

**POLITENESS STRATEGIES USED BY GEORGE MILTON  
IN JOHN STEINBECK'S *OF MICE AND MEN***

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirement for Gaining  
the Bachelor Degree in English Literature



By:

**YUNI MURLIATI**

09150076

**ENGLISH DEPARTMENT  
FACULTY OF ADAB AND CULTURAL SCIENCES  
STATE ISLAMIC UNIVERSITY SUNAN KALIJAGA  
YOGYAKARTA**

**2013**

## A FINAL PROJECT STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in this thesis are quoted and cited in accordance with ethical standards.

Yogyakarta, June 20, 2013

The Writer,



YUNI MURLATI

No. Student: 09150076



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA  
FAKULTAS ADAB DAN ILMU BUDAYA

Jl. Marsda Adisucipto Yogyakarta 55281 Telp./Fak. (0274) 513949  
Web : <http://adab.uin-suka.ac.id> E-mail : adab@uin-suka.ac.id

## PENGESAHAN SKRIPSI/TUGAS AKHIR

Nomor: UIN.02/DA/PP.009/ /2013

Skripsi / Tugas Akhir dengan judul:

**Politeness Strategies Used By George Milton In John Steinbeck's Of Mice And Men**

Yang dipersiapkan dan disusun oleh :

Nama : Yuni Murliati

NIM : 09150076

Telah dimunaqosahkan pada : 27 Juni 2013

Nilai Munaqosah : A

Dan telah dinyatakan diterima oleh **Fakultas Adab dan Ilmu Budaya UIN Sunan Kalijaga.**

TIM MUNAQOSYAH

Ketua Sidang

Dwi Margo Yuwono, M.Hum  
NIP.19770419 200501 1 002

Penguji I

Jiah Fauziah , M.Hum  
NIP 19750701 200912 2 002

Penguji II

Bambang Hariyanto, MA.  
NIP 19800411 200912 1 003

Yogyakarta,  
Dekan Fakultas Adab dan Ilmu Budaya



Dr. Hj. Siti Maryam, M.Ag  
NIP. 19580117 198503 2 001



**NOTA DINAS**

Hal : Skripsi  
a.n. Yuni Murliati

Yth.

Dekan Fakultas Adab dan Ilmu Budaya  
UIN Sunan Kalijaga  
Yogyakarta

*Assalamu 'alaikum wr. wb.*

Setelah memeriksa, meneliti, dan memberikan arahan untuk perbaikan atas skripsi saudara:

Nama : YUNI MURLIATI  
NIM : 09150076  
Prodi : Sastra Inggris  
Fakultas : Adab dan Ilmu Budaya  
Judul : **POLITENESS STRATEGIES USED  
BY GEORGE MILTON IN JOHN STEINBECK'S  
*OF MICE AND MEN***

Saya menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqasyah untuk memenuhi sebagian syarat memperoleh gelar Sarjana Humaniora.

Atas perhatian yang diberikan, saya ucapkan terima kasih.

*Wassalamu 'alaikum wr. wb.*

Yogyakarta, 20 Juni 2013  
Pembimbing,

A handwritten signature in black ink, appearing to read "Dwi Margo Yuwono".

Dwi Margo Yuwono, M.Hum.  
NIP. 19770419 200501 1 002

## **POLITENESS STRATEGIES USED BY GEORGE MILTON IN JOHN STEINBECK'S *OF MICE AND MEN***

### **INTISARI**

Kesopanan merupakan cara bersikap dengan mempertimbangkan perasaan lawan bicara. Kesopanan merupakan salah satu hal yang penting dalam berkomunikasi. Di samping itu, kesopanan juga menjadi persoalan yang universal. Hal ini berhubungan dengan nilai-nilai sosial dan budaya yang ada di masyarakat. Strategi kesopanan dalam berkomunikasi juga menjadi hal yang sangat penting dalam ajaran agama Islam. Pentingnya kesopanan dalam berkomunikasi inilah yang kemudian melandasi penulis untuk melakukan penelitian terhadap novel karangan John Steinbeck yang berjudul *Of Mice and Men* pada penggunaan strategi kesopanannya. Novel ini sempat menjadi pro dan kontra dalam dunia pendidikan. Salah satunya adalah adanya anggapan bahwasannya novel ini menyajikan banyak kata-kata kasar yang dianggap tidak sopan. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan bagaimana strategi kesopanan digunakan oleh George Milton, karakter utama, dalam novel *Of Mice and Men* karya John Steinbeck melalui ungkapan-ungkapan direktifnya (perintah, permintaan, dan saran) dan untuk menguraikan alasan yang mendasari mengapa strategi tertentu digunakan.

Penelitian ini merupakan penelitian qualitatif yang menganalisis data secara descriptif. Sumber data diperoleh dari novel karya John Steinbeck *Of Mice and Men*. Data penelitian terbatas pada ungkapan direktif karakter utamanya, yaitu George Milton. Teknik yang digunakan dalam mengumpulkan data adalah teknik dokumentasi. Analisis data berdasarkan teori Strategi Kesopanan oleh Brown dan Levinson.

Hasil penelitian ini menunjukkan bahwa karakter George Milton lebih sering memberikan perintah daripada menyampaikan permintaan dan saran. Ditemukan 35 perintah, 20 request, dan 5 saran. Penggunaan strategi kesopanan oleh George Milton bervariasi. George Milton cenderung menggunakan strategi *bald on record* dalam memberikan perintah. Sedangkan dalam mengutarakan permintaan dan saran, dia lebih sering menggunakan strategi *positive politeness* dan *negative politeness*. Pemilihan strategi tertentu sangat dipengaruhi oleh pertimbangan George Milton terhadap *face* lawan bicaranya dan oleh pengaruh konteks situasi dan kondisi lawan bicara.

Kata kunci: *strategi kesopanan, perintah, permintaan, saran, ucapan*

**POLITENESS STRATEGIES USED BY GEORGE MILTON  
IN JOHN STEINBECK'S *OF MICE AND MEN***

**ABSTRACT**

Politeness is behaving in a way that attempts to take into account the feelings of the people being addressed. It is one of important subject matters in a communication. Besides, it is also a universal matter. This relates to the social and cultural values of the community. Politeness strategies in communication also become an important thing in Islamic precept. Based on these importance of politeness in a communication, the writer intends to describe how politeness strategies are used in a novel by John Steinbeck entitled *Of Mice and Men*. This novel becomes controversial issue in education fields. There is an assumption that this novel offers many profanities that are considered as impolite. Thus, this research aims to describe how politeness strategies are used by George Milton, the main character, in John Steinbeck's *Of Mice and Men* through his directive utterances (commands, requests, and suggestions) and to elaborate the reasons why certain strategies are used.

This research is a qualitative research that analyzes the data descriptively. The source of the data is John Steinbeck's novel entitled *Of Mice and Men*. The data are limited to the directive utterances of the main character, George Milton. The technique used in collecting data is documentation. The data are analyzed by using Brown and Levinson's theory of politeness strategy.

The result of the analysis shows that George Milton gives commands more than requests and suggestions. There are 35 commands, 20 requests, and 5 suggestions. The usage of politeness strategies by George Milton varies. He tends to apply bald on record strategy in giving commands. However, in requesting and suggesting, he mostly uses positive and negative politeness strategies. The choices of certain strategies are influenced by George's consideration for the addressees' face, and the influences of the context of the situation and the addressees' condition.

Key words: *politeness strategy, command, request, suggestion, utterance*

## **ACKNOWLEDGEMENT**

*Assalamu‘alaikum wr. wb.*

First and above all, I praise God, the Almighty, for providing me this opportunity and granting me the capability to proceed successfully in completing this graduating paper entitled “Politeness Strategies Used by George Milton in John Steinbeck’s *Of Mice and Men*”. This graduating paper appears in its current form due to the assistance and guidance of several people. I would therefore like to offer my deepest gratitude to all of them, especially to:

1. Mr. Dwi Margo Yuwono as my advisor who has given his warm encouragement, thoughtful guidance, critical comments, and correction to this graduating paper;
2. Mrs. Ulyati Retno Sari as my academic advisor who has given her genuine support throughout this research work;
3. Mr. Fuad Arif Fudiyartanto as the Chief of English Department;
4. Mrs. Jiah Fauziah, Mr. Danial Hidayatullah, Mr. Bambang Hariyanto, Mr. Arif Budiman, Mrs. Febriyanti Dwiratna, Mrs. Witriani, Mr. Ubaidillah, and all lecturers of English Department who have always given their priceless support and valuable guidance;
5. Mrs. Dr. Hj. Siti Maryam as the Dean of Adab and Cultural Sciences Faculty;
6. Mr. Prof. Dr. Musa Asy‘arie as the head of University.

To be able to step strong and smooth in this way, I have also been supported by many people to whom I would like to express my sincere thanks:

1. My beloved father and mother for their love, prayers, caring, encouragement, and supports;
2. Mr. and Mrs. Ainun Na 'im for the trust and the chance that are given to me;
3. My beloved sisters, Yeni Riswati and Nurul Istirofah, and my brother, Syaiful Mujib, for their love, understanding, prayers and continuing support;
4. Deceased Bagas Eka Al-farisy for making me strong;
5. My beloved friends, Fahrurrazi, Hisyam Maliki, Siti Rokhmah, Saryoto, Masrufi, and Slamet, for their assistance and support;
6. All my beloved friends in English Department, especially Epicentrum Class for the togetherness and beautiful moments;
7. All the people who have supported me to complete the research work directly or indirectly.

Finally, I can just say thanks for everything, and I hope Allah may give all the best in return. Furthermore, I hope that this research paper will be useful for others. Due to the limited knowledge, constructive critics and suggestions are needed for the perfection of this graduating paper.

*Wassalamu 'alaikum wr. wb.*

Yogyakarta, June 20, 2013

The Writer,

Yuni Murliati

## **DEDICATION**

*This research paper is dedicated to:*

*My Parents*  
*for their love, endless support  
and encouragement*

*Mr. and Mrs. Ainun Na ‘im*

*English Department*

## **MOTTO**

Anyone can be polite to a king. It takes a gentleman to be polite to a beggar.

فَلَيَقُولَنْ خَيْرًا أَوْ لِيَصُمُّتْ

(Speak good or remain silent)

### **Al-Hadith**

**(HR. Bukhari and Muslim)**

Be polite to all, but intimate with few.

**Thomas Jefferson** (1762-1826)

Being polite and grateful will make people more inclined to help you. And if people are willing to help you, you may accidentally get something you want.

**Jason Sudeikis**

## CONTENTS

<b>TITLE PAGE</b> .....	i
<b>FINAL PROJECT STATEMENT</b> .....	ii
<b>PENGESAHAN</b> .....	iii
<b>NOTA DINAS</b> .....	iv
<b>INTISARI</b> .....	v
<b>ABSTRACT</b> .....	vi
<b>ACKNOWLEDGMENT</b> .....	vii
<b>DEDICATION</b> .....	ix
<b>MOTTO</b> .....	x
<b>CONTENTS</b> .....	xi
<b>LIST OF TABLES</b> .....	xiv
<b>LIST OF FIGURE</b> .....	xv
<b>CHAPTER I: INTRODUCTION</b> .....	1
1.1 Background of Study .....	1
1.2 Scope of Study.....	6
1.3 Problem Statements .....	7
1.4 Objectives of Study.....	7
1.5 Significances of Study .....	7
1.6 Prior Researches .....	8

1.7 Theoretical Approach .....	11
1.8 Method of Research .....	14
1.8.1 Type of Research .....	14
1.8.2 Source of Data .....	14
1.8.3 Data Collection .....	14
1.8.4 Data Analysis.....	15
1.9 Thesis Organization .....	15
<b>CHAPTER II: TEORETICAL REVIEW.....</b>	<b>17</b>
2.1 Pragmatics.....	17
2.2 Directive Utterances .....	18
2.2.1 Commands.....	18
2.2.2 Requests .....	19
2.2.3 Suggestions.....	19
2.3 Brown and Levinson's Politeness Strategies .....	19
2.3.1 Bald on Record Strategy .....	24
2.3.2 Positive Politeness Strategy.....	26
2.3.3 Negative Politeness Strategy .....	32
2.3.4 Off Record Strategy .....	36
2.4 Factors Influencing the Choice of Politeness Strategy .....	37
2.4.1 The Payoffs: a Priori Consideration.....	37
2.4.2 The Circumstances (Sociological Variables) .....	37

<b>CHAPTER III: FINDINGS AND DISCUSSION .....</b>	<b>40</b>
3.1 Findings.....	40
3.2 Discussion .....	41
3.2.1 Commands.....	42
3.2.1.1 Bald on Record Strategy .....	42
3.2.1.2 Positive Politeness Strategy .....	55
3.2.1.3 Negative Politeness Strategy .....	64
3.2.1.4 Mixture of Strategies .....	68
3.2.2 Requests.....	70
3.2.2.1 Bald on Record Strategy .....	71
3.2.2.2 Positive Politeness Strategy .....	78
3.2.2.3 Negative Politeness Strategy.....	82
3.2.2.4 Off Record Strategy .....	89
3.2.2.5 Mixture of Strategies .....	93
3.2.3 Suggestions .....	96
3.2.3.1 Positive Politeness Strategy .....	97
3.2.3.2 Negative Politeness Strategy.....	99
<b>CHAPTER IV: CONCLUSION .....</b>	<b>102</b>
4.1 Conclusion .....	102
4.2 Suggestion.....	106
<b>WORKS CITED .....</b>	<b>108</b>
<b>APPENDICES .....</b>	<b>111</b>

## **LIST OF TABLES**

	<b>Page</b>
Table 1. The Occurrences of Directive Utterances.....	40
Table 2. The Realization of Politeness Strategies .....	41
Table 3. The Politeness Strategies Used in Commands.....	42
Table 4. The Politeness Strategies Used in Requests .....	71
Table 5. The Politeness Strategies Used in Suggestions.....	96

## **LIST OF FIGURE**

Fig. 1. Possible strategies for doing FTAs .....	23
--	----

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of Study**

Humans, as social beings, tend to communicate one another since they need one another. To do so, a certain language is required as a means of communication in their society. Language itself can be defined as “essentially a set of items, such entities as sounds, words, grammatical structures, and so on. By this language, people try to manage to live together by using such concepts as ‘identity’, ‘power’, ‘class’, ‘status’, ‘solidarity’, ‘accommodation’, ‘face’, ‘gender’, ‘politeness’, etc” (Wardhaugh 10). In case of communication, the language used may depend on the situation. In a situation where people are obligated to create a polite conversation, for example, they will choose certain strategies to have polite conversation in order to maintain the communication. People do this in order to get their conversation to run well and go smoothly, and to make their communication more acceptable by the others.

Politeness is an important subject matter in a communication. Politeness is behaving in a way that attempts to take into account the feelings of the people being addressed. In this case, the speakers try to avoid embarrassing other person, or making him feel uncomfortable. Being polite is trying to determine what the appropriate things to say to someone else are and what ones are not to (Holmes 296-297). Thus, politeness refers to the situation where we respect the others to

whom we speak. It is truly significant in our daily communication in order to make a good relationship with our society.

In addition, politeness is also a universal matter. Mostly languages build their own politeness rule. This relates to the social and cultural values of the community. Certain languages seem to have built into them a very complex system of politeness. For example, Javanese people, before they speak to the others, must decide on an appropriate speech style: high, middle, and low (Wardhaugh 277). In this case, Javanese really considers politeness as a must in daily communication as a form of honorifics, and the rule is clear. In addition, Japanese language really considers about the politeness. A case study by Sreetharan in 2004 showed that the older they were, the greater the preference for being polite. Another case of politeness is also shown in French. Longer utterances are considered more polite than shorter ones in certain circumstances (Wardhaugh 280-281). In German, there is a tendency to speak baldly and directly. What this means is that German speakers' directness cannot be interpreted as impoliteness. What one needs to do if one wants to count as 'polite' in Germany is simply behaving in a way that is adequate to the specific context (House 22-23). Some of these differences of language systems of being polite show us the various politeness strategies in some languages as a serious subject matter that truly exists in the society.

Besides becoming the important basic rules in those languages, politeness strategies applied in a communication become an important thing in Islamic precept. It is stated in the Qur'an Surah Al Baqaraah: 263 as follows:

قَوْلٌ مَعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِنْ صَدَقَةٍ يَتَبَعُهَا أَذًى وَاللَّهُ غَنِيٌّ حَلِيمٌ

*Kind words and covering of faults are better than charity followed by injury.*

*God is Free of all wants and He is Most Forbearing. (Ali 106-107)*

This verse indicates that the good way of communication is by using the good and polite words and always forgiving when a mistake occurs. This will make the others satisfied by getting such a nice impression by our speaking in their heart instead of giving something to them accompanied by unpleasant words to them (Hamka 39). Therefore, being polite in speaking is important to avoid embarrassing or even hurting the others. Besides, Islam clearly relates our speaking to our faith. Prophet Muhammad (P.B.U.H) has clearly said that:

*Lā yastaqīmu ̄imānu ̄abdin hattā yastaqīma qalbu-hu, walā yastaqīmu qalbu-hu hattā yastaqīma lisānū-hu*

*(The faith of a servant (of Allah) cannot be straight until his heart is straight, and his heart cannot be straight until his tongue is straight (Ahmad bin Hambal))*

This shows us that our faith depends on the words of our speaking. Those who cannot keep their tongue in proper speaking cannot be categorized as good faith believers (Al-Ghazali 146).

The significances of politeness strategies in communication do not only occur in the real society. Those can also be found in the forms of literary works such as novels and dramas. They are as the imitation and portrayal of social life.

Different from dramas, novels provide more descriptions of the story in form of narration. Therefore, readers can understand the situation that happens during the conversations among the characters easily. These contexts of the situations are important to determine the politeness strategies used. Thus, it is possible to know how people speak to the others in applying politeness strategies by analyzing such literary works based on the consideration of the context.

In relation to the statements before, the writer chooses John Ernst Steinbeck's novel *Of Mice and Men*. The writer chooses John Steinbeck under several matters. Steinbeck received the Nobel Prize for Literature in 1962 for his realistic as well as imaginative writings, distinguished by a sympathetic humor and a keen social perception. Among the masters of modern American literature who were also awarded this Prize - from Sinclair Lewis to Ernest Hemingway - Steinbeck more than held his own, being independent in position and achievement. It was said that most distinctive works made him a teacher of good will and charity, a defender of human values (Österling). One of Steinbeck's masterpieces is *Of Mice and Men* that was published in 1937. It is an interesting subject to be analyzed. It tells about two best friends, George Milton and Lennie Small, who traveled between jobs during the great depression. They differ in size and manner. George is small, quick, and dark of face whereas Lennie is a man of tremendous size and childlike. Although they were quite different, they shared the same kind language. They used nonstandard English, a language variety spoken by certain people who are usually poor, powerless, and uneducated (Labov in Abuandi), as their language style. This variety of English is used by all the

characters. It is considered as bad English because it is grammatically incorrect, like in *they was looki' for us* (Steinbeck 7).

It is important to analyze *Of Mice and Men* under several reasons. One thing that makes this important is that it is required reading in many schools. A departmental survey in England suggested that over 90% of schools teach *Of Mice and Men* to their students. Susan Van Kirk, author of the *Cliff Notes Revision Guide for Of Mice and Men*, states that this novel has universal themes that can be read in any culture and time. It gives some lessons of the heart, lessons that teach children what it is to be a human being with compassion for his fellow and social conscience. She believes that the theme of bullying is of great relevance to teach children in society today (Maunder). In contrast, this novel becomes a controversial issue. It has been a frequent target of censors for vulgarity. Some have been considered as offensive language. Consequently, it appears on the American Library Association's list of the *Most Banned/Challenged Books of 21st Century* (American Library Association). According to the National Coalition against Censorship, *Of Mice and Men* was banned in 1997 in an eighth-grade classroom in Peru, Illinois. It has been banned in U.S. schools, too. There are some reasons why this novel is banned: it is controversial for use of the "N" (Nigger) word; some claim it is derogatory towards African Americans; some claim it is derogatory towards women; there are many profanities, racial slurs, violence, and the absence of traditional values. However, it remains required reading in many other American, Australian, Irish, British, New Zealand and Canadian high schools (Coleman).

Based on the facts above, it can be assumed that the use of *Nigger* word has negative connotation in addressing black American, or simply called impolite address term. Besides, the *profanities* refer to impolite ways in speaking by the characters. Thus, based on this assumption, the writer intends to investigate how such controversial novel shows the politeness strategies through the main character, George Milton, because he is one of the central characters who spoke to the various kinds of people: starting from Lennie who was retarded, his normal friends in the ranch, to his boss. This research aims to analyze how politeness strategies are used by George Milton in his directive utterances because these will show how the character asks the other characters to do something for him. Generally, we tend to be polite when we want someone else to do something for us. Therefore, we will see how polite or impolite he is through his ways in commanding, requesting, and suggesting the others.

## 1.2 Scope of Study

This research takes Steinbeck's novel *Of Mice and Men* as the object. It emphasizes the politeness strategies used by George Milton. It will be focused on George Milton's directive utterances: commands, requests, and suggestions. There will be two underlying analyses in this study. The first focuses on the analysis of how George applied the politeness strategies in his directive utterances. The second focuses on the factors of choosing certain politeness strategies in his directive utterances. To do so, the other characters' utterances are being involved in this research since they are necessary to determine George's directive

utterances and the kind of politeness strategies used by George when they were having conversations.

### **1.3 Problem Statements**

As mentioned before, this research deals with the politeness strategies. By understanding the significance of the issue, the main problems that must be analyzed in this research can be seen as follows:

1. How are the politeness strategies used by George Milton in his directive utterances in Steinbeck's *Of Mice and Men*?
2. Why are certain politeness strategies used by George Milton in his directive utterances?

### **1.4 Objectives of Study**

The objectives of this study that represent what this research wants to accomplish are described as follows:

1. To describe how the politeness strategies are used by George Milton in his directive utterances in Steinbeck's *Of Mice and Men*;
2. To find the reasons why certain politeness strategies are used by George Milton in his directive utterances.

### **1.5 Significances of Study**

This research has two basic significances besides its role in enriching the stock of the knowledge. Theoretically, this research gives such a contribution in

linguistic fields, particularly the politeness strategies, as a reference or a comparable study. Besides, it will provide an opinion that agrees with the fact that the novel is said to be full of profanities or not. It will depend on the result of the analysis. Practically, the concept of politeness asserted in this analysis will give some teachings about politeness in daily communication, especially in commanding, requesting, and suggesting. We can also apply different strategies in different situations when we are obligated to be polite or not. Therefore, we will be more cautious in choosing certain strategies in order to maintain a good communication to the others and to gain our goal through that communication.

## **1.6 Prior Researches**

Before presenting the object to be analyzed in this project of graduating paper, it is necessary firstly to look at the prior researches related to this research. The first is “Lennie’s and George’s Nonstandard Use of English as Seen in John Steinbeck’s *Of Mice and Men*” (Petra Christian University, 2001) written by Cynthia Christiana as her graduating paper. Her study aims to classify Lennie’s and George’s nonstandard grammatical features, and to compare and contrast them in order to find out the differences. Her analysis applies Guth’s theory of nonstandard grammatical features, which is divided into nine features: verb forms, pronoun forms, connectives, double negatives, *ain’t*, reversal subject and verb I, reversal subject and verb II, duplicated subject, and existential *it* and *they* that occur where the standard English has *there*. The analysis consists of three main points. They are Lennie’s nonstandard grammatical features, George’s

nonstandard grammatical features, and their differences. The result of her analysis shows that Lennie is indeed identified using less nonstandard grammatical features than George does in both frequencies and types. In essence, Lennie uses six types of nonstandard grammatical features but George uses seven.

The second is “Lennie’s Language Development in John Steinbeck’s *Of Mice and Men*” (Petra Christian University, 1991) written by Thio Jau Ling as his undergraduate thesis. His research aims to analyze the development of Lennie’s language in the novel, and to determine the level of Lennie’s language based on the characteristics of the language he uses at the end of the novel. His analysis is mainly based on psycholinguistic theories of James Deese. It is concerned with the search for ways of characterizing certain intellectual abilities of human beings. The result of his research shows that although Lennie is a mentally handicapped person, his language develops.

The third is “Dreams as a Means of the Character’s Responses to Their Problems in John Steinbeck’s *Of Mice and Men*” (Petra Christian University, 1989) written by Winda Winata as her undergraduate thesis. She analyzes John Steinbeck’s novel *Of Mice and Men* based on the characters’ identified problems. The result of her research shows that the need of comradeship becomes their problems. To eliminate those problems, they try to create a dream in which they put their wishes of having a better life with their companions.

The fourth is “Grammatical Characteristics of Nonstandard English Used in John Steinbeck’s *Of Mice and Men*” (The State Islamic University Maulana Malik Ibrahim of Malang, 2011) written by Maksum Abuandi as his graduating

paper. This study deals with the grammatical characteristics of nonstandard English by the characters of John Steinbeck's *of Mice and Men*. His analysis is based on Guth's theory of nonstandard grammatical characteristics. He also relates his research to sociolinguistic field in determining the relation between nonstandard language used and the society reflected in the novel. The result of his research concludes that most conversations are conveyed using simple vocabulary and short sentence structures, to convey these men's lack of education and reliance on simple concepts because language is closely tied up with the social structure and value systems of society.

The fifth prior research is "Politeness Strategies in John Grisham's Novel *The Client*" (State Islamic University of Malang, 2007) written by Yuli Fitriyana as her thesis. She analyzes the politeness strategies used in that novel based on Brown and Levinson's politeness strategies theory namely bald on record, positive politeness, negative politeness, and off record strategies. The result of the study shows that four strategies are applied by the portrayed characters in their dialogues.

The last prior research is "The Politeness Strategies Used by Anne as The Ambitious Main Character in *The Other Boleyn Girl* Movie" (The State Islamic University Maulana Malik Ibrahim of Malang, 2006) written by Yesi Novita Sari. Her study aims to investigate the use of politeness strategies by the ambitious main character, Anne, in *The Other Boleyn Girl* movie based on Brown and Levinson's theory of politeness strategies, and to find out the reasons why these politeness strategies are used. The result of her research shows that the strategy, which is mostly used by Anne, is negative politeness. The use of politeness

strategies are mostly influenced by her emotions, revenge, and betrayal. Even though she is an ambitious arrogant woman, she still applies the politeness strategies to express her ambitions when she explores her ideas to her addressee as one of her tricks to reach her dreams.

Those prior researches show that there has not been any analysis using *Of Mice and Men* as the subject under the politeness strategies matter. Thus, this present research entitled “Politeness Strategies Used by George Milton in John Steinbeck’s *Of Mice and Men*” is different from them. It seems to be a new research of that novel in linguistic fields. The last two prior researches will give some inputs in terms of politeness strategies matter since the theory used is the same, Brown and Levinson’s theory of politeness strategies.

### **1.7      Theoretical Approach**

As mentioned before, this research deals with the use of politeness strategies in directive utterances. It is necessary to consider the context of the situation to help the classification of the utterances. Therefore, pragmatic approach is used to help understand the intended message of communication, including its context, and knowledge of who, when, why and where the communication takes place. Yule mentions that there are four areas that pragmatics concerns. They are “the study of speaker’s meaning, the study of contextual meaning, the study of how to get more communicated meaning than what is said, and the study of the expression of relative distance” (3). The application of the pragmatic approach can be seen in the following utterance:

GEORGE. Anybody like to play a little euchre? (Steinbeck 48)

To understand the conveyed meaning of that utterance whether it is a request for information of who likes to play that game or request for playing that game, the context of the situation is necessary.

Firstly, these contexts are used to determine the kinds of directive utterances. Directive utterances are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act. There are three kinds of directive utterances: commands, requests, and suggestions defined as:

“A command is an expression of what the speaker, in authority, expresses a wish that addressee should (not) act as speaker wants addressee (not) to act. A request is an expression of what the speaker, not in authority, wants the addressee to do or refrain from doing. Suggestion is an utterance we make to other persons to give our opinions as what they should or should not do” (Kreidler 189-191).

Secondly, the contexts of the situations are necessary in determining the politeness strategies used. Politeness is behaving in a way that attempts to take into account the feelings of the people being addressed. Politeness strategies are developed in order to save the hearer’s “face”. Face refers to the respect that an individual has for him or herself, and the maintaining of “self esteem” in public or in private situations. Face is a person’s public self-image. It consists of two related aspects: negative face and positive face. A person’s negative face is the need to be independent, to have freedom of action, and not to be imposed on by

others. A person's positive face is the need to be accepted, even liked, by others, to be treated as a member of the same group, and to know that others share his or her wants (Brown and Levinson 61). In simple terms, negative face is the need to be independent and positive face is the need to be accepted.

Brown and Levinson also introduce two terms in their theory: "face wants" as the expectations of people's public self image, and "FTAs" (Face Threatening Acts) concept as "the acts that threat another individual's face wants" (Yule 61).

Politeness strategies are developed for the main purpose of dealing with the FTAs in order to save the hearers' face and usually it is used to avoid embarrassing the others. There are four strategies for doing FTAs (Brown and Levinson 69):

- a. Bald on record: speaking in direct, clear, and unambiguous way
- b. Positive politeness: considering the positive face of H by indicating that in some respects
- c. Negative politeness: satisfying H's negative face by recognizing and respecting the addressee's negative face wants
- d. Off record: delivering the intention indirectly

Why the speaker chooses certain strategy is based on the two factors (Brown and Levinson 71):

- a. The payoff (a priori consideration)
- b. The circumstances (Sociological Variables)

Further explanation of this theory will be stated in the next chapter.

## **1.8 Method of Research**

### **1.8.1 Type of Research**

The type of this research is qualitative research. Qualitative research is descriptive, in which the researcher analyzes the data in forms of words, sentences, discourses, pictures/photographs, diaries, memorandums, and tape-video (Subroto 7). Based on these, this research will concern politeness strategies used by the main character of the novel, George Milton. The analysis will be in forms of an explanation or description in words or in paragraphs, not in the statistic data.

### **1.8.2 Source of Data**

According to Ratna, the sources of data of qualitative research are society, social phenomena, literary works, manuscripts, and its data can be words, sentences, or discourses (47). The source of the main data in this study is one of the literary works that is a novel entitled *Of Mice and Men* by John Steinbeck. The data are George Milton's directive utterances.

### **1.8.3 Data Collection**

This research will use documentation technique in collecting the data. Subroto mentions that documentation technique is “Menggunakan sumber-sumber tertulis untuk memperoleh data (42)” (*the research that uses the written materials to collect the data*). To collect the data, the writer reads the novel many times first, and comprehends it until she really overcomes all the aspects of the story. During the reading process, the writer notices all George’s utterances. After that, the writer eliminates the utterances that do not belong to directive utterances.

After rechecking the data and revising some parts, the writer finally finds all George's directive utterances that become the data of this research.

#### **1.8.4 Data Analysis**

To analyze the data, the researcher uses content analysis. Ratna mentions that content analysis consists of two kinds: latent and communication contents. Latent content is the content of the documents and texts while communication content is the message of the communication happens (48-49). In latent content, we analyze "*what does x mean?*" In communication content, we analyze "*what do you mean by x?*" Therefore, the analysis will be deeper as it considers about every meaning of the communication related to politeness strategies in directive utterances as described in the following steps:

- a. classifying the data based on directive utterances: commands, requests, and suggestions;
- b. determining the kinds of the politeness strategies used in every classification;
- c. analyzing how politeness strategies are used based on the underlying theory;
- d. finding the reasons why certain strategies are used based on the underlying theory; and
- e. drawing a conclusion.

#### **1.9 Thesis Organization**

This paper consists of four chapters. The first chapter is introduction. It describes the general information of this research including background of study, scope of study, problem statements, objectives of study, significances of study,

prior researches, theoretical approach, method of research, and thesis organization. The second chapter is theoretical review. It presents the underlying theories. The theory that the writer is going to use is Brown and Levinson's theory of politeness strategies. The third chapter is findings and discussion. It presents the percentage of every classification of the data, and then discusses the data based on the underlying theory. The last chapter is conclusion. It draws the conclusion by answering the problems stated in this research and giving some suggestions.

the trouble, then tried to help George by threatening Curley. As a result, Curley promised to obey Slim's order. In this case, George applied off-record strategy.

George applied off record strategy to satisfy Slim's negative face to a degree greater than that afforded by the negative-politeness strategy. Since it was a request, both George's and Slim's faces were threatened. If George went baldly on record, the FTA would be impinged on both George and Slim, moreover, there were other workers gathering in the bunkhouse. By applying off record strategy, George understood the consequence of Slim's possible response in which Slim would get the conveyed meaning of George's utterance or not. Slim, as the addressee, would not be impinged on George's request if he did not understand George's request. Since there was a possibility like that, George could give a greater degree of Slim's negative face to be free of fulfilling George's request without feeling sorry for George. George would also save his own face. If Slim did not convey the implied meaning of George's utterance, this would not damage George's face since George did not utter his request directly. By using off record strategy, George had to think of the failure of Slim's interpreting his request before he decided to go off record.

George's usage of off-record strategy was chosen by considering the circumstances. George thought that Slim was the only one who could help him. Before attacking Lennie, Curley suspected Slim of having an affair with his wife. Slim was sick of that. This made Curley scared. George learnt from this situation that Curley was afraid of Slim. Besides, Slim seemed to understand Curley's fear of being ridiculed since he took advantage of this fear to help George and Lennie

by warning Curley, “*But you jus’ tell an’ try to get this guy canned and we’ll tell ever’body, an’ then will you get’ the laugh*”. Slim took this as a threat instead of threatening Curley physically. Based on this context, although Curley was the boss’s son who could easily ask his father to fire George and Lennie, Slim’s power was higher than his power. George also felt the same. George treated Slim as the one who had authority to help him. George had lower power. Considering the social distance between George and Slim, the D variable was small. George was sure that Slim was on his side. George himself wanted to minimize, even to omit, the imposition. Therefore, the rank of imposition was very small.

### **3.2.2.5 Mixture of Strategies**

George’s strategies in requesting Slim varied. This was the second case in which George mixed the strategies used. This mixture of strategies was used when George asked Slim to keep the secret of Lennie’s accusation of raping a girl.

**GEORGE. You wouldn’t tell nobody?**

SLIM. What’d he do in Weed?

**GEORGE. You wouldn’t tell? . . . No, ‘course you wouldn’.**

SLIM. What’d he do in Weed? (41)

George’s utterances written in bold have similar forms. Slim’s response did not indicate the answer whether he would or would not tell somebody else. Slim asked George a question instead. George repeated his question and finally answered it by himself if Slim would not tell anybody else.

George and Slim had a talk about George's friendship with Lennie.

Slim's friendly response made George trust him and tell much about his relationship with Lennie. George also told about Lennie's attitude during their togetherness. When George came to his judgment on Lennie who always got trouble, George accidentally mentioned something happened to Lennie when they were in Weed. This was about Lennie who was accused of raping a girl. It was a secret so that George would be careful to tell someone else. George asked Slim to promise that he would not tell it to someone else. When slim did not give any answer to George, George confirmed it again, but he finally was sure that Slim would fulfill his request. George then told what happened to Lennie in Weed.

In delivering his request, George shifted from negative politeness strategy to positive politeness strategy. George firstly used a question as his request by asking, "*You wouldn't tell nobody?*" George wanted to make sure that Slim could keep his secret or not. George asked Slim to promise not to tell someone else. By uttering this, George seemed to be pessimistic about Slim's willingness. George assumed that Slim was not likely to do his request. When Slim did not provide the expected answer, George repeated his question for he still doubted Slim in keeping his secret. This was the use of negative politeness strategy by being pessimistic. In this way, George saved Slim's negative face that was threatened by his request. However, George's last sentence changed the strategy for he finally was sure that Slim would fulfill his wish. George's optimistic expression "*No, 'course you wouldn'*" showed that George was sure that Slim would keep his secret. In this way, George considered Slim's positive

face. Slim's desire of being trusted (Slim's want) was approved by George. Like George, Slim repeated his question, "*What'd he do in Weed?*", in the way he responded George's question. Slim did not answer George's question because he wanted George to believe him without hearing his promise to keep the secret. George then continued his story and told Slim what happened to Lennie in Weed. Thus, the strategy used was positive politeness by being optimistic, strategy 11.

Concerning the reasons why George applied this strategy, those would cover two areas since George applied both negative and positive politeness strategies. By requesting, George threatened his own positive face and Slim's negative face. George tried to save Slim's negative face. Slim's response indicated that he wanted George to trust him without having to say his promise explicitly. Besides, George was aware that he and Slim became closer as friends. George became optimistic about Slim's will in doing his request of not telling the secret. Being optimistic made George sure that his request would be taken for granted by Slim as nothing to ask. This way would satisfy Slim's positive face of being approved of.

George also considered about the circumstances. The situation happened at the first day of George's arrival. This was the second time for George having conversation with Slim after Slim welcomed George at their first meet. As discussed in point 3.2.2.1, Slim had a higher position in the ranch and the other workers respected him. When this dialogue happened, George and Slim began to be intimate. George found that Slim was a kind man. Besides, Slim was interested in talking about Lennie. They became closer as they had the same opinion about

Lennie in which they admitted that Lennie was not mean. This made George comfortable and enthusiastic talking with Slim. Based on this context, the power was equal. The D variable became small. Since Slim did not really give George's expected answer to his request, George intended not to give such great imposition in his utterance and treated his request as nothing to ask Slim as his friend. Hence, he made the R variable was quite small in attempting to save Slim's positive face.

### **3.2.3 Suggestions**

A suggestion is an utterance to give our opinions as what the hearer should or should not do. The writer only found five utterances that consist of George's suggestions to the others. Besides, George only applied two strategies in delivering these suggestions. The addressees were Lennie, the boss, and Slim. The usage of politeness strategies can be seen in the table below.

Table 5

The Politeness Strategies Used in Suggestions

Strategies Addressees	Positive Politeness	Negative Politeness
Lennie	2	-
The boss	-	1
Slim	-	2

### 3.2.3.1 Positive Politeness Strategy

In suggesting someone to do something, George maintained the others' positive face by using positive politeness strategy as in this following case.

GEORGE. It ain't your fault. You don't need to be scairt no more.

You done jus' what I tol' you to. **Maybe you better go in the wash room an' clean up your face.** You look like hell. (65)

This conversation happened in the bunkhouse after Lennie defeated Curley by breaking Curley's hand. Lennie looked so fearful because he himself was shocked to see what he had already done to Curley. Lennie kept crying that he had not wanted to hurt Curley. He was afraid of causing trouble like this since George would not let him tend the rabbits. That was Lennie's worst anxiety all the time. George then tried to reassure Lennie. He did not blame Lennie for this mess. After calming Lennie's fear, George suggested Lennie to clean his face. The blood had just welled from Lennie's nose because of Curley's attack.

George gave Lennie suggestion by not delivering it directly to his point. George firstly reassured Lennie who still looked fearful. George preceded his utterance by expressing his understanding of Lennie's feeling. George knew that Lennie was afraid of making trouble as he always warned Lennie not to do bad things. In this case, George knew that Lennie was not guilty since George was the one who commanded Lennie to fight Curley back. George understood and cared of Lennie's feeling as he said, "*It ain't your fault. You don't need to be scairt no more. You done jus' what I tol' you to*". In this way, George gave gifts to Lennie

in forms of sympathy and understanding. After reassuring Lennie, George delivered his suggestion for Lennie by giving his opinion that it was better for Lennie to clean his face. George's suggestion was because he took notice of Lennie's condition. There was blood on Lennie's face. George noticed Lennie as he said, "*You look like hell*". Lennie's condition with blood on his face was a noticeable change that George tried to notice. George added the emphasis on the word *hell* to say that Lennie was really messy. Therefore, George delivered his suggestion by applying positive politeness strategy that was done by giving gifts (strategy 15), and noticing to H (strategy 1).

George applied positive politeness strategy in suggesting Lennie because he wanted to satisfy Lennie's positive face in some respects. It is explained before that positive face refers to someone's desire to be accepted, appreciated or approved of. George understood that Lennie was in terror due to what he had already done to Curley. Lennie thought that this was not his want to hurt Curley. Lennie's want was that George did not blame him for this. George wanted to show that he understood and cared about Lennie. He did not blame Lennie. He also admitted that Lennie only obeyed his command. George's notice of Lennie's condition made Lennie understand that George still accepted him and allowed him to tend the rabbits although he had already made trouble as he confirmed it by asking, "*I can still tend the rabbits, George?*"

Considering the variables of P, D, and R as the factors that influenced the choice of the strategy used, George and Lennie had constant relationship in some certain situations like in some previous cases. Concerning the P variable, George

positioned himself as Lennie's brother who tried to reassure Lennie from the terrible fear. In this way, George and Lennie were equal in their power. In contrast, George treated Lennie differently when Lennie began talking about tending rabbits instead of going to the washroom immediately and cleaning his face. George's utterance of asking Lennie to wash his face became a command as George said, "*Well, get the hell out and wash your face*". Considering the next aspect of the circumstances, George's relationship with Lennie did not change although Lennie made a serious problem by breaking Curley's hand. George commanded Lennie to defend himself from Curley's attack. George was not mad at Lennie that might cause their relationship wider. Therefore, the D variable was small. The last was the variable of R. The rank of imposition in George's utterance was great since George put an emphasis on his utterance by giving a forceful reason to make it important for Lennie to accept George's suggestion. The result was that Lennie did what George had suggested.

### **3.2.3.2 Negative Politeness Strategy**

The usage of negative politeness can be found in the suggestions that George gave to the boss and Slim. The following discussion is based on the conversation between George and his boss.

THE BOSS. Listen, Small! What can you do?

GEORGE. He can do anything you tell him. He's a good skinner.

He can rassel grain bags, drive cultivator. He can do anything. **Just give him a try.** (22)

This utterance was delivered to George's boss. When they (George and Lennie) met the boss for the first time, George was the only one who answered the boss's questions. George commanded Lennie to keep silent as arranged before. The boss then asked about Lennie's ability. George answered it completely and ended his explanation by suggesting the boss simply to give Lennie a chance to prove it.

George's suggestion was in a short form. George used an imperative form. The first emphasis of George's strategy was on the word *just*. It meant *only* or *simply*. Here, the word *just* can convey both its literal meanings of 'exactly' and 'only'. George emphasized that his suggestion could be simply done by his boss. The boss only needed to give Lennie a chance and see that Lennie could do what George had explained. Besides, George emphasized that George's suggestion was what he was saying, nothing more. Therefore, George did not put great imposition on his suggestion. By doing this, George minimized the imposition (using the strategy 4 of negative politeness strategy). In addition, there is an element in formal politeness, which sometimes directs one to minimize the imposition by coming rapidly to the point, avoiding the further imposition of prolixity and obscurity. R. Lakoff has suggested that this is the most important feature of politeness. It is true that in certain circumstances – bothering important persons for favors, for instance – this is an important element (Brown and Levinson 130). George's direct suggestion was based on this strategy. George addressed his suggestion to his boss who clearly had the highest position at the ranch. George's intention was to make his utterance shorter. George came to his

point without further imposition of prolixity. George delivered this by being direct to minimize the imposition.

The payoff of using negative politeness strategy is to satisfy H's negative face to some degree. The speaker can pay respect for the hearer. George used this strategy when he spoke to his boss. George wanted to attend to the boss's negative face. The usage of *just* was his attempt to minimize the imposition of his suggestion. George did not coerce the boss as his saving face act toward his suggestion since the boss's negative face would be threatened. As giving the small coercion, George saved the boss's negative face of having his absolute freedom to do or to ignore George's suggestion. George also considered the circumstances as the important reason why he chose this strategy to suggest his boss. This was the first time for George to meet his boss and to have a talk with him. In that situation, the boss complained about George and Lennie's late arrival. This also influenced the assessment of D. In the role-set the boss/his worker like this, the asymmetrical power was built in. The context of this situation did not change or influence this value. Based on these, George might claim that his boss's power was great (hence implying that George was powerless to coerce his boss). George and the boss were assigned high D values. The rank of imposition might be assessed as being small (and hence, the coercion was small).

## **CHAPTER IV**

### **CONCLUSION**

#### **4.1 Conclusion**

After analyzing the data, the writer can draw a conclusion in this part.

The realizations of how the politeness strategies used by George Milton in his directive utterances can be described as follows:

- 1) There are thirty-five commands that were addressed to Lennie and Candy by using various politeness strategies. George mostly used bald-on-record strategy in cases of non-minimization of the face threat. Of thirty-five commands, twenty-four were delivered by using bald on record strategy, six were delivered by applying positive politeness strategy, and the rest three were delivered using negative politeness strategy. Bald on record strategy was applied by constructing imperatives in order to make the commands clear and efficient in addressee's acceptance. The positive politeness strategy was applied by noticing to H and giving reason.
- 2) There are twenty requests that were addressed to Lennie, Candy, Slim, Curley, and Whit. The requests were delivered by using all of four strategies. George even mixed the strategies. Of twenty requests, three are delivered by using bald on record strategy, seven were delivered by using positive politeness strategy, eight were uttered by using negative politeness, and the rest two were delivered by applying off-record strategy and mixture of

strategies. The use of bald on record included cases of FTA-oriented usage and of non-minimization of face threat. The use of positive politeness strategy was realized by giving understanding, and intensifying interest to H. The use of negative politeness strategy was realized by being pessimistic, minimizing the imposition, giving deference, giving an overwhelming reason, stating the FTA as a general rule, and being conventionally indirect. The use off-record strategy was realized by giving hints. The mixture of strategies was realized by shifting from negative politeness strategy (being pessimistic) into positive politeness strategy (being optimistic).

- 3) There are five suggestions that were given to Lennie, the boss, and Slim. Of five suggestions, two are delivered by using positive politeness strategy, whereas three were uttered by using negative politeness. The use of positive politeness strategy was realized by giving sympathy and understanding, and noticing H. The use of negative politeness strategy was realized by being minimizing the imposition and being direct.

Seeing how the politeness strategies described above, the politeness strategies varied. George's choice of certain strategy to deliver his directive utterances was mostly influenced by the situation and the hearers' condition. Why George used certain strategy is described below.

- 1) The use of bald on record strategy

In giving commands, George applied this strategy only to address Lennie who was mentally retarded. Politeness strategy used in commands is dominated

by this strategy. George had higher power (P), the D variable was small, and the R variable was great. Besides, George's bald commands to Lennie were because of other things that were more important than Lennie's face. George applied the same strategy in some different situations. In this way, the use of this strategy was much influenced by hearer's condition.

In giving requests, George used this strategy because the P was equal, but D and R were great. The same strategy was used in the same circumstances, but different situations and addressees.

## 2) The use of positive politeness strategy

In giving commands, this strategy was used because George's P was higher, D was small, and R was great. Besides, George wanted to save the hearers' positive face. Hearer's condition also became a consideration as he commanded Candy who was elder.

In giving requests, George applied this strategy because he wanted to satisfy the hearers' positive face where the P was equal, D and R were great. The situation and hearer's condition (Lennie's) influence this choice.

In giving suggestions, George applied this strategy because he wanted to satisfy the hearers' positive face where the P was equal, D was small, and R was great. The hearer's condition influenced this choice.

## 3) The use of negative politeness strategy

In commanding, George applied this strategy because he wanted to satisfy the hearer's negative face where his P was higher, D and R were small. The commands were addressed to Lennie. George concerned Lennie's condition.

In giving requests, George applied this strategy because he wanted to satisfy the hearers' negative face where P was equal, D and R were small; or where hearer's P was higher, D and R were great; or where P was equal, D was great, and R was small. George used the same strategy in different addressees, situations, and circumstances.

In giving suggestions, George applied this strategy because he wanted to satisfy the hearers' negative face when the hearer's P was higher, D was great, and R was small.

#### 4) The use of off-record strategy

In giving requests, George applied this strategy only to address Slim because Slim's condition supported George to use this strategy. George used this strategy because he wanted to save the hearer's negative face more than using negative politeness strategy when the hearer had higher power, while the D and R variables were small.

#### 5) The use of mixture of strategies

In giving a command, this strategy was used due to the situation and the hearer's condition. George wanted to save both positive and negative face of the addressees when his power was higher, but D and R were small.

In giving a request, this strategy was used because George wanted to save the hearer's positive face after he changed his mind from saving the hearer's negative face. Besides, this was because of the circumstances where P was equal, and D and R were small.

It can be concluded that how George delivered his directive utterances (commands, requests, and suggestions) varied in his strategies. These was based on the situation he encountered and the hearers' condition. As directive utterances threaten the hearers' negative face, the appropriate strategy to save the hearers' face is negative politeness strategies. However, George mostly applied bald on record strategy since there are twenty-seven usages of bald on record strategy. George tended to consider the hearers' condition first in some cases, which was mostly to Lennie who was retarded and forgetful. The use of negative politeness strategy placed the third rank after positive politeness in the usage. The use of these two strategies mostly depended on the situation.

The strategies used cannot be used to judge that George was an impolite person who mostly applied bald on record strategy in his directive strategy, especially in commands. George only tried to manage, sometimes manipulate, his directive utterances in order to convey them successfully and get his addressees fulfill his wants. Although sometimes he used some offensive addressing terms such as *crazy bastard, son-of-a-bitch*, he did not use those kinds of words all the time. He could easily change his speaking manners in some degree of politeness. The consideration of the hearers' condition can also be seen from the way he commanded and requested Candy who was older than him.

#### **4.2 Suggestion**

This research describes how and why a certain politeness strategy is used by George Milton. George and other workers came from the lower class. They had

different language from those who came from the upper class. However, the result of the research concluded that George tried to consider the hearers' condition and the situation in delivering his directive utterances. In asking someone to do something, he sometimes seemed to be rude, but he could be polite. Based on this, the writer wants to give a suggestion for those, especially Moslems, who want to command, request, or suggest someone else. Swearing can be seen in George's utterances. One of them is the usage of offensive address term like *crazy bastard*. In Islam, it is not allowed to address someone else by using such address term as stated in the Qur'an Surah Al Hujuurat: 11, which means:

“O ye who believe! Let not some men among you laugh at others: It may be that the (latter) are better than the (former): Nor let some women laugh at others: It may be that the (latter) are better than the (former): Nor defame nor be sarcastic to each other, nor call each other by (offensive) nicknames: Ill-seeming is a name connoting wickedness, (to be used of one) after he has believed: And those who do not desist are (indeed) doing wrong”. (Ali 366)

The writer also provides some suggestions for those who want to do some further researches under the politeness matter. This research can be related to the Islamic manners of speaking. Islam has some rules in a communication. We can compare the results to the Islamic perspectives. In addition, there is another theory of politeness in speaking called Leech's theory of politeness principles. Analyzing based on that theory will give another contribution in enriching the linguistic views toward the politeness matter in speaking.

## WORKS CITED

- Abuandi, Maksum. "Grammatical Characteristics of Nonstandard English Used in John Steinbeck's *Of Mice and Men*". Thesis. State Islamic University Maulana Malik Ibrahim of Malang, 2011. *digilib.uin-malang*. Web. 08 October 2012.
- Ali, Abdullah Yusuf. The Holy Qur-an: Text, Translation, and Commentary. Beirut: Dar al Arabi, 1968. Print.
- "American Library Association Top 100 Banned/Challenged Books: 2000-2009". *American Library Association*. 1 July. 2011. Web. 23 August 2012.
- Brown, Penelope and Stephen Levinson. *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press, 1987. Print.
- Christiana, Chintya. "Lennie's and George's Nonstandard Use of English as Seen in John Steinbeck's *Of Mice and Men*". Thesis. Petra Christian University, 2001. *digilib.petra*. Web. 02 October 2012.
- Coleman, Brenna. "Why Was Of Mice and Men by John Steinbeck Banned?". *Media Literacy*. 22 August. 2010. Web. 23 August 2012.
- Fitriana, Yuli. "Politeness Strategies in John Grisham's Novel *The Client*". Thesis. State Islamic University of Malang, 2007. *digilib.uin-malang*. Web. 23 August 2012.
- Hamka. *Tafsir Al-Azhar Juzu' 1*. Surabaya: Pustaka Islam, 1982. Print.
- Holmes, Janet. *An Introduction to Sociolinguistics*. England: Longman Group UK, 1992. Print.

- Hornby, AS. *Oxford Advanced Learner's Dictionary*. 5<sup>th</sup> ed. Oxford: Oxford University Press, 1995. Print.
- House, Juliane. "Politeness in Germany". *Politeness in Europe*. Clevedon: Cromwell Press Ltd, 2005. Print.
- Kreidler, Charles W. *Introducing English Semantics*. London: Routledge, 1998. Print.
- Laila, Abu and Muhammad Tohir, trans. *Akhlag Seorang Muslim*. By Muhammad Al-Ghazali. Bandung: PT. Alma'arif, 1995. Print
- Ling, Thio Jau. "Lennie's Language Development in John Steinbeck's *Of Mice and Men*". Thesis. Petra Christian University, 1991. *digilib.petra*. Web. 07 October 2012.
- Maunder, Stephen. ""Who, what, why: Why do children study Of Mice and Men?". *BBC News*. 26 March. 2011. Web. 23 August 2012.
- McEnery, Tony. *Swearing in English*. London: Routledge, 2006. Print.
- NAMI. "A Guide to Mental Illness and the Criminal Justice System". *nami.org*. 17 April. 2008. Web. 1 June 2013.
- Österling, Anders. "Award Ceremony Speech". *Nobelprize.org*. N.d. Web. 12 Oct 2012.
- Ratna, Nyoman Kutha. *Teori, Metode, dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar, 2004. Print.
- Richards, Jack C, and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3th ed. London: Pearson Education Limited, 2002. Print.

- Sari, Yesi Novita. "The Politeness Strategies Used by Anne as The Ambitious Main Character in *The Other Boleyn Girl* Movie". Thesis. State Islamic University Maulana Malik Ibrahim of Malang, 2006. *digilib.uin-malang*. Web. 23 August 2012.
- Steinbeck, John E. *Of Mice and Men*. New York: Penguin Group, 1978. Print.
- Subroto, D. Edi. *Pengantar Metode Linguistik Struktural*. Surakarta: Sebelas Maret University Press, 1992. Print.
- Valin, Robert D. Van. *An Introduction to Syntax*. Cambridge: Cambridge University Press, 2001. Print.
- Wardhaugh, Ronald. *An Introduction to Sociolinguistics*. 5<sup>th</sup> ed. Oxford: Blackwell Publishing Ltd, 2006. Print.
- Winata, Winda. "Dreams as a Means of the Character's Responses to Their Problems in John Steinbeck's *Of Mice and Men*". Petra Christian University, 1989. Print. *digilib.petra*. Web. 07 October 2012.
- Yule, George. *Pragmatics*. Oxford: Oxford University Press, 1996. Print.

## APPENDICES

**APPENDIX I**  
**TABLE OF SUMMARY**

<b>Directive Utterances</b>	<b>Findings</b>	<b>Addressees</b>	<b>Situation (payoff)</b>	<b>Circumstances</b>	<b>Strategies</b>
COMMANDS	35	Lennie, Candy			BOR: 24, PP: 7, NP : 3, MS: 1
	33  BOR: 24 PP: 6 NP:3	Lennie	Urgency, Lennie's health, George's self-interest, Mutual risk	George's P: higher D: small R: great	BOR: cases of non-minimization of the face threat
			George satisfied Lennie's positive face after taking a dead mouse from Lennie forcefully	George's P: higher D: small R: great	PP Noticing to H (Strg. 1) Giving reason (Strg. 13)
			Lennie was in fear of Curley's threat. George satisfied Lennie's negative face in order to avoid double threats.	George's P: higher D: small R: small	NP Being pessimistic (Strg. 3) Minimizing the imposition (Strg. 4)
	2 PP: 1 MS: 1	Lennie and Candy	George was annoyed with Candy who was elder and shared his big money. George satisfied his	George's P: higher D: small	PP: Using in-group identity marker (Strg. 4)

			positive face of being accepted.	R: great	
			The need to be quick in delivering, but the wants to satisfy both positive face (being as cooperators) and negative face (not coercing)	George's P: higher D: small R: small	MS: Shift from PP into NP PP: Giving reason to be cooperators (Strg. 13) NP: Minimizing the imposition (Strg. 4)
REQUESTS	20	Lennie, Candy, Slim, Curley, Whit			BOR: 3 PP: 7 NP: 8 OR: 1 MS: 1
	10 BOR: 1 PP: 6 NP: 3	Lennie	Lennie's threat to leave George due to George's grumble about him  George satisfied Lennie's positive face	P: equal D: great R: great	PP Giving understanding (Strg. 15) Intensifying interest to H (Strg. 3)
			George satisfied Lennie's negative face as Lennie's back to his nature	P: equal D: small R: small	NP Being pessimistic (Strg. 3) Minimizing the imposition (Strg. 4)
	3 BOR: 1 NP: 2	Candy	Sincere invitation	P: equal D: great R: great	BOR: Case of FTA-oriented bald-on-record usage

	5 BOR: 1 PP: 1 NP: 1 OR: 1 MS: 1	Slim	Urgency	P: equal D: small R: great	BOR: Case of non-minimization of the face threat
			George: Saving his and Slim's negative face in front of people	P: Slim: higher D: small R: small	OR: giving hints (Strg. 1)
			Revealing a secret to a new friend	P: equal D: small R: small	MS: Shift from NP into PP NP: being pessimistic (Strg. 3) PP: being optimistic (Strg. 11)
			Forced to satisfy Curley's negative face	Curley's P: higher D: great R: great	NP Giving deference (Strg. 5) Apologizing by giving an overwhelming reason (Strg. 6) Stating the FTA as a general rule
	1	Curley	Rigid situation Satisfying all addressees' negative face	P: equal D: great R: small	NP Be conventionally indirect (Strg. 1)
SUGGESTION	5	Lennie, the Boss, Slim			PP: 2 NP: 3
	2 PP: 2	Lennie	Lennie was frightened after breaking Curley's hand George satisfied his positive face	P: equal D: small R: great	PP Giving sympathy and understanding (Strg. 15) Noticing to H (Strg. 2)

	1	The boss	Convincing a boss, George satisfied his negative face.	Boss's P: higher D: great R: small	NP: minimizing the imposition (Strg. 4) Being direct
--	---	----------	--	--	---

Information:

BOR: Bald On Record Strategy

PP: Positive Politeness Strategy

NP: Negative Politeness Strategy

OF: Off Record Strategy

MS: Mixture of Strategy

P: Relative Power

D: Social Distance

R: Rank of Imposition

Strg.: Strategy

## APPENDIX II

### DATA CLASSIFICATION

#### A. Commands

No.	Bald on record	Positive Politeness	Negative Politeness	Mixture of Strategies
1.	Come on, give it here. (5)	O.K.! Now you listen and this time you got to remember so we don't get in no trouble. You remember settin' in that gutter on Howard Street and watchin' that blackboard? (5)	If he tangles with you, Lennie, we're gonna get the can. Don't make no mistake about that. He's the boss's son. Look, Lennie. You try to keep away from him, will you? Don't never speak to him. If he comes in here you move clear to the other side of the room. Will you do that, Lennie? (29)	Don't tell nobody about it. Jus' us three an' nobody else. They li'ble to can us so we can't make no stake. Jus' go on like we was gonna buck barley the rest of our lives, then all of a sudden some day we'll go get our pay an' scram outa here. (61)
2.	Give it here! (5)	Good boy. That's swell. You say that over two, three times so you sure won't forget it. (6)	Well, that won't do you no good if Curley wants to plug himself up for a fighter. Just don't have nothing to do with him. Will you remember? (29)	

3.	<b>Give it here!</b> (6)	<b>Well, you ain't petting no mice while you walk with me.</b> (6)	<b>Well, you keep away from her</b> , ‘cause she’s a rattrap if I ever seen one. (32)	
4.	<b>Well - look</b> , we’re gonna work on a ranch like the one we come from up north. (6)	<b>An’ you ain’t gonna do no bad things like you done in Weed, neither.</b> (7)		
5.	<b>Awright. Gi’me that mouse!</b> (8)	<b>Well you guys get outta here.</b> Jesus, seems like I can’t go away for a minute. (83)		
6.	<b>Come on. Give it to me.</b> You ain’t puttin’ nothing over. (8)	Now he’s got his eye on us. Now we got to be careful and not make no slips. <b>You keep your big flapper shut after this.</b> (23)		
7.	Well, we ain’t got no ketchup. <b>You go get wood. An’ don’t you fool around.</b> It’ll be dark before long. (8)	<b>Say it over to yourself, Lennie</b> , so you won’t forget it. (31)		
8.	You know God damn well what. <b>I want that mouse.</b> (9)			
9.	<b>You gonna get that wood?</b> There’s plenty right up against the back of that sycamore. Floodwater wood. <b>Now you</b>			

	<b>get it.</b> (10)			
10.	O.K. <b>Bring your bindle over here by the fire.</b> It's gonna be nice sleepin' here. Lookin' up, and the leaves. <b>Don't build up no more fire.</b> We'll let her die down. (16)			
11.	You can jus' as well go to hell. <b>Shut up now.</b> (16)			
12.	<b>Look, Lennie!</b> This here ain't no set up. I'm scared. You gonna have trouble with that Curley guy. (29)			
13.	<b>Look, Lennie,</b> if you get in any kind of trouble, you remember what I told you to do? (30)			
14.	<b>Hide till I come for you.</b> <b>Don't let nobody see you.</b> <b>Hide in the brush by the river. Say that over.</b> (30)			
15.	<b>You keep away from Curley, Lennie.</b> (30)			

16.	<b>Listen to me, you crazy bastard. Don't you even take a look at that bitch.</b> I don't care what she says and what she does. I seen 'em poison before, but I never seen no piece of jail bait worse than her. <b>You leave her be.</b> (32)		
17.	We gotta stay. <b>Shut up now.</b> The guys'll be cumin' in. (33)		
18.	Sure. Come on now, <b>get up on your feet.</b> (36)		
19.	<b>Get him, Lennie. Don't let him do it.</b> (63)		
20.	<b>Get 'im, Lennie!</b> (63)		
21.	<b>I said get him.</b> (63)		
22.	<b>Leggo of him, Lennie. Let go.</b> (63)		
23.	<b>Leggo his hand, Lennie.</b> <b>Leggo.</b> (64)		
24.	<b>Well, get the hell out and wash your face.</b> (65)		

## B. Requests

No.	Bald on record	Positive Politeness	Negative Politeness	Off Record	Mixture of Strategies
1.	<b>Come on in and set down a minute.</b> (24)	<b>Lennie, for God' sakes don't drink so much.</b> Lennie. You gonna be sick like you was last night. (3)	Yeah. I'll come. <b>But listen, Curley.</b> The poor bastard's nuts. <b>Don't shoot 'im.</b> He di'n't know what he was doin'. (98)	<b>Slim, will we get canned now? We need the stake. Will Curley's old man can us now?</b> (64)	<b>You wouldn't tell nobody?</b> <b>You wouldn't tell? . . . No, 'course you wouldn't.</b> (41)
2.	<b>Slim, come help me while the guy got any hand left.</b> (64)	<b>Come on. Le's get dinner.</b> I don't know whether he got a brown and white one. (36)	<b>Look, Lennie. I want you to look around here. You can remember this place, can't you?</b> The ranch is about a quarter mile up that way. <b>Just follow the river?</b> (15)		
3.	<b>No. I want you to stay with me here.</b> (104)	Sure he's jes' like a kid. There ain't no more harm in him than a kid neither, except he's so strong. I bet he won't come in here to sleep tonight. He'd sleep right alongside that box in the barn. <b>Well-let 'im.</b> He	'Course you did. <b>Well, look Lennie -</b> if you jus' happen to get in trouble like you always done before, <b>I want you to come right here an' hide in the brush.</b> (15)		

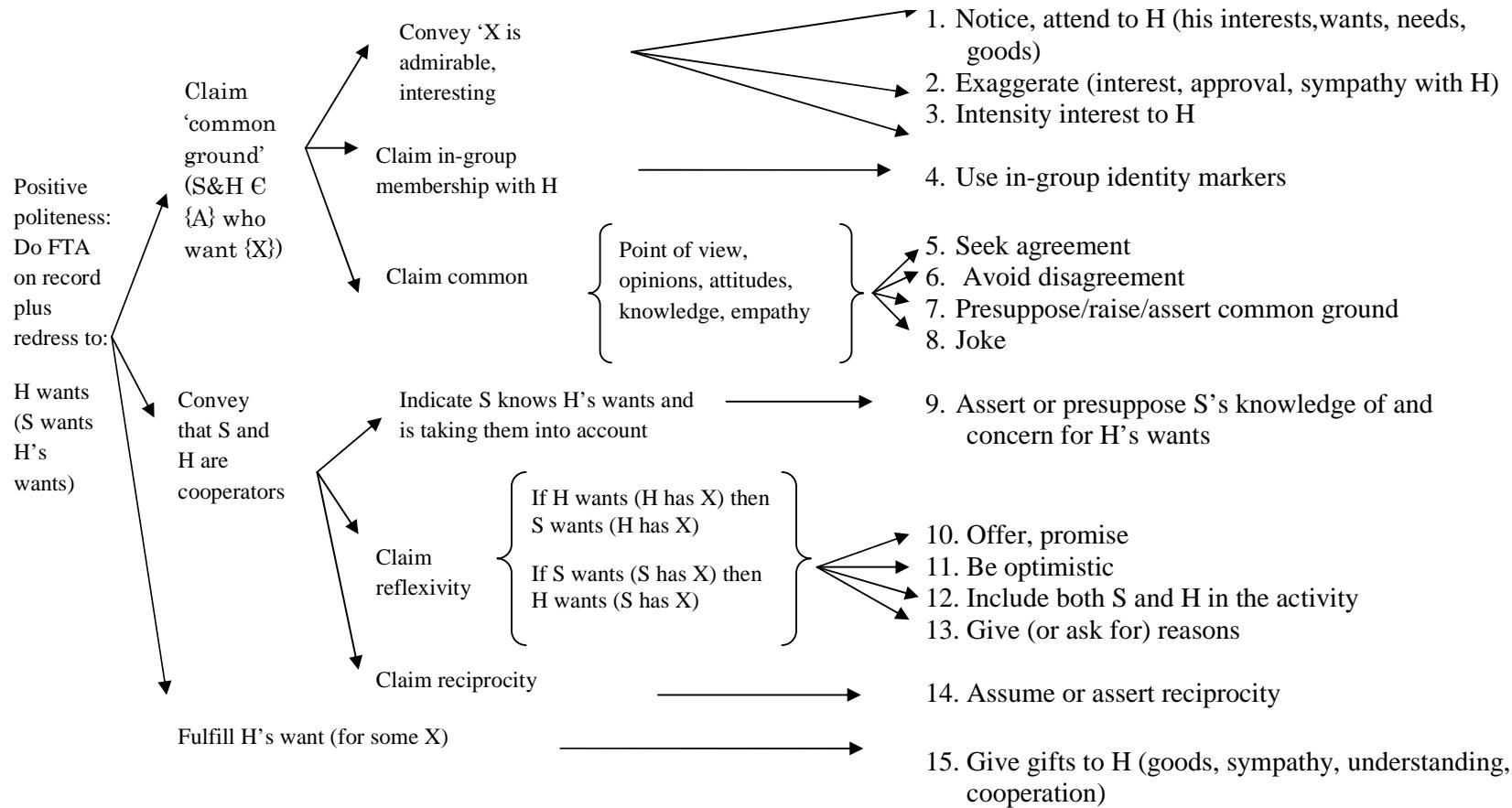
		ain't doin' no harm out there. (43)			
4.		<b>Take off your hat, Lennie.</b> The air feels fine. (104)	<b>Hide in the brush till I come for you.</b> <b>Can you remember that?</b> (15)		
5.		<b>Look across the river, Lennie,</b> an' I'll tell you so you can almost see it. (105)	<b>Anybody like to play a little euchre?</b> (48)		
6.		<b>No, Lennie. Look down there across the river,</b> like you can almost see the place. (106)	I ain't gonna let 'em hurt Lennie. Now you listen. The guys might think I was in on it. I'm gonna go in the bunk house. <b>Then in a minute you come out and tell the guys about her,</b> and I'll come along and make like I never seen her. <b>Will you do that?</b> So the guys won't think I was in on it? (95)		
7.		<b>I want you to stay with me, Lennie.</b> Jesus Christ, somebody'd shoot you for a coyote if you was by yourself. <b>No, you stay with me.</b> Your Aunt Clara wouldn't like you running	<b>O.K. Give me a couple minutes then, and you come runnin' out an' tell like you jus' found her.</b> I'm going now. (95)		

		off by yourself, even if she is dead. (13)		
8.			<b>Couldn' we maybe bring him in an' they'll lock him up?</b> He's nuts, Slim. He never done this to be mean. (97)	

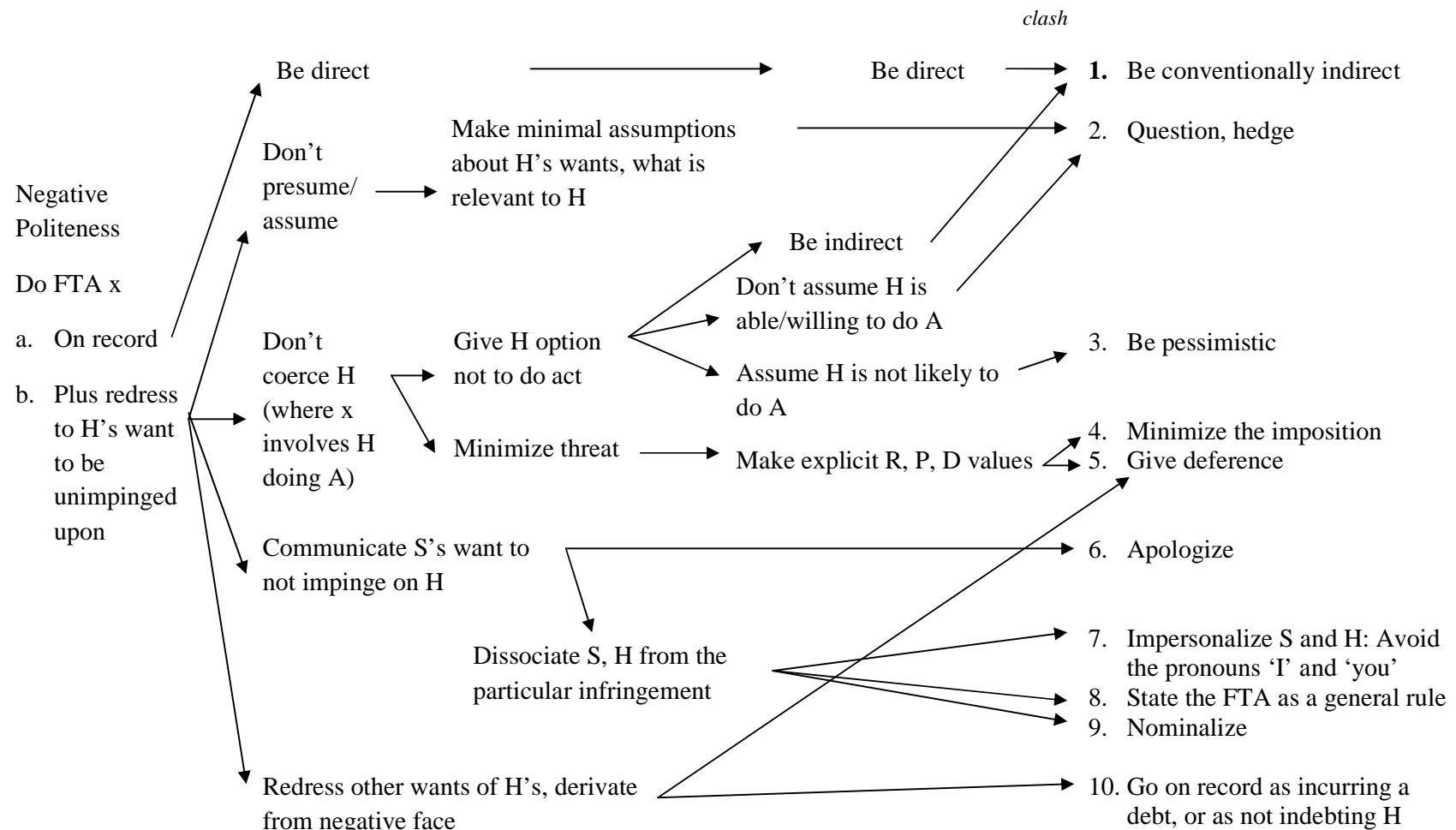
### C. Suggestions

No.	Positive Politeness	Negative Politeness
1.	<b>Why'n't you do it yourself?</b> You know all of it. (14)	He' a good skinner. He can rassel grain bags, drive cultivator. He can do anything. <b>Just give him a try.</b> (22)
2.	It ain't your fault. You don't need to be scairt no more. You done jus' what I tol' you to. <b>Maybe you better go in the ' wash room an' clean up your face.</b> You look like hell. (65)	<b>Jus' tell Lennie what to do an' he'll do it if it don't take no figuring.</b> He can't think of nothing to do himself, but he sure can take orders. (39)
3.		<b>If that crazy bastard's foolin' around too much, jus' kick him out, Slim.</b> (50)

### APPENDIX III



**Chart of Strategies: Positive Politeness** (Brown and Levinson 102)



**Chart of strategies: Negative Politeness** (Brown and Levinson 131)

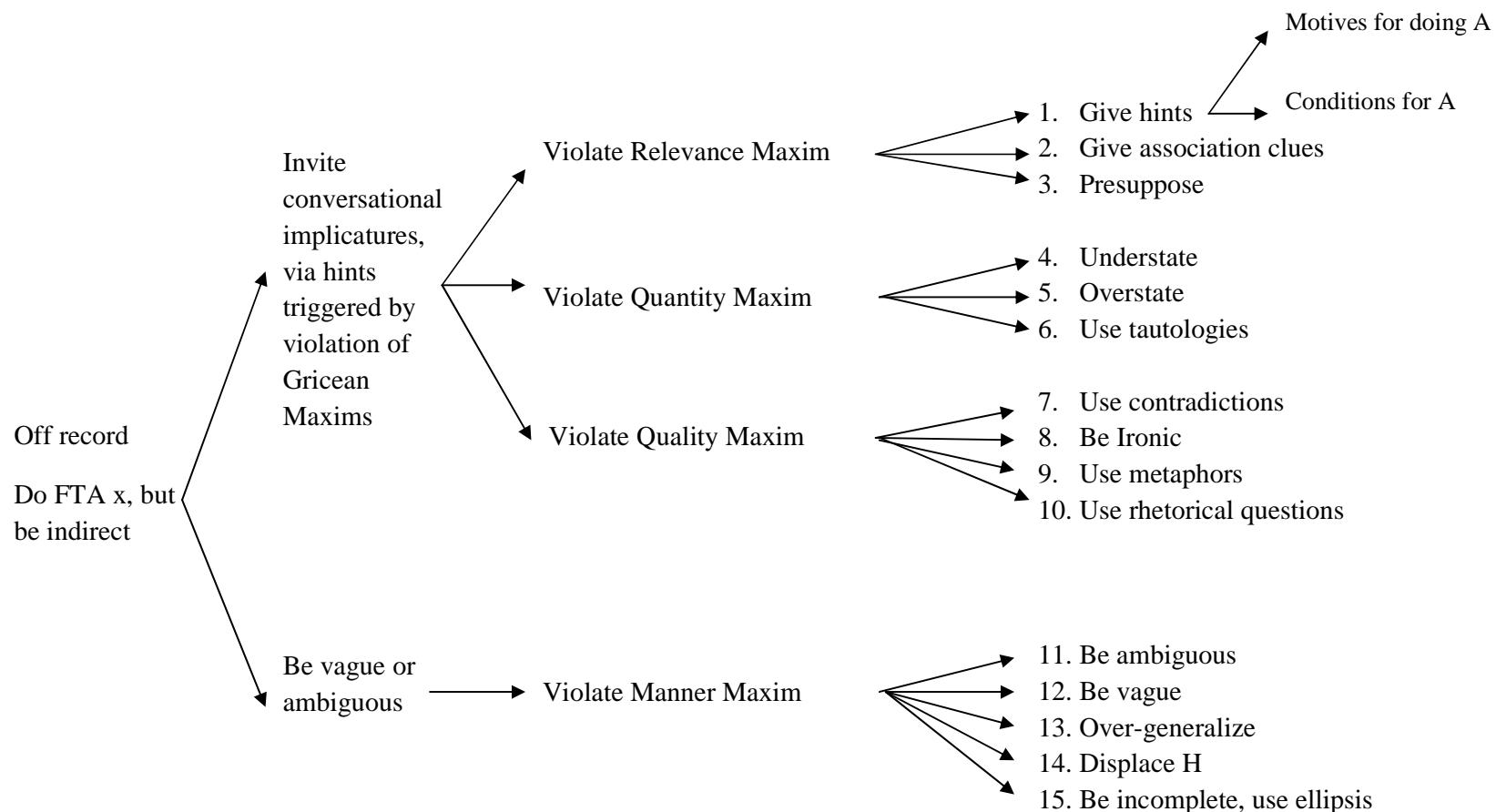


Chart of strategies: Off Record (Brown and Levinson 214)

## APPENDIX IV

### **SYNOPSIS OF JOHN STEINBECK'S *OF MICE AND MEN***

Two migrant field workers, George Milton and Lennie Small were on their way to a ranch near Soledad. George was small and quick, dark of face, with restless eyes and sharp, strong features. Lennie was very huge, shapeless of face with large and pale eyes. They hoped to attain their shared dream of settling down on their own land someday. Lennie's part of the dream was merely to tend and to pet soft rabbits on the farm. This dream was one of Lennie's favorite stories, which George constantly retold. They were fleeing from their previous employment in Weed, California, where they ran out of town after Lennie's love of stroking soft things resulted in an accusation of attempted rape when he touched a young woman's dress. It was clear that they were close friends and George was Lennie's protector. Lennie often did bad things that made George annoyed of it. One day when they took a rest, George asked Lennie to remember the place where they stayed and commanded him to hide in the brush if Lennie made a trouble someday.

At the ranch, the situation appeared to be dangerous, especially when Curley, the boss's small-statured aggressive son who disliked larger men, confronted them. Curley hated Lennie. George reminded Lennie not to make troubles with Curley and Curley's wife also. When Curley had a chance to attack Lennie, Curley did it. Getting a command from George, Lennie defended himself from Curley's fist. Lennie then broke Curley's hand.

After that accident, Lennie accidentally killed his puppy while stroking it. Curley's wife came when George was not there and tried to speak to Lennie. She told her own problems. She admitted that she was lonely. She also told how her dreams of becoming a movie star crashed. After finding out that Lennie loved stroking soft things, she offered him to stroke her hair. Knowing that Lennie messed her hair, she began panic and screaming when she felt his strength. Lennie became frightened, and unintentionally broke her neck. Being aware of the situation, Lennie left the barn and went to the brush as George ever said.

When the other workers found the dead body of Curley's wife, George realized that their dream was at an end. The people, especially Curley, wanted to kill Lennie brutally. George hurried away to find Lennie.

George met Lennie at the designated place, the same place where they camped in the night before they came to the ranch. The two sat together and George retold Lennie's beloved story of the bright future together that they would never share. George then shot Lennie in the back of the head in order to make Lennie's death painless.

## **CURRICULUM VITAE**



**YUNI MURLIATI**

**PANDES I RT 01**

**WONOKROMO PLERET BANTUL**

**D.I. YOGYAKARTA 55791**

**Mobile Phone: +62858 7875 7775**

**Email: murliatiyuni@gmail.com**

**Place of Birth: Bantul**

**Date of Birth: June 10, 1989**

### **EDUCATION:**

- |                                   |             |
|-----------------------------------|-------------|
| a. SD Muhammadiyah Pandes         | 1996 - 2002 |
| b. SMP N I Pleret                 | 2002 - 2005 |
| c. MA Terpadu Al Falah Trenggalek | 2005 - 2008 |
| d. UIN Sunan Kalijaga Yogyakarta  | 2009 - 2013 |