:49:39	Teacher Office	Discipline	Jarkoni wants to propose his students to follow the competition. But the headmaster has requirement to Jarkoni that he should make a proposal. Jarkoni obeys his orders and he will make it.
08/TJ/EVW H/00:49:40 - 00:49:48	Teacher Office	Work Hard	Desire Jarkoni lodge their students follow the competition was disputed by Mr. Bambang. But Jarkoni will prove it by trying first.
09/TJ/EVE C/00:56:06- 00:56:57	Teacher Office	Environmental Care	Jarkoni was teaching in the classroom. Jarkoni gave advice to his students for utilizing their motorcycle as well as possible and not to racing.
10/TJ/EVS C/00:58:00- 00:58:17	Chief of Village's house	Social Care	Chief of village asks the Jarkoni's help for his job. Jarkoni shows corporation with help the chief of village.
11/TJ/EVR S/00:02:05-	Sardi's	Responsibility	Jarkoni got an accident with

00:03:01	house		Sardi. Jarkoni pays all of the administration of Sardi's health to responsible his mistake.
12/TJ/EVSC/01:04:12-01:04:38	Teacher Office	Social Care	After Jarkoni got an accident, Jarkoni gave advice to Sardi for take a long rest and focus to his study.
13/TJ/EVJR/01:06:00-01:06:11	Teacher Office	Joy of Reading	Jarkoni was talking to Mrs. Aisyah. Jarkoni opens book and read the book while talking to Mrs. Aisyah.
14/TJ/EVCS/01:06:16-01:06:27	Teacher Office	Curiosity	Jarkoni asked something about Mrs. Aisyah that Jarkoni didn't know before.
15/TJ/EVLP/01:09:38-01:09:49	Teacher Office	Love Peace	Mrs. Aisyah told Jarkoni that she has problem with his father and she went from home. Jarkoni gave advice to Mrs. Aisyah to piece with his father.
16/TJ/EVCF/01:09:50-01:10:08	Teacher Office	Communicative/ Friendship	After Jarkoni gave advice to Mrs. Aisyah, Jarkoni asked apologize to try to be her good friend.
17/TJ/EVH/01:12:19-01:12:58	Teacher Office	Honest	Jarkoni would go to the competition, but his student didn't get pocket money appropriate with proposal that

			he propose. Jarkoni said the truth about the problem that happen.
18/TJ/EVRA/01:19:25-01:20:05	At Public Speaking Competition	Rewarding Achievement	Sardi is one of Jarkoni's students that win the competition. Jarkoni immediately give hug to Sardi as congratulation.
19/TJ/EVH/01:21:20-01:21:34	Teacher Office	Honest	The headmaster wants Jarkoni clarify about the money that inappropriate with his proposal. Jarkoni clarified the truth even he dared to bring his students as the proof.
20/TJ/EVCF/01:24:20-01:24:38	Teacher Office	Communicative/ Friendship	The headmaster of Batavia Senior High School is Jarkoni's headmaster in the previous school. The headmaster's arrival are greeted by Jarkoni with very welcome and Jarkoni let her to seat.
21/TJ/EVDM/01:24:40-01:25:12	Teacher Office	Democratic	The headmater asked Jarkoni to back in her school. Jarkoni thought that he has rights to stay or leave from his school.
22/TJ/EVLC/01:25:12-01:25:53	Teacher Office	Love of Country	Jarkoni wants to develop education in his village. He

			wants to support government's plan to improve education in the country.
23/TJ/EVNS/01:25:12-01:25:53	Teacher Office	National Spirit	Jarkoni wants to create education well in village with his spirit for the progress of the nation.
24/TJ/EVR/01:26:25-01:26:40	<i>Jarkoni's</i> House	Religious	Jarkoni asked permission to god. Jarkoni has religion in his self.
25/TJ/EVWH/01:31:37-01:31:55	Teacher Office	Work Hard	Jarkoni teach his students with seriously until to be headmaster after three years. Jarkoni still be best to try to make his school advanced.

As the tables above, the researcher describes table data analysis of types of education values used by the character *Jarkoni* in the movie *The Jarkoni*. The following is data analysis of each type of education values used by character *Jarkoni* in *The Jarkoni* movie.

#### **a. Religious**

One of the type education value is religious. According to the National Education Ministry (2010: 9), someone who has a religion in itself and has a tolerance to the other religions is one kind of education value that is religious. There is one data that is found. This is data 24/TJ/EVR/ 01:26:25- 01:26:40.

**1) Datum 24/TJ/EVR/ 01:26:25- 01:26:40**

*Jarkoni : Ya Alloh, if she is the best for me. Let me be with her. But if she didn't for me, let her find someone better than me.*

The conversation above shows that this value taught us about religious. It happened in the Jarkoni's house. Jarkoni asked permission and prayed to God. Jarkoni has religion in himself. Jarkoni as religious beings, he must always pray to God. Especially for affair partner, where he will live forever with someone that he loved. So that, Jarkoni prayed to God because Jarkoni wanted to be given the best for himself and for the woman he loves.

**b. Honest**

One of the type education value is honest. There are three data that are found. According to the National Education Ministry (2010: 9), someone who has a habit of saying things that correspond to the reality that happens is honest behavior. They are data 03/TJ/EVH/000:14:17- 00:15:10, 17/TJ/EVH/ 01:12:19-01:12:58 and 19/TJ/EVH/ 01:21:20-01:21:34.

**1) Datum 03/TJ/EVH/000:14:17- 00:15:10**

*Headmaster1 : You brought the drugs. No here teacher like you therefore in this school. You are teacher Mr. Jarkoni. A teacher have to give a good example for the students. You are a figure to the student's future.*

*Jarkoni : Mom, please listen to my explanation. First, when I went to the school in the public transportation. I pump into.., he was so afraid,*

- may be the pack is that minds. Someone consumes drugs.*
- Headmaster1 : *How could you know that he consumes the drugs?*
- Jarkoni : ***I remember that an officer, I see in the back of my public transportation, trying to find him. Maybe.***
- Headmaster1 : *This thing is very dangerous. We will check it to the laboratory.*
- Jarkoni : *Ok mom thank you for understanding me.*

The conversation above shows that this value taught us about honesty. It happened in the teacher office. Jarkoni accused had been carrying drugs at school. Jarkoni tried to explain the truth that there is a drug syndicate that has been slipped drugs in her bag. He always honest to everyone with what had happened. If he did not express that, his heart would under pressured. Like Jarkoni, he had to honest to the headmaster about what had happened. It did not kill ourselves if we could not reach our goal. Honesty must be established even though it seem impossible.

## 2) Datum 17/TJ/EVH/ 01:12:19-01:12:58

- Jarkoni : *I am sorry sir, I have to go now for the competition*
- Headmaster2 : *Ok, wish you luck for your student. I am sorry for being absent today. Wish you give best score for our school.*
- Jarkoni : *Ok sir thank you sir. **But I feel sorry for this student. They don't get pocket money enough sir. It's not same with my proposal sir.***
- Headmaster2 : *How could it be?*
- Jarkoni : *Maybe I will explain you latter sir. My time is limit sir.*
- Headmaster2 : *Ok, good luck.*

The conversation above shows that this value taught us about honest. It happened in the teacher office. Jarkoni would go to the competition, but his student didn't get pocket money appropriate with proposal that he propose. Jarkoni said the truth about the problem that happen. Jarkoni honest with everyone because honesty will bring good either for himself or for other people to bring truth and honesty.

### 3) Datum 19/TJ/EVH/ 01:21:20-01:21:34

- Headmaster2 : I want to clarify your report about the operation budget for the public speaking contest. Explain me about that.*
- Jarkoni : I was given the envelope by Mr. Bambang. But I haven't open it yet. Because I have to drill the students. I was surprised when I account it. The budget is not appropriate. That is not sufficient food*
- Mr. Bambang : Hey Mr. Jarkoni have you the evidence? Don't judge me like that.*
- Jarkoni : **I am sorry sir, you can ask the students. They running out their pocket money.***
- Headmaster2 : How could it be Mr. Bambang?*

The conversation above shows that this value taught us about honesty in seek the truth. It happened in teacher office. The headmaster wants Jarkoni clarify about the money that inappropriate with his proposal. Jarkoni clarified the truth even he dared to bring his students as the proof. The headmaster asked about what actually happened. Why funds should be accepted Jarkoni not in accordance with the proposal. Jarkoni provide evidence that the students also knew about the truth that

occurred. He had to be honest about his feeling to people although it sounded impossible.

### c. Tolerance

One of the types of education value is tolerance. According to the National Education Ministry (2010: 9), someone who has the attitude or action to respect differences of opinion, attitudes, and actions of others who are different from themselves is the behavior of tolerance. There is one data that is found. This is data 02/TJ/EVT/000:12:28-00:13:10.

#### 1) Datum 02/TJ/EVT/000:12:28-00:13:10

*Jarkoni : Andi goes to school. Stop, don't move again. Why do you come late? Come here.  
Answer my question, you have come late and enter the class without permission, impolite. Don't do like this.  
Students : Yes Sir.*

The conversation above shows that this value taught us about tolerance with others. It happened in the classroom. Jarkoni was teaching in the classroom. Suddenly, there are two students come late in his class. Jarkoni asked them to join into his class. Human is the wrong place, no human is perfect, therefore we as human beings should be mutually tolerate any what is happening and do not judge.

### d. Discipline

One of the types of education value is discipline. According to the National Education Ministry (2010: 9), someone who has the attitude or

action to follow existing regulations is the behavior of discipline. There is one data that is found. This is data 07/TJ/EVDS/00:49:14- 00:49:39.

**1) Datum 07/TJ/EVDS/00:49:14- 00:49:39**

*Mr. Bambang : I really know Sardi, that is impossible for him to join the competition. Sardi has less confident. It's impossible.*

*Headmaster2 : If you are sure to bring them, make a proposal to join that competition. Give to Mr. Bambang as the administration staff. Let's Mr. Bambang managed it.*

*Jarkoni : Okay sir, I will make it.*

The conversation above shows that this value taught us about discipline. It happened in the teacher office. Jarkoni wants to propose his students to follow the competition. But the headmaster has requirement to Jarkoni that he should make a proposal. Jarkoni obeys his orders and he will make it. Every rule we must obey and do according to regulations. As Jarkoni wants propose his students to follow the competition but he should make a proposal as a requirement.

**e. Work Hard**

One of the types education value is work hard. According to the National Education Ministry (2010: 9), someone who has the attitude or actions that indicate serious effort to achieve something that is achieved is work hard. There are two data that are found. They are data

08/TJ/EVWH/00:49:40 - 00:49:48 and data 25/TJ/EVWH/ 01:31:37-01:31:55.

**1) Datum 08/TJ/EVWH/00:49:40 - 00:49:48**

*Mr. Bambang* : *Do what do you want to do, if you can. You will know that student will be unable.*  
*Jarkoni* : ***I will prove it.***

The conversation above shows that this value taught us about work hard. It happened in the teacher office. Desire Jarkoni lodge their students follow the competition was disputed by Mr. Bambang. But Jarkoni will prove it by trying first. Something we will get if we do seriously.

**2) Datum 25/TJ/EVWH/ 01:31:37- 01:31:55**

*Headmaster2* : *I will choose Mr. Jarkoni to be a headmaster.*  
*Teachers* : *Congratulations Mr. Jarkoni*  
*Jarkoni* : ***Thank you sir. I will try my best here.***  
*Headmaster2* : *Good luck*

The conversation above shows that this value taught us about doing the best like Jarkoni did. It happened in the teacher office. Jarkoni teach his students with seriously until to be headmaster after three years. Jarkoni still be best to try to make his school advanced. He attempted to advancing education in rural schools in order to keep up with the schools located in the city. When we wanted to achieve something that we want, we had to try hard although that thing was difficult.

## f. Creative

One of the types education value is creative. According to the National Education Ministry (2010: 9), someone who has the attitude or actions that indicate an attempt to create something new that is creative. There is one data that is found. This is data 06/TJ/EVC/ 00:48:32-00:49:13.

### 1) Datum 06/TJ/EVC/ 00:48:32- 00:49:13

- Headmaster2 : So, who have any suggestion?*  
*Jarkoni : I'm sir. Just now, I'm trying to select some of students to join the education competition in this city. That will be held in the next month.*
- Headmaster2 : What kind of the competitions?*  
*Jarkoni : The competition is education held by ministry, sir. There are many kinds of competitions like five skills in English language, public speaking and the other science.*
- Mr. Bambang : Competition? Is there anyone of our student who are incredible?*  
*Jarkoni : I will drill them sir. I propose Sardi and Ninuk to join Public Speaking Contest.*

The conversation above shows that this value taught us about creative. It happened in the teacher office. Jarkoni has plan and has the initiative to propose his students follow the competition of education. He will teach his own sacrifice. We could see people who are successful, they always create and do something different than before and to draw crowds, so if we do something is not monotonous.

### g. Independent

One of the types education value is independent. According to the National Education Ministry (2010: 9), someone who has the attitude or actions that indicate not need help from others is the behavior of independent. There is one data that is found. This is data 05/TJ/EVI/00:37:02- 00:37:14.

#### 1) Datum 05/TJ/EVI/ 00:37:02- 00:37:14

*Mrs. Aisyah : Let's go home together sir.*  
*Jarkoni : No, thank you. It will disturb you.*  
*Mrs. Aisyah : No we were on the some direction sir.*  
*Jarkoni : **I see I can do myself.***  
*Mrs. Aisyah : Come on.*  
*Jarkoni : Ok.*

The conversation above shows that this value taught us about independent. It happened in the school parking area. Mrs. Aisyah asked Jarkoni to join go home together by her motorcycle. But Jarkoni thought that he can go home by himself. A person must be independent because the true man can not continue to depend on others even though we socialize with other people.

### h. Democratic

One of the types education value is democratic. According to the National Education Ministry (2010: 9), someone who has the attitude, actions and thought that indicate he has the same rights and obligations

judging himself and others is democratic. There is one data that is found.

This is data

**1) Datum 21/TJ/EVDM/ 01:24:40- 01:25:12**

*Headmaster1 : Mr. Jarkoni we need a teacher like you who was an ability to guide our students. I heard that you succeed to bring your student to win in the public speaking contest. We'll pay you more if you want.*

*Jarkoni : I am sorry miss. In the previous time, you and I haven't any approval or promises to come back to your school. I was comfortable living here. I will try to give my best in this village.*

The conversation above shows that this value taught us about democratic. It happen in the teacher office. The headmater asked Jarkoni to back in her school. Jarkoni thought that he has rights to stay or leave from his school. Every individual has a right of each. We could see Jarkoni has a right to stay in this village.

**i. Curiosity**

One of the types education value is curiosity. According to the National Education Ministry (2010: 9), someone who has an attitudes and actions are always working to find more depth and breadth of something learned, seen, and heard this is curiosity. There are two data that are found. They are data 04/TJ/EVCS/00:20:19- 00:20:37 and data 14/TJ/EVCS/01:06:16- 01:06:27.

**1) Datum 04/TJ/EVCS/00:20:19- 00:20:37**

Jarkoni : *Ok class before we start our lesson. I would like to check your attendance list first. **Ari Wibowo? Where is Ari Wibowo? Where is Ari Wibowo Intan?***  
 Intan : *I don't know sir.*

The conversation above shows that this value taught us about curiosity. It happened in the classroom. Jarkoni was teaching in the classroom. One of his students did not come in the classroom. Jarkoni really wants to know where he is. Someone must have a high desire of knowledge. Curiosity is important because its make us have many knowledge or know everything.

**2) Datum 14/TJ/EVCS/01:06:16- 01:06:27**

Jarkoni : *By the way, **may I ask you something?***  
 Mrs. Aisyah : *Yes of course, what do you want to know?*  
 Jarkoni : *What is your relationship with the chief of village?*  
 Mrs. Aisyah : *He is my father.*

The conversation above shows that this value taught us about curiosity. It was happened in teacher office. Jarkoni asked something about Mrs. Aisyah that Jarkoni didn't know before. Desire of knowledge is important because who would be embarrassed to ask astray on the way.

**j. National Spirit**

One of the types education value is national spirit. According to the National Education mMinistry (2010: 9), someone who has way of thinking, act, and sound that puts the interests of the nation above self-interest and group this is the behavior of national spirit. There is one data that is found. This is data 23/TJ/EVNS/01:25:12-01:25:53.

**1) Datum 23/TJ/EVNS/01:25:12-01:25:53**

- Headmaster1 : Double from standard salary Mr. Jarkoni?*  
*Jarkoni : I am sorry mom, I understood that this village needs more teacher. This I the government's plan to make our education well. If the education center in the city, how could the education in this village will be improve. **This village needs more teacher and I want to be one of them. The development of the education are our responsibility.***  
*Headmaster1 : Ok, I will approve your decision. But our school always open for you if you want to join us. if you know, this is the great changes.*  
*Jarkoni : Ok.*

The conversation above shows that this value taught us about national spirit. It happened in the teacher office. Jarkoni wants to create education well in village with his spirit for the progress of the nation. To realize a good education for this school in this village we should have a high national spirit. Due to having high spirit we can realize good education for our nation.

**k. Love of Country**

One of the types education value is love of country. According to the National Education Ministry (2010: 9), someone who has way of thinking,

being and doing that show of loyalty, care and high appreciation of language, physical environment, social, cultural, economic and political nation are love of country. There is one data that is found. This is data 22/TJ/EVLC/01:25:12-01:25:53.

**1) Datum 22/TJ/EVLC/01:25:12-01:25:53**

*Headmaster1 : Double from standard salary Mr. Jarkoni?*

*Jarkoni : I am sorry mom, I understood that this village needs more teacher. This I the government's plan to make our education well. If the education center in the city, how could the education in this village will be improve. This village needs more teacher and I want to be one of them. The development of the education are our responsibility.*

*Headmaster1 : Ok, I will approve your decision. But our school always open for you if you want to join us. if you know, this is the great changes.*

*Jarkoni : Ok.*

The conversation above shows that this value taught us about love of country. It happened in the teacher office. Jarkoni wants to develop education in his village. He wants to support government's plan to improve education in the country. Love the country both in cities and in village. Jarkoni as good teacher should develop the education everywhere, especially in place that desperately needs our ability.

**1. Rewarding Achievement**

One of the types education value is rewarding achievement. According to the National Education Ministry (2010: 10), someone who has attitudes and actions that encourage to produce something useful for

society, and recognize and respect other people's success is the behavior of rewarding achievement. There is one data that is found. This is data 18/TJ/EVRA/01:19:25 -01:20:05 .

**1) Datum 18/TJ/EVRA/01:19:25 -01:20:05**

*Judges : Ok thank you miss Hanifah for the time, after we conclude our conclusion. We have choose the winner, and winner is Sardi.*

*Jarkoni : (Embrace Sardi )*

*Mrs. : We succeed to bring our school's name better. And Aisyah this is the first time we have gotten the appreciation. Congratulation.*

The conversation above shows that this value taught us about rewarding achievement. It happened at public speaking competition. Sardi is one of Jarkoni's students that win the competition. Jarkoni immediately give hug to Sardi as congratulation. Respect is something that both small and large and the award was not only in the form of goods but in the form of a hug can also find it valuable to someone. Jarkoni appreciate his students who have worked hard to hug and hug it very worthwhile.

**m. Communicative/ Friendship**

One of the types education value is communicative/friendship. According to the National Education Ministry (2010: 10), someone who has actions that show a sense of fun to talk, mingle and cooperate with others are the behavior of friendship or communicative person. There are three

data that are found. They are data 01/TJ/EVCF/000:11:42- 00:11:45, 16/TJ/EVCF/ 01:09:50- 01:10:08 and 20/TJ/EVCF/ 01:24:20- 01:24:38.

**1) Datum 01/TJ/EVCF/000:11:42- 00:11:45**

*Jarkoni : Come on miss (accost)*  
*Mrs. : Oh, so handsome*  
*Endang*

The conversation above shows that this value taught us about communicative or be friendship to the others. It happened in front of teacher office. Jarkoni meets Mrs. Siti and Mrs. Endang. He accosts both of them when he passed them. It indicates his care and sympathy to hang out with fellow colleagues. We could see that Jarkoni greeted the two of his friends as work partner in the school. We have to be friendly with others, because actually human can not live alone.

**2) Datum 16/TJ/EVCF/ 01:09:50- 01:10:08**

*Jarkoni : I know what you mean miss.*  
*Mrs. : I understood that the education is very important for Aisyah human life in this era.*  
*Jarkoni : I am sorry miss if my words hurt you. I am trying to be a good friend.*  
*Mrs. : I really say thanks sir.*  
*Aisyah*

The conversation above shows that this value taught us about communicative/ friendship. It happened in the teacher office. After Jarkoni gave advice to Mrs. Aisyah, Jarkoni asked apologize to try to be her good friend. Friendship is a good way when we create relations. If we made a mistake with others so we should immediately apologize and

repair the friendship. Be a good friend to everyone is a good way in communication.

**3) Datum 20/TJ/EVCF/ 01:24:20- 01:24:38**

*Headmaster1 : Excuse me.*  
*Mrs. Tina : Yes can I help you.*  
*Headmaster1 : I want to meet Mr. Jarkoni.*  
*Jarkoni : Oh, **come in please***  
*Mrs. Tina : I want to meet Mr. Jarkoni.*  
*Jarkoni : Hi mom.*  
*Headmaster1 : Mr. Jarkoni long time no see. How's your life?*  
*Jarkoni : I'm fine How about you?*  
*Headmaster1 : I'm fine.*

The conversation above shows that this value taught us about communicative / friendship. It happened in the teacher office. The headmaster of Batavia Senior High School is Jarkoni's headmaster in the previous school. The headmaster's arrival are greeted by Jarkoni with very welcome and Jarkoni let her to seat. In interaction to our friend, we should be friendly with everyone either a foreigner or with someone who are familiar.

**n. Love Peace**

One of the types education value is love peace. According to the National Education Ministry (2010: 10), someone who has Attitudes, words and actions that cause others to feel happy and secure on the presence of himself this is the behavior of love peace. There is one data that is found. This is data 15/TJ/EVLP/01:09:38- 01:09:49.

**1) Datum 15/TJ/EVLP/01:09:38- 01:09:49**

*Jarkoni : Now, I know the story*

*Mrs. : So, what must I do sir?*

*Aisyah*

*Jarkoni : I am sorry miss. I advise you. **You should apologies your father and come back home. Because marriage must get parent's permission.***

*Mrs. : I will not married before I can reach all my dreams.*

*Aisyah*

The conversation above shows that this value taught us about love piece. It happened in the teacher office. Mrs. Aisyah told Jarkoni that she has problem with his father and she went from home. Jarkoni gave advice to Mrs. Aisyah to piece with his father. Love piece is the best way to finish the problem. Because if we are solve the problem with emotions or violence then the problem will not be finished but will actually became more complicated.

**o. Joy of Reading**

One of the types education value is joy of reading. According to the National Education Ministry (2010: 10), someone who has the habit of reading wherever he reading book, it is one form of good behavior and exemplary. There is one data that is found. This is data 13/TJ/EVJR/01:06:00- 01:06:11.

**1) Datum 13/TJ/EVJR/01:06:00- 01:06:11**

*Jarkoni : Morning miss Aisyah.*

*Mrs. : Morning sir*

*Aisyah*

*Jarkoni : How are you today?*

*Mrs. : I am fine and you ?*

*Aisyah*

*Jarkoni : Yes I am fine too. (Open Book)*

The conversation above shows that this value taught us about joy of reading. It happened in the teacher office. Jarkoni was talking to Mrs. Aisyah. Jarkoni opens book and read the book while talking to Mrs. Aisyah. Reading a book is very useful for us because by reading the same book with the open window to the world. We can have a lot of knowledge with frequent reading books.

#### **p. Environmental Care**

One of the types education value is encironmental care. According to the National Education Ministry (2010: 10), someone who has an attitudes and actions which always wanted to prevent damage to the surrounding natural environment, and develop measures to repair the environmental damage that has occurred are the behavior of environmental care. There is one data that is found. This is data 09/TJ/EVEC/00:56:06- 00:56:57.

##### **1) Datum 09/TJ/EVEC/00:56:06- 00:56:57**

*Jarkoni : Before we start our lesson, I want to tell you the story. Yesterday afternoon, when I saw Sardi ride in motorbike on the street. I remembered you. I do like ridely motorbike. My friend often come to me to repair their motorbike. In order not to spend a lot of money. **Now, you can do what you want, but remember don't do anything wrong. You should not take your motorcycle to racing.***

*Understand?*

*Students : Yes, understand.*

The conversation above shows that this value taught us about environmental care. It happened in teacher office. Jarkoni was teaching in the classroom. Jarkoni gave advice to his students for utilizing their motorcycle as well as possible and not to racing. We as social beings should be concerned with the environment, either guard or nurture. Because environmental care is important for everyone.

#### q. Social Care

One of the types education value is social care. According to the National Education Ministry (2010: 10), someone who has attitudes and actions always wanted to help other people and communities in need are the behavior of social care. There are two data that are found. They are data 10/TJ/EVSC/00:58:00- 00:58:17 and data 12/TJ/EVSC/01:04:12- 01:04:38.

##### 1) Datum 10/TJ/EVSC/00:58:00- 00:58:17

*Jarkoni : Excuse me*  
*Chief of Village : Oh, come please sir. Sir, could you help me to copy this letter? I have many works to do.*  
*Jarkoni : **Ok sir, I wanna go out too.***  
*Chief of Village : This is the key sir.*  
*Jarkoni : Ok, thankyou*

The conversation above shows that this value taught us about social care. It happened in the chief of village's house. Chief of village asked Jarkoni's help for his job. Jarkoni shows corporation with help

the chief of village. We should be concerned with the people around us and do not be individualized because we are created as social beings. Help someone with our ability while we still can help.

**2) Datum 12/TJ/EVSC/01:04:12- 01:04: 38**

*Jarkoni : Sorry mom, I want to give a little suggestion for Sardi. You might become a mechanic. But don't miss use your hobby for something wrong. You are student too, so focus on your study first.*

*Mrs. Aisyah : What Mr. Jarkoni's word is right. You should focus to finish your study. your hobby can be another extra skill.*

The conversation above shows that this value taught us about social care. It happened in teacher office. After Jarkoni got an accident, Jarkoni gave advice to Sardi for take a long rest and focus to his study. Our concern would be valuable to someone who has been our help.

**r. Responsibility**

One of the types education value is responsibility. According to the National Education Ministry (2010: 10), someone who has an attitude and behavior that indicates repair the mistake that had done by himself is responsibility. There is one data that is found. This is data 11/TJ/EVRS/00:02:05-00:03:01.

**1) Datum 11/TJ/EVRS/00:02:05-00:03:01**

*Jarkoni : I am sorry for...*

*Mr.Bambang : Shut up you. Hey Mr. Jarkoni, you must responsible with this accident. You aren't supposed to be here. You are a teacher but you can't to be a leader. I will*

*ask the school to kick you from the school.*

Jarkoni : *I am sorry sir,I know always wrong sir. I do apologies for Sardi's health.*

Mr.Bambang : *What did you say? If something happen with my son, I will report you to the police. You think that you can clear everything with money? No!*

Jarkoni : *I am sorry sir.*

Mrs.Bambang : *Enough enough, your angry will not clear the problem. **Mr. Jarkoni wants to pay all of the administration of Sardi's health.and I think that's a polite attitude.***

The conversation above shows that this value taught us about responsibility. It happened in Jarkoni's house. Jarkoni got an accident with Sardi. Jarkoni pays all of the administration of Sardi's health to responsible his mistake. It shows when Jarkoni make the mistake of inadvertently bumping Sardi on the highway. Finally, he got the anger of Mr. Bambang by threatening to report him to the police. However Jarkoni could be responsible for financing the administration of Sardi's health. In this life, we had to responsible what we had done whatever the risks.

### 3. The Implication of the Movie “The Jarkoni” in Relation to Education

According Jane Murphy and Karen Tucker (in Musbikin, 2007 :80), if parents know how to use television to watch the movie in order to become a medium of education for their children, so parents can make the movie as a second school for their children who keep it intelligent and moral. But (Imam Musbikin, 2007:80) says that parents should still provide assistance to children when they see the movie, the parents must inform and give sense to them about behavior that is in the movie. If movie presented in the school, the teacher must carefully prepare suitable or educating movie that will be enjoyed in the class. It is necessary for the teacher to preview a movie carefully to find motivation for the students, possibly including the background discussion, and to anticipate and explain vocabulary and unusual cultural difficulties points (Carol J. kreidler, 1998:06).

As the explanation above, the researcher described the implication of *The Jarkoni* movie in education. The following is the analyze of implication this movie toward education.

a. Teacher should always teach honesty to their students.

*Jarkoni* : *I am sorry sir, I have to go now for the competition*  
*Headmaster* : *Ok, wish you luck for your student. I am sorry for being absent today. Wish you give best score for our school.*  
*Jarkoni* : *Ok sir thank you sir. **But I feel sorry for this student. They don't get pocket money enough sir. It's not same with my proposal sir.***  
*Headmaster* : *How could it be?*  
*Jarkoni* : *Maybe I will explain you latter sir. My time is limit sir.*  
*Headmaster* : *Ok, good luck.*

The conversation above happened in the teacher office. When Jarkoni would go to the competition, his student didn't get pocket money appropriate with proposal that he propose. Jarkoni said the truth about the problem that happen even though in front of his students. Jarkoni explain what happen truthfully, without shame. Honesty is something that is very important in our lives. Honesty must be shown even though it is bad. The teacher have to teach a honesty to their students and it starts from a small thing, because it is important to build student's personality.

- b. Teacher should always teach to be good people to their students.

*Jarkoni : Before we start our lesson, I want to tell you the story. Yesterday afternoon, when I saw Sardi ride in motorbike on the street. I remembered you. I do like ridely motorbike. My friend often come to me to repair their motorbike. In order not to spend a lot of money. Now, you can do what you want, but remember don't do anything wrong. You should not take your motorcycle to racing. Understand?*

*Students : Yes, understand.*

The conversation above happened in the classroom. Jarkoni was teaching in the classroom. Jarkoni gave advice to his students for utilizing their motorcycle as well as possible and not to racing. The good teachers should always teach their students, on good things so that their students become good people. We as living beings in this world, we must be good people by taking care of the environment and not destroying it. Because environmental care is important for everyone.

- c. Parents should understand the desire and the ability of their children so that, they do not take wrong steps in educating.

*Sardi* : *As you know mom dad, tomorrow I will have speaking competition. And I have to go to the city*  
*Sardi's Father* : *Do you see, you join the competition?*  
*Sardi* : *Yes dad, I have been registered as finalist.*  
*Sardi's Mom* : *What the cleaver you are.*  
*Sardi* : *How about you dad?*  
*Sardi's Father* : *As your mom wish*  
*Sardi* : *Thank you dad*

The good parents are those who are able to understand the desires and the capabilities of their children, so that they do not take wrong steps in educating. This teaching is shown in this story. On the night before Sardi followed the competition of education, he asks his parents for his blessing that tomorrow he will follow the competition. Sardi's father who previously did not support Sardi to follow the competition because Sardi's father felt that Sardi can not afford, at that night Sardi's father gave his blessing to Sardi and supported him. Sardi tries to explain that he as the finalist in the competition. After explaining, his father finally understands Sardi's desire and blessing him.

- d. Parents should always encourage their children's ability in education.

*Sardi* : *Mom, would you like to give me some money?*  
*Sardi's Mom* : *How much do you want dear?*  
*Sardi* : *Just one hundred thousand mom.*  
*Sardi's Mom* : *It's too much, dear.*  
*Sardi* : *Yes, because there are many assignment mom.*  
*Sardi's Mom* : *Here you are, I hope you use very well and wish you will be smart people in your future and be useful for our nation.*

The good parents are those who always encourage their children's ability, so that their children have the spirit to achieve their ideals in education. This teaching is shown in this story. When Sardi will go to the school, Sardi asks for pocket money to his mother. Sardi's mother who that loves him directly give pocket money to Sardi. After providing pocket money, Sardi's mother advised Sardi that Sardi has to be a clever child in education. Encouragement that did by Sardi's mother solely only aims to make Sardi become a successful person and a useful person for the country.

- e. The students should know that their teacher love them.

*Headmaster2* : *So, who have any suggestion?*  
*Jarkoni* : *I'm sir. Just now, I'm trying to select some of students to join the education competition in this city. That will be held in the next month.*

*Headmaster2* : *What kind of the competitions?*  
*Jarkoni* : *The competition is education held by ministry, sir. There are many kinds of competitions like five skills in English language, public speaking and the other science.*

*Mr. Bambang* : *Competition? Is there anyone of our student who are incredible?*  
*Jarkoni* : ***I will drill them sir.*** *I propose Sardi and Ninuk to join Public Speaking Contest.*

The conversation takes place in the teacher office. When all of teachers gathered in the teacher's office, Jarkoni conveys information that there will be education competition that will be held by the ministry. Jarkoni wants to make the students of the school have joined forces to participate in this competition. And Jarkoni wants to make his students win the competition with drill them. The teachers do whatever is the thing that will definitely

make the students become the best, and impossible for a teacher plunges his students, school teachers are our parents. In this film, Jarkoni wants to do anything for their students to win education competition. Jarkoni tries to teach his students by teaching students to pursue the material to be tested in the competition.

## **B. Discussion**

In this sub-chapter, the result of the data analysis will be discussed comprehensively to find out the whole results of the analysis. This will include the employment of positive politeness strategy covering 15 strategies and 3 factors influencing the characters to employ this strategy of the 45 data which has been previously analyzed in the data analysis. And it will include the employment of education value covering 18 strategies used the character of the 25 data which has been previously analyzed in the data analysis.

### **1. The Result of the Positive Politeness Strategies and Factors Influence Used by the Main Character in *The Jarkoni* Film**

#### **a. The Positive Politeness Strategies**

- 1) Strategy 2A: Notice the hearer regard to his interest, wants, needs, and goods.

Based on the data analysis above, there are 2 dialogs that fit with strategy 2A among them are data 15 and 39. The fulfillment of the first strategy is oriented to the notice of the speaker to the hearer. The

speaker should notice and approve the hearer's condition. Hence, the hearer's positive face is fulfilled because he feels that the speaker have paid attention to him.

- 2) Strategy 2B: Exaggerates interest, approval and sympathy with the hearer.

Based on the data analysis above, there is one dialog that fits with strategy 2B among. It is found in datum 6. The fulfillment of this strategy is often conducted with exaggerate interest or sympathy by the speaker. Hence, the hearer's positive face is fulfilled because it shows that the speaker interested.

- 3) Strategy 2C: Intensify interest to the hearer.

Based on the data analysis above, there is one dialog that fits with strategy 2C. It is found in datum 28. The fulfillment of this strategy is used to intensify the hearer so that he wants to involve in the conversation. In order to make the hearer interest in the discussion for instance, the speaker tells a good or vivid explanation. Hence, the hearer's positive face is fulfilled because he feels that he is welcomed to join in the discussion.

- 4) Strategy 2D: Use in-group identity markers.

Based on the data analysis above, there are 6 dialogs that fit with strategy 2D among them are data 1, 3, 4, 7, 9 and 37. The fulfillment of this strategy uses address form, such as mom (data 3, 9 and 37), bro

(datum 1), miss (datum 7) and madam (datum 4). It can be used to show intimacy between the participants.

5) Strategy 2E: Seek agreement.

Based on the data analysis above, there are 4 dialogs that fit with strategy 2E among them are data 12, 31, 43 and 44. It is indicated by the speaker directs the hearer with provide an opportunity to decide to take an action by the addressee. The direction of the speaker shows that the speaker pays attention to the hearer. Hence, the hearer's positive face is fulfilled because the speaker has appreciated him.

6) Strategy 2F: Avoid disagreement.

Based on the data analysis above, there are 3 dialogs that fit with strategy 2F. They are found in data 5, 10 and 18. The fulfillment of this strategy is used to avoid disagreement in order to satisfy the hearer so that she / he feels approved. This could be done by, pseudo agreement (datum 5), white lies (data 10), and hedging opinion (datum 18).

7) Strategy 2G: Assert or presuppose common ground with the hearer.

Based on the data analysis above, there are 2 dialogs that fit with strategy 2G. They are found in data 19 and 26. The fulfillment of this strategy is required when the speaker speaks to the hearer as if it will be mutually assumed.

## 8) Strategy 2H: Joke.

Based on the data analysis above, there is one dialog that fits with strategy 2H. It is found in datum 11. The fulfillment of this strategy is required when the speaker saves the hearer's face through joke so that the hearer is not embarrassed because he can hide it.

## 9) Strategy 2I: Showing understanding and attention to the desires of the hearer.

Based on the data analysis above, there is one dialog that fits with strategy 2I. It is found in datum 16. The fulfillment of this strategy is required when the speaker knows the hearer's wants and the speaker showing attention to the hearer to make pressure the hearer to cooperate with the speaker in soften way. Hence, the hearer's positive face is fulfilled because the speaker has appreciated him.

## 10) Strategy 2J: Offer or promise to the hearer.

Based on the data analysis above, there are 7 dialogs that fit with strategy 2J. They are found in data 13, 14, 22, 23, 34, 41 and 45. The fulfillment of this strategy is required when the speaker may choose to stress his cooperation with the hearer in another way. Whatever the hearer's wants, the speaker wants to fulfill for the hearer and will help to obtain.

## 11) Strategy 2K: Be optimistic.

Based on the data analysis above, there is only one dialog that fits with strategy 2K. It is found in datum 24. The fulfillment of this

strategy is required when the speaker assumes that the hearer wants to fulfill the speaker's wants and will help him to obtain because it will be their mutual shared interest.

12) Strategy 2L: Including the hearer in the activity.

Based on the data analysis above, there are 2 dialogs that fit with strategy 2L. They are found in datum 8 and 35. The fulfillment of this strategy uses inclusive 'come' form, when the speaker really means include the hearer. So that he can call upon the cooperative assumptions and thereby redress the FTA.

13) Strategy 2M: Give or ask for a reasons.

Based on the data analysis above, there are 8 dialogs that fit with strategy 2M. They are found in data 2, 17, 25, 32, 33, 36, 40 and 42. The fulfillment of this strategy is required when the speaker gives reason to why he wants what he wants. So this way can lower the intensify of threats face to the hearer. In other words, this strategy is able to make the speaker asked a directive action seem polite in positive face. From the founding data, it can be concluded that the highest number of positive politeness strategy's usage that is used by *Jarkoni* as the main character is Give or Ask for a Reason. Give or Ask for a Reason is the dominant data because Jarkoni has many actions which he asks the listener to do something for him. So Jarkoni use positive politeness give or ask for reason to reduce face threatening act to the speaker when asking something to to the hearer.

14) Strategy 2N: Assume or asserts reciprocity.

Based on the data analysis above, there are 3 dialogs that fit with strategy 2N. They are found in the datum 21, 30 and 38. The fulfillment of this strategy is required when the speaker claims by giving evidence of reciprocal rights or obligation obtaining between them. Thus, by pointing to the reciprocal each other, the speaker may soften his FTA.

15) Strategy 2O: Give gifts to hearer (goods, sympathy, understanding, cooperation).

Based on the data analysis above, there are 3 dialogs that fit with strategy 2O. They are found in datum 20, 27 and 29. The fulfillment of this strategy is required when the speaker redress the hearer directly by fulfilling the hearer's want. Thereby, it indicates that the speaker wants to fulfill the hearer's wants.

**b. The Factors Influence the Use of Positive Politeness Strategies**

From the result of the analysis above, there are three factor of the use positive politeness proposed by Brown and Levinson, social distance (D), relative power (P) and the size of imposition (R). From the result of the analysis above, the third factors influence the characters in employing the positive politeness strategy. Positive politeness strategy is formed for minimizing the social distance between the participants.

1) Social Distance

Based on the data analysis above, there are 18 dialogs that fit with factor influence of the use positive politeness strategy social distance. The 18 dialogs found in the data 4, 7, 8, 15, 16,17,18, 19, 20, 21, 27, 28, 29, 30, 31, 32, 33, and 35. Some data found when the participants have known each other well. So that, they have close relationship or just known each other. Concern with social distance, the speaker considers himself to be of same kind that he likes the hearer so that he fulfill the hearer' wants.

## 2) Relative Power

Based on the data analysis above, there are 26 dialogs that fit with factor influence of the use positive politeness strategy relative power. The 26 dialogs found in the data 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 22, 23, 24, 25, 26, 34, 36, 37, 38, 39, 40,41, 42, 43, 44, and 45. Relative power is not only found when the speaker has power lower than the hearer but also found when the speaker has power higher than the hearer. It is because positive politeness strategy is not only used as FTA redress but also as the social accelerator which indicates the speaker wants to get closer to the hearer. It also indicates that the speaker appreciated the hearer although the speaker has power higher than the hearer.

Most of data found when the participants have not known each other well so that they have not close relationship or just known each other. There are some data (data 1 and 11) found between participants who have not known each other well or even between strangers.

From the founding data, it can be concluded that the highest number of factor influence the use of positive politeness strategy's usage that is used by *Jarkoni* as the main character is Relative Power. Relative Power is the dominant data because Jarkoni as the main character have many actions that meet with headmaster in the school. So that, Jarkoni has to show utterance use relative power with positive politeness to respect the headmaster in this film.

### 3) Size of Imposition

Based on the data analysis above, there is only one dialog that fits with factor influence of the use positive politeness strategy size of imposition. It can be seen in datum 1. Concern with the size of imposition, it depends on the situation that potentially lead to the threat of the hearer's positive face and the second factors above. The address form used by the speaker can minimize his imposition so that he save the hearer' positive face and fulfill the hearer' wants. It indicates that the speaker can soft the FTA.

## **2. The Result of the Education Values in *The Jarkoni* Film**

### a. Education Value EVR: Religious

Based on the data analysis above, there is only one dialog that fits with education value EVR. It is found in datum 24. The fulfillment of this educations value shows that the speaker has attitudes and behavior in carrying out the teachings of his religion. The direction of the speaker

shows that the speaker begged and prayed to God as the addressee. Therefore, the value of religious possessed by the speaker because the speaker had asked for something to god. The speaker used this education value because the speaker wanted to be given the best things for himself from God.

b. Education Value EVH: Honest

Based on the data analysis above, there are 3 dialogs that fit with education value EVH. They are found in datum 3, 17 and 19. The fulfillment of this educations value is used to make the speaker as the person who always believed in words, actions, and jobs by other people. If the speaker did not express that, his heart would under pressured. The speaker honest with everyone because honesty will bring good either for himself or for other people to bring truth and honesty. From the founding data, honesty is the dominant data. This happens because Jarkoni as a good teacher wants to instill honesty on his students which it is used Jarkoni as an example for his students.

c. Education Value EVT: Tolerance

Based on the data analysis above, there is only one dialog that fits with education value EVT. It is found in datum 2. The fulfillment of this educations value is used to avoid disagreement in order to satisfy the hearer so that she / he feels appreciated. Human is the wrong place, no human is perfect, therefore we as human beings should be tolerate any what is happening and do not judge.

d. Education Value EVDS: Discipline

Based on the data analysis above, there is only one dialog that fits with education value EVDS. It is found in datum 7. The fulfillment of this education's value is used to show the measures indicating orderly behavior and comply with various rules and regulations. In every rule, we must obey and do anything according to regulations.

e. Education Value EVWH: Work Hard

Based on the data analysis above, there are 2 dialogs that fit with education value EVWH. They are found in datum 8 and 25. The fulfillment of this education value is used to show an earnest effort to overcome various barriers to learning and assignments, and complete the task as well as possible. The speaker thought that he will get something if we do seriously and he had to try hard although that thing was difficult.

f. Education Value EVC: Creative

Based on the data analysis above, there is only one dialog that fits with education value EVC. It is found in datum 6. The fulfillment of this education's value is required to generate new ways or the result of something that has been owned. Creative always create and do something different than before and to draw crowds, so if we do something is not monotonous.

g. Education Value EVI: Independent

Based on the data analysis above, there is only one dialog that fits with education value EVI. It is found in datum 5. The fulfillment of this

educations value is used to show that the speaker was not easily dependent on others to complete tasks. So that the speaker was not troublesome to the listeners.

h. Education Value EVDM: Democratic

Based on the data analysis above, there is only one dialog that fits with education value EVDM. It is found in datum 21. The fulfillment of this educations value is used to show that every individual has a right of each.

i. Education Value EVCS: Curiosity

Based on the data analysis above, there are 2 dialogs that fit with education value EVCS. They are found in datum 4 and 14. The fulfillment of this educations value is used to show that someone must have a high desire of knowledge. Curiosity is important because it makes us have many knowledge or know everything.

j. Education Value EVNS: National Spirit

Based on the data analysis above, there is only one dialog that fits with education value EVNS. It is found in datum 23. The fulfillment of this educations value is used to show that to realize country's progress we should have a high national spirit. Due to having a high spirit, we can realize good progress for our nation.

k. Education Value EVLC: Love of Country

Based on the data analysis above, there is only one dialog that fits with education value EVLC. It is found in datum 22. The fulfillment of

this education's value is used to show that the speaker is doing something to show loyalty, care and high appreciation of language, physical environment, social, cultural in the country.

l. Education Value EVRA: Rewarding Achievement

Based on the data analysis above, there is only one dialog that fits with education value EVRA. It is found in datum 18. The fulfillment of this education's value is used to show that the speaker appreciates and respects other people's success.

m. Education Value EVCF: Communicative/Friendship

Based on the data analysis above, there are 3 dialogs that fit with education value EVCF. They are found in datum 1, 16 and 20. The fulfillment of this education's value is used to show that the speaker has a sense of fun, talk, mingle and cooperate with others. We have to be friendly with others, because actually human can not live alone. From the founding data, Communicative/Friendship is the dominant data. This happens because the character of Jarkoni in this film has a nature of fun to talk, friendly and very appreciative of others.

n. Education Value EVLP: Love Peace

Based on the data analysis above, there is only one dialog that fits with education value EVLP. It is found in datum 15. The fulfillment of this education's value is used to show that love and peace is the best way to finish the problem. Because if we solved the problem with emotions or

violence so the problem will not be finished but actually became more complicated.

o. Education Value EVJR: Joy of Reading

Based on the data analysis above, there is only one dialog that fits with education value EVJR. It is found in datum 13. The fulfillment of this education's value is used to show that reading a book is very useful for us because by reading the book will open window to the world. We can have a lot of knowledge with reading books frequently.

p. Education Value EVEC: Environmental Care

Based on the data analysis above, there is only one dialog that fits with education value EVEC. It is found in datum 9. The fulfillment of this education's value is used to show that we as social beings should be concerned with the environment, either keep or nurture. Because environmental care is important for everyone.

q. Education Value EVSC: Social Care

Based on the data analysis above, there are 2 dialogs that fit with education value EVSC. They are found in datum 10 and 12. The fulfillment of this education's value is used to show that the speaker always wants to be with people. We should be concerned with the people around us and do not be individualized because we are created as social beings.

r. Education Value EVRS: Responsibility

Based on the data analysis above, there is only one dialog that fits with education value EVRS. It is found in datum 11. The fulfillment of

this education's value is used to show that the speaker has attitude behavior of people to carry out tasks and obligations. In this life, we had to be responsible for what we had done whatever the risks.

### 3. The Implication of the Movie “The Jarkoni” in Relation to Education

- a. Teachers should always teach honesty to their students.

The teacher’s implication to teach honesty is used to make the students as the person who always believed in words, actions, and jobs by other people. The teachers teach that if the students did not express that, his heart would under pressured. The students should always honest with everyone because honesty will bring good either for himself or for other people to bring truth and honesty.

- b. Teachers should always teach to be good people to their students.

The teacher’s implication to teach their students become good people is used to make the students as a useful person for others, family, society, country and nature. We as living beings in this world, we must be good people by taking care of the environment and not destroying it.

- c. Parents should understand the desire and the ability of their children so that, they do not take wrong steps in educating.

The good parents are those who are able to understand the desires and the capabilities of their children, so that they do not take wrong steps in educating. Every child has the ability and desire in reaching his ideals, for that as the parents must understand with the ability of their children so that it can lead, encourage, help their children in reaching the ideals of their children.

- d. Parents should always encourage their children's ability in education.

The parent's implication to always encourage their children's ability in education is used to make their children have the spirit to achieve their ideals in education. Regardless of the ability of children, it becomes the duty of parents to encourage the ability of both academic and psychic children for the child's progress in education.

- e. The students should know that their teacher love them.

The teachers do whatever is the thing that will definitely make the students become the best, and impossible for a teacher plunges his students, school teachers are our parents.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This last chapter deals with the results of the discussion and analysis in the previous chapter constitutes the employment of positive politeness strategy based on Brown and Levinson's theory and education values based on education ministry's theory in the film entitled *The Jarkoni* and some findings obtained from all the data analyzed. It will include the use of positive politeness strategies covering 15 strategies and 3 factors influence the use of positive politeness strategies of 45 data which has been analyzed in the data analysis. And also the employment of education values covering with 18 values of 25 data which has been analyzed in the data analysis.

Based on the results of the data analysis the following conclusions are drawn:

- 1. The Positive Politeness Strategies and Factors Influence Used by the Main Character in *The Jarkoni* Film**
  - a. The Positive Politeness Strategies**

There are 15 strategies of positive politeness strategies based on Brown and Levinson. All the kinds of those strategies are found in the film entitled *The Jarkoni*, those are:

- 1) There are 2 dialogs found in strategy 2A namely notice, attend to the hearer regard to his interest, wants, needs, goods.
- 2) There is one dialog found in strategy 2B namely exaggerate to interest, approval, sympathy with the hearer.
- 3) There is one dialog found in strategy 2C namely intensifies interest to the hearer.
- 4) There are 6 dialogs found in strategy 2D namely use in-group identity marker.
- 5) There are 4 dialogs found in strategy 2E namely seek agreement.
- 6) There are 3 dialogs found in strategy 2F namely avoid disagreement.
- 7) There are 2 dialogs found in strategy 2G namely presuppose / raise / assert common ground.
- 8) There is only 1 dialog found in strategy 2H namely joke.
- 9) There is only 1 dialog found in strategy 2I namely asserts or presupposes the speaker's knowledge and concern for the hearer's wants.
- 10) There are 7 dialogs found in strategy 2J namely offers / promise.
- 11) There is one dialog found in strategy 2K namely be optimistic.
- 12) There are 2 dialogs found in strategy 2L namely includes both the speaker and the hearer in the activity.
- 13) There are 8 dialogs found in strategy 2M namely give (or ask for) reasons.

14) There are 3 dialogs found in strategy 2N namely assumes or asserts reciprocity.

15) There are 3 dialogs found in strategy 2O namely and give gifts to the hearer regard to his goods, sympathy, understanding, cooperation.

From the founding data, it can be concluded that the highest number of positive politeness strategy's usage that is used by *Jarkoni* as the main character is Give or Ask for a Reason. Give or Ask for a Reason is the dominant data because Jarkoni has many actions which he asks the listener to do something for him. So Jarkoni use positive politeness give or ask for reason to reduce face threatening act to the speaker when asking something to to the hearer.

#### **b. The Factors Influence the Use of Positive Politeness Strategies**

There are 3 factors influence of the use positive politeness strategies based on Brown and Levinson. All the kinds of those factor influences are found in the film entitled *The Jarkoni*.

1) There are 18 dialogs found in the factor influence of Social Distance.

2) There are 26 dialogs found in the factor influence of Relative Power.

3) There is one dialog found in the factor influence of Size of Imposition.

From the founding data, it can be concluded that the highest number of factor influence the use of positive politeness strategy's usage that is used by *Jarkoni* as the main character is Relative Power. Relative Power is the dominant data because Jarkoni as the main character have many actions

that meet with headmaster in the school. So that, Jarkoni has to show utterance use relative power with positive politeness to respect the headmaster in this film.

## **2. The Education Values in *The Jarkoni* Film**

There are 18 types of educations values based on Education Ministry's theory. All the kinds of those educations values are found in the film entitled *The Jarkoni*.

- 1) There is one dialog found in education value 1 namely Religious.
- 2) There are 3 dialogs found in education value 2 namely Honest.
- 3) There is one dialog found in education value 3 namely Tolerance.
- 4) There is one dialog found in education value 4 namely Discipline.
- 5) There are 2 dialogs found in education value 5 namely Work Hard.
- 6) There is one dialog found in education value 6 namely Creative.
- 7) There is one dialog found in education value 7 namely Independent.
- 8) There is one dialog found in education value 8 namely Democratic.
- 9) There are 2 dialogs found in education value 9 namely Curiosity.
- 10) There is one dialog found in education value 10 namely National Spirit.
- 11) There is one dialog found in education value 11 namely Love of Country.
- 12) There is one dialog found in education value 12 namely Rewarding Achievement.
- 13) There are 3 dialogs found in education value 13 namely Communicative/Friendship.

- 14) There is one dialog found in education value 14 namely Love Peace.
- 15) There is one dialog found in education value 15 namely Joy of Reading.
- 16) There is one dialog found in education value 16 namely Environmental Care.
- 17) There are 2 dialogs found in education value 17 namely Social Care.
- 18) There is one dialog found in education value 18 namely Responsibility.

From the founding data, it can be concluded that the highest number of positive politeness strategy's usage that is used by *Jarkoni* as the main character are Honest and Communicative/Friendship. This happens because *Jarkoni* as a good teacher wants to instill honesty for his students which it is used *Jarkoni* as an example for his students. And also in this film, *Jarkoni* has a nature of fun to talk, friendly and very appreciative of others.

### **3. The Implication of the Movie “The Jarkoni” in Relation to Education**

There are 5 implications of the film entitled *The Jarkoni* toward the education.

Those are:

- a. Teachers should always teach honesty to their students.
- b. Teachers should always teach to be good people to their students.
- c. Parents should understand the desire and the ability of their children so that, they do not take wrong steps in educating.
- d. Parents should always encourage their children's ability in education.
- e. The students should know that their teacher love them.

## **B. Suggestion**

Based on the conclusion related to the research stated above, the researcher gives some suggestions to:

### **1. For the English Teacher**

The English teacher as a thesis examiner should give flexibility to the students in choosing the film as one of the research material in the thesis, especially in the English education students. This is because the importance of positive essential film that can be taken and can be applied in everyday life, so it is expected that teachers are not allergic to the existence of film as research material in conducting thesis. Especially in the field of politeness, through movies people will know the importance of being polite and respecting others. In this film found that communication between a teacher and mechanic there is politeness, especially that should be in the English Education Department that surround the language should be students can uphold the politeness of the lecturer. In addition, the value of education and moral message in the film is very important to create the moral education of the nation's children in order to not to further disappear, this shows that the film can be one of the learning media to create and improve the character of the students through movie characters in the film.

### **2. For the Students**

The students as moviegoers should know that watching movie has many functions, this is not only as entertainment medium, but we can get many

messages from it. Because in a movie exists something useful and valuable and we can guide the children towards good attitude. Watching the movie can give our inspiration, moral, education, religion, suggestion and motivation in the life. The researcher hopes that moviegoers can see the positive side and take it to imply in their life.

### 3. For the Film Marker

A film as a reference moviegoer should really give the real picture if the filmmakers wanted to produce good quality films. A film should have an attractive place settings accordance with filming taking place. In addition, the setting of the film that described in the film should be consistent with the fact taking settings at the time of making the film. The main function of setting is as a pointer of space and time to provide strong information to support his story. It means the setting of the film is important for moviegoers to avoid confusion in capturing the message of the film and the overall presented in a film.

### 4. For the Other Researcher

The other researcher can use the result of this research as a reference to make another research related to this research. This research might be able to help the other researcher in doing their research.

### 5. For the Society

Education is very important in someone's life. So, educational values should be introduced to the children early. Family hold an important role the children, because this is the first place for children to grow up. In this life all people

want that their existence is respected in the world, so the human should doing positive attitude to search the world happiness and beyond this world.

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# APPENDICES

**Data Positive Politeness Strategies and Factors Influence Used by the Main Character in *The Jarkoni* Film**

Data Number	Timeline	Classification		Dialogues
		The Types of PPS	The Factor Influence	
01	00:04:04 - 00:04:14	Use in-group identity markers (2D)	Size of Imposition	 <p><i>Jarkoni</i> : <b>Hey bro</b>, there is something wrong with my ride.</p> <p><i>Mechanic</i> : What happen bro?</p> <p><i>Jarkoni</i> : I don't know why. It's stuck suddenly on the way.</p> <p><i>Mechanic</i> : Ok bro. I will check it for a while. It's already fix. Sit down please.</p>
02	00:04:04 - 00:04:48	Give or ask for a reason (2M)	Relative Power	 <p><i>Jarkoni</i> : <b>Hey bro</b>, there is something wrong with my ride.</p>

				<p><i>Mechanic</i> : <i>What happen bro?</i></p> <p><i>Jarkoni</i> : <i>I don't know why. It's stuck suddenly on the way.</i></p> <p><i>Mechanic</i> : <i>Ok bro. I will check it for a while. It's already fix. Sit down please.</i></p> <p><i>Jarkoni</i> : <i>No no no, I leave this motor here. I will take it after I finishing my job at least at 2 pm. I have to go to school. I leave this motorcycle to you.</i></p> <p><i>Mechanic</i> : <i>Ok bro.</i></p>
03	00:05:54 - 00:05:57	Use in-group identity markers (2D)	Relative Power	 <p><i>Jarkoni</i> : <i>I am Sorry mom.</i></p> <p><i>Headmaster</i> : <i>Hurry up, sir.</i></p>
04	00:08:08 - 00:08:36	Use in-group identity markers (2D)	Social Distance	 <p><i>Jarkoni</i> : <i>Madam</i></p>

				<p><i>Waiter</i> : <i>Yes, good morning Mr. Jakoni. What do you order?</i></p> <p><i>Jarkoni</i> : <i>One tea without sugar, please. Don't take too long ok?</i></p> <p><i>Waiter</i> : <i>Yes. This is Mr. Jarkoni (Deliver the Jarkoni's food)</i></p> <p><i>Jarkoni</i> : <i>Thank you <b>Madam</b></i></p> <p><i>Waiter</i> : <i>Yes.</i></p>
05	00:09:26 - 00:09:29	Avoid disagreement (2F)	Relative Power	<p>[Play]</p>  <p>tunggu-tunggu saya akan makan pada waktu istirahat saja</p> <p><i>Waiter</i> : <i>Fried chicken, fried rice, vegetable, tempeh.</i></p> <p><i>Jarkoni</i> : <i><b>Wait, wait. Maybe in break time.</b></i></p> <p><i>Waiter</i> : <i>Oke Mr. Jarkoni. If you need anything else, you can call me.</i></p> <p><i>Jarkoni</i> : <i>Ok.</i></p>
06	00:09:29 - 00:09:32	Exaggerate interest, approval and sympathy with the hearer (2B)	Relative Power	<p>[Play]</p>  <p>Apakah rasanya lezat? Ya</p> <p><i>Headmaster1</i> : <i>Is it delicious?</i></p> <p><i>Jarkoni</i> : <i><b>Yes (nod).</b></i></p> <p><i>Headmaster1</i> : <i>Good morning Mr.</i></p>

				<p><i>Jarkoni.</i></p> <p><i>Jarkoni</i> : <i>Good morning madam.</i></p> <p><i>Headmaster1</i> : <i>What are you doing? Come to your class right now.</i></p> <p><i>Jarkoni</i> : <i>Ok miss.</i></p>
07	00:11:42 - 00:11:45	Use in-group identity markers (2D)	Social Distance	 <p><i>Jarkoni</i> : <i>Come on miss (accost)</i></p> <p><i>Mrs. Endang</i> : <i>Oh, so handsome</i></p>
08	00:16:16 - 00:15:57	Embracing the hearer in the activity (2L)	Social Distance	 <p><i>Jarkoni</i> : <i>Andi goes to school. Stop, don't move again. Why do you come late? <b>Come here.</b></i></p> <p><i>Answer my question, you have come late and enter the class without permission, impolite. Don't do like this.</i></p> <p><i>Students</i> : <i>Yes Sir.</i></p>

09	00:21:28 - 00:21:55	Use in-group identity markers (2D)	Relative Power	 <p><i>Headmaster1 : I decide you to move another place to improve your experience. If you success there, you'll come back to this school and get the certification.</i></p> <p><i>Jarkoni : Mom, please listen to my explanation.</i></p> <p><i>Headmaster1 : No, this is my final decision. And it was the role of this school. If a teacher makes any mistake, he will be punished.</i></p> <p><i>Jarkoni : Oh ok miss, thank you for understanding me.</i></p>
10	00:21:28 - 00:21:55	Avoid disagreement (2F)	Relative Power	 <p><i>Headmaster1 : I decide you to move another place to improve your experience. If you success there, you'll come back to this</i></p>

				<p><i>school and get the certification.</i></p> <p><i>Jarkoni : Mom, please listen to my explanation.</i></p> <p><i>Headmaster1 : No, this is my final decision. And it was the role of this school. If a teacher makes any mistake, he will be punished.</i></p> <p><i>Jarkoni : Oh ok miss, thank you for understanding me.</i></p>
11	00:24:31 - 00:25:30	Joke (2H)	Relative Power	 <p><i>Taxi bike : I am from go to the girl jek gojek. You know gojek? Gojek is ehm brum bru brum. Oh ok, by the way where do you want to go?</i></p> <p><i>Jarkoni : I want to go to address written in the letter.</i></p> <p><i>Taxi bike : Let me see. Oh I know this address. Come on with me.</i></p> <p><i>Jarkoni : Wait wait, how much the price?</i></p> <p><i>Taxi bike : fifty thousand sir, girl</i></p> <p><i>Jarkoni : fifty thousand? That so very expensive you know.</i></p>

				<p><i>Taxi bike</i> : So how much do you want? Ok for you twenty thousand. It just for you.</p> <p><i>Jarkoni</i> : <b>Uch? twenty thousand. Forty forty.</b></p> <p><i>Taxi bike</i> : Forty thousand? girl Really?</p> <p><i>Jarkoni</i> : Yes, do you want?</p> <p><i>Taxi bike</i> : Come on. girl</p>
12	00:30:04 - 00:30:09	Seek agreement (2E)	Relative Power	 <p>Dapatkah saya bertemu dengan kepala sekolah?</p> <p><i>Jarkoni</i> : Assalamu 'alaikum.</p> <p><i>Headmaster2</i> : Waalaikumsalam.</p> <p><i>Jarkoni</i> : <b>Can I meet with the headmaster?</b></p> <p><i>Headmaster2</i> : Yes, I am.</p>
13	00:30:19 - 00:31:22	Offer or promise to the hearer (2J)	Relative Power	 <p>Ya pak, saya akan memberikan kontribusi terbaik disini</p> <p><i>Jarkoni</i> : My name is Jarkoni sir, I am a new teacher here.</p>

				<p><i>Headmaster2 : Jarkoni, where do you come from?</i></p> <p><i>Jarkoni : I come from Batavia Senior High School. I was transferred to teach here for a year. This is the letter sir, may be can be announced.</i></p> <p><i>Headmaster2 : Ehm jarkoni. Ok welcome to our school. I have been given an information that we will get a new teacher who stay in our village for a while. I hope you can impose the education here. The facilities in this school are incomplete and the most of students are poor.</i></p> <p><i>Jarkoni : Yes sir, I will try to give the best contribution here.</i></p> <p><i>Headmaster2 : Ok, let's go around to see the condition of this school.</i></p>
14	00:32:44 - 00:33:10	Offer or promise to the hearer (2J)	Relative Power	 <p><i>Jarkoni : Assalamualaikum</i></p> <p><i>Students : Waalaikumsalam</i></p>

				<p><i>Jarkoni : Ok students, I want to introduce myself, my name is Jarkoni Ahmadi. You can call me Jarkoni. I come from Batavia Senior High School. Now, I will teach you here for a year.</i></p>
15	00:35:46 - 00:35:52	Notice the hearer regard to his interest, wants, needs, and goods. (2A)	Social Distance	 <p><i>Jarkoni : Mrs. Aisyah?</i></p> <p><i>Mrs. Aisyah : Yes.</i></p> <p><i>Jarkoni : You want to go home miss?</i></p> <p><i>Mrs. Aisyah : Yes sir.</i></p>
16	00:35:52 - 00:35:52	Showing understanding and attention to the desires of the hearer. (2I)	Social Distance	 <p><i>Mrs. Aisyah : Uch, can I ask you something?</i></p> <p><i>Jarkoni : Yes, what is your question?</i></p> <p><i>Mrs. Aisyah : Actually why you choose to teach this village?</i></p> <p><i>Jarkoni : It was something that I couldn't tell to you</i></p>

				<p><i>today miss. Sometime in the future I will tell you. I was transferred here to teach and develop the education in this village.</i></p>
17	00:35:58 - 00:36:25	Give or ask for a reason (2M)	Social Distance	 <p>[Paying]</p> <p>Suatu hari nanti Saya akan menjawabnya</p> <p><i>Mrs. Aisyah : Actually, why you choose to teach this village?</i></p> <p><i>Jarkoni : It was something that I couldn't tell to you today miss. Sometime in the future I will tell you. I was transferred here to teach and develop the education in this village. The interesting thing that the school needs more teacher.</i></p>
18	00:37:02 - 00:37:14	Avoid disagreement (2F)	Social Distance	 <p>[Forward to sec   Karyano   00:37:21 (38.9%) ]</p> <p><i>Mrs. Aisyah : Let's go home together sir.</i></p>

				<p><i>Jarkoni</i> : <i>No, thank you. It will disturb you.</i></p> <p><i>Mrs.</i> : <i>No we were on the same direction sir.</i></p> <p><i>Aisyah</i> : <i>I see I can do myself.</i></p> <p><i>Jarkoni</i> : <i>I see I can do myself.</i></p> <p><i>Mrs.</i> : <i>Come on.</i></p> <p><i>Aisyah</i> : <i>Ok.</i></p> <p><i>Jarkoni</i> : <i>Ok.</i></p>
19	00:37:02 - 00:37:02	Assert or presuppose common ground with the hearer (2G)	Social Distance	 <p>Tapi.. bapak yang mengemudi ya... Ya</p> <p><i>Mrs.</i> : <i>Let's go home together sir.</i></p> <p><i>Aisyah</i> : <i>together sir.</i></p> <p><i>Jarkoni</i> : <i>No, thank you. It will disturb you.</i></p> <p><i>Mrs.</i> : <i>No we were on the same direction sir.</i></p> <p><i>Aisyah</i> : <i>I see I can do myself.</i></p> <p><i>Jarkoni</i> : <i>I see I can do myself.</i></p> <p><i>Mrs.</i> : <i>Come on.</i></p> <p><i>Aisyah</i> : <i>Ok.</i></p> <p><i>Jarkoni</i> : <i>Ok.</i></p> <p><i>Mrs.</i> : <i>(take the motorcycle). But you are to be in the front.</i></p> <p><i>Aisyah</i> : <i>Ok</i></p> <p><i>Jarkoni</i> : <i>Ok</i></p>
20	00:38:25 - 00:38:39	Give gifts to the hearer (2O)	Social Distance	 <p>Apakah anda tidak ingin mempir dulu? Ketemu pak kepala lurah dulu</p>

				<p><i>Mrs. Aisyah</i> : <i>I am sorry sir, I can take you till here. I have to go now.</i></p> <p><i>Jarkoni</i> : <b><i>Don't you want to drop in first? Let meet Mr. chief village.</i></b></p> <p><i>Mrs. Aisyah</i> : <i>No, I am sorry sir. I have many assignments to do.</i></p>
21	00:38:49 - 00:38:58	Assume or assert reciprocity (2N)	Social Distance	 <p><i>Jarkoni</i> : <i>Thankyou so much miss</i></p> <p><i>Mrs. Aisyah</i> : <i>Your welcome</i></p> <p><i>Jarkoni</i> : <b><i>Be careful</i></b></p>
22	00:48:32 - 00:49:13	Offer promise to the hearer (2J)	Relative Power	 <p><i>Headmaster2</i> : <i>So, who have any suggestion?</i></p> <p><i>Jarkoni</i> : <i>I'm sir. Just now, I'm trying to select some of students to join the education competition in this city. That will be</i></p>

				<p><i>held in the next month.</i></p> <p><i>Headmaster2 : What kind of the competitions?</i></p> <p><i>Jarkoni : The competition is education held by ministry, sir. There are many kinds of competitions like five skills in English language, public speaking and the other science.</i></p> <p><i>Mr. Bambang : Competition? Is there anyone of our student who are incredible?</i></p> <p><i>Jarkoni : <b>I will drill them sir.</b> I propose Sardi and Ninuk to join Public Speaking Contest.</i></p>
23	00:49:14 - 00:49:39	Offer or promise to the hearer (2J)	Relative Power	 <p><i>Mr. Bambang : I really know Sardi, that is impossible for him to join the competition. Sardi has less confident. It's impossible.</i></p> <p><i>Headmaster2 : If you are sure to bring them, make a proposal to join that competition.</i></p>

				<p><i>Give to Mr. Bambang as the administration staff. Let's Mr. Bambang managed it.</i></p> <p><i>Jarkoni : Okay sir, I will make it.</i></p>
24	00:49:40 - 00:49:48	Be optimistic (2K)	Relative Power	 <p><i>Mr. Bambang : Do what do you want to do, if you can. You will know that student will be unable.</i></p> <p><i>Jarkoni : I will prove it.</i></p>
25	00:56:06 - 00:56:57	Give or ask for a reason (2M)	Relative Power	 <p><i>Jarkoni : Before we start our lesson, I want to tell you the story. Yesterday afternoon, when I saw Sardi ride in motorbike on the street. I remembered you. I do like ridely</i></p>

				<p><i>motorbike. My friend often come to me to repair their motorbike. In order not to spend a lot of money. Now, you can do what you want, but remember don't do anything wrong. You should not take your motorcycle to racing.</i></p> <p><i>Understand?</i></p> <p><i>Students : Yes, understand.</i></p>
26	00:58:00 - 00:58:17	Assert or presuppose common ground with the hearer (2G)	Relative Power	 <p><i>Jarkoni : Excuse me</i></p> <p><i>Chief of Village : Oh, come please sir. Sir, could you help me to copy this letter? I have many works to do.</i></p> <p><i>Jarkoni : Ok sir, I wanna go out too.</i></p> <p><i>Chief of Village : This is the key sir.</i></p> <p><i>Jarkoni : Ok, thankyou</i></p>

27	01:04:12 - 01:04: 38	Give gifts to the hearer (2O)	Social Distance	 <p>Saya ingin memberi sedikit saran untuk sardi</p> <p><i>Jarkoni : Sorry mom, I want to give a little suggestion for Sardi. You might become a mechanic. But don't miss use your hobby for something wrong. You are student too, so focus on your study first.</i></p> <p><i>Mrs. Aisyah : What Mr. Jarkoni's word is right. You should focus to finish your study. your hobby can be another extra skill.</i></p>
28	01:04:15 - 01:04: 38	Intensify interest to the hearer (2C)	Social Distance	 <p>Kamu mungkin akan menjadi seorang teknisi Tapi jangan salah gunakan hobimu untuk sesuatu yang tidak benar</p> <p><i>Jarkoni : You might become a mechanic. But don't miss use your hobby for something wrong.</i></p>

				<p><i>You are student too, so focus on your study first.</i></p> <p><i>Mrs. Aisyah : What Mr. Jarkoni's word is right. You should focus to finish your study. your hobby can be another extra skill.</i></p>
29	01:04:57 - 01: 05: 22	Give gifts to the hearer (20)	Social Distance	 <p><i>Sardi : Mom, I promise you to be a wonderful son.</i></p> <p><i>Jarkoni : Sardi, you need to take a long rest. Next week you there are will be a public speaking competition. Prepare yourself. I will go home now.</i></p> <p><i>Ninuk : Hey Sardi, you have to remember what is Mr. Jarkoni said.</i></p>

30	01:06:00 - 01:06:11	Assume or assert reciprocity (2N)	Social Distance	 <p><i>Jarkoni : Morning Mrs. Aisyah.</i></p> <p><i>Mrs. Aisyah : Morning sir</i></p> <p><i>Jarkoni : How are you today?</i></p> <p><i>Mrs. Aisyah : I am fine and you ?</i></p> <p><i>Jarkoni : Yes I am fine too.</i></p>
31	01:06:16 - 01:06:27	Seek agreement (2E)	Social Distance	 <p><i>Jarkoni : By the way, may I ask you something?</i></p> <p><i>Mrs. Aisyah : Yes of course, what do you want to know?</i></p> <p><i>Jarkoni : What is your relationship with the chief of village?</i></p> <p><i>Mrs. Aisyah : He is my father.</i></p>

32	01:09:38 - 01:09:49	Give or ask for a reason (2M)	Social Distance	 <p>Maafkan saya bu... saya sarankan agar anda memaafkan ayah anda dan kembali kerumah</p> <p><i>Jarkoni : Now, I know the story</i></p> <p><i>Mrs. Aisyah : So, what must I do sir?</i></p> <p><i>Jarkoni : I am sorry miss. I advise you. You should apologize your father and come back home. Because marriage must get parent's permission.</i></p> <p><i>Mrs. Aisyah : I will not married before I can reach all my dreams.</i></p>
33	01:09:50 - 01:10:08	Give or ask for a reason (2M)	Social Distance	 <p>Maafkan saya bu, jika kata-kata saya menyinggung anda Saya berusaha menjadi teman yang baik</p> <p><i>Jarkoni : I know what you mean miss.</i></p> <p><i>Mrs. Aisyah : I understood that the education is very important for human life in this era.</i></p>

				<p><i>Jarkoni : I am sorry miss if my words hurt you. I am trying to be a good friend.</i></p> <p><i>Mrs. Aisyah : I really say thanks sir.</i></p>
34	01:12:19 - 01:12:58	Offer promise or to the hearer (2J)	Relative Power	 <p><i>Jarkoni : I am sorry sir, I have to go now for the competition</i></p> <p><i>Headmaster2 : Ok, wish you luck for your student. I am sorry for being absent today. Wish you give best score for our school.</i></p> <p><i>Jarkoni : Ok sir thank you sir. But I feel sorry for this student. They don't get pocket money enough sir. It's not same with my proposal sir.</i></p> <p><i>Headmaster2 : How could it be?</i></p> <p><i>Jarkoni : Maybe I will explain you latter sir. My</i></p>

				<p><i>time is limit sir.</i></p> <p><i>Headmaster2 : Ok, good luck.</i></p>
35	01:19:25 - 01:20:05	Embracing the hearer in the activity (2L)	Social Distance	 <p><i>Judges : Ok thank you Mrs. Hanifah for the time, after we conclude our conclusion. We have choose the winner, and winner is Sardi.</i></p> <p><i>Jarkoni : (Embrace Sardi )</i></p> <p><i>Mrs. Aisyah : We succeed to bring our school's name better. And this is the first time we have gotten the appreciation. Congratulation.</i></p>
36	01:21:20 - 01:21:34 :	Give or ask for a reason. (2M)	Relative Power	 <p><i>Headmaster2 : I want to clarify your</i></p>

				<p><i>report about the operation budget for the public speaking contest. Explain me about that.</i></p> <p><i>Jarkoni : I was given the envelope by Mr.Bambang. But I haven't open it yet. Because I have to drill the students. I was surprised when I account it. The budget is not appropriate. That is not sufficient food</i></p> <p><i>Mr. Bambang : Hey Mr. Jarkoni have you the evidence? Don't judge me like that.</i></p> <p><i>Jarkoni : I am sorry sir, you can ask the students. They running out their pocket money.</i></p> <p><i>Headmaster2 : How could it be Mr. Bambang?</i></p>
37	01:24:20 - 01:24:38	Use in-group identity markers (2D)	Relative Power	

				<p><i>Headmaster1 : Excuse me.</i></p> <p><i>Mrs. Tina : Yes can I help you.</i></p> <p><i>Headmaster1 : I want to meet Mr. Jarkoni.</i></p> <p><i>Jarkoni : Oh, come in please</i></p> <p><i>Mrs. Tina : I want to meet Mr. Jarkoni.</i></p> <p><i>Jarkoni : Hi mom.</i></p> <p><i>Headmaster1 : Mr. Jarkoni long time no see. How's your life?</i></p> <p><i>Jarkoni : I'm fine How about you?</i></p> <p><i>Headmaster1 : I'm fine.</i></p>
38	01:24:30 - 01:24:37	Assume or assert reciprocity (2N)	Relative Power	 <p><i>Jarkoni : Hi mom.</i></p> <p><i>Headmaster1 : Mr. Jarkoni long time no see. How's your life?</i></p> <p><i>Jarkoni : I'm fine. <b>How about you?</b></i></p> <p><i>Headmaster1 : I'm fine.</i></p>

39	01:24:30 - 01:24:40	Notice the hearer regard to his interest, wants, needs, and goods. (2A)	Relative Power	 <p><i>Jarkoni : Hi mom.</i></p> <p><i>Headmaster1 : Mr. Jarkoni long time no see. How's your life?</i></p> <p><i>Jarkoni : I'm fine. How about you?</i></p> <p><i>Headmaster1 : I'm fine.</i></p> <p><i>Jarkoni : Ya come on, sit down. (Invite)</i></p>
40	01:24:40 - 01:25:12	Give or ask for a reason. (2M)	Relative Power	 <p><i>Headmaster1 : Mr. Jarkoni we need a teacher like you who was an ability to guide our students. I heard that you succeed to bring your student to win in the public</i></p>

				<p>speaking contest. We'll pay you more if you want.</p> <p><i>Jarkoni</i> : <b><i>I am sorry miss. In the previous time, you and I haven't any approval or promises to come back to your school. I was comfortable living here. I will try to give my best in this village.</i></b></p>
41	01:24:40 - 01:25:12	Offer or promise to the hearer (2J)	Relative Power	 <p><i>Headmaster1</i> : <b><i>Mr. Jarkoni we need a teacher like you who was an ability to guide our students. I heard that you succeed to bring your student to win in the public speaking contest. We'll pay you more if you want.</i></b></p> <p><i>Jarkoni</i> : <b><i>I am sorry miss. In the previous time, you and I haven't any approval or promises to come back to your school. I was comfortable living here. I will try</i></b></p>

				<i>to give my best in this village.</i>
42	01:25:12 - 01:25:53	Give or ask for a reason. (2M)	Relative Power	 <p><i>Headmaster1 : Double from standard salary Mr. Jarkoni?</i></p> <p><i>Jarkoni : I am sorry mom, I understood that this village needs more teacher. This I the government's plan to make our education well. If the education center in the city, how could the education in this village will be improve. This village needs more teacher and I want to be one of them. The development of the education are our responsibility.</i></p> <p><i>Headmaster1 : Ok, I will approve your decision. But our school always open for you if you want to join us. if you know, this is the great changes.</i></p> <p><i>Jarkoni : Ok.</i></p>

43	01:26:25 - 01:26:40	Seek agreement (2E)	Relative Power	 <p>Ya Allah jika dia yang terbaik Ijinkan aku bersamanya</p> <p><i>Jarkoni : Ya Allah, if she is the best for me. Let me be with her. But if she didn't for me, let her find someone better than me.</i></p>
44	01:30:55 - 01:31:25	Seek agreement (2E)	Relative Power	 <p>Jika saya diijinkan untuk hidup bersama bu Aisyah Saya siap untuk menjadi suaminya pak</p> <p><i>Jarkoni : I am sorry sir, if Mrs. Aisyah comes with her someone special. Do you want agree with her choice?</i></p> <p><i>Mrs. Aisyah : What did you say?</i></p> <p><i>Chief of Village : Yes sure, why not?</i></p> <p><i>Jarkoni : If that's your answer. Today I wanna ask your blessing. If I am a lots to live with miss Aisyah in long life. I am ready sir to be her husband.</i></p>

				<i>Chief of : (nod) Village</i>
45	01:31:37 - 01:31:55	Offer promise the hearer (2J)	or to Relative Power	 <p><i>Headmaster2 : I will choose Mr. Jarkoni to be a headmaster.</i></p> <p><i>Teachers : Congratulations Mr. Jarkoni</i></p> <p><i>Jarkoni : Thank you sir. I will try my best here.</i></p> <p><i>Headmaster2 : Good luck</i></p>

**Data Education Values are Used by the Main Character of *The Jarkoni* Film**

Data Number	Timeline	Education Value	Dialogues
01	00:11:42-00:11:45	Communicative/ Friendship (EVCF)	 <p><i>Jarkoni</i> : <b>Come on miss (accost)</b></p> <p><i>Mrs. Endang</i> : <i>Oh, so handsome</i></p>
02	00:12:28-00:13:10	Tolerance (EVT)	 <p><i>Jarkoni</i> : <i>Andi goes to school. Stop, don't move again. Why do you come late? <b>Come here.</b> Answer my question, you have come late and enter the class without permission, impolite. Don't do like this.</i></p> <p><i>Students</i> : <i>Yes Sir.</i></p>

03	00:14:17-00:15:10	Honest (EVH)	 <p><i>Headmaster</i> : You brought the drugs. I No here teacher like you therefore in this school. You are teacher Mr. Jarkoni. A teacher have to give a good example for the students. You are a figure to the student's future.</p> <p><i>Jarkoni</i> : Mom, please listen to my explanation. First, when I went to the school in the public transportation. I pump into., he was so afraid, may be the pack is that minds. Someone consumes drugs.</p> <p><i>Headmaster</i> : How could you know I that he consumes the drugs?</p> <p><i>Jarkoni</i> : I remember that an officer, I see in the back of my public transportation, trying to find him. Maybe.</p> <p><i>Headmaster</i> : This thing is very I dangerous. We will check it to the</p>

			<p><i>laboratory.</i></p> <p><i>Jarkoni : Ok mom thank you for understanding me</i></p>
04	00:20:19-00:20:37	Curiosity (EVCS)	 <p><i>Jarkoni : Ok class before we start our lesson. I would like to check your attendance list first. Ari Wibowo? Where is Ari Wibowo? Where is Ari Wibowo Intan?</i></p> <p><i>Intan : I don't know sir.</i></p>
05	00:37:02-00:37:14	Independent (EVI)	 <p><i>Mrs. Aisyah : Let's go home together sir.</i></p> <p><i>Jarkoni : No, thank you. It will disturb you.</i></p> <p><i>Mrs. Aisyah : No we were on the some direction sir.</i></p> <p><i>Jarkoni : I see I can do myself.</i></p> <p><i>Mrs. Aisyah : Come on.</i></p> <p><i>Jarkoni : Ok.</i></p>

06	00:48:32- 00:49:13	Creative (EVC)	 <p><small>Saya akan mengajari mereka pak, mereka akan ikut lomba Public Speaking</small></p> <p><i>Headmaster : So, who have any suggestion?</i></p> <p><i>Jarkoni : I'm sir. Just now, I'm trying to select some of students to join the education competition in this city. That will be held in the next month.</i></p> <p><i>Headmaster : What kind of the competitions?</i></p> <p><i>Jarkoni : The competition is education held by ministry, sir. There are many kinds of competitions like five skills in English language, public speaking and the other science.</i></p> <p><i>Mr. Bambang : Competition? Is there anyone of our student who are incredible?</i></p> <p><i>Jarkoni : I will drill them sir. I propose Sardi and Ninuk to join Public Speaking Contest.</i></p>
07	00:49:14- 00:49:39	Discipline (EVDS)	 <p><small>Baiklah pak, saya akan membuatnya</small></p>

			<p><i>Mr. Bambang : I really know Sardi, that is impossible for him to join the competition. Sardi has less confident. It's impossible.</i></p> <p><i>Headmaster 2 : If you are sure to bring them, make a proposal to join that competition. Give to Mr. Bambang as the administration staff. Let's Mr. Bambang managed it.</i></p> <p><i>Jarkoni : Okay sir, I will make it.</i></p>
08	00:49:40 - 00:49:48	Work Hard (EVWH)	 <p><i>Mr. Bambang : Do what do you want to do, if you can. You will know that student will be unable.</i></p> <p><i>Jarkoni : I will prove it.</i></p>
09	00:56:06- 00:56:57	Environmental Care (EVEC)	 <p><i>Jarkoni : Before we start our lesson, I want to tell you the story. Yesterday afternoon, when I saw Sardi ride in motorbike on the street. I</i></p>

			<p><i>remembered you. I do like ridely motorbike. My friend often come to me to repair their motorbike. In order not to spend a lot of money. Now, you can do what you want, but remember don't do anything wrong. You should not take your motorcycle to racing.</i></p> <p><i>Understand?</i></p> <p><i>Students : Yes, understand.</i></p>
10	00:58:00-00:58:17	Social Care (EVSC)	 <p><i>-Aku banyak pekerjaan hari ini</i> <i>-Aku akan segera kembali.</i></p> <p><i>Jarkoni : Excuse me</i></p> <p><i>Chief of Village : Oh, come please sir. Sir, could you help me to copy this letter? I have many works to do.</i></p> <p><i>Jarkoni : Ok sir, I wanna go out too.</i></p> <p><i>Chief of Village : This is the key sir.</i></p> <p><i>Jarkoni : Ok, thank you</i></p>

11	00:02:05-00:03:01	Responsibility (EVRS)	 <p><i>Jarkoni</i> : <i>I am sorry for...</i></p> <p><i>Mr.Bambang</i> : <i>Shut up you. Hey Mr. Jarkoni, you must responsible with this accident. You aren't supposed to be here. You are a teacher but you can't to be a leader. I will ask the school to kick you from the school.</i></p> <p><i>Jarkoni</i> : <i>I am sorry sir,I know always wrong sir. I do apologies for Sardi's health.</i></p> <p><i>Mr.Bambang</i> : <i>What did you say? If something happen with my son, I will report you to the police. You think that you can clear everything with money? No!</i></p> <p><i>Jarkoni</i> : <i>I am sorry sir.</i></p> <p><i>Mrs.Bambang</i> : <i>Enough enough, your angry will not clear the problem. Mr. Jarkoni wants to pay all of the administration of Sardi's healt.and I think that's a polite attitude.</i></p>
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12	01:04:12-01:04:38	Social Care (EVSC)	 <p data-bbox="1003 520 1300 541">Saya ingin memberi sedikit saran untuk sardi</p> <p data-bbox="873 554 1419 877"><b>Jarkoni</b> : <i>Sorry mom, I want to give a little suggestion for Sardi. You might become a mechanic. But don't miss use your hobby for something wrong. You are student too, so focus on your study first.</i></p> <p data-bbox="873 884 1419 1094"><b>Mrs. Aisyah</b> : <i>What Mr. Jarkoni's word is right. You should focus to finish your study. your hobby can be another extra skill.</i></p>
13	01:06:00-01:06:11	Joy of Reading (EVJR)	 <p data-bbox="873 1444 1373 1482"><b>Jarkoni</b> : <i>Morning miss Aisyah.</i></p> <p data-bbox="873 1514 1252 1551"><b>Mrs. Aisyah</b> : <i>Morning sir</i></p> <p data-bbox="873 1583 1354 1621"><b>Jarkoni</b> : <i>How are you today?</i></p> <p data-bbox="873 1652 1341 1690"><b>Mrs. Aisyah</b> : <i>I am fine and you ?</i></p> <p data-bbox="873 1722 1419 1785"><b>Jarkoni</b> : <i>Yes I am fine too. (Open Book)</i></p>

14	01:06:16- 01:06:27	Curiosity (EVCS)	 <p>Ngomong-ngomong, boleh aku menanyakan sesuatu ?</p> <p><i>Jarkoni : By the way, may I ask you something?</i></p> <p><i>Mrs. Aisyah : Yes of course, what do you want to know?</i></p> <p><i>Jarkoni : What is your relationship with the chief of village?</i></p> <p><i>Mrs. Aisyah : He is my father.</i></p>
15	01:09:38- 01:09:49	Love Peace (EVLP)	 <p>Maafkan saya bu... saya sarankan agar anda memaafkan ayah anda dan kembali kerumah</p> <p><i>Jarkoni : Now, I know the story</i></p> <p><i>Mrs. Aisyah : So, what must I do sir?</i></p> <p><i>Jarkoni : I am sorry miss. I advise you. <b>You should apologies your father and come back home. Because marriage must get parent's permission.</b></i></p> <p><i>Mrs. Aisyah : I will not married before I can reach all my dreams.</i></p>

16	01:09:50- 01:10:08	Communicative/ Friendship (EVCF)	 <p data-bbox="868 590 1419 657"><i>Jarkoni : I know what you mean miss.</i></p> <p data-bbox="868 663 1419 804"><i>Mrs. Aisyah : I understood that the education is very important for human life in this era.</i></p> <p data-bbox="868 810 1419 951"><i>Jarkoni : I am sorry miss if my words hurt you. I am trying to be a good friend.</i></p> <p data-bbox="868 957 1419 989"><i>Mrs. Aisyah : I really say thanks sir.</i></p>
17	01:12:19- 01:12:58	Honest (EVH)	 <p data-bbox="868 1386 1419 1493"><i>Jarkoni : I am sorry sir, I have to go now for the competition</i></p> <p data-bbox="868 1499 1419 1675"><i>Headmaster : Ok, wish you luck for your student. I am sorry for being absent today. Wish you give best score for our school.</i></p> <p data-bbox="868 1682 1419 1856"><i>Jarkoni : Ok sir thank you sir. But I feel sorry for this student. They don't get pocket money enough sir. It's not same with</i></p>

			<p><i>my proposal sir.</i></p> <p><i>Headmaster : How could it be?</i></p> <p>2</p> <p><i>Jarkoni : Maybe I will explain you latter sir. My time is limit sir.</i></p> <p><i>Headmaster : Ok, good luck.</i></p> <p>2</p>
18	01:19:25 - 01:20:05	Rewarding Achievement (EVRA)	<p>[ Embedded 98 sec / Playframe / 01:19:47 (65354) ]</p>  <p><i>Judges : Ok thank you miss Hanifah for the time, after we conclude our conclusion. We have choose the winner, and winner is Sardi.</i></p> <p><i>Jarkoni : (Embrace Sardi )</i></p> <p><i>Mrs. Aisyah : We succeed to bring our school's name better. And this is the first time we have gotten the appreciation. Congratulation.</i></p>
19	01:21:20 - 01:21:34:	Honest (EVH)	 <p>Maaf pak Anda bisa bertanya kepada murid</p>

			<p><i>Headmaster 2 : I want to clarify your report about the operation budget for the public speaking contest. Explain me about that.</i></p> <p><i>Jarkoni : I was given the envelope by Mr.Bambang. But I haven't open it yet. Because I have to drill the students. I was surprised when I account it. The budget is not appropriate. That is not sufficient food</i></p> <p><i>Mr. Bambang : Hey Mr. Jarkoni have you the evidence? Don't judge me like that.</i></p> <p><i>Jarkoni : I am sorry sir, you can ask the students. They running out their pocket money.</i></p> <p><i>Headmaster 2 : How could it be Mr. Bambang?</i></p>
20	01:24:20-01:24:38	Communicative/ Friendship (EVCF)	<p><small>[Play]</small></p>  <p><small>Pak Jarkoni, lama tidak bertemu Apa kabar?</small></p> <p><i>Headmaster1 : Excuse me.</i></p> <p><i>Mrs. Tina : Yes can I help you.</i></p> <p><i>Headmaster1 : I want to meet Mr. Jarkoni.</i></p> <p><i>Jarkoni : Oh, come in please</i></p>

			<p><i>Mrs. Tina : I want to meet Mr. Jarkoni.</i></p> <p><i>Jarkoni : Hi mom.</i></p> <p><i>Headmaster1 : Mr. Jarkoni long time no see. How's your life?</i></p> <p><i>Jarkoni : I'm fine How about you?</i></p> <p><i>Headmaster1 : I'm fine.</i></p>
21	01:24:40-01:25:12	Democratic (EVDM)	 <p><i>Headmaster1 : Mr. Jarkoni we need a teacher like you who was an ability to guide our students. I heard that you succeed to bring your student to win in the public speaking contest. We'll pay you more if you want.</i></p> <p><i>Jarkoni : I am sorry miss. In the previous time, you and I haven't any approval or promises to come back to your school. I was comfortable living here. I will try to give my best in this village.</i></p>

22	01:25:12-01:25:53	Love of Country (EVLC)	 <p><i>Headmaster1 : Double from standard salary Mr. Jarkoni?</i></p> <p><i>Jarkoni : I am sorry mom, I understood that this village needs more teacher. This I the government's plan to make our education well. If the education center in the city, how could the education in this village will be improve. This village needs more teacher and I want to be one of them. The development of the education are our responsibility.</i></p> <p><i>Headmaster1 : Ok, I will approve your decision. But our school always open for you if you want to join us. if you know, this is the great changes.</i></p> <p><i>Jarkoni : Ok.</i></p>
23	01:25:12-01:25:53	National Spirit (EVNS)	 <p><i>Daerah ini butuh banyak guru</i></p>

			<p><i>Headmaster : Double from standard I</i></p> <p><i>Jarkoni : I am sorry mom, I understood that this village needs more teacher. This I the government's plan to make our education well. If the education center in the city, how could the education in this village will be improve. <b>This village needs more teacher and I want to be one of them. The development of the education are our responsibility.</b></i></p> <p><i>Headmaster : Ok, I will approve your decision. But our school always open for you if you want to join us. if you know, this is the great changes.</i></p> <p><i>Jarkoni : Ok.</i></p>
24	01:26:25 - 01:26:40	Religious (EVR)	 <p><i>Jarkoni : Ya alloh, if she is the best for me. <b>Let me be with her. But if she didn't for me, let her</b></i></p>

			<i>find someone better than me.</i>
25	01:31:37- 01:31:55	Work Hard (EVWH)	<div data-bbox="857 373 1437 703" data-label="Image"> </div> <p><i>Headmaster : I will choose Mr. Jarkoni to be a headmaster.</i></p> <p><i>Teachers : Congratulations Mr. Jarkoni</i></p> <p><i>Jarkoni : Thank you sir. I will try my best here.</i></p> <p><i>Headmaster : Good luck</i></p> <p>2</p>

### Data Validation of Positive Politeness Strategy

Number of Data	Data	Not Data
01/TJ/2D/00:04:04-00:04:14	V	
02/TJ/2M/00:04:04- 00:04:48	V	
03/TJ/2D/00:05:54- 00:05:57	V	
04/TJ/2D/00:08:08- 00:08:36	V	
05/TJ/2F/00:09:26- 00:09:29	V	
06/TJ/2B/00:09:29- 00:09:32	V	
07/TJ/2D/00:11:42- 00:11:45	V	
08/TJ/2L/00:16:16- 00:15:57	V	
09/TJ/2D/00:21:28- 00:21:55	V	
10/TJ/2F/00:21:28-00:21:55	V	
11/TJ/2H/00:24:31-00:25:30	V	
12/TJ/2E/00:30:04- 00:30:09	V	
13/TJ/2J/ 00:30:19-00:31:22	V	
14/TJ/2J/ 00:32:44-00:33:10	V	
15/TJ/2A/00:35:46-00:35:52	V	
16/TJ/2I/ 00:35:52-00:35:52	V	
17/TJ/2M/00:35:58-00:36:25	V	
18/TJ/2F/00:37:02- 00: 37:14	V	
19/TJ/2G/00:37:02- 00:37:02	V	
20/TJ/2O/00:38:25- 00:38:39	V	
21/TJ/2N/00:38:49- 00:38: 58	V	
22/TJ/2J/ 00:48:32- 00:49:13	V	
23/TJ/2J/ 00:49:14- 00:49:39	V	
24/TJ/2K/00:49:40- 00:49:48	V	
25/TJ/2M/00:56:06- 00:56:57	V	
26/TJ/2G/00:58:00- 00:58:17	V	
27/TJ/2O/01:04:12- 01:04: 38	V	
28/TJ/2C/01:04:15- 01:04: 38	V	
29/TJ/2O/01:04:57-01: 05: 22	V	
30/TJ/2N/01:06:00- 01:06:11	V	
31/TJ/2E/01:06:16- 01:06:27	V	
32/TJ/2M/01:09:38- 01:09:49	V	
33/TJ/2M/01:09:50- 01:10:08	V	
34/TJ/2J/ 01:12:19-01:12:58	V	
35/TJ/2L/01:19:25- 01:20:05	V	
36/TJ/2M/01:21:20-01:21:34	V	
37/TJ/2D/01:24:20- 01:24:38	V	
38/TJ/2N/01:24:30- 01:24:37	V	
39/TJ/2A/01:24:30- 01:24:40	V	
40/TJ/2M/01:24:40- 01:25:12	V	

41/TJ/2J/ 01:24:40- 01:25:12	V	
42/TJ/2M/01:25:12-01:25:53	V	
43/TJ/2E/01:26:25 - 01:26:40	V	
44/TJ/2E/01:30:55- 01:31:25	V	
45/TJ/2J/ 01:31:37- 01:31:55	V	

### Data Validation of Education Value

Number of Data	Data	Not Data
01/TJ/EVCF/00:11:42- 00:11:45	V	
02/TJ/EVT/000:12:28-00:13:10	V	
03/TJ/EVH/000:14:17- 00:15:10	V	
04/TJ/EVCS/00:20:19- 00:20:37	V	
05/TJ/EVI/ 00:37:02- 00:37:14	V	
06/TJ/EVC/ 00:48:32- 00:49:13	V	
07/TJ/EVDS/00:49:14- 00:49:39	V	
08/TJ/EVWH/00:49:40 - 00:49:48	V	
09/TJ/EVEC/00:56:06- 00:56:57	V	
10/TJ/EVSC/00:58:00- 00:58:17	V	
11/TJ/EVRS/00:02:05-00:03:01	V	
12/TJ/EVSC/01:04:12- 01:04: 38	V	
13/TJ/EVJR/01:06:00- 01:06:11	V	
14/TJ/EVCS/01:06:16- 01:06:27	V	
15/TJ/EVLP/01:09:38- 01:09:49	V	
16/TJ/EVCF/ 01:09:50- 01:10:08	V	
17/TJ/EVH/ 01:12:19-01:12:58	V	
18/TJ/EVRA/01:19:25 -01:20:05	V	
19/TJ/EVH/ 01:21:20-01:21:34	V	
20/TJ/EVCF/ 01:24:20- 01:24:38	V	
21/TJ/EVDM/ 01:24:40- 01:25:12	V	
22/TJ/EVLC/01:25:12-01:25:53	V	
23/TJ/EVNS/01:25:12-01:25:53	V	
24/TJ/EVR/ 01:26:25- 01:26:40	V	
25/TJ/EVWH/ 01:31:37- 01:31:55	V	

Surakarta, ..... 2017

Arkin Haris, M. Hum.

## THE JARKONI

FADE IN: XLS > LS

1. CROWDED STREET

1

Crowded street shown by CAR, MOTOR BIKE, PEDICAP, WALKING PEOPLE.

2. HOME - morning

CAST : JARKONI

6.30 AM the CLOCK tinkling. JARKONI woke up panicly. He used the TIE, bring up the BAG, then he brushes againts the the GLASS then broken down.

3. GARAGE

CAST : JARKONI, MECHANIC GARAGE

His bike broke down when in the middle of the road. He guided his bike to the nearest garage. The clock struck 7.05. he increasingly panicked because it was too late.

JARKONI

Hey bro, there is something wrong with my ride.

MECHANIC

What happen bro?

JARKONI

I don't know why. It's stuck suddenly on the way.

MECHANIC

Ok bro. I will check it for a while. It's already fix. Sit down please.

JARKONI

No no no, I leave this motor here. I will take it after I finishing my job at least at 2 pm. I have to go to school. I leave this motorcycle to you.

MECHANIC

Ok bro.

4. PUBLIC TRANSPORTATION

CAST : JARKONI, MAN, DRIVER

Jarkoni waiting for public transportation and ride public transportation. There is a person who entered public transportation in haste or hurry. He sat beside jarkoni, insert a wrap material into the pocket of the bag NARCOTICS jarkoni. The man asked the driver to stop and then immediately leave without pay.

5. SCHOOL-CLASS ROOM

CAST : Mrs. SITI, JARKONI, HEADMASTER

HEADMASTER standing in front of the school gate supervise anyone who is late. Her EYES cynical look JARKONI late. Coming Ms SITI (senior teacher) towards the principal and whispered whispered to her.

JARKONI

I am Sorry mom.

HEADMASTER

Hurry up, sir.

Ms SITI

Good morning mom, who is he mom?

HEADMASTER

New teacher here. Three days here.

Ms SITI

Ooo... where did he come from?

HEADMASTER

He still leaving here for a month. His hometown is so far. He comes from Sumatra. I am sorry miss, you have to enter you class..

Ms SITI

Oke mom,,,

The Clock show at 7 through 30 minutes. Mrs. Siti met with teachers of other teachers in the school terrace.

Mrs. Endang

Mrs. Siti... good morning Miss. ? what class do teach first Miss. ? what period ?  
 Mrs. siti  
 Good morning Mrs. endang... ini lho Mrs. I will teach 8A.. sociology class...

Mrs. Endang  
 Oh,,, Miss. Lets get selfie first,because I have been beautiful girl like this. So I want to get selfie with you  
 Mrs. Siti  
 What Selfie?  
 Mrs. Endang  
 Yes selfie, because I want to update my DP on my BBM right now.  
 Mrs. Siti.  
 Ok, come on  
 Mrs. Endang  
 Ok, lets selfie.

They were absorbed selfie suddenly Jarkoni pass in front of them, he smiled and sighed for a moment.

JARKONI  
 Come on miss (accost)  
 Mrs. Endang  
 Oh, so handsome

Jarkoni Jarkoni immediately enter the classroom to teach.

JARKONI  
 Good morning everyone? How are you today?  
 Let's start our subject today by praying,  
 pray begin... FINISH , Oni, Ichwan, Ramanto,  
 Sukinem, Maryati, Paijah ( Read the  
 attendance list), before we strat our lesson,  
 i have a game for U all...

Suddenly, His stomach was rumbling. (Voice)  
 Now open your book page 27 then read the  
 story of Rapunzel. I'll be back soon. Don't  
 make any noises OK!

Jarkoni met with Mrs. Siti when out of the classroom.  
 Mrs. Siti met with HEAD MASTER and reported that there  
 are teachers who go to the canteen.

When a class in the left, principals around the class  
 to check KBM. His eyes are on board class B 102. He  
 found the classes were crowded and it turns out it is  
 a class JARKONI when left.

HEAD MASTER

Sit down pleaseeee.....!!! (berteriak) Who is  
 your teacher?

STUDENT

Mr Jarkoni Miss

HEAD MASTER

Where is he now?

STUDENT

We don't know sir. We have just given the  
 instruction to read the story of Rapunzel.  
 The headmaster continue checking all classes.

#### 6. INT. CANTEEN

CAST : Jarkoni, Waiter, HEAD MASTER

JARKONI ordered hot tea and eat some fried food to  
 fill his stomach.

JARKONI

Madam

WAITER

Yes, good morning Mr. Jakoni. What do you  
 order?

OK. Nasinya sekalian ndak bro?

JARKONI

One tea without sugar, please. Don't take too long ok?

WAITER

Yes. This is Mr. Jarkoni (Deliver the Jarkoni's food)

JARKONI

Thank you Madam

WAITER

Yes.

When biting Tempe in the first bite, the headmaster was behind him and patted his back, JARKONI ignored. Clap the third time she turned her head simultaneously shocked and his TEMPE fall.

HEAD MASTER

Come to your class right now Mr.

Jarkoniiiiii.... (Expression face peeved)

JARKONI

Yes Miss, I am sorry!!!

His face was anxious when she returned to his room.

#### 7. INT. TEACHER OFFICE

CAST :

Jarkoni sat in his chair and opened the bag and put the book on the table. When he brought out a book, tucked into a bundle fall. Mrs. Siti walked over to the table jarkoni and saw the bundle.

Mrs. SITI

What is it?

Jarkoni

I don't know what is it ?

Mrs. SITI

Mr Jarkoni, you want to be teacher here, or to be the drug seller? If you want to be drug seller, don't sell here. I suppose you are a good man. But you are not.

JARKONI

(Jarkoni confuse) miss I don't know that... that's not mine. I never bought or consume that thing.

Mrs. Siti

The criminal will never admire his false. The jail will be full.

Ms. Shinta

Hey... don't be bad feeling like that, we have to investigate it, may be he is true, he don't know whatever... is that true mr JArkoni?

Ms. SITI

Hey shinta,,, don't held a brief fo Mr. Jarkoni you are... just because he is handsome so you give any attention to him..

Ms. Shinta

What are you talking about??? We still haven't any prove yet...

Ms. SITI

This is the prove.... ( show the pack )

Ms. SHINTA

Lhoo not one proof only... we have to find another prove... Investigating this case not only one hour to be clear... KPK investigated one corruption case need one month or more...

Ms. SITI

Lha the characteristic of people who consume the narcotic are, his life unconditional, having thin body, his appearance is....  
ahhhhhh... Like that... Precisely.

Ms Shinta

Ihhh Don't you any add bullshit Mrs... That's uncertain ms.... uncertain

When the headmaster was to his office and meet them.

Mrs. SITI

Incidentally you come, miss. I found this stuff in Jarkoni's bag.

HEADMASTER

What is it?

Mrs. SITI

If not any of it as a kind of material Drug mom. So what this school if the teacher just become a drug dealer? come too late, disheveled appearance. The new teacher was not disciplined.

HEADMASTER

Give me the stuff that I'll take care. I wait in my room before time to go home.

8. INT. HEAD OFFICE

CAST : JARKONI, HEADMASTER

When Jarkoni towards the headmaster rooms he found teaching classes in Mrs. Siti. He see it from outside the class. Mrs. Siti sit gadgets and children play there sleeping, chatting and others. The headmaster sat in his chair and let JARKONI seated. His face was serious as if unhappy with JARKONI mistake this morning.

HEAD MASTER (ANGRY)

You're a new teacher here, yet only a month too late 2 times, Bringing drugs, and you pack dress code ... WHAT if you are already a teacher to stay here? You're a teacher should be a role model, if schools like this we can not accept a teacher like you! This school's reputation could be ruined.

JARKONI

But Miss.... (he remembered what happen in the public transportation)

HEADMASTER

This is my decision.

JARKONI

Please listen to my explanation first miss... when I went to school on public transportation I was approached by a man. He's like a very frightened. Maybe this stuff is the goods. Because one of the characteristics of people who develop a drug

that always scared in a police chase. Perhaps for fear he shew that stuff in my bag pack.

Head MASTER

How do you know if he is suffering from a drug?

JARKONI

Earlier I see no public transportation security officers behind me chasing the man. Tadi saya melihat ada petugas keamanan di

HEAD MASTER

(Thinks for a moment) Then please you gain experience elsewhere. These items will be carefully advance to the more professional, because this is not a regular problem

JARKONI

But mom, what's there is no policy other than Mom?

HEAD MASTER

NO. This decision provided by the school to the teachers who violate school rules and regulations. If I do not feel sorry for you, I'll report it to the authorities.

JARKONI

Oh ok miss, thank you for understanding me.

9. EXT. STRRET

Jarkoni came out and return home with a deeper moody, he took off his tie and pulled his shirt. He is very depressed hear the father's decision last the headmaster. He stopped at the edge of the river, sit down and reflect on the day's events. (Featuring flashbacks point events ago).

10. INT. HOME - 1 LIVING ROOM

Arriving home he opened the contents of the envelope and shocked. His letter fell. The letter contains the letters move to a village far from the village. Inevitably he had to do the job because he is still in the stage of getting certified teachers.

## 11. TAXI BIKE

CAST : JARKONI, TAXI BIKE GIRL

Bicycles lined Jarkoni motorcycle taxi came by carrying a bag and asked the school address listed in the letter

TAXI BIKE

Hi handsome... I am from go to the jek gojek. You know gojek? Gojek is ehm brum bru brum. Oh ok, by the way where do you want to go?

JARKONI

I want to go to address written in the letter.

(while showing the contents of the letter)

TAXI BIKE

Let me see. Oh I know this address. Come on with me. Owalahh

JARKONI

Wait wait, how much the price?

TAXI BIKE

Fifty thousand sir,

JARKONI

fifty thousand? That so very expensive you know.

TAXI BIKE

So how much do you want? Ok for you twenty thousand. It just for you.

JARKONI

Uch? twenty thousand. Forty forty.

TAXI BIKE

Forty thousand? Really?

JARKONI

Yes, do you want?

TAXI BIKE

Come on.

Jarkoni ride motorcycles and delivered to that address. Suddenly entered an impasse.

JARKONI

How does you, you say know the way....

TAXI BIKE

Hehehehe (laughing admit mistakes)

TAXI BIKE

Excuse me miss, I would like to ask you where is Chief of Village's house?

Mrs. Aisyah

That's the red one sir, what's a matter with him?

TAXI BIKE

There is a guest from the city miss. ....

Jarkoni

My name is Jarkoni, I come from Batavia Senior High School... I transferred here to teach in this school here.

Mrs. aisyah

Oh yes.. nice to meet you,

Then he delivered to that address.

## 12. VILLAGE

CAST :SARI, SARDI, NINUK,

Trees, quiet village atmosphere. Children play traditional games, marbles, jump rope. Today had been the night the children go home, respectively. Sardi was playing with his bike in a playground sari and Ninuk suddenly came to him.

SARI

Sardi why are you still here? It was late afternoon, you know.. you will be wanted by your father you know..

SARDI

I've had great why sought looking for. like a small child.

SARI

Just because I want to remind all. not good still out afternoon like this afternoon.

NINUK

Sardi person is like that. Let just that matters we already remind.

SARDI

Go go go, just disturb me...

Sari dan ninuk go home..

13. HOME SARDI

CAST : Mr. Bambang, SARDI, Sardi's Mom

Mr. Bambang (father sardi) standing on the doorstep with a face upset to see his son came home too late with and dirty clothes. Mr. Bambang scold her.

Mr. BAMBANG

Where did you play!! Come too late, where did you go!!

Mother

Do not be rude at children's dad, quickly take a shower there then eat

Mr. BAMBANG

Spoiled child, so what will be.!!

SARDI

Yes mom, ,

14. SCHOOL - HEAD OFFICE

CAST : JARKONI, KEPALA SEKOLAH

The next morning he went to the school. he searched the room principal.

JARKONI

Can I meet with the headmaster?

HEADMASTER

Yes, I am.

JARKONI

My name is Jarkoni sir, I am a new teacher here.

HEADMASTER

Jarkoni, where do you come from?

JARKONI

I come from Batavia Senior High School. I was transferred to teach here for a year. This is the letter sir, may be can be announced.

HEADMASTER

Ehm jarkoni. Ok welcome to our school. I have been given an information that we will get a new teacher who stay in our village for a while. I hope you can impose the education here. The facilities in this school are incomplete and the most of students are poor.

JARKONI

Yes sir, I will try to give the best contribution here.

HEADMASTER

Ok, let's go around to see the condition of this school.

15. INT. CLASSROOM

CAST : Mrs. AISYAH, HEADMASTER, JARKONI, STUDENTS

The principal asks permission Mrs. Aisyah, who was taught to take a little time. JARKONI and the principal entered the room. Jarkoni at the face of Mrs. aisyah and Mrs. aisyah little look away.

HEADMASTER

Good morning students, I am sorry for disturbing you today. We have a new teacher. Please sir, coming please. Introduce yourself please.

JARKONI

Ok students, I want to introduce myself, my name is Jarkoni Ahmadi. You can call me Jarkoni. I come from Batavia Senior High School. Now, I will teach you here for a year.

PAIJAH

I am sorry sir, I just want to tell you something Mrs. t I don't want to make you angry. Today Mr. Jarkoni is so handsome.

STUDENTS

Huuuuuuuuuuuuuu.... huuuuuuuu....

NINUK

Hey Paijah, Don't show your fain face!

PAIJAH

No problem. It is right, sir?

NINUK

If you have any talk, I am afraid that Mr. Jarkoni cant stay for a long.

HEADMASTER

Assalamualaikum Wr. Wb.

Bel school does ring a sign that the time to go home has arrived.

HEADMASTER

Now please pack your things return preparation. It is enough in today's lesson and do not forget to always learn at home and always filial.

#### 16. TEACHER ROOM

CAST :

The head master introduces jarkoni to another teacher.

HEAD MASTER

Emm.. sorry for interruption... We have a new teacher from the city. Time for you mr jarkoni to introduce yourself.

JARKONI

Thank u sir.. good afternoon mister and miss, allow me to introduce my self, my name is Jarkoni, I'm from one school in the city. I'm here to complete my assignment from my school to teach here.

Mr. BAMBANG

Oh.....

HEAD MASTER

This is Mr. bambang, Ms. Aisyah, Ms. tina nad  
mr joko

Mrs. TINA

Welcome to our school mr...

All Teacher

JARKONIIII....

Ms. Tina

Hehehe yes right mr. Jarkoni

17. PARKING AREA

CAST : Ms aisyah, jarkoni

Mrs. Aisyah met jarkoni in the parking

JARKONI

Mrs. Aisyah?

Ms Aisyah

Yes.

JARKONI

You want to go home miss?

Ms Aisyah

Yes sir.. Uch, can I ask you something?

JARKONI

Yes, what is your question?

Ms Aisyah

Actually why you choose to teach this  
village?.

JARKONI

It was something that I couldn't tell to you  
today miss. Sometime in the future I will  
tell you. I was transferred here to teach and  
develop the education in this village.The  
interesting thing that the school needs more  
teacher.

Ms AISYAH

EMMmm.. ya ya ya hopefully, your task given the condition of waged and ease, BTW how you go to school this morning?

JARKONI

I just walking Miss.

Suddenly there is student run and nudged his Mrs. aisyah and fell. Mrs. aisyah and JARKONI take the same book (look at each other).

Ms AISYAH

Sorry sir, sometimes children here as it was, though already mature body but its behavior there was a boy child.

Let's go home together sir.

JARKONI

No, thank you. It will disturb you.

Ms AISYAH

No we were on the same direction sir.

JARKONI

I see I can do myself.

Ms AISYAH

Come on.

JARKONI

Ok.

Ms AISYAH

(take the motorcycle). Mrs. t you are to be in the front.

JARKONI

Ok.

Mrs. aisyah drove up Jarkoni to the house the village chief, Mrs. t only up in front of his house. Mrs. Aisyah immediately went for worry as the village chief would leave the house (the relationship between Mrs. Aisyah and headman less well)

Ms Aisyah

I am sorry sir, I can take you till here. I have to go now.

JARKONI

Don't you want to drop in first? Let meet Mr. chief village.

Ms aisyah

No, I am sorry sir. I have many assignments to do...

JARKONI

Thankyou so much miss

Ms aisyah

Your welcome

JARKONI

Be careful...

Up in front of the house Mrs. Aisyah, immediately left the house village head and return.

18. EXT. LAPANGAN (tempat bermain)

CAST : SARDI, paijah, sari, ninuk, Agus and friends

Sardi, Ninuk, Paijah with food sitting together in the right play while chatting

SARDI

Wah.. what happen with my motorcycle, the voice is not nice, rear brakes are also somewhat loose ..

PAIJAH

And why is your bike? I'm here to help

NINUK

Are you can jah?

Paijah

I just help for praying sardi

NINUK

Huuu ... certainly there if he wants like that .. sardi should you not busy at the bike continues. soon, it would a final exam, you should focus on lesson first

SARDI

Whatever what I want...

NINUK

Yes go ahead, I'm Just give advice ..  
 Sardi busy fixing his bike and paijah  
 conversation with her as she approached him  
 and Ninuk opened the textbook. Suddenly a  
 bunch of his friends took the motor and went  
 to Sardi

AGUS

Don't forget tomorrow at Pandawa Street  
 (defiantly)

NINUK

Do not be in respond sardi .. Agus is a  
 person always so definitely cause problems.

SARDI

Do not meddle men's business

19. INT. CLASSROOM

CAST : Mrs. TINA, SARDI, NINUK, PAIJAH, SARI,  
 STUDENTS

That morning as usual, they went to school together.  
 At first they met with vocab and pronunciation  
 lessons. Mrs. TINA entered the classroom and start  
 learning.

Ms TINA

Good Morning Students...

STUDENTS

Good Morning Miss....

Ms TINA

The assignment from Ms Tina is looking for  
 100 vocab that you have already did  
 yesterday. Now open your assignment and I  
 will ask you to read your assignment one by  
 one.

PAIJAH

Intruption Mrs. .. I am sorry Miss. I leave  
 my assignment in home miss,

Ms TINA

Ah you Paijah...!! lets take your book, in 5  
 minuts you have to back here.

Paijah leave the class to take her book. And Mrs. Tina back to continuing her lesson.

Mrs. TINA

Sardi, lets read your vocab that had already wrote by yourself.

SARDI

Ok Miss.

Apple, mango, orange

Sardi reading the pronoun that is nearly right but still haltingly read. Mrs. TINA faulted repeat readings and vocab Sardi were read sardi.

NINUK

Miss. .. the spelling should say "apple - manggo - orange"

It is enough for tomorrow's lesson this time 500 vocab and what they mean

## 20. Meeting room

CAST :

Set a meeting. Teachers are raising a new idea.

HEADMASTER

So who have any suggestion?

JARKONI

I'm sir. Just now, I'm trying to select some of students to join the education competition in this city. That will be held in the next month.

HEADMASTER

What kind of the competitions?

JARKONI

The competition is education held by ministry, sir. There are many kinds of competitions like five skills in English language, public speaking and the other science.

Mr. BAMBANG

Competition? Is there anyone of our student who are incredible????

JARKONI

I will drill them sir. I propose Sardi and Ninuk to join Public Speaking Contest.

Mr. BAMBANG

I really know Sardi, that is impossible for him to join the competition. Sardi has less confident. It's impossible.

HEADMASTER

If you are sure to bring them, make a proposal to join that competition. Give to Mr. Bambang as the administration staff. Let's Mr. Bambang managed it.

JARKONI

Ok sir, I will make it.

Mr. BAMBANG

Do what do you want to do, if you can. You will know that student will be unable.

Mr. BAMBANG

I will prove it.

21. Location of racing

CAST : SARDI, AGUS, JARKONI

They are prepared on the motor, ready to race. Race began. In short sardi lose in this race. On the other hand jarkoni being around the village and found his child who is racing, Mrs. t he missed to reprimand him because he was nearly finished. The time is getting late and they returned to go home, respectively.

22. INT. HOME SARDI

CAST : FATHER, MOTHER, SARDI

His father angry because Sardi late to go home.

AYAH

Why did you come late again!

SARDI

I have many assignment dad.

IMRS.

Its fine dear, if you spent your time to study. Mrs. t it will be better if you come home earlier. And remember if your father wants you to be a teacher. So you must study hard from now.

AYAH

What did you say? Study? you race, didn't you? What kind of teacher you will be? If there is nothing figure from you.  
(he don't believe to Sardi)

IMrs.

Calm down dad, sardi lets take a bath and study.

SARDI

Yes mom,

23. SCHOOL, CLASSROOM - in the morning

JARKONI teaches in the first day. In his lesson, he tell a little story to the students.

JARKONI

Before we start our lesson, I want to tell you the story. Yesterday afternoon, when I saw Sardi ride in motorbike on the street. I remembered you. I do like ridely motorbike. My friend often come to me to repair their motorbike. In order not to spend a lot of money. Now, you can do what you want, Mrs. t remember don't do anything wrong. You should not take your motorcycle to racing.

STUDENTS

Yes, understand.

While the story he returned to continue his studies. Sardi was interested in jarkoni suggestion was to take

advantage of his friend's striving for profit, though not great.

24. House SARDI

CAST : MOTHER, SARDI

Sardi asked money to his mother.

SARDI

Mom, would you like to give me some money?

MOTHER

How much do you want dear?

SARDI

Just one hundred thousand mom.

MOTHER

Its too much dear.

SARDI

Yes, because there are many assignment mom.

MOTHER

Here you are, I hope you use very well and wish you will be smart people in your future and be useful for our nation.

Sardi felt so happy and immediately go to school.

Sardi wants to Mrs. y a new sparepart. After he bought a new sparepart he has busy with his motorcycle.

25. CHIEF VILLAGE Home

CAST: CHIEF OF VILLAGE, JARKONI

Jarkoni sitting on the porch, Mr. CHIEF OF VILLAGE asked for Jarkoni help for photocopies beams of the village, because he was busy.

CHIEF OF VILLAGE

Hallo Jarkoni, are you free? Come to my home please. I need your help, right now.. thanks.

JARKONI

Excuse me

CHIEF OF VILLAGE

Oh, come please sir. Sir, could you help me to copy this letter? I have many works to do.

JARKONI

Ok sir, I wanna go out too.

CHIEF OF VILLAGE

This is the key sir.

JARKONI

Ok, thankyou

26. IN THE FIELD (Place for playing)

CAST : SARDI, NINUK, PAIJAH

Sardi alone in the field and busy fixing his motorcycle. Ninuk and paijah looking to learn together with sardi and meet on the field.

NINUK

Eemm it turns out here apparently. Busy at the bike. Already preparations for public your speaking have not you?

SARDI

Not yet

NINUK

Let's doing together here

PAIJAH

Eh ninuk, don't disturb sardi. Sardi is busy too

NINUK

What is more important? Motor or lesson and public speaking competition. And you paijah, you always defend sardi.

SARDI

Already had to be quiet here. You are here first so I want the bike first tried hehhe

Sardi tries bike. When trying the bike in a corner he collided with his motorcycle JARKONI are heading to FC. Sardi fell and hurt. Mrs. aisyah who accidentally passed by and help them, then drove home.

27. HOME

CAST : FATHER, MOTHER, JARKONI, CHIEF OF VILLAGE, MS Aisyah, SARDI AND HIS FRIENDS

Knowing the news, Sardi's father was furious. He directly blamed jarkoni who hit sardi. And demanded jarkoni to remove it from school for endangering someone's life and judged not to provide role models.

Jarkoni

I'm sorry for...

FATHER

Shut up you! (cut Jarkoni's words. Hey Mr. Jarkoni, you must responsible with this accident. You were not supposed to be here. You are a teacher. Mrs. t you cant to be a leader. I will ask the school to kick you from the school.

Jarkoni

I know, I know was wrong sir, I do apologize, I will responsible for sardi's health.

Mr. Bambang

What you say?? if something happened with my son I will report u to the police!!! You think that you can clear everything with money?? NO..!!! (angry)

Jarkoni

I'm sorry sir...

Mother

Enough enough...!!! Your angry will not clear the problem, mr. jarkoni wanted to pay all of the administration of sardi's health..... I think that it was a polite attitude...

MOTHER

Where did you go dear. Look your hurt. And what is it? (sambil menunjukkan sparepart).

SARDI

Forgive me mom,,, I will tell you the truth. This is purely my mistake. I have lied to you and dad. The money that you given to me is to Mrs. y these thing. There are no additional assignment. Because my mistake, all of this happen.

AYAH

What the!. What will you be in the future. We do everything to make you still get education in the school. To make you more cleaver than us, in order you can be a teacher. Not like this! Stupid.

(Toss spare parts) so what you !!

Sardi father was disappointed and embarrassed then go out of the house. Sardi mother tried to calm the situation. chief of village came.MOTHER

Dear, your father wants you to be a god person. He wants you to be a teacher too, which that you can be a guardian for your family.

JARKONI

Sorry mom, I want to give a little suggestion for Sardi. You might become a mechanic. Mrs. t don't miss use your hobby for something

wrong. You are student too, so focus on your study first.

Ms aisyah

What Mr. Jarkoni's word is right. You should focus to finish your study. your hobby can be another extra skill.

CHIEF OF VILLAGE

Assalamualaikum. Aisyah?

Chief of village and Ms Ayesha looked at each other and then Mrs. aisyah go.

Ms Aisyah

I'm sorry, I have to go now.

CHIEF OF VILLAGE

Aisyah...

Jarkoni

Miss Aisyah, where will you go? (Ms Aisyah leave them)

SARDI

Sir, I'm sorry. I will do your suggestion. Mom, I promise you to be your wonderful son.

JARKONI

Sardi, you need to take a long rest. Next week you there are will be a public speaking competition. Prepare yourself. I will go home now.

NINUK

Hey Sardi, you have to remember what is Mr. Jarkoni said.

SARDI

Yes, I understand.

JARKONI, CHIEF OF VILLAGE, NINUK and PAIJAH go home.

28. TEACHER OFFICE

CAST: JARKONI, AISYAH

Jarkoni ask Mrs. Aisyah relationship with village heads, in fact ms aisyah is chief of village daughter. During Mrs. aisyah leave the house because it is always forced to the pack headman to matchmaking.

JARKONI

Morning Mrs. Aisyah.

MRS. AISYAH

Morning sir

JARKONI

How are you today?

MRS. AISYAH

I am fine and you ?

JARKONI

Yes I am fine too.

JARKONI

By the way, may I ask you something?

MRS. AISYAH

Yes of course, what do you want to know?

JARKONI

What is your relationship with the chief of village?

MRS. AISYAH

He is my father. (imagine the past)

SCENE BAYANGAN (Rumah pak lurah (sebentar aja))

(chief of village is a very fierce and ambitious, he is always forced Mrs. aisyah, daughter to marry a rich man, his young son. But Mrs. aisyah always refused to eventually go out of the house)

JARKONI

Now, I know the story. (NOD)

MRS. AISYAH

So, what must I do sir?

JARKONI

I am sorry miss. I advise you. You should apologize your father and come back home. Because marriage must get parent's permission.

MRS. AISYAH

I will not married before I can reach all my dreams.

JARKONI

I know what you mean miss.

MRS. AISYAH

I understood that the education is very important for human life in this era.

JARKONI

I am sorry miss if my words hurt you. I am trying to be a good friend.

MRS. AISYAH

I really say thanks sir.

29. CLASSROOM - SCHOOL YARD - STAGE

Sardi is trained by jarkoni for public speaking competitions.

30. OFFICE TERRACE

CAST: HEAD MASTER, JARKONI, SARDI AND NINUK

Mr. jarkoni and students permit to go to the competition.

HEAD MASTER

Wish U luck sir and students. I'm sorry for being absent. Wish u to be proud to our school.

JARKONI

Oh Thak u sir, Mrs. t I felt sorry for the students because they are not get pocket money enough. That's not same with my proposal sir

HEAD MASTER

How could it be? (anxious to mr bambang)

JARKONI

May be later sir,,, the time is limited sir..

31. STAGE

CAST : SARDI, JARKONI, MRS. AISYAH, MRS. TINA,  
SARDI'S PARENTS

Sardi trained by jarkoni for public speaking competitions. he went up on stage to follow the race. The atmosphere is festive. Sardi attended by parents, principals and friends sardi. Sardi won the speech contest. Sardi gave a speech public speaking.

SARDI

Thanks to all of this. This victory is not possible unless I get your support, especially my parents. And I say thank you to all my teachers especially jarkoni father for his guidance so that I can stand here. So did my friends, thank you for the amount.

Mrs. Aisyah

Congratulation sir, you managed to bring the good name of our school, and this is the first time we have gotten this award.

Mrs. tina

Congratulation sir. You are great sir..  
(smile )

Sardi off the stage and see his parents. Sardi cried. His father still been cool to see jarkoni. But in his heart he is proud.

### 32. HEAD MASTER'S ROOM

CAST: HEAD MASTER, JARKONI, Mr. BAMBANG

Mr. Bambang and Jarkoni are called Headmaster to clarify the administration of fund public speaking.

HEAD MASTER

Mr. Bambang, I wanna ask you. How much the operational budget that you give for this competition.

Mr. Bambang

Like Mr. Jarkoni estimated sir.

HEAD MASTER

Really?

Mr. Bambang

Yes, sure. Have I bought the report?

HEAD MASTER

Mrs. t the administration is not appropriate with this estimation.

Jarkoni enter the headmaster room.

JARKONI

Excuse me, do you call me?

Yes sir, sit down please.

Ok Mr. Jarkoni, I want to clarify your report about the operation Mrs. dget for the public speaking contest. Explain me about that.

JARKONI

I was given the envelope by Mr.Bambang. Mrs. t I haven't open it yet. Because I have to drill the students. I was surprised when I account it. The Mrs. dget is not appropriate. That is not sufficient food

MR. BAMBANG

Hey Mr. Jarkoni have you the evidence? Don't judge me like that.

JARKONI

I am sorry sir, you can ask the students. They running out their pocket money.

HEADMASTER

How could it be Mr. Bambang?

Mr.Bambang

Eeee eeee ...

HEAD MASTER

I don't care. This problem has to clear as soon as possible. I don't want the education operation of this school disturb of this. Mr. Jarkoni, you can go back your class.

They exit from the headmaster room and back to teach.

## 33. Ruangan GURU

A few months later jarkoni gets a letter from his school first. the letter asked him to return to the city. He ignored the letter. Until then headmaster jarkoni place earlier, came to jarkoni to the village..

## 34. RUANG KEPALA SEKOLAH

Cast :HEADMASTER, JARKONI

HEADMASTER

Excuse me.

MRS. TINA

Yes can I help you.

HEADMASTER

I want to meet Mr. Jarkoni.

JARKONI

Oh, come in please

MRS. TINA

I want to meet Mr. Jarkoni.

JARKONI

Hi mom.

HEADMASTER

Mr. Jarkoni long time no see. How's your life?

JARKONI

I'm fine How about you?

HEADMASTER

I'm fine.

JARKONI

Ya come on, sit down. (Invite)

HEADMASTER

Mr. Jarkoni we need a teacher like you who was an ability to guide our students. I heard that you succeed to bring your student to win in the public speaking contest. We'll pay you more if you want.

JARKONI

I am sorry miss. In the previous time, you and I haven't any approval or promises to

come back to your school. I was comfortable living here. I will try to give my best in this village.

HEADMASTER

Double from standard salary Mr. Jarkoni?

JARKONI

I am sorry mom, I understood that this village needs more teacher. This is the government's plan to make our education well. If the education center in the city, how could the education in this village will be improve. This village needs more teacher and I want to be one of them. The development of the education are our responsibility.

HEADMASTER

Ok, I will approve your decision. Mrs. t our school always open for you if you want to join us. if you know, this is the great changes.

JARKONI

Ok.

The HEADMASTER immediately go home after heard the explanation from Jarkoni.

35. CHIEF OF VILLAGE HOUSE

JARKONI DELIVER Mrs Aisyah go home,

JARKONI AND AISYAH

Assalamualaikum...

CHIEF OF VILLAGE

Waalaikumsalam...

Eh...Mr jarkoni... come on...

Aisyah, please make a cup of coffee for Mr Jarkoni

CHIEF OF VILLAGE

What's matter you come here. Its not usual.

Jarkoni

I'm sorry sir. It is about Ms Aisyah. Actually, I heard from Mr. Aisyah. Mrs. t now I want to ask you.  
CHIEF OF VILLAGE

What? Tell me..

Jarkoni

What your reason to force Mrs Aisyah to marry early.  
CHIEF OF VILLAGE

Jarkoni,, jarkoni. That's your question(laughing)

Jarkoni

Is there something wrong with my question.

CHIEF OF VILLAGE

It is clear, she is the only one my daughter. I wanna see her happiness with her family before my resting place

Jarkoni

Sir, sir,, you make a joke sir. How could the beautiful girl like her have not someone special

CHIEF OF VILLAGE

This is the proof until now, she didn't bring someone to me to be her husband. What it means?

Mrs. aisyah come with bring the drink for her father and jarkoni.

CHIEF OF VILLAGE

Lets have drink Mr Jarkoni. Come on.

JARKONI

I am sorry sir, if Mrs. Aisyah comes with her someone special. Do you want agree with her choice?

MRS. AISYAH

What did you say?

CHIEF OF VILLAGE

Yes sure, why not?

JARKONI

If that's your answer. Today I wanna ask your blessing. If I am a lots to live with miss Aisyah in long life. I am ready sir to be her husband.

CHIEF OF VILLAGE

(nod)

The room was still silent long enough after the request jarkoni and nod aisyah who then bless by Aisyah's father.

36. MEETING ROOM; TEACHER OFFICE

A few years later, Jarkoni appointed as headmaster there and marry a Mrs. aisyah and settle into a family in the village.