

## **Analysis of speech acts in Charles Dicken's Great Expectations: A politeness language analysis**

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### **Abstract**

*This research studies politeness strategies in Charles Dickens Great Expectations. The writer analyzes Speech Acts in Charles Dickens' Great Expectations: A Politeness Language Analysis. The research aimed to know the kinds of politeness strategies used by the main characters in directive utterances and the politeness strategies of directive act in Charles Dicken's Great Expectations. The data of this research was Charles Dickens' Great Expectations. This research was done using the descriptive qualitative method. The research findings show that there were two types of politeness strategies. Based on the frequencies, the strategies applied in the data were Positive Politeness in 145 frequencies (86%) and Negative Politeness in 31 frequencies (14%). Based on the frequencies of directive utterance in the data were Pip 88 frequencies, Miss. Havisham had 340 frequencies, Mrs. Joe Gargery 31, and Joe Gargery 8.*

**Keywords:** Charles Dickens, Politeness Strategies, Speech Acts

### **1. Introduction**

A speech act is an utterance that is defined in terms of the speaker's intention and its effect on the listener. Essentially, it is the action the speaker wants to evoke in the audience. A speech act can be a request, warning, promise, apology, greeting, or clarification (Richards, J. & Schmidt, R, 2010). Speech act theory is a branch of pragmatics. This area of research focuses on how words are used to carry out actions, not just to represent information. It is used in linguistics, philosophy, psychology, legal theory, literary theory, and even the development of artificial intelligence (Richards, J. & Schmidt, R, 2010). Politeness is considered an important part of a speaker's practical competence in knowledge and the rules of propriety that determine how speech acts are performed and understood in social interactions (Dale April Koike, 1989). Moreover, the politeness label marks not only our non-verbal actions but appear polite in everyday interactions in any language, a system of social rules that word choice and sentence form. Language social norms are often local, which presents a serious challenge for second-language learners (Hasmi, M. , 2013).

The point of the concept in pragmatics is politeness. It is "polite social behavior" in certain cultures (M. Yule, G, 1996). This is how people protect other people's faces and emotions when communicating. The stereotypes also make people think that being polite means keeping a distance between speaker and listener and being dishonest and careless (Richard J.Watts , 2013). Pragmatics is the study of meaning expressed by a speaker or writer and interpreted by a listener or reader (M. Yule, G, 1996). It analyzes what a speaker means in an utterance and interprets what people are saying in a given context to help determine the appropriate method and language to convey a message. Linguistics of politeness refers to the use of language in a speech to take into account the feelings and desires of the interlocutor,

establish and maintain interpersonal relationships (so-called political behavior), and demonstrate compliance with social principles or what cultures regard defined as the method which appropriate behavior (Fuller, Janet, 2000). Politeness refers to the unique way speakers, as interacting partners, perform verbal acts such as requests, directions, invitations, and offers that convey and reflect the nature of their relationship (Bussman, Hadumon, 2006). Politeness refers to becoming a catch-all term for any language choices generally made out of the need to save face the connection (Grundy, P, 2008). Linguistics politeness is an important aspect of human communications because they interact with each other in a community. People can live in harmony and peace if everyone follows certain guidelines of etiquette. The recent views on linguistics politeness as a way of avoiding conflict or as a strategy for maintaining good ties and cooperation in social interactions.

The theory of politeness by Brown Levinson was first published in 1978. His politeness theory is likely the most influential, with numerous echoes, applications, critiques, adaptations, and revisions. It is impossible to discuss politeness without bringing it up. As a result, their names are nearly synonymous with politeness and can signify that they recognize the faces of others. Social distance is described as respect or self-esteem, whilst social intimacy is characterized as friendliness, familiarity, or friendship (Johnson, Ellen, 1995). Linguistic politeness has long been a focus of the social study of language and has sparked heated debate in sociolinguistics and pragmatics. A large number of linguists have conducted research on linguistic politeness in a variety of cultures. As a result, various linguistic theories have been presented, and civility and etiquette have become scholastic concepts.

Many studies analyzed politeness language from Alfandi and Havid (2020) that studies A Pragmatic Analysis of Politeness Strategies of Directive Expression Reflected in 'Inglorious Basterds' Movie. The aims of the research are politeness strategies and translation techniques in *Inglorious Basterds* movie and its Indonesian translation. The research aims to know the kinds of politeness strategies used by the main characters in directive utterance and how the translator translates the politeness strategies of directive act into a subtitle. The research about politeness language from Mahmood and Murad (2019) that studied The Dimension of Politeness in Speech Acts: Three Pioneering Models. The research aims in Politeness have received special momentum in the last few decades.

Additionally, theorists and pragmatics have approached it from different perspectives like the social norm, conversation-maxim, conversation-contact, face-management, discursive (relational work), and others. Moreover, the research from Widiyanto, Suparno, Sarosa (2015) that Analysis on Pragmatic Force of Declarative Utterances in the Film Entitled "Avatar". The research aims to identify the contexts of declarative utterances, identify the hearer's responses of declarative utterances, and explain the pragmatic force of declarative utterances viewed from the illocutionary force. In this research, the author wants to analyze Charles Dickens' *Great Expectation* for politeness language because there was no research on it in previous studies.

In this research, the authors use Charles Dickens' *Great Expectations*. The novel's morality story of Charles Dickens' *Great Expectations* is the standard given to people by tradition regarding what is right and what is not. A fictional novel about becoming a man in order to gain not only social status but also a spouse. Pip lives with his sister and husband as a boy and is a normal, friendly young man. Still, as the novel progresses, Pip accumulates increasing wealth, surrounded by noble young people of Victorian upbringing and all Label people. More misogyny and harsher female ideals. Reading *Great Expectations* through feminist criticism reveals that Dickens portrays women as cruel creatures who trick and entrap men rather than as rewards to men after being groomed by gentlemen. Pip, The woman in life, alters his perception of women and their roles in society, eventually leading Pip to reconsider the truth about the power of acquaintances.

This research's primary goal is to analyze the technical term "An Analysis of Speech Acts in Charles Dickens' *Great Expectations*: A Politeness Language Analysis." It will discuss some of the most extensively used linguistic politeness models in the literature used in directive expressions uttered by main characters in 'Charles Dickens' *Great Expectations*. It also aims to gloss over the main ideas of many theoretical approaches and the distinguishing characteristics of one theory over another.

## **2. Theoretical Framework**

The politeness phenomenon of Brown and Levinson is the theoretical framework for this research, with each speech adapted to its own context. The relationship between interlocutor power and distance and the step to which the speaker imposes or expects something from the addressee are two contextual factors that influence language choice in the domain of politeness. When the speaker tries to be polite, he or she tries to construct a complex context involving the addressee in order to the speaker to act (Grundy, P, 2008).

According to Brown and Levinson, the "model person" has two sides: positive and negative individuals. Positive acts demonstrate a person's desire to think well. His expressions include the desire for others to value what we value, the desire to be understood by others, and the desire to be regarded as friends and confidants.

Face-threatening acts are produced when a verbal or non-verbal act of communication conflicts with the wishes of the recipients and or speaker. Fear of the recipient's scary face includes, for example, demands, warnings, advice, and threats when the recipient criticizes, denounces, interrupts, insults, disagrees with, or denies values.

A speaker's positive face can also be threatened by actions such as confession, apology, acceptance of praise, and self-humiliation.

## **3. Research Method**

In this research, the researcher would like to analyze the use of politeness language in the novel "Great Expectations" by Charles Dickens'. This research is done by using the descriptive qualitative method because the data analysis was presented descriptively. The method applied in this research is qualitative at least has five features as follows: 1.

Qualitative research takes place in a natural setting; 2. Qualitative research is descriptive. The data collected is in the form of words rather than numbers; 3. Qualitative researchers are concerned with processes rather than with products; 4. Qualitative researchers analyze their data logically; and 5. Meaning is an essential concern of the qualitative approach.

The author applies a variety of ideas in this study to support and progress the research objective. Because socio-pragmatics includes both sociolinguistics and pragmatics, the term is used for all theories within the subject. In this study, the author performs a theoretical review and analyses several hypotheses related to this topic. Several acceptable theories are used in the data analysis.

The author shows the interaction between parents and their children in the story of family life in The Great Expectations novel by Charles Dickens. The fundamental hypothesis of this study (1987) is that Penelope Brown and Stephen C. Levinson develop some universal language usage. The idea is used as a tool to analyze the speaker's positive politeness techniques. Brown and Levinson provide fifteen different techniques (1987). These are the strategies: Noticing and attending to Hearer (his interests, wants, needs, and goods). In general, this strategy suggests that S should take notice of aspects of H's condition (noticeable changes, remarkable possessions, anything which looks as though H would want S to notice and approve of it).

#### 4. Result and Discussion

##### Result

Tables provide the distribution of each character's directive phrases, the frequency of each strategy in those expressions, and the proportion of each strategy's occurrence. The table below depicts the distribution of the main characters' directives utterances.

**Table 1.** Distribution of Main Characters' Directive Utterances

No	Main Characters	Male	Female	Frequency of Directive Utterance
1	Pip	✓		88
2	Miss. Havisham		✓	340
3	Mrs. Joe Gargery		✓	31
4	Joe Gargery	✓		8
	<b>Total</b>			<b>467</b>

According to the table above, there are two major male characters: Pip and Joe Gargery, and two female main characters: Miss. Havisham and Mrs. Joe Gargery are seen to make the majority of directing statements. Furthermore, Joe Gargery's speech had the least amount of directive utterances. The following table shows the frequency and proportion of politeness strategies:

**Table 2.** Politeness Strategies Percentage

No	Politeness Strategies	Frequency	Percentage
1	Positive Politeness	145	86%
2	Negative Politeness	31	14%
	<b>Total</b>	<b>176</b>	<b>100%</b>

From the table above, it can be seen that positive politeness is the most dominant strategy used in Charles Dickens' *Great Expectations*, while negative politeness is the least strategy to be used.

It can be concluded that there are several findings concerning the formulation of the study in the novel of "*Great Expectations*" by Charles Dickens. The findings are: There are eleven types of positive politeness strategies found in this novel. The strategies are: noticing, attending to the hearer, intensifying interest in the hearer, using in-group identity markers, which are divided into three strategies: using address forms, using jargon or slang, using contraction and ellipsis, seeking agreement which is divided into two strategies: using safe topic, and using repetition, avoiding disagreement which is divided into three strategies: using token agreement, using a white lie, using hedging opinion, presupposing/raising/asserting common ground, using the joke, giving offer and promise, including both speaker and hearer in the activity, giving or asking reasons, and giving gifts to the hearer. To find out the research more comprehensively, it will be discussed as follows.

The following are representative data that show the use of Positive Politeness:

##### **a. Noticing, and attending to Hearer's interests, wants, needs, goods**

###### **Data**

She saw me looking at it, and she said, "**You could drink** without hurt all the strong beer that's brewed there now, boy."

"**I should think I could, miss,**" said I, in a shy way.

"Better not try to brew beer there now, or it would turn out sour, boy; don't you think so?"

"It looks like it, miss."

“Not that anybody means to try,” she added, “for that’s all done with, and the place will stand as idle as it is, till it falls. As to strong beer, there’s enough of it in the cellars already, to drown the Manor House.” (*Great Expectations*, p.50).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.50), the speaker uses slang words “**I should think I could, miss**”, in order to minimize the distance between the speaker and hearer.

#### **b. Intensifying interest to Hearer**

##### **Data**

“What,” said I to Herbert, when he was safe in another chair, “**what is to be done?**” “My poor dear Handel,” he replied, holding his head, “I am too stunned to think.” “So was I, Herbert, when the blow first fell. Still, something must be done. He is intent upon various new expenses—horses, carriages, and lavish appearances of all kinds. He must be stopped somehow.” “You mean that you can’t accept——?” “How can I?” I interposed, as Herbert paused. “Think of him! Look at him!” An involuntary shudder passed over both of us. “Yet I am afraid the dreadful truth is, Herbert, that he is attached to me, strongly attached to me. Was there ever such a fate!” “My poor dear Handel,” Herbert repeated. “Then,” said I, “after all, stopping short here, never taking another penny from him, think what I owe him already! Then again: I am heavily in debt—very heavily for me, who have now no expectations—and I have been bred to no calling, and I am fit for nothing.” “Well, well, well!” Herbert remonstrated (*Great Expectations*, p.313).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.313), the speaker uses slang words “**what is to be done?**” in order to minimize positive Politeness Strategy: Using Address forms.

#### **c. Positive Politeness Strategy: Using Address forms**

##### **Data**

“It’s a note of two lines, Pip,” said Mr. Jaggers, handing it on, “sent up to me by Miss Havisham, on account of her not being sure of your address. She tells me that she wants to see you on a little matter of business you mentioned to her. You’ll go down?” “Yes,” said I, casting my eyes over the note, which was exactly in those terms. “**When do you think of going down?**” “I have an impending engagement,” said I, glancing at Wemmick, who was putting fish into the post-office, “that renders me rather uncertain of my time. At once, I think.” “If Mr. Pip has the intention of going at once,” said Wemmick to Mr. Jaggers, “he needn’t write an answer, you know.” Receiving this as an intimation that it was best not to delay, I settled that I would go to-morrow, and said so. Wemmick drank a glass of wine and looked with a grimly satisfied air at Mr. Jaggers, but not at me. “So, Pip! Our friend the Spider,” said Mr. Jaggers, “has played his cards. He has won the pool.” It was as much as I could do to assent (*Great Expectations*, p.356).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.356), the speaker uses slang words “**When do you think of going down?**” in order to minimize positive Politeness Strategy: Using Address forms.

#### **d. Positive Politeness Strategy: Seeking Agreement**

##### **Data**

It appeared to me that it would take time to become uncommon under these circumstances: nevertheless, **I resolved to try it, and that very evening Biddy entered on our special agreement**, by imparting some information from her little catalog of Prices under the head of moist sugar,\* and lending me, to copy at home, a large old English D\* which she had imitated from the heading of some newspaper, and which I supposed, until she told me what it was, to be a design for a buckle (*Great Expectations*, p.402).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.402), the speaker uses slang words “**I resolved to try it, and that very evening Biddy entered on our special agreement**” in order to minimize Positive Politeness Strategy: Seeking Agreement.

My sister was not in a very bad temper when we presented ourselves in the kitchen, and Joe was encouraged by that unusual circumstance to tell her about the bright shilling. “A bad un, **I’ll be bound**,” said Mrs. Joe, triumphantly, “or he wouldn’t have given it to the boy! Let’s look at it.” (*Great Expectations*, p.71).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.71), the speaker uses slang words “**I’ll be bound**” in order to minimize Positive Politeness Strategy: Seeking Agreement.

#### *e. Positive Politeness Strategy: Avoiding Disagreement*

##### **Data**

“Boy of the neighborhood? Hey?” said he. “Yes, sir,” said I. “How do you come here?” “Miss Havisham sent for me, sir,” I explained. “Well! Behave yourself. I have a pretty large experience of boys, and **you’re a bad set of fellows**. Now mind!” said he, biting the side of his great forefinger as he frowned at me, “you behave yourself!” (*Great Expectations*, p. 75)

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.75), the speaker uses slang words “**you’re a bad set of fellows**” in order to minimize Positive Politeness Strategy: Avoiding disagreement.

#### *f. Presupposing/ raising/ asserting common ground*

##### **Data**

“Swine,” pursued Mr. Wopsle, in his deepest voice, and pointing his fork at my blushes, as if he were mentioning my christian name; “Swine were the companions of the prodigal.\* The gluttony of Swine is put before us, as an example to the young.” (I thought this pretty well in him who had been praising up the pork for being so plump and juicy.) “What is detestable in a pig, is more detestable in a boy.” “Or girl,” suggested Mr. Hubble. “Of course, or girl, Mr. Hubble,” assented Mr. Wopsle, rather irritably, “but there is no girl present.” “Besides,” said Mr. Pumblechook, turning sharp on me, “think 24 *Great Expectations* what you’ve got to be grateful for. If you’d been born a Squeaker——” “He was, if ever a child was,” said my sister, most emphatically. Joe gave me some more gravy. “Well, but I mean a four-footed Squeaker,” said Mr. Pumblechook. “If you had been born such, **would you have been here now?** Not you——” (*Great Expectations*, p. 24-25).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.24-25), the speaker uses slang words “**would you have been here now?**” to minimize presupposing/ raising/ asserting common ground.

#### *g. Using joke*

##### **Data**

“**How could I?**” he returned, forced to the admission, “when I never see her in my life? Never clapped eyes upon her!” “Goodness, uncle! And yet you have spoken to her?” “Why, don’t you know,” said Mr. Pumblechook, testily, “that when I have been there, I have been took up to the outside of her door, and the door has stood ajar, and she has spoke to me that way. Don’t say you don’t know that, Mum. Howsever, the boy went there to play. What did you play at, boy?” “We played with flags,” I said. (I beg to observe that I think of myself with amazement, when I recal the lies I told on this occasion.) “Flags!” echoed my sister. “Yes,” said I. “Estella waved a blue flag, and I waved a red one, and Miss Havisham waved one sprinkled all over with little gold stars, out at the coach-window. And then we all waved our swords and hurrahed.” “Swords!” repeated my sister. “Where did you get swords from?” “Out of a cupboard,” said I. “And I saw pistols in it—and jam— and pills. And there was no daylight in the room, but it was lighted up with candles.” “That’s true, Mum,” said Mr. Pumblechook,

with a grave nod. “That’s the state of the case, for that much I’ve seen myself.” And then they both stared at me, and I with an obtrusive show of artlessness on my countenance, stared at them, and plaited the right leg of my trousers with my right hand (*Great Expectations*, p. 62).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.62), the speaker uses slang words “**How could I?**” in order to minimize using joke.

#### **h. Giving an offer or promise**

##### **Data**

Now, I thought very well of it, for three reasons **I’ll give you**. That is to say. Firstly. It’s altogether out of all your beats, and is well away from the usual heap of streets great and small. Secondly. Without going near it yourself, you could always hear of the safety of Tom, Jack, or Richard, through Mr. Herbert. Thirdly. After a while and when it might be prudent, if you should want to slip Tom, Jack, or Richard, on board a foreign packet-boat,\* there he is—ready.” Much comforted by these considerations, I thanked Wemmick again and again, and begged him to proceed. “Well, sir! Mr. Herbert threw himself into the business with a will, and by nine o’clock last night he housed Tom, Jack or Richard—whichever it may be—you and I don’t want to know—quite successfully (*Great Expectations*, p. 340).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.340), the speaker uses slang words “**I’ll give you**” to minimize giving offers or promises.

#### **i. Including both Speaker and Hearer in the activity**

##### **Data**

There was nothing very surprising in that; but again, I was rather surprised, when he said, as if he were animated by a brilliant idea: “**Let’s go in!**” We went in, Wemmick leaving his fishing-rod in the porch, and looked all round. In the mean time, Wemmick was diving into his coat-pockets, and getting something out of paper there. “Halloa!” said he. “Here’s a couple of pair of gloves! **Let’s put ’em on!**” As the gloves were white kid gloves, and as the post-office was widened to its utmost extent, I now began to have my strong suspicions. They were strengthened into certainty when I beheld the Aged enter at a side door, escorting a lady. “Halloa!” said Wemmick. “Here’s Miss Skiffins! **Let’s have a wedding.**” (*Great Expectations*, p. 414).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.414), the speaker uses slang words “**Let’s go in**”, **Let’s put ’em on!**, **Let’s have a wedding** to minimize including both Speaker and Hearer in the activity.

#### **j. Giving or asking for reasons**

##### **Data**

“Yes, Mr. Jaggers.” “And do you remember,” retorted Mr. Jaggers, “that but for me you wouldn’t be here and couldn’t be here?” “Oh yes, sir!” exclaimed both women together. “Lord bless you, sir, well we knows that!” “**Then why**,” said Mr. Jaggers, “do you come here?” “My Bill, sir!” the crying woman pleaded. “Now, I tell you what!” said Mr. Jaggers. “Once for all. If you don’t know that your Bill’s in good hands, I know it. And if you come here, bothering about your Bill, I’ll make an example of both your Bill and you, and let him slip through my fingers. Have you paid Wemmick?” “Oh yes, sir! Every farden.” (*Great Expectations*, p.153).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.153), the speaker uses slang words “**Then why**” in order to minimize asking for reasons.

**k. Giving gift to Hearer**

**Data**

I said that I did not blame him, or suspect him, or mistrust him, but I wanted assurance of the truth from him. And if he asked me why I wanted it and why I thought I had any right to it, **I would tell him**, little as he cared for such poor dreams, that I had loved Estella dearly and long, and that, although I had lost her and must live a bereaved life, whatever concerned her was still nearer and dearer to me than anything else in the world. And seeing that Mr. Jaggers stood quite still and silent, and apparently quite obdurate, under this appeal, I turned to Wemmick, and said, “Wemmick, I know you to be a man with a gentle heart (*Great Expectations*, p.376).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.153), the speaker uses slang words “**I would tell him**” to minimize asking for reasons.

According to Brown and Levinson (1987) negative politeness is “the heart of respect behavior” and it is “more specific and focused”. Negative politeness consists of being conventionally indirect; questioning, hedging; being pessimistic; minimizing the imposition; giving deference; apologizing; impersonalizing speaker and hearer state the FTAs as an instance of a general rule’ nominalize and go on record as not incurring a debt or as not indebting hearer.

The followings are representative data that show the use of Negative Politeness:

- a. “**I can’t quite understand**”. The house seems to have been violently entered when Joe Gargery was out. Supposedly by convicts. Somebody has been attacked and hurt.’ (*Great Expectations*, p.108)

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.108), the speaker uses slang words “**I can’t quite understand**” in order to minimize negative politeness.

- b. “No, no, Pip!” said Joe, in a comfortable tone, “I ’m sure of that. Ay, ay, old chap! Bless you, it were only necessary to get it well round in a man’s mind, to be certain on it. But it took a bit of time to get it well round, the change come so on common plump; didn’t it?” Somehow, I was not best **pleased** with Joe’s being so mightily secure of me. I should have liked him to have betrayed emotion, or to have said, “It does you credit, Pip,” or something of that sort. Therefore, I made no remark on Joe’s first head: merely saying as to his second, that the tidings had indeed come suddenly, but that I had always wanted to be a gentleman, and had often and often speculated on what I would do, if I were one (*Great Expectations*, p.134).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.134), the speaker uses slang words “**pleased**” in order to minimize negative politeness.

- c. “Miss Havisham, Joe?” ‘She wish,’ were Pumblechook’s word, ‘to speak to you.’ ” Joe sat and rolled his eyes at the ceiling. “**Yes, Joe? Go on, please.**” “Next day, Sir,” said Joe, looking at me as if I were a long way off, “having cleaned myself, I go and I see Miss A.” “Miss A., Joe? Miss Havisham?” “Which I say, Sir,” replied Joe, with an air of legal formality, as if he were making his will, “Miss A., or otherways Havisham. Her expression air then as follering: ‘Mr. Gargery. You air in correspondence with Mr. Pip?’ Having had a letter from you, I were able to say ‘I am.’ (When I married your sister, Sir, I said ‘I will;’ and when (*Great Expectations*, p.204).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.204), the speaker uses the slang words “**pleased**” to minimize negative politeness.



From the data above, the writer can show about the frequency of politeness strategies in each characters' directive utterances is shown in the following table:

**Table 3.** Occurrences of Politeness Strategies in Each Character's Directive Utterances

Main Characters	Positive Politeness	Negative Politeness	Total of Politeness Strategy
Pip	10	7	17
Miss. Havisham	20	22	42
Mrs. Joe Gargery	4	2	6
Joe Gargery	2	0	2

## Discussion

The findings on analysis of Charles Dickens' *Great Expectations* the use of 2 politeness strategies. This subchapter presents a discussion about the results of the analysis.

Based on the research findings, positive politeness is the most used strategy in the directive utterance in Charles Dickens' *Great Expectations*. In a positive politeness strategy, an utterance is uttered directly, concisely, and clearly. Brown and Levinson (1987) support this, who explains that positive politeness is the most effective strategy. Two strategies are used by the teacher and the students in English class: positive politeness, and negative politeness. The researcher found that the mostly used politeness strategy by the teacher is positive politeness because the teacher commonly uttered commands in the learning process.

## 5. Conclusion

Explain that what is said in the introduction chapter can eventually lead to the results and discussion chapter for compatibility reasons. Furthermore, the prospect of developing research findings and application prospects for further research into the following meanings (based on results and arguments) of the writers in polite language strategies in Charles Dickens' novel *Great Expectations* include tribute, entertainment, offer, persuade, reassure, comfort, reason, build stronger relationships, request, express personal feelings, ask for help, indicate agreement and disagreement, complain, avoid disagreement, pretend to agree to make a difference, soften a disagreement, hide a disagreement, avoid a disagreement, compare.

Effects of positive politeness strategies on listeners: with a positive etiquette strategy: recognizing and paying attention to your audience (interests, wants, needs, products) is considered Face Securing (FSA). Positive courtesy strategies: to spark interest, it is a face-saving action for both date audiences. Positive Etiquette Strategies: 11 of which are facilitating action faces, and six are imminent action faces when using discriminating markers within the group). Immediate Action (FTA). Positive Politeness Strategies: with consent, three of them are Face Saving Acts (FSA).

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