

## The Analysis of Positive Politeness Jeff Bleckner's Movie *Beyond the Blackboard* and Its Application For Teaching Speaking in Junior High School

Nurkhayatun Suciati<sup>1</sup>, Titi Rokhayati<sup>2</sup>, Zulia Chasanah<sup>3</sup>  
{[suciminsu15@gmail.com](mailto:suciminsu15@gmail.com)<sup>1</sup>, [titirokhayati@umpwr.ac.id](mailto:titirokhayati@umpwr.ac.id)<sup>2</sup>, [zuliachasanahi@umpwr.ac.id](mailto:zuliachasanahi@umpwr.ac.id)<sup>3</sup>}

English Language Education, Universitas Muhammadiyah Purworejo, Indonesia<sup>123</sup>

**Abstract.** This study aims to find the types of positive politeness found in the *Beyond the Blackboard* Movie and to describe the application of the positive politeness form found in the movie in teaching speaking. This study uses descriptive qualitative. In collecting the data, the researchers finding the movie, a downloading movie and manuscripts, watching the movie, reading the manuscript, and finding the data. While in analyzing the data, the researchers classified the data, lists all positive politeness, explains the utterances by the characters of *Beyond the Blackboard* movie, make the analysis, make conclusions and application. The result shows that there are 41 utterances from the total politeness strategies. The most dominant kind of positive politeness is Noticing and attending to the hearer (his interest, wants, needs, and goods). Educational value can be applied in teaching speaking at junior high school. The reason that Notice was found the most in the research is that in the movie many dialogues or conversations contain Notice's sentences. The Notice sentence was expressed from a teacher to students or students to a teacher in the *Beyond the Blackboard* movie. Function of Notice is used to inform people of caring of the important thing. The positive politeness form found in the analysis can be applied in teaching speaking.

**Keywords:** *Positive, Politeness, Movie.*

### 1. Introduction

Language is a means of communication. Communication can be oral or written. The spoken language is simpler than written one. One example of the things that people often do every day is talk. Talking is one way for us to communicate or interact with other people in the environment around us. Therefore, speaking is a very important communication to someone that people usually do every day. In terms of speaking, there is also etiquette or ethics when we want to speak. Adab or speaking ethics is a very important thing that everyone must have and understand about it. When someone already knows the etiquette or ethics of speaking, then he is going to convey a message in speaking or good communication will also make the intent in delivering the message clearly conveyed to someone who will be invited when speaking. A person will be judged good or bad by other people also seen from how he/she speaks. Delivery or use of language that is good and also polite is very important to pay attention to do, so that communication to other people continues to run well and without any miscommunication in speaking. In communication through conversation, each actor use

language to express her opinion and idea, but frequently conversations witness undesirable outcomes because of miscommunication happened among communicators.

In a communication in speaking the most important thing is the manners of speaking. Adab in speaking is one part of politeness (politeness). A person is considered to have Adab in speaking, which can be seen from the way someone speaks or says a word to other people. This strategy arises because the speaker wants to show a good impression on the addressee and indicates that the speaker wants to strengthen his social relationship with the addressee through the same desires and views between the speaker and the addressee. Someone who has good speaking manners will also be appreciated by others. The description of communication can be reflected in movie. There are some movies which reflected on politeness, this movie describes about interaction among people in which politeness exist. This politeness is reflected in the speech acts of a teacher with students and students with their teachers, through the character of Stacey Bess and his homeless students it can be seen that there was politeness. This communication is reflected when speaking, between a teacher and his students, between teachers and guardians, between teachers and students and their environment.

Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Pragmatics is the study of speaker meaning. [1, p. 3]. According to Grundy in Noviani said that pragmatics is the study that discusses how to produce utterances and comprehend what people say in daily conversation although maybe they use unfamiliar language [2, p. 6]. Rokhayati stated that speaking was the skill which connected with interaction and communication [3, p. 9]. Pragmatics is the study of the ability of language users to pair sentences with appropriate contexts. According to Issabela Pragmatics is the study of how a speaker communicates his or her senses and how a listener interprets them[4, p. 148] . According to Hartati Pragmatics is related to human interaction. In his/her interaction with others, he/she has to pay attention to the social and cultural background. Sometimes in paying attention, he/she has to respect each other to make good interaction. To respect other people, everyone, has to consider politeness. Therefore, politeness becomes one of the units to be studied in pragmatics.[5].

According to Yule Politeness is showing awareness. Face means the public self-image of a person. It refers to that emotional and social sense of self that every-one has and expects everyone else to recognize. Showing awareness for another person's face when that other seem socially distant is often described in terms of respect or deference [1, p. 60]. According to Yuka (2009) Positive politeness is defined as "redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of as desirable" [6, p. 60]. In positive politeness, the speaker's goal is to address the positive face needs of the hearer, thus enhancing the hearer's positive face. According to Kamlasi Positive politeness strategies highlight friendliness and camaraderie between the speaker and hearer [7, p. 70] . In addition,

Mahmud (2018) had explored the English students' perspectives on politeness; however, the focus was not on the strategies of politeness. It focused only on the English students' perception of how to be polite in the class. Politeness studies which explore deeply about the English students' strategies are still limited and therefore, need to be further explored [8, p. 598]. According to Prosbini There are two types of communication: direct (face-to-face) and indirect communication (through media), and, as a rule, human beings communicate with each other by conducting conversations [9, p. 167]. According to Richard j. watts Politeness is a term that is struggled over at present, has been struggled over in the past and will, in all probability, continue to be struggled over in the future should be the central focus of a theory of politeness [10, p. 9]. According to Nora Politeness is an area of interactional pragmatic which has experienced and explosion of interest over the past quarter of a century and in which empirical studies have proliferated examining individually crosses culturally languages and languages variates from around the world [11, p. 13].

According to Zulia Movie is the one of media that reflects the social life of human. When we are watching movie, we cannot get only entertainment but we can learn about the educational, moral or other values that are implied there [12, p. 28]. With someone who has good manners, one can learn about politeness through the *Beyond the Blackboard* movie which can be applied in daily life in the social environment, especially in terms of acting and speaking and also knowing how to communicate well with others.

## 2. Method

This study uses a descriptive qualitative approach because the data collected is in the form of sentences. Data for content analysis can take several forms, including the type of material taken from audio/visual sources. This study describes the types and how the politeness strategies used by actor or actress in a movie *Beyond the Blackboard*, in addition to the reasons she uses these strategies. Furthermore, the data was obtained from the movie *Beyond the Blackboard*. The purpose of a qualitative content analysis is to examine whether the content of a recorded or depicted movie contains subtle messages or meanings in the social world.

In this research, the data were taken from a movie entitled *Beyond the Blackboard*. The movie *Beyond the Blackboard* is in the form of scenes in the movie, the movie can be downloaded from a site from the internet. Researchers use data sources to support research because data sources are the key used to dig deeper into a research.

Creswell in Ciptaningrum [13] explains that there are some data collecting types in qualitative research, namely observation, interviews, documents, and audio visuals materials. The researchers used analysis of audio-visual materials because use movie to collect the data and the researcher also use documents by note-taking to collect the data in this research. Without a data, the researcher cannot do a research.

According to Sugiyono in Ciptaningrum [13] there are some techniques to collect the data in a research. They are observation, interview, documentations, and triangulation. This technique was appropriate to describe and interpretation the data because the researcher

analyzed the positive politeness strategies aspects through the transcript of *Beyond the Blackboard* movie.

The techniques of collecting data employed by the researcher in this research were as in the following.

- 1) Finding the movie  
Researchers can be searched for movies on an internet site on YouTube (youtube.com). The movie was uploaded on the yositanadlr channel.
- 2) Downloaded movie and manuscripts  
After finding the movie, the researcher downloaded the published movie by yositanadlr channel with the link: [https://you.tube.be/7\\_HaKyPwPCc](https://you.tube.be/7_HaKyPwPCc). Then, researchers found scripts from watching movies.
- 3) Watching the movie  
After finding movie and transcript, the researcher focuses on watching the movie carefully, scene by scene to find out the felicity condition in movie.
- 4) Read the manuscript  
After the researcher finished watching the movie of *Beyond the Blackboard*, then read the transcript of the movie to ensure that the utterances contained in the transcript is appropriate to be for analyzed based on existing theories.
- 5) Finding the data  
The researcher observes the data from the transcript of *Beyond the Blackboard* movie. Next, the researcher took several steps to get a clear picture of the data such as watching movies and listen carefully and also re-watch the movie more than twice and read the script. To ensure the validity of the data, the researcher re-examines the utterances spoken by the speaker and analyze everything the speaker does during searching a word in the dialogue in the movie. Then finally, the researcher determines the utterances that may contain strategy politeness. So that, the researcher can find the data to be analyzed.
- 6) Listing the data  
The researcher lists the data according to the theory from the previous chapter to make it easier to classifying the data.

Creswell [14] say that data analysis in qualitative research consists of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion.

There are some methods which are used by the researcher to analyzed the data:

1. The researcher classifies the data according to the kinds of positive politeness strategies.
2. The researcher lists all positive politeness strategies in the dialogues.
3. The researcher explains the utterances by the characters of *Beyond the Blackboard* movie which includes the types of positive politeness strategies.
4. The researcher makes the interpretation or analysis of each data based on four categories of positive politeness strategies theory stated by Brown and Levinson.

5. The researcher makes a conclusion and an application

### 3. Findings

In analyzing the data, the researchers use Brown Levinson theory. He explains that there are 15 kinds of positive politeness form. The finding of this research can be seen in the table below:

Table of Types of Positive Politeness Strategies Form

No	Positive Politeness Strategies	Sum of Positive Politeness	Percentage
1.	Notice, attend to hearer (his interest, wants, need, goods)	21	51.2%
2.	Exaggerate (interest, approval, sympathy, with hearer)	2	4.8 %
3.	Intensify interest to hearer	2	4.8 %
4.	Use in-group identity markers	1	2.4 %
5.	Seek agreement	2	4.8 %
6.	Avoid disagreement	1	2.4 %
7.	Presuppose/raise/assert common ground	3	7.3 %
8.	Joke	1	2.4 %
9.	Assert or presuppose speaker's knowledge of and concern for Hearer's wants	1	2.4 %
10.	Offer, Promise	3	7.3 %
11.	Be optimistic	1	2.4%
12.	Include both Speaker and Hearer in the activity	2	4.8 %
13.	Give (or ask for) reason	1	2.4 %
14.	Assume or assert reciprocity	-	-
15.	Giving gifts to Hearer (Good, Sympathy, Understanding, Cooperation)	1	2.4 %
<b>Total</b>		41	100 %

### 4. Discussion

Discussion is the most important part in this research. The researchers provide the results of positive politeness forms in the findings and its application in teaching speaking. The detailed explanation is as follows:

- A. Notice, attend to the hearer (his interest, wants, needs, goods)

1) Stacey Bess: I always wanted to be a teacher. (S6)

When Stacey Bess was a child, Stacey Bess talked to herself, Stacey Bess said when she grew up, one day she wanted to be a teacher. Being a teacher is Stacey Bess's dream since childhood. From childhood, Stacey Bess when asked always wanted to be a teacher. This action is included in the positive politeness strategy in terms of wanting or wanting. Stacey Bess wanted to be a teacher from childhood.

2) School Districts: I do. I need enthusiasm. (S56)

At that time the School Districts were interviewing Stacey Bess in a room. In that room, Stacey Bess interviewed to apply for a job to become a teacher. The School District's said that he needed Stacey Bess' enthusiasm to become a teacher at that school to teach his students in class. From the expression here School Districts needed Stacey Bess' enthusiasm to teach at school when she started teaching at a new school later. Stacey Bess will be teaching grades one through six. Stacey Bess is the enthusiasm that the School District needs for Stacey Bess.

3) School Districts: I need somebody who loves to teach. (S57)

At that time the School District conducted an interview with Stacey Bess in a room. In the interview, the School District said that he needed enthusiasm from a teacher at school who loves teaching his students at school. The School District expects Stacey Bess to love teaching when she is accepted into her new place to teach and become a teacher at a homeless school.

4) Stacey Bess: Well, I... I have wanted to be a teacher. (S58)

At that time the School District was interviewing Stacey Bess in a room. Stacey Bess said that she had wanted to be a teacher since childhood. Stacey Bess wants to be a teacher every time she remembers her dream since childhood. Stacey Bess dreamed of becoming a teacher since Stacey Bess was little and grew a love for school at the age of 16 Stacey Bess wanted to devote herself to school if she was accepted to teach at a school.

5) Teacher: I'm going to need your unqualified commitment (S64)

When the School District interviewed Stacey Bess in a room. The School District's told Stacey Bess that he needed an unconditional commitment to Stacey Bess. The School District expects Stacey Bess to be committed when she is accepted to teach at a school. The School District expects and requires an unconditional commitment to Stacey Bess because Stacey Bess will be placed to teach at a homeless school that is very different from the usual public schools. A homeless school is a school where students come from families who don't have a place to live, where they live without a home and an economic life that is still very lacking.

6) Stacey Bess: Maria wants to be a teacher when she grows up. (S1031)

The context of the situation in Beyond the Blackboard movie is based on what Stacey Bess has said to Dr. Warren. From Stacey Bess' statement to Dr. Warren who said that Maria wanted to be a teacher. At that time, Stacey Bess told Dr. Warren that Maria was a student. Stacey Bess told Stacey Bess that when she grew up, she wanted to be a teacher like her.

7) Dr. Warren: we want to add to our teaching staff. (S1788)

At that time, Stacey Bess came to Dr. Warren's place. Stacey. Dr. Warren welcomed Stacey Bess and her baby with a smile and invited them into the room. Dr. Warren told Stacey Bess that the school for the homeless wanted to add more employees to teach at the school. Apart from that, for the following year, the homeless schools will add more schools in the district, to facilitate registration to enter schools anywhere for children from the homeless who want to study at these schools.

8) Stacey Bess: Young man, put that cigarette out! No, yes! (S279)

It was Stacey Bess' first day teaching at a homeless school. Stacey Bess saw students still outside the classroom. Stacey Bess invited her students to enter immediately because the learning hours were about to start. Stacey Bess saw one of her students smoking outside the classroom. Stacey Bess saw this and immediately ordered her students to throw away their cigarettes and asked them to enter the classroom.

B. Exaggerate (interest, approval, sympathy, with hearer)

1) Grace: Yeah, we did. They had tons of food. (S319)

It was Stacey Bess' first day teaching at a homeless school. At the homeless school, Stacey Bess introduces herself as the new teacher to teach homeless children in the class. Stacey Bess tells about her family at home. After that, Stacey Bess made an offer to her students for those who wanted to tell their stories in front of the class. After that, one of the students told a story in class, namely Becca. Stacey Bess asked Becca what was the most fun thing she did with her dad. Becca shared that she had a meal with her father in prison.

2) Bev: Shut your mouth! There's no Santa in jail. (S321)

It was the first day that Stacey Bess taught at a homeless school. At the homeless school, Stacey Bess introduces herself to the class and tells about her family. After that Stacey Bess offered her students to those who wanted to tell her story in front of the class. After that, one of the students told a story in class, namely Becca. Stacey Bess asked Becca what was the most fun thing she did with her dad. Becca shared that she ate with her father in prison. This caused a response from other friends in the class. Bev responds that he does too. Then Grace responded by saying that she did. They have a ton of food and there's Santa there too. This is refuted by Bev by saying that there is no Santa in jail.

C. Intensify interest to the hearer

1) Stacey Bess: Yes, absolutely (S54)

At that time Dr. Warren is interviewing Stacey Bess in a room. In the room, Stacey Bess is interviewed to apply for a job to become a teacher. He said that he needed the enthusiasm of Stacey Bess to become a teacher at the school to teach his students in the classroom. The conversation between Dr. Warren and Stacey Bess began to arise interest from his talk which discussed Stacey Bess's readiness to teach at a homeless school.

2) Stacey Bess: That's fine. Yes, absolutely. (S68)

At that time Dr. Warren is interviewing Stacey Bess in a room. In the room, Stacey Bess is interviewed to apply for a job to become a teacher. He said that he needed the enthusiasm of Stacey Bess to become a teacher at the school to teach his students in the classroom. From the conversation between Dr. Warren and Stacey Bess began to arise interest from his sale which discussed Stacey Bess's readiness to teach at a homeless school

that starts tomorrow, because it's been 2 weeks of homeless students going on school vacation.

#### D. Use in-group identity markers

##### 1) School District: a program for homeless students. (S73)

At that time the School District's interviewing Stacey Bess in a room. In that room, Stacey Bess interviewed to apply for a job to become a teacher. The School District told Stacey Bess that Stacey Bess would be teaching a homeless student program. So, Stacey Bess will teach specifically for homeless students. Where these students come from family backgrounds that do not have a place to live or a home. So, the school was made for homeless students so that they can get or experience the level of education at the same school as students in general in a proper manner.

#### E. Seek agreement

##### 1) Teacher: You'll have to start tomorrow. Can you do that? (67)

When Dr. Warren was interviewing Stacey Bess in a room. Dr. Warren told Stacey Bess that she will start teaching at her school starting tomorrow. Dr. Warren asked Stacey Bess if she could do it and was ready to start teaching tomorrow. And the answer from Stacey Bess herself was that she was ready to start teaching tomorrow.

##### 2) Stacey Bess: Everybody agrees with those rules, raise your hand. (S878)

When Stacey Bess entered the classroom with her students and told the students to take their seats. Stacey Bess invites casual discussions in class with her students. Stacey Bess asked her students who agreed with the rules that they were expected to raise their hands during in-class discussions.

#### F. Avoid Disagreement

##### 1) Stacey Bess: I'm not being hostile. I mean, I don't feel hostile. (S265)

At that time Stacey saw the condition of the class and also the students who were there. At that time Ms. Trumble asked Stacey Bess about her plans for teaching the class. Stacey Bess explained to Ms. Trumble that he would teach the sixth grade. Ms. Trumble told Stacey Bess that Mr. Trumble felt there was animosity towards Stacey Bess and that Ms. Trumble did not deserve hostility. Stacey Bess then explained to Ms. Trumble that Stacey Bess did not feel that she was being hostile toward Ms. Trumble. Stacey Bess feels she's just the new teacher at the homeless school.

#### G. Presuppose/raise/assert a common ground

##### 1) Stacey Bess: So, that is our first word. (S905)

When Stacey Bess entered the classroom with her students and told the students to take their seats. Stacey Bess invites casual discussions in class with her students. The topic taken from the discussion in the class took the topic of the word respect. Stacey Bess explained to her students that the first word to be discussed was the descriptive word. An adjective of the word respect. Stacey Bess then explained the meaning of the word to her students. In this context, Stacey Bess emphasizes the similarity of the descriptive word with the adjective "respect".

##### 2) Stacey Bess: Dana is a delight. (S1713)



After Stacey Bess gave birth to her third child. Stacey Bess is no longer teaching at a homeless school. Stacey Bess has a message for her new teacher Dana that Dana is a very pleasant student. The student is described by Stacey Bess as a student who has a very pleasant personality.

3) Stacey Bess: She is intelligent (S1714).

After Stacey Bess gave birth to her third child. Stacey Bess is no longer teaching at a homeless school. Stacey Bess has a message for her new teacher Dana. The student is described by Stacey Bess as someone who has a very pleasant and intelligent personality.

H. Joke

1) Angel: barking at me, like, "Meow, meow, meow!" (S983)

At that time, Angel, one of the homeless students, invited other friends in the class to share stories in class. In the class, Angel began to tell a story to her friends with a joke. In that story, Angel tells of a cat running fast like an attack dog. The story told by Angel made all her friends in class laugh. Angel demonstrated how a cat attack. His style in demonstrating made his friends laugh along with the jokes brought by Angel.

I. Assert or Presuppose Speaker's knowledge of and concern for the Hearer's wants.

1) Stacey Bess: So, that is our first word. (S905)

When Stacey Bess entered the classroom with her students and told her students to sit in their respective seats. Stacey Bess invites casual discussions in class with her students. The topic taken from the discussion in the class took the topic of the word respect. Stacey Bess explained to her students that the first word discussed was descriptive. An adjective of respect. Stacey Bess then explained the meaning of the word to her students. It is in this mutual respect that care arises. Caring about someone's wishes, and caring for others who are in need.

J. Offer, Promise

1) Danny's Mom: If you want books, there are some there. (S258)

When Stacey Bess enters a classroom with Danny's Mom. Stacey Bess came there to inspect the classroom that Stacey Bess will use later to teach. In Danny's Mom's conversation with Stacey Bess, Danny's Mom offers Stacey Bess a book that is in the classroom if Stacey Bess wants to use it for her teaching purposes to her students.

2) Stacey Bess: You promise me you're going to stay in school. (S1742)

At that time Stacey Bess was at home. Suddenly he got a phone call from one of his students named Maria. Maria call Stacey Bess to say that Maria will never forget Stacey Bess as her teacher at the homeless school. In the conversation, Stacey Bess said that Maria promised her that she would continue to go to school. In this context, Maria promised Stacey Bess to keep going to school.

3) Maria: Promise (S1749)

At that time Stacey Bess was at home. Suddenly he got a phone call from one of his students named Maria. Maria called Stacey Bess to say that Stacey Bess was asked to promise to say goodbye to Stacey Bess's children, namely Nicole and Brandon because Maria had not had time to say goodbye to her daughter Stacey Bess. In the conversation, Stacey Bess promised to send greetings to her children, Nicole and Brandon.

K. Be Optimistic

1) Stacey Bess: then we can be confident. (S117)

At that time Stacey Bess was at home with her two children. Stacey Bess does things as a mother, namely raising her young child when it's time to take a bath. The child before going to bed asked Stacey Bess whether he was nervous or not to teach tomorrow. Then Stacey Bess explained that she had prepared so well that it would make her feel confident. This self-confidence made Stacey Bess feel optimistic.

L. Include both Speaker and Hearer in the activity

1) Danny's Mom: Are you not getting this? Because I am sensing hostility (S262)

When Stacey Bess enters a classroom with Danny's Mom. Stacey Bess came there to inspect the classroom that Stacey Bess will use later to teach. In Danny's Mom's conversation with Stacey Bess, Danny's Mom felt that Stacey Bess's conversation seemed to invite her to be hostile and Danny's Mom said that she didn't deserve to be hostile. This was denied by Stacey Bess by saying that Stacey Bess did not invite enemies.

2) Stacey Bess: I'm talking to you! Put that out right now! (S280)

At that time Stacey Bess first started teaching at the homeless school. Stacey Bess enters the classroom which turns out to be no students. At that time Stacey Bess immediately approached the students who were still outside the classroom. At that time, the students from the Homeless were still playing outside the classroom. Stacey Bess who saw it immediately ordered her students to enter the classroom to start learning in class again. One of the students was smoking, Stacey Bess immediately asked the student to throw away his cigarette and immediately enter the classroom.

M. Give (or ask for) a reason

1) Teacher: For personal reasons, our teacher needed some time off. (S76)

When Dr. Warren was interviewing Stacey Bess in a room. Dr. Warren told Stacey Bess that the teacher at the homeless school could not come to teach at the school for personal reasons.

N. Assume or assert reciprocity

O. Giving gifts to H (Goods, Sympathy, Understanding, Cooperation)

1) Stacey Bess: and she gives me her bear. (S1025)

At that time, Stacey Bess told Dr. Warren that Dana, a student of Stacey Bess, gave a gift to Stacey Bess, which was a small Teddy Bear.

**a. The Application of Dynamic Verb In Progressive Form Found In Rupi Kaur's Poetry Book *Milk and Honey* In Teaching Grammar**

The researcher applied politeness strategies used in Beyond the Blackboard movie in teaching junior high school. Teaching speaking is not a simple process. But something very important in teaching learning English. Teaching speaking can not only produce a word but also organize their thoughts in a meaningful and logical order. Teaching speaking requires a lot of effort and requires a strategy to motivate students to speak English properly and correctly. The success or failure of teaching speaking

depends on how much effort and creativity the teacher has in teaching speaking learning to his students and by providing motivational encouragement to his students of course.

One of the materials taught in high school is asking or giving an opinion. This is closely related to the way in which students can learn how to ask or give an opinion to others and can explain the reason why he gave his opinion. With students learning how to ask or give opinions to others, students can find out how they convey polite utterances in terms of expressing opinions. Teacher can use movies as a medium to bring a fun and interesting atmosphere in their classrooms. Especially in teaching expressing opinions, teachers should not only provide the usual method but also an interesting method that can be done by attaching a movie as a medium. Teachers can play movies as a medium. The teacher can play a movie and ask students to pay attention to sentences that contain opinions.

## 5. Conclusion

The researcher found that 41 utterances contain a positive politeness strategy in Beyond the Blackboard movie. The data are classified into 15 types. There are 21 utterances ( 51.2%) data belong to Notice, attend to the hearer (interest, wants, need, goods) strategy, 2 utterances (4.8%) data belong to Exaggerate (interest, approval, sympathy with hearer) strategy, 2 utterances (4.8%) data belongs to Intensify interest to hearer strategy, 1 utterance (2.4%) data belongs to Use in-group identity markers strategy, 2 utterances (4.8%) data belongs to Seek agreement strategy, 1 utterance (2.4%) data belongs to Avoid disagreement strategy, 3 utterances (7.3%) data belongs to Presuppose/raise/assert common ground strategy, 1 utterance (2.4%) data belongs to Joke strategy. 1 utterance (2.4%) of data belongs to Assert or presupposes the speaker's knowledge of and concern for the Hearer's wants strategy, 3 utterances (7.3%) of data belongs to Offer, Promise strategy, 1 utterance (2.4%) of data belongs to Be optimistic strategy, 2 utterances (4.8%) data belongs to Include both Speaker and Hearer in the activity strategy, 1 utterance (2.4%) data belongs to Give (or ask for) reason strategy, 0 utterances (0%) data belongs to Assume or assert reciprocity strategy, 1 utterance (2.4%) data belongs to Giving gifts to Hearer (Good, Sympathy, Understanding, Cooperation) strategy.

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