

## **Politeness Strategies in Requesting by a Native English Teacher in ‘Miracle Worker’ Movie and in Indonesian Teachers’ Point of View**

Ani Novitasari

*English Education Post-Graduate Program, University of Lampung, Indonesia*

---

**Abstract** – People often use speech act quite frequently in the form of request. When requesting, politeness strategies are used depending on who speak, what language, to whom, when, and to what end (Fishman, 1976). This study aimed to find out the types of politeness strategy in requesting by one of main characters as a teacher, Miss Sullivan, in ‘Miracle Worker’ movie which was created based on the real life story. Brown and Levinson’s types of strategy were used (positive and negative politeness). The design of this research was a descriptive qualitative research. The data were gained from the excerpts containing politeness strategies of request utterances taken from the conversation uttered by Miss Sullivan. The result showed that the two politeness strategies were spoken by her with positive politeness 54% and negative politeness 46%. The most used structural form in positive politeness was affirmative, but in negative politeness was imperative. This result was in line with the use of Indonesian teachers’ requesting utterances obtained from open-ended questionnaire. Moreover, the native English utterances analyzed in the movie were considered polite 70% in Indonesian teacher’s point of view. Hence, teacher may use positive politeness strategy to students or other people related to our ways of educating them by requesting with affirmative form considering the context (to whom and in what situation) we speak. Thus, cultural context may take part as politeness value especially showed by teacher who in daily life often interacts by requesting to students and people related.

**Keywords** – politeness strategies, positive politeness, negative politeness, ‘Miracle Worker’ movie, requesting utterance, teacher

---

Date of Submission: 15-06-2018

Date of acceptance: 02-07-2018

---

### **I. INTRODUCTION**

Nowadays, character building is very important thing in improving education quality in Indonesia, so the curriculum purpose is mainly for affective aspect. To have students with good character, exactly the teacher should give good model, as in Indonesia proverb ‘*guru kencing berdiri, murid kencing berlari*’ (‘teacher urinates by standing, student then by running’), or another proverb of ‘*guru, digugu dan ditiru*’ (‘teacher is relied and modeled’). Therefore, teacher needs to give and model how the allowed ways of life, included how to speak politely.

Teacher is one main character socializing mostly with students. However, he or she not only interacts with them but also other people around him or her to educate the students in various places and situations. Sometimes, for instance, the teacher will inform the development of student’s ability to parents. The way to share the information could be delivered by spoken utterance. The actions performed via utterances generally called speech act (Yule, 1996). In addition, to save the relationship with others, teacher needs to show his or her politeness.

Many scholars have revealed that films used in EFL classroom could be used as learning media (Bratta, 2008; Kernodle, 2009; Butler et. al., 2009). This is based on the fact that films provide exposures to the real language, used in authentic settings and the culture in which the foreign language is spoken. They also have found that films catch the learners’ interest, and it can positively affect their motivation to learn (Xhemaili 2013). As a teacher, to choose appropriate film to watch by the students is an important thing. One of movies that could be used is ‘Miracle Worker’ which is created based on the real life story of how a teacher, Miss Sullivan, could educate her student, Helen. Here, our students may look how she did it and learn about politeness of a teacher done by Miss Sullivan. Besides, we, as teachers, may also learn what politeness strategies may be used by the teacher through this movie.

In daily communication, people tend to use speech act quite frequently in the form of requests. By learning how to make request in English through the movie clip, it is hoped that the students will know better

how to addressee or request someone to do something both directly and indirectly. Besides, the students will also know which appropriate strategies they should use when speaking to different people with different situations and intentions such the study of request strategies by Leopold (2015).

Moreover, in English, in requesting, we may use various structural forms: declarative, interrogative and imperative. Therefore, the ways of requesting with these various forms need to be informed to the students. Nevertheless, mostly students know that only imperative and interrogative structure is used for requesting, not with declarative. Here are the examples.

- |                                     |               |
|-------------------------------------|---------------|
| Open the door, please!              | (common use)  |
| Could you open the door?            | (common use)  |
| It is better if the door is opened. | (can be used) |

Yule (1996) states that politeness, in an interaction, the means employed to show awareness of another person's face (the public self-image of a person). It means that when we attempt to save another's face, we can pay attention to their negative face wants or their positive face wants. In this case, 'negative' means the need to be independent, to have freedom of action, and not to be imposed on by others. Meanwhile, 'positive' means the need to be accepted, even liked, by others, to be treated as a member of the same group, and to know that his or her wants are shared by others. In requesting something, to gather our intention, we have to use politeness strategies, whether it is positive or negative politeness. Yule (1996) states a positive politeness strategy leads the requester to appeal to a common goal, and even friendship, so it may get a greater risk for the requester of suffering a refusal, whereas, the negative one may present an opportunity for the other to answer in the negative to the request without the same refusal effect of responding with a negative to a direct. Moreover, Brown and Levinson (1987) discuss politeness primarily in relation to speech acts. Clearly, they point out that speech acts have to be handled carefully. They also explain that face consists of two related wants: positive and negative face. Positive face is a person's want to be appreciated and approved of by selected others, in terms of personality, desires, behavior, values, and so on. In another side, negative face is a person's want to be unimpeded by others, the desire to be free to act as she or he chooses and not to be imposed upon.

There have been many scientists done the research about politeness (Nadar, 1998; Takezawa, 1995; Baresova, 2008; Pramujiono, 2011; Brown, 2015). However, culture of politeness of every country could be different including when we request. Request strategy types will enable us to determine general cultural preferences along the direct/indirect continuum. Furthermore, cross-linguistic comparison of the distribution of request strategy types along the same social parameters should reveal the differential effect of these parameters on strategy selection (Blum-Kulka and Olshtain, 1984). Moreover, it is stated that native speakers were generally courteous in making their requests, that their use of politeness strategies were usually varied according to social and situational factors as well as cultural norms (Jan, et. al., 2015). Therefore, in requesting perhaps in a country is considered polite, but not in another place, for instance in Indonesia to call '*kamu*' (you) as addressee is not suitable if it is used to all people. The addressee of '*Bapak*' (a call for an adult and mature man considered in honor) is used frequently when we speak directly to the man we are speaking to, so related to requesting utterance, '*Maukah Bapak membelikan saya buku itu?*' (Would you (*Bapak*) buy me that book?) is better to say than say '*kamu*' in this case. Moreover, such as recommendation from Brown (2015), the study of politeness phenomena can provide insight into widely differing issues, for example politeness in different cultures and contexts. Consequently, based on the explanation above, the researcher tried to answer the following questions.

1. Does the main character (Miss Sullivan) use positive and negative politeness strategies in her requesting utterances in 'Miracle Worker' movie?
2. What structural forms does the main character (Miss Sullivan) use the most frequently in positive and negative politeness strategies in 'Miracle Worker' movie related to direct and indirect speech act?
3. How is Indonesian teacher's perception of politeness done or uttered by the main character (Miss Sullivan) in 'Miracle Worker' movie?
4. How do Indonesian teachers utter in requesting with politeness strategies related to direct and indirect speech act?

## II. LITERATURE REVIEW

### Politeness

What is politeness? Such the example given before about we call someone with appropriate addressee in suitable certain context can be said as politeness value in a country. Then, the way we walk, talk, and other things can indicate whether we in a community valued polite or not. In this case, politeness can also be regarded as a restraint apart from being a means to an end, some kind of social norm imposed by the conventions of the community of which we are members. In addition, sometimes we feel that we have to be polite in order to show that we are civilized and (Huang, 2008).

Furthermore, related to pragmatic, Brown and Levinson (1987) discuss politeness primarily in relation to speech acts. There are two kinds of it, and they are positive and negative politeness. Positive face is a person's want to be appreciated and approved of by selected others, in terms of personality, desires, behavior, values, and so on. In another side, negative face is a person's want to be unimpeded by others, the desire to be free to act as she or he chooses and not to be imposed upon. Similarly, Brown (2015) explains that one kind arises whenever what is about to be said may be unwelcome, prompting expressions of respect, restraint, avoidance ('negative politeness'). Another arises from the fact that long term relationships with people can be important in taking their feelings into account, prompting expressions of social closeness, caring, and approval ('positive politeness'). Therefore, this is a reason to analyze the use of positive and negative politeness in this research.

### **Request through direct and indirect speech act**

In human daily life, we exactly do interaction to fulfill our need by sharing information each other. The way to share the information could be delivered by spoken utterance. The actions performed via utterances generally called speech act (Yule, 1996). Moreover, according to the speech act theory, speakers perform illocutionary acts by producing utterances (Searle, 1969). An illocutionary act is a particular language function performed by an utterance, and one of them is requesting. A request is defined as a polite demand made by a requester asking a favor of the other person (Nelson et al. in Jan et. al., 2015).

Blum-Kulka and Olshtain (1984) give explanation about three major levels of directness of requesting strategies, they are: 1) the most direct, explicit level, realized by requests syntactically marked as such, such as imperatives; 2) the conventionally indirect level, procedures that realize the act by reference to contextual preconditions necessary for its performance, the conventionally indirect level; procedures that realize the act by reference to contextual preconditions necessary for its performance, for example would be 'could you do it' or 'would you do it' meant as requests; 3) nonconventional indirect level, i.e. the open-ended group of indirect strategies (hints) that realize the request by either partial reference to object or element needed for the implementation of the act ('Why is the window open'), or by reliance on contextual clues ('It's cold in here'). However, in the case of this research, the writer grouped into two: direct and indirect requesting utterances.

### **Teacher's authority to request**

According to Esmaeili (2015), teachers are managers of their own classrooms, and they for having dominance to the classroom need to have authority, because anyone as a responsible position should have authority for being able to accomplish its tasks. Thus, teacher tends to request during teaching as his or her authority. Related to this research, teacher's politeness in requesting should be paid attention for teacher is students' model to follow.

## **III. METHOD**

This study used descriptive quantitative design. The data of this study was the requesting utterances spoken by one main character, Miss Sullivan, who was as a teacher in the movie of 'Miracle Worker'. The first step was the researcher watched the movie clip for several times in order to understand the story clearly as well as made the transcribe of the utterances. The next step is the researcher looked at the script written in <https://www.springfieldspringfield.co.uk/movies/crypt.php?movie=the-miracle-worker> and compared it to the movie and the researcher own transcribe in order to make sure towards the data obtained. Then, the researcher also bold Miss Sullivan' requesting utterances that include to politeness strategies. The next step in collecting the data was by distinguishing between positive and negative politeness and then giving code to each type of datum. The coding of the datum in this research is as follows:

- the speech event number
- the number of utterance in the speech event
- the number of the datum

Besides, the researcher analyzed the structural forms used mostly in each requesting utterances by Miss Sullivan in the movie. Then, for more specific detail, the researcher also explained them.

To answer whether the utterances of requesting uttered by the teacher in the movie show politeness in Indonesian context by Indonesian teacher or not, the researcher asked one English teachers to watch the movies and then answer the instrument. The close-ended questionnaires were administered to know this with Likert scale with 2 answer choices: 'agree' or 'disagree'. The respondent was showed the data with the information of the context about the utterances, to whom be spoken and the situations.

In addition, to find out how Indonesian teachers usually utter in requesting, open-ended questionnaires were administered to 7 Indonesian English teachers, so respondents were hoped to answer freely. The questionnaire consisted of 2 items which had 2 contexts: request to student's parent(s) and the student

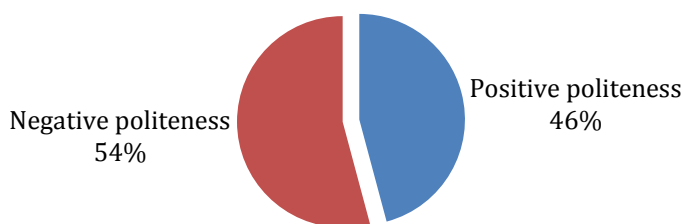
(questionnaires are in appendix). Descriptive analysis and tabulation were used to analyze the respondents' answers.

#### IV. RESULT AND DISCUSSION

After getting the data about politeness strategies proposed by Brown and Levinson uttered by Miss Sullivan as one of main characters in 'Miracle Worker' movie who is as a teacher in the movie, the researcher tried to answer the 3 research questions proposed.

##### 1. Does the main character (Miss Sullivan) use positive and negative politeness strategies in her requesting utterances in 'Miracle Worker' movie?

Based on the data, it was gotten there were 211 utterances in 50 speech events uttered by Miss Sullivan. Then, from 211, there were 47 requesting utterances which were analyzed for the politeness. Moreover, after that the researcher got 21 showing positive politeness and 26 showing the negative one such as in the diagram below.



**Diagram 1. Portion of positive and negative politeness of requesting utterances**

Here are the examples.

- a. I needn't to be treated like a guest. (9.6.1)
- b. Tell me about the child. (3.3.1)

The example (a) shows us positive politeness to request. The character showed that she actually asked to be treated not like a guest. Based on Yule (1996), we know that in positive politeness, the speaker still has tendency to be denied to do or request something. In this case, Miss Sullivan could be denied to still be treated as a guest. Meanwhile, the example (b) shows us the negative one. The speaker asked the hearer to do something for her.

Hence, based on the diagram above, we could know that both strategies of politeness based on Brown and Levinson were uttered by Miss Sullivan with portion 55% negative politeness which is higher than the positive one (45%). The portion of the use is almost similar. However, negative politeness strategy is done more for the reasons that Miss Sullivan in the movie is a teacher who could instruct student more. According to Esmaeili (2015), teachers are managers of their own classrooms, and they for having dominance to the classroom need to have authority, because anyone as a responsible position should have authority for being able to accomplish its tasks. Due to this, teacher's authority can be said giving instruction. In this case, it means that the teacher may request students to do something for him or her. Furthermore, it is said that authority backing the request was firmly based in professionalism as a skilled teacher (Vanderstaay et. al., 2009). Nonetheless, because the teacher interaction is not only with students but also with other people related, the researcher also needed to analyze Miss Sullivan's utterances to others, to whom she made any speech events, besides Helen like to her headmaster, Helen's father (Kapten), mother (Kate), brother (James), aunt (Aunt Evelyn), and workers (Percy and a fat servant). When someone requests something, there are some politeness strategies used depending on who speak (Miss Sullivan), what language (English), to whom (people mentioned), when, and to what end (Fishman, 1976: 15).

There are 15 of 25 requesting utterances with negative politeness strategy uttered by Miss Sullivan to Kapten. She requested the most with negative politeness to Kapten who is as one who has the biggest authority in the house where the educating and teaching process by her done the most. Consequently, she requested to him to do many things in order that she could teach Helen. We may request something to someone who we expect could do what we request for. Furthermore, the situations Miss Sullivan uttered also when she was with Helen meaning that she was teaching Helen which was usually there was his father also, for Helen was deaf, blind, and mute so the educating or teaching process in the movie took a place in Helen's house.

**Table 1. Miss Sullivan’s requesting utterances to Kapten with negative politeness strategy**

Utterances	Codes
Right now, if you'll leave the room.	15.10.5
If you're not willing to stand up to one tantrum, I cannot teach her anything.	15.11.6
Give us a moment, please.	16.1.7
Give us a moment, please.	20.13.8
You can bring Helen here after a long carriage ride.	23.7.11
She won't know where she is, and you can still see her every day, provided she does not know you're here.	23.8.12
Bring her inside, please.	25.1.13
She can have you back in 2 weeks.	26.1.14
Please, wait outside, Captain.	36.1.18
Give her another week.	38.3.19
Give her half a week.	38.10.20
Give them back their child and their dog... both housebroken.	40.6.21
Please give me more time.	41.1.25
Either give Helen to me, or you keep her from kicking.	48.2.27
If she were a seeing child, you would not stand for this.	48.12.31

Based on the table above, we could know the utterances are for requesting someone else (Kapten) to do something. In addition, we may request it to whom we expect that he or she could do for us in the situations when we expect we will be approved.

Meanwhile, besides requesting someone to do something, we may request for permission to someone to let us to do something, or what we call as positive politeness strategy. In this movie, Miss Sullivan uttered to request Kapten for permission to do something by her like the table below.

**Table 2. Miss Sullivan’s requesting utterances to Kapten with positive politeness strategy**

Utterances	Codes
No, please, let me (take the suitcase).	9.4.3
I needn't to be treated like a guest.	9.6.1
Now, when may I see Helen?	9.7.2
I'm perfectly capable of going down a ladder by myself.	12.3.4
I'll start right now if you'll leave the room.	15.9.5
I need to be alone with Helen.	15.13.6
I believe I can only make progress with Helen If I have complete charge of her.	23.3.7
If she can run to you, I have no hope which is why I must live with her somewhere else.	23.6.8
And, Captain, I cannot be rude to you if you're not around to interfere with me.	23.11.9
Let me show you.	27.2.15
I need... more... time.	30.11.11
Let me take her from the table.	48.3.28

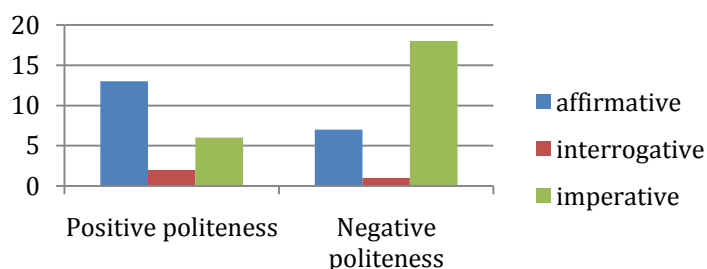
From the table above, we could know that Miss Sullivan request for permission to her for some reasons, they are: 1) to let her to do something: 9.4.3, 9.6.1, 12.3.4, 15.9.5, 15.13.6, 23.11.9, 27.2.15, 48.3.28, and 2) to give her something: 9.7.2, 23.3.7, 30.11.11. Hence, we may use positive politeness strategy in requesting for permission to do something or get something to whom we expect we could be given authority.

In conclusion, we know that both kinds of politeness strategies are used by Miss Sullivan in the movie of 'Miracle Worker'. In line with Pramujiyono (2011), it is stated that positive politeness is used to keep closeness relationship in order that the conversation could take place well. Furthermore, negative politeness is used to minimize restriction degree and soften the illocutionary power of utterances. In the case of the movie, Miss Sullivan, eventhough she was Helen’s teacher, was still a guest coming into Helen’s house, so she intended to be close to the family first in order to make her easy in teaching Helen then.

Moreover, based on the result that negative politeness in requesting utterances is more used is in line with Nadar (1998) stating learners' preference for adopting negative politeness strategy in making their requests. Thus, in the case of this research, it indicates that either learner or teacher preferred to use negative politeness in which we request others to do something. However, power distance may have played here, so when we request someone with negative politeness, we may look whether she or he to whom we ask for has power to grant our request.

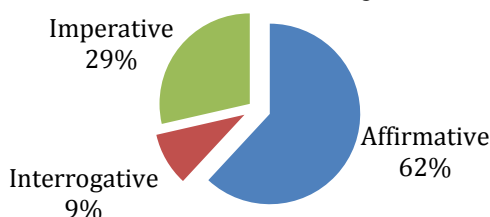
**2. What structural forms does the main character (Miss Sullivan) use the most frequently in positive and negative politeness strategies in 'Miracle Worker' movie related to direct and indirect speech act?**

Based on data gathered, the researcher could draw the following diagram 2.



**Diagram 2. Structural forms in positive and negative politeness strategies**

From the graphic above, we could know that in positive politeness strategy, affirmative sentences are the most used of structural form uttered by Miss Sullivan to request with total 13 utterances, then it is followed by imperative form with 6 utterances and the last is interrogative form with only 2 utterances. Therefore, in this case, it means that to request Miss Sullivan used affirmative the most among others such as in the graphic below.



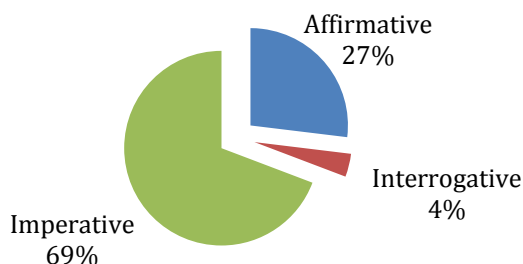
**Diagram 3. Structural forms of requesting utterances with positive politeness strategy**

Here are the examples of the utterances of requesting with positive politeness strategy.

- a. Affirmative : I'm perfectly capable of going down a ladder by myself. (12.3.4)
- b. Interrogative : Now, when may I see Helen? (9.7.2)
- c. Imperative : Let me out, you wicked girl. (10.14.4)

Example (a) shows us that Miss Sullivan wanted to request to go down by herself which is uttered in affirmative form. Meanwhile, she requested to see Helen in interrogative form such as example (b), and she requested to get permission to go out in imperative form like in example (c).

Moreover, from the graphic, we also could know that in negative politeness strategy, imperative sentences are the most used of structural form uttered by Miss Sullivan to request with total 18 utterances, then it is followed by affirmative form with 7 utterances and the last is interrogative form with only 1 utterance. Therefore, in this case, it means that to request Miss Sullivan used imperative the most among others.



**Diagram 4. Structural forms of requesting utterances with negative politeness strategy**

Here are the examples of the utterances of requesting with negative politeness strategy.

- a. Affirmative : Maybe, you should warn the Kellers about me. (3.7.2)
- b. Interrogative: How would you like to learn one she doesn't know? (27.7.16)
- c. Imperative : Bring her inside, please. (25.1.13)

Example (a) shows us that Miss Sullivan wanted to request to someone (headmaster) to tell the Kellers about her which is uttered in affirmative form. Meanwhile, she requested to someone else as character in the movie too to learn about Helen in interrogative form such as example (b), and she requested to Kapten in the movie to do something or bring Helen inside the house in imperative form like in example (c). Moreover, from the data above we could analyze again how the structural forms are related to direct and indirect speech act of requesting. As stated by ..., imperative form is exactly to request directly, for instances, *Let me out you, wicked girl.* (10.14.4), *Give us a moment, please.* (16.1.7), and so on. Here, through imperative form we may request directly with our intention. In addition, three requesting utterances uttered by Miss Sullivan in interrogative forms are to request directly. They are: 1) *How would you like to learn one she doesn't know?* (27.7.16), 2) *Now, when may I see Helen?* (9.7.2), 3) *Why should I talk to you?* (27.10.10). All of those three utterances show expression of requesting directly because we could know Miss Sullivan's intention clearly. However, we need to analyze more about the affirmative form whether stated with direct or indirect speech act.

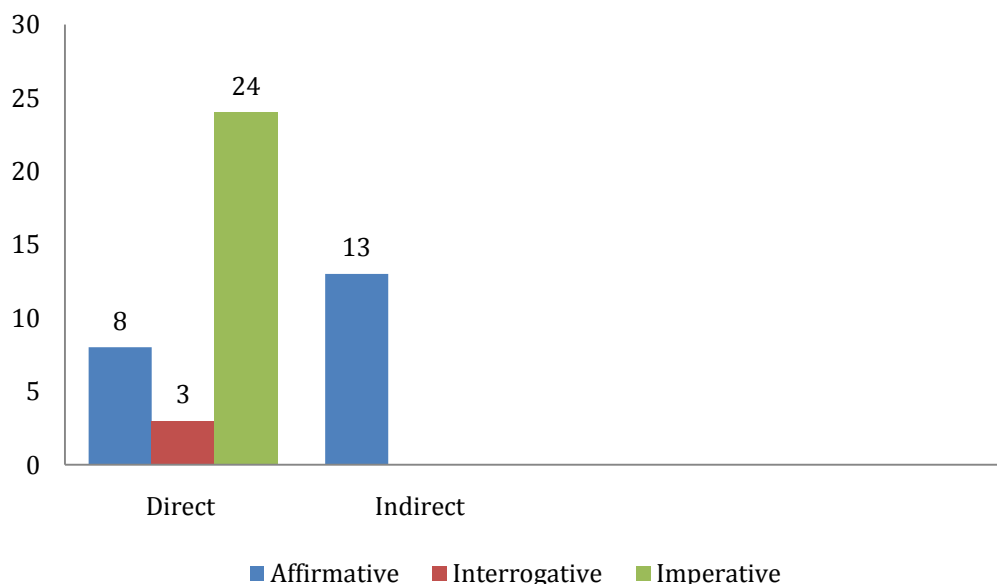
**Table 3. Affirmative form of requesting utterances by Miss Sullivan showing either positive or negative politeness strategies**

No	Utterances	Codes	Direct/ Indirect
1	Maybe you should warn the Kellers about me.	3.7.2	D
2	I needn't to be treated like a guest.	9.6.1	ID
3	Now, when may I see Helen?	9.7.2	D
4	Spanish monks under a vow of silence, which, Mr. James, I wish you would take (made the alphabet signs for deaf).	10.13.3	D
5	I'm perfectly capable of going down a ladder by myself.	12.3.4	ID
6	I'll start right now if you'll leave the room.	15.9.5	D
7	Right now, if you'll leave the room.	15.10.5	D
8	If you're not willing to stand up to one tantrum, I cannot teach her anything.	15.11.6	D
9	I need to be alone with Helen.	15.13.6	ID
10	I believe I can only make progress with Helen If I have complete charge of her.	23.3.7	ID
11	If she can run to you, I have no hope which is why I must live with her somewhere else.	23.6.8	ID
12	You can bring Helen here after a long carriage ride.	23.7.11	D
13	She won't know where she is, and you can still see her every day, provided she does not know you're here.	23.8.12	ID
14	And, Captain, I cannot be rude to you if you're not around to interfere with me.	23.11.9	ID
15	She can have you back in 2 weeks.	26.1.14	ID
16	I need... more... time.	30.11.11	D

17	If I could give you one word, one word, I could give you everything.	40.9.12	ID
18	I came to keep you from getting lost in the dark.	43.2.13	ID
19	I never really had a father, so I'm the last person to ask, but you've got to stand up to the world.	43.3.26	ID
20	I treat her like a seeing child because I ask her to see!	48.13.14	ID
21	I expect her to see!	48.14.15	ID

From the table above, there are 8 direct speech acts in affirmative form of requesting utterances by Miss Sullivan in the movie, and there are 13 indirect speech acts. Through direct speech act, Miss Sullivan tried to convey her intention by requesting to someone, such as in the examples *Maybe you should warn the Kellers about me.* (3.7.2). In this case, she conveyed her intention directly in which we could understand to the point of what she wanted. Meanwhile, she spoke indirectly for 13 reasons such as example *I expect her to see!* (48.14.15) meaning that she would show us that she could teach Helen, so she needed to be let to teach Helen and she requested for the chance.

Based on the data above, we could know whether the requesting utterances by Miss Sullivan stated directly or indirectly by understanding the following graphic.



**Graphic 5. Structural forms that Miss Sullivan used the most frequently in positive and negative politeness strategies in 'Miracle Worker' movie related to direct and indirect speech act**

Based on the graphic above, we know that direct speech act is used more than indirect one. It indicates that someone or teacher is often requesting directly in order to show the intention. In addition, to be understood easily that the teacher command, imperative structural form is used the most.

However, Blum-Kulka and Olshtain (1984) state that by making a request, the speaker impinges on the hearer's claim to freedom of action and freedom from imposition to minimize the imposition involved in the act itself. One way in which the speaker can minimize the imposition is by preferring an indirect strategy to a direct one. Hence, it is opposite of the result in this research that we could see that direct requesting was used more than indirect. Moreover, the result is also in contrary with Wierzbicka in Nadar also (1998) stating that politeness presents connection between a relatively high level of directness. And they are supported by Searle's study that politeness is the most prominent motivation for indirectness in requests (1975).

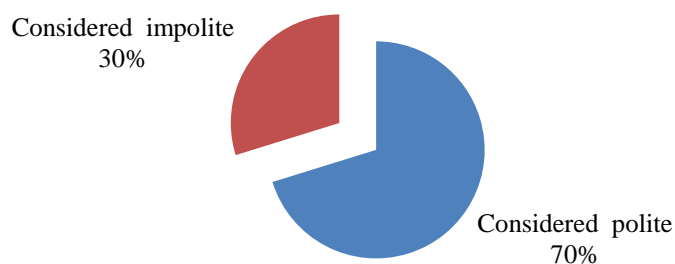
Furthermore, related to the structural forms, it is stated by Holmes in Nadar (1998) that politeness is related to the use of interrogative and declarative. Unlike the result which shows that imperative utterances were used the most, Jan et. al. (2015) also state that the interrogative mood with either a present or past tense modal was most frequently employed by native English speakers. Also, in Indonesian context for learners, it is common to use interrogative to express request (Nadar, 1998). These theories, nevertheless, are in the opposite of the result that teacher as the native of English in the movie requested the most with affirmative form. The character analyzed here tended to use imperative form in direct speech act to request. It suggests that as teacher, we may request to our students and people related to the students in order to support our learning goal with the



clear point of our intention to share to keep closeness, minimize restriction, and soften illocutionary utterance such as said by Pramujiono (2011) when we say with politeness strategies.

### **3. How is Indonesian teacher's perception of politeness done or uttered by the main character (Miss Sullivan) in 'Miracle Worker' movie?**

Based on the questionnaire given to an Indonesian English teacher, with the choice of whether the utterances uttered by Miss Sullivan in the movie were considered polite or impolite, from 47 utterances as the items, it was gotten that 33 utterances were considered polite, but the rest, 14, were considered impolite by the teacher. The context about to whom and the situation Miss Sullivan spoke became consideration too to decide whether the utterances were polite or not in the point of view of the respondent.



**Diagram 5. Indonesian teacher's perception to Miss Sullivan's utterances**

Based on the graphic above, we could know that Indonesian English teacher considered that Miss Sullivan still uttered requesting utterances politely considering to whom she spoke to and in what situations. The respondent saw politeness from the utterances also. For instance, when she spoke *Give us a moment, please*. was considered polite. Moreover, based on the data, most all utterances with lexis 'please' were considered polite by the respondent, and they were 16.1.7, 20.13.8, 25.1.13, 36.1.18, 41.1.25, 9.4.3, 20.23.9, and 20.24.10. This indicates that Indonesian people tend to request with polite utterance showed with politeness such as by lexis 'tolong' or 'please' in English. Also, it is in line with the research of Nadar (1998) about the tendency of Indonesian to say 'please' to request. Meanwhile, there was only one requesting utterance considered impolite by the respondent, that was *Please pass me more of Helen's favorite foods*. (48.11.30). Due to the respondent was asked to watch the movie also, it is so with the reason when Miss Sullivan said utterance 48.11.30, she was in the situation of Helen's coming celebration, but she disturbed the atmosphere of welcoming.

Native speakers are likely to use more polite strategies (Jan et. al., 2015). Furthermore, it suggests that in requesting Indonesian people do it politely in order to be accepted for the request too. Actually, the comparison of native English and Indonesian subjects such as in this study is related to recommendation from Nadar (1998). In conclusion, politeness in point of view of Indonesian teacher is seen from the utterances spoken, to whom and in what situations because the teacher intention to request could be to ask for permission to do something or to instruct someone else such as not only students but also people related to the students, and it is the same as native English preferring to request politely too.

### **4. How do Indonesian teachers utter in requesting with politeness strategies related to direct and indirect speech act?**

Such we know in the literary, cultural context may take a part to judge whether an utterance is considered polite or not. Thus, it is needed also to know how Indonesian English teachers themselves utter in requesting by considering direct and indirect speech act too in order that the information we request will be accepted and done with Indonesia context.

Furthermore, from the respondents' answers, we could know that the utterance 'would like to' was used in many frequencies, for examples:

- Dwi's utterance: *'So, to hold that camping program we would like to ask parents' permission to allow the students to join this program.'*
- Melati's: *'According to annual even that school usually holds, we would like to inform a camping program. Hopefully parents may allow the students to join this event.'*
- Yusfik's: *... I would like to inform you a further agenda...*

From the examples above, 'would like to' use shows the teachers' gratitude or indebtedness. Sifianou's theory in Nadar (1998) who states the examples often used in request such as 'would you mind, would you, I don't suppose, I would be grateful, do you think.' Thus, 'would' is used often for requesting. Moreover, in this study word 'ask' was used in many frequencies also to request, for examples:

- Basyir's utterances: *I, Andi's teacher, ask for permission to let Andi join our agenda this week.*

- b. Basyir's: *I ask for 5 additional minutes to explain this chapter.*
- c. Yusufik's : *So, I ask you all's patience and sincerity to provide your time for continuing our materials until 15 minutes ahead.*

In addition, from the utterances of the respondents, we could know also that Indonesian English teachers tend to pre-sequence utterances before or after they convey their intention to request. For instance, there are the uses of greeting such as 'excuse me', 'good morning', 'it is my please to ...', and address to whom we speak to such as 'Pupils', 'Sir', 'Mom', also expressions of thank and apology such as 'sorry' and 'thank you.' All these are to indicate the gratitude of politeness to request commonly by Indonesian. Completely, the following are respondents' answers to fulfill this fourth research question. Based on the respondents' answers of Indonesian English teachers (respondents), it could be drawn as in the following table.

**Table 4. Analysis of Indonesian English teachers' utterances in requesting**

Respondents	Sentence	Politeness strategies		Speech act		Sentence forms		
		Positive	Negative	Direct	Indirect	Affirmative	Interrogative	Imperative
1	1		√	√		1	1	
	2		√	√			1	
2	1		√	√		1		
	2		√	√		1		1
3	1	√		√		5		
	2	√		√		2	1	
4	1		√	√		2		
	2	√		√		1	1	1
5	1	√		√		3		
	2	√		√		1		
6	1		√	√		6		
	2	√		√		2		
7	1	√		√		3		
	2	√		√		5		
Total		8	6			32	4	2

The table above shows that Indonesian English teachers tend to utter with positive politeness in requesting. It indicates that the teachers have authority to do something by requesting either students or their parents in order to grab the learning goals, such as said by Esmaili (2015). Nonetheless, in Nadar (1998) the finding shows that learners tend to utter with negative politeness. They think of how to achieve the goal without necessarily causing esteem and lessening burden. It means that teacher and students do balancing request with politeness strategies. Moreover, from the table we know that all the utterances were direct speech. It suggests that the teachers tried to convey the information to whom they speak to avoid miscommunication of what they requested about. Moreover, from the utterances we might know too that they uttered most in affirmative sentence forms. However, from the total sentences they uttered, that was 32, actually there were only 14 (2 contexts answered by 7 respondents). This indicates that even though Indonesian teacher finally speak up their request, there are some pre-sequence sentences to gather the intention.

## V. CONCLUSION AND SUGGESTION

There are two politeness strategies (positive and negative) analyzed and found in the movie of 'Miracle Worker' that were uttered by one of main characters, Miss Sullivan who was a teacher in the movie, which are suitable with the application of Brown and Levinson's theory of politeness. The finding and the theory has close relationship formula in how to produce polite utterance in delivering request. It is like Brown and Levinson said that requests are likely to threaten the face of speaker and hearer so that it should be delivered appropriately.

The significance of politeness strategy is to make a positive contribution practically and theoretically. In practice, this study may provide contextualization cues on how to deal with people in a wide range of social activities, especially for teacher interacting with not only students but also other people related to the education

or learning process. It also aims to contribute to the academic discussion in order to inform people from different cultural backgrounds so as to they are properly informed about what and how is considered to be socially polite or impolite to utter especially by teacher. Moreover, not only seen from the utterances spoken themselves which could be in various structural forms, to show politeness is also by seeing to whom we speak to and in what situations. In addition, looking from either native English or Indonesian English teacher, cultural context may take part as politeness value including in Indonesia in which it is considered that in requesting teacher should utter politely, and to convey the intention of request it will be more understandable if we, especially teachers, utter with direct speech act in the affirmative form.

Related to the movie or film that can be used as learning media for students, 'Miracle Movie' is considered could be watched by the students in order to know the ways and utterances teacher do and say are related to the goal of students' learning as long as with politeness. Nonetheless, this study merely elaborates the politeness strategies used in 'Miracle Worker' movie. Hence for further study, typically research need to be conducted because there are many other English drama movies showing good moral value. Moreover, the appropriateness of this movie is simply the opinion of the researcher based on politeness strategies proposed by Brown and Levinson, so for further research, a massive Indonesians' perspective might be sought out to figure out whether certain movie is considered to be polite or can be accepted to be played in classroom or out of the class with various interaction of teacher and characters related to education.

### REFERENCES

- [1]. Baratta, Alex. 2008. Using Film to Introduce and Develop Academic Writing Skills among UK Undergraduate Students. *Journal of Educational Enquiry*, Vol. 8, No. 2, 2008, 15-37.
- [2]. Baresova, Ivona. 2008. *Politeness Strategies I and Cultural Perspective*. Olomouc: Univerzita Palackeho
- [3]. Blum-Kulka, Shoshana, and Elite Olshtain. 1984. Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP). *Applied Linguistics Journal* Vol. 5 No. 3
- [4]. Brown, Penelope, and Stephen Levinson. 1987. *Politeness: Some Universals of Language Usage*. Cambridge: Cambridge University Press
- [5]. Brown, Penelope. 2015. *Politeness and Language*. Nijmegen: Max Planck Institute of Psycholinguistics
- [6]. Butler, Andrew C., et. al. 2009. Using Popular Films to Enhance Classroom Learning. *Psychology Science Journal* Vol. 20 No. 9
- [7]. Cameron, Lynee. 2001. *Teaching Language to Young Learners*. USA: Chaer, Abdul & Leonie Agustina. 2010. *Sosiolinguistik Perkenalan Awal*. Jakarta: Asdi Mahasatya
- [8]. Esmaeli, Zohreh, et. al. 2015. The Role of Teacher's Authority in Students' Learning. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.19, 2015
- [9]. Fishman, Joshua A. 1970. *Sociolinguistics: A Brief Introduction*. New York: Newbury House
- [10]. Huang, Yongliang. 2008. Politeness Principle in Cross-Culture Communication. *English Language Teaching Journal* Vol. 1 No. 1 June 2008
- [11]. Jan, Ching-Wen, et. al. 2015. A Pragmatic Study of the Speech Act of Polite Requests for Action. *Journal of China University of Science and Technology* Vol.61-2015.01
- [12]. Kernodle, Torn. 2009. Effective Media Use: Using Film and Television to Instruct an Organizational Behavior Course. *American Journal of Business Education – November 2009 Volume 2, Number 8*.
- [13]. Leopold, Lisa. 2015. Request Strategies in Professional E-mail Correspondence: Insights from the United States Workplace. *TESL Canada Journal* Vol. 32 No. 2
- [14]. Nadar, F.X. 1998. Indonesian Lerner's Requests in English: A Speech-Act Based Study. *Humaniora Journal* No.9 November-December 1998
- [15]. Pramujiono, Agung. 2011. *Representasi Kesantunan Positif-Negatif Brown dan Levinson dalam Wacana Dialog di Televisi*. Surabaya: Universitas PGRI Adi Buana
- [16]. Searle, John. 1969. *Speech Act: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press
- [17]. Takezawa, Chieko. 1995. *Politeness and the Speech Act of Requesting in Japanese as a Second Language*. The University of British Columbia. Unpublished thesis.
- [18]. VanderStaay, Steven L., et. al. 2009. Close to the Heart: Teacher Authority in a Classroom Community. *National Council of Teachers of English CCC 61:2 December 2009*
- [19]. Xhemaili, Mirvan. 2013. The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.13.
- [20]. Yule, George. 1996. *Pragmatics*. Oxford University Press. Oxford: Oxford University Press

### ACKNOWLEDGMENT

The writers would like to thank all Indonesian English teachers who have helped to obtain the data in this study. Moreover, we also like to thank Mrs. Dr. Ari Nurweni, M.A for the guide during writing this article. In addition, we also want to acknowledge the excellent and constructive feedback provided by the reviewers of this article.

### APPENDIXES

#### Teacher's requesting utterances in 'Miracle Worker' movie

No	Utterances with negative politeness	Context		Affirmative	Interrogative	Imperative	Code
		To whom	When (situation)				
1	Tell me about the child.	headmaster	negotiation to go			√	3.3.1
2	Maybe you should warn the Kellers about me.	headmaster	negotiation to go	√			3.7.2
3	Right now, if you'll leave the room.	Kapten, all family members	breakfast	√			15.10.5
4	If you're not willing to stand up to one tantrum, I cannot teach her anything.	Kate, Kapten, James	breakfast	√			15.11.6
5	Give us a moment, please.	A fat servant	breakfast			√	16.1.7
6	Please tell me, Captain, is the little house in the grove of trees being used for anything?	Kapten	in Kapten's anger			√	20.13.8
7	You can bring Helen here after a long carriage ride.	Kapten	in negotiation with Kapten and Kate	√			23.7.11
8	She won't know where she is, and you can still see her every day, provided she does not know you're here.	Kapten	in negotiation with Kapten and Kate	√			23.8.12
9	Bring her inside, please.	Kapten	in negotiation with Kapten and Kate			√	25.1.13
10	She can have you back in 2 weeks.	Kapten	in negotiation with Kapten and Kate	√			26.1.14
11	How would you like to learn one she doesn't know?	Kate	in Kate's curiosity		√		27.7.16
12	Spell it.	Kate	in Kate's curiosity			√	30.12.17
13	Please, wait outside, Captain.	Kapten	Helen's picking day			√	36.1.18
14	Give her another week.	Kapten	Helen's picking day			√	38.3.19
15	Give her half a week.	Kapten	Helen's picking day			√	38.10.20
16	Give them back their child and their dog... both housebroken.	herself	in annoyance			√	40.6.21
17	Let's put your things away.	Helen	in annoyance			√	40.11.22

*Politeness Strategies In Requesting By A Native English Teacher In 'Miracle Worker' Movie And In ..*

18	Put them away.	Helen		in annoyance			√	40.12.23
19	Put your things away.	Helen		in annoyance			√	40.16.24
20	Please give me more time.	Kapten		Helen's picking day			√	41.1.25
21	I never really had a father, so I'm the last person to ask, but you've got to stand up to the world.	James		tiring day after Helen was picked	√			43.3.26
22	Either give Helen to me, or you keep her from kicking.	Kapten		negotiation with Kapten			√	48.2.27
23	Give in to her, then.	Kate		Helen's coming celebration			√	48.9.29
24	Please pass me more of Helen's favorite foods.	Kate, all family members		Helen's coming celebration			√	48.11.30
25	If she were a seeing child, you would not stand for this.	Kapten, all family members		Helen's coming celebration				48.12.31
26	Mrs. Keller, come quickly!	Kate, all family members		surprising Helen			√	50.1.32
	Total				7	1	18	

No	Utterances with positive politeness	Context		Affirmative	Interrogative	Imperative	Code
		To whom	When (situation)				
1	No, please, let me (take the suitcase).	Kapten	her arrival			√	9.4.3
2	I needn't to be treated like a guest.	Kapten	her arrival	√			9.6.1
3	Now, when may I see Helen?	Kapten, Kate, James	her arrival		√		9.7.2
4	Spanish monks under a vow of silence, which, Mr. James, I wish you would take (made the alphabet signs for deaf).	Kate	small talk to Kate	√			10.13.3
5	Let me out you, wicked girl.	Helen	annoyance			√	10.14.4
6	I'm perfectly capable of going down a ladder by myself.	Kate	in Helen's trick	√			12.3.4
7	I'll start right now if you'll leave the room.	Kapten, all family members	breakfast	√			15.9.5
8	I need to be alone with Helen.	Kapten, all family members	breakfast	√			15.13.6
9	Please let me show you.	Kapten, Kate	negotiation			√	20.23.9
10	Please let me show you.	Kapten, Kate	negotiation			√	20.24.10
11	I believe I can only make progress with Helen If I have complete charge of her.	Kapten, Kate	negotiation	√			23.3.7
12	If she can run to you, I have no hope which is why I must live with her somewhere else.	Kapten, Kate	negotiation	√			23.6.8
13	And, Captain, I cannot be rude to you if you're not around to interfere with me.	Kapten	negotiation	√			23.11.9
14	Let me show you.	Kapten	negotiation			√	27.2.15
15	Why should I talk to you?	Helen	persuade Helen		√		27.10.10

16	I need... more... time.	Kapten	negotiation in Helen's picking day	√			30.11.11
17	If I could give you one word, one word, I could give you everything.	Helen	annoyance	√			40.9.12
18	I came to keep you from getting lost in the dark.	Helen	annoyance	√			43.2.13
19	Let me take her from the table.	Kate, all family members	Helen's coming celebration			√	48.3.28
20	I treat her like a seeing child because I ask her to see!	Kapten, all family members	Helen's coming celebration	√			48.13.14
21	I expect her to see!	Kapten, all family members	Helen's coming celebration	√			48.14.15
	Total			13	2	6	

No	Utterances	Context		Affirmative	Interrogative	Imperative	Code	Considered polite	Considered impolite
		To whom	When (situation)						
1	Tell me about the child.	headmaster	negotiation to go			√	3.3.1		√
2	Maybe you should warn the Kellers about me.	headmaster	negotiation to go	√			3.7.2		√
3	Right now, if you'll leave the room.	Kapten, all family members	breakfast	√			15.10.5		√
4	If you're not willing to stand up to one tantrum, I cannot teach her anything.	Kate, Kapten, James	breakfast	√			15.11.6		√
5	Give us a moment, please.	A fat servant	breakfast			√	16.1.7	√	
6	Please tell me, Captain, is the little house in the grove of trees being used for anything?	Kapten	in Kapten's anger			√	20.13.8	√	
7	You can bring Helen here after a long carriage ride.	Kapten	in negotiation with Kapten and Kate	√			23.7.11	√	
8	She won't know where she is, and you can still see her every day, provided she does not know you're here.	Kapten	in negotiation with Kapten and Kate	√			23.8.12	√	
9	Bring her inside, please.	Kapten	in negotiation with Kapten and Kate			√	25.1.13	√	
10	She can have you back in 2 weeks.	Kapten	in negotiation with Kapten and Kate	√			26.1.14	√	
11	How would you like to learn one she doesn't know?	Kate	in Kate's curiosity		√		27.7.16	√	
12	Spell it.	Kate	in Kate's curiosity			√	30.12.17	√	

*Politeness Strategies In Requesting By A Native English Teacher In 'Miracle Worker' Movie And In ..*

13	Please, wait outside, Captain.	Kapten	Helen's picking day			√	36.1.18	√	
14	Give her another week.	Kapten	Helen's picking day			√	38.3.19	√	
15	Give her half a week.	Kapten	Helen's picking day			√	38.10.20	√	
16	Give them back their child and their dog... both housebroken.	herself	in annoyance			√	40.6.21	√	
17	Let's put your things away.	Helen	in annoyance			√	40.11.22	√	
18	Put them away.	Helen	in annoyance			√	40.12.23	√	
19	Put your things away.	Helen	in annoyance			√	40.16.24	√	
20	Please give me more time.	Kapten	Helen's picking day			√	41.1.25	√	
21	I never really had a father, so I'm the last person to ask, but you've got to stand up to the world.	James	tiring day after Helen was picked	√			43.3.26	√	
22	Either give Helen to me, or you keep her from kicking.	Kapten	negotiation with Kapten			√	48.2.27		√
23	Give in to her, then.	Kate	Helen's coming celebration			√	48.9.29		√
24	Please pass me more of Helen's favorite foods.	Kate, all family members	Helen's coming celebration			√	48.11.30		√
25	If she were a seeing child, you would not stand for this.	Kapten, all family members	Helen's coming celebration				48.12.31		√
26	Mrs. Keller, come quickly!	Kate, all family members	surprising Helen			√	50.1.32	√	
27	No, please, let me (take the suitcase).	Kapten	her arrival			√	9.4.3	√	
28	I needn't to be treated like a guest.	Kapten	her arrival	√			9.6.1	√	
29	Now, when may I see Helen?	Kapten, Kate, James	her arrival		√		9.7.2	√	
30	Spanish monks under a vow of silence, which, Mr. James, I wish you would take (made the alphabet signs for deaf).	Kate	small talk to Kate	√			10.13.3	√	
31	Let me out you, wicked girl.	Helen	annoyance			√	10.14.4	√	
32	I'm perfectly capable of going down a ladder by myself.	Kate	in Helen's trick	√			12.3.4	√	
33	I'll start right now if you'll leave the room.	Kapten, all family members	breakfast	√			15.9.5		√
34	I need to be alone with Helen.	Kapten, all family members	breakfast	√			15.13.6		√
35	Please let me show you.	Kapten,Kate	negotiation			√	20.23.9	√	
36	Please let me show you.	Kapten,Kate	negotiation			√	20.24.10	√	
37	I believe I can only make progress with Helen If I have complete charge of her.	Kapten,Kate	negotiation	√			23.3.7	√	
38	If she can run to you, I have no	Kapten,Kate	negotiation	√			23.6.8	√	

	hope which is why I must live with her somewhere else.								
39	And, Captain, I cannot be rude to you if you're not around to interfere with me.	Kapten	negotiation	√			23.11.9		√
40	Let me show you.	Kapten	negotiation			√	27.2.15	√	
41	Why should I talk to you?	Helen	persuade Helen		√		27.10.10	√	
42	I need... more... time.	Kapten	negotiation in Helen's picking day	√			30.11.11	√	
43	If I could give you one word, one word, I could give you everything.	Helen	annoyance	√			40.9.12	√	
44	I came to keep you from getting lost in the dark.	Helen	annoyance	√			43.2.13	√	
45	Let me take her from the table.	Kate, all family members	Helen's coming celebration			√	48.3.28		√
46	I treat her like a seeing child because I ask her to see!	Kapten, all family members	Helen's coming celebration	√			48.13.14		√
47	I expect her to see!	Kapten, all family members	Helen's coming celebration	√			48.14.15		√
Total				20	3	24		33	14

**Open-ended questionnaire to Indonesian English teachers**

This open-answered questionnaire is used to know **the utterances used to request** in the situations mentioned in the items of the questionnaire below. The respondent's answer will be used appropriately for **the researcher's purpose of study**. The answer will not be used to divert the respondent's race, religion or status. Therefore, please answer the following questions based on your **opinion or experience in English**. Thank you ☺

**Name** : \_\_\_\_\_

**Questions 1**

What will you say when you ask for permission to your student's parent(s) to let the student to join a camping program?

Answer: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Question 2**

What will you say when you ask for additional time to teach material that should be taught sooner but the time is over when you are still teaching?

Answer: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Indonesian English teachers' utterances of request**

a. Ketrin (1<sup>st</sup> respondent)

- 1) *Would you mind to let your child engaging our camping program? There will be many things your child will learn, especially for surviving in this hard life.*
- 2) *Is it ok for you if we add several minutes to finish our topic today?*

b. Dwi (2<sup>nd</sup> respondent)

- 1) *So, to hold that camping program we would like to ask parents' permission to allow the students to join this program.*
- 2) *So sorry, because it's important so please wait a minute. I want to give you an additional information.*

c. Dewi (3<sup>rd</sup> respondent)

- 1) *Sorry for bothering you, parents of (student name). I need your permission to allow your child to take part in camping program. This program actually has many advantages to their life. We also prepare well the camping program, so you no need to worry about the safety. Also we as your students' teacher will always inform you about the activity of your children do in the program by sending you text or picture.*
- 2) *So class, I think this material is very important and I see you all don't really understand about it. I'm not sure if this material comes in final task you can answer it. So why don't if we have additional time after the class to learn more about it?*

d. Melati (4<sup>th</sup> respondent)

- 1) *According to annual even that school usually holds, we would like to inform a camping program. Hopefully parents may allow the students to join this event.*
- 2) *Excuse me. The time is over. But could we have additional time to finish our materials today?*

e. Basyir (5 respondent)

- 1) *It is arranged on academic schedule that camping is one of our agenda this semester. I, Andi's teacher, ask for permission to let Andi join our agenda this week . Thank you.*
- 2) *I ask for 5 additional minutes to explain this chapter.*

f. Yusfik (6<sup>th</sup> respondent)

- 1) *Good morning, Mom. It is my pleasure to have you here. I would like to inform you a further agenda that would be held soon by all students of the 5th grade, including your son, Andi. The agenda is camping for 3 days. There will be many useful activities to do which aims to build students' confidence and independence. Since the agenda is so important to intensify both students' mental and physical, so that, we, as a teacher would like to ask your willingness on Andi to participate on the agenda.*
- 2) *Pupils, the time is over for studying in the class, yet there are still a few materials left and it is very urgent for your to be learnt soon, because it is one of the most commonly materials which appear on your exam. So, I ask you all's patience and sincerity to provide your time for continuing our materials until 15 minutes ahead.*

g. Anggi (7<sup>th</sup> respondent)

- 1) *Sir, our school has a camping program in which the students have to join in order to train or build their character. Our school assumes that students nowadays need mental training through camping program. Therefore, it's a delight for us if all students have permission from their parents to join this camping program.*
- 2) *Alright students. I know you have been through hard time to prepare your exam or to comprehend your material. But, y'all need additional time to learn it more because if I (as teacher) were you, the regular time you learn in school would not cover these materials. That's why I'm considering to provide you some additional times to teach these materials. Thank you.*