

POSITIVE POLITENESS IN ENOLA HOLMES MOVIE SCRIPT

Nisrina Mujahidah¹. Ati Sumiati².

¹State University of Jakarta
Jalan Rawamangun Muka, Jakarta Timur, Indonesia

²State University of Jakarta
Jalan Rawamangun Muka, Jakarta Timur, Indonesia

ABSTRACT

The objectives of the study are to find the positive politeness strategies in a movie written by Jack Thorne. It is a descriptive qualitative study with data of the study were the dialogues in a movie script from Harry Bradbeer. The writer uses Brown and Levinson's politeness strategy. This study focus on analyzing the types of positive politeness strategies used the most and what context behind the use of the strategies. The writer has found 107 data which mostly applied by Enola Holmes as the youngest character in the story. Meanwhile, the most widely used type of strategy is Strategy 12 because at that time, people in the Victorian era prioritized manners towards others, they tried to include the other person in the conversation so that no one felt left out. The study expected to use as part of learning positive politeness strategies and provide a reference for further research.

INTRODUCTION

Language is a communication device that plays an essential role in human interaction. Humans can socialize and interact with each other with language. Without language, people will not understand each other. There are also different language styles in communication in both spoken and written languages. However, spoken language is more widely used in everyday human interactions because it can be easily expressed directly to the interlocutor. Through language, people can understand what other people mean.

To communicate with other people required harmless manner and language for the recipient, simply with politeness. People have to be aware of people's faces to consider other's feelings or maintaining the relationship with others. Yule (1996:60) states that "as a technical term, face means the public self-image of a person". This refers to the emotional and social feelings that

people have and want the public to recognize. The only way to be aware of people's faces to consider other's feelings is to be polite.

Being polite has been taught and practiced since we can speak, it is very important to make the situation around us peaceful and avoid conflict. Being polite is very important in interactions because politeness is determined by the idea of polite social behavior or etiquette in a culture.

The writer decided to choose the topic "Positive Politeness Strategies" based on curiosity in analyzing fifteen positive politeness strategies in the movie entitled "Enola Holmes". The topic of positive politeness strategies on socio-cultural competence is still not widely used although it is interesting. The writer also knows that positive politeness strategies are needed for someone to speak politely especially with other people who have a higher social level, but there are several occasions that require someone to use politeness even though they

are at the same level. The writer also adds visual context such as gestures, intonation, or facial expressions by characters who use politeness when strategy is used, because in addition to the language used, FTA is also related to the speaker's expression, which cannot be seen in the script, so the writer includes it in the analysis in the form of a description.

Indriani (2014) conducted research on positive politeness for her thesis. The corpus focuses only on the two characters in the movie "Monte Carlo". In her thesis, she looked for who between the two characters used the most positive politeness in speaking. The result shows that Grace as the main character in the movie produced the highest number of positive politeness in her utterances compared to Meg. The difference between the study explained above and this study is the writer using more than two characters to analyze, and didn't compare who is the character uses politeness the most.

People's Face

Face is the way people save other people's face and feeling in having communication. The stereotype also makes people think that being polite means keeping distance, being dishonest, and being unfeeling between the speaker and the hearer (Watts, 2003: 2). Generally, being polite involves thinking about others feeling, or employing awareness of other's face. When someone feels comfortable, a good relationship will appear between them.

As per Brown and Levinson (in Fasold, 1996:160), face really has two aspects, to be specific 'positive' and 'negative'.

a. Negative face or the rights to territories, freedom of action and freedom from imposition - wanting your actions not to be constrained or inhibited by others.

b. Positive face, the positive face is the need to be appreciated and accepted, to be treated as the member of the same group, and to know that his or her wants are shared by others.

There are four strategies proposed by Brown and Levinson (1987:92) that are the means by which interactants fend off and redress such risks to face:

1. Bald on record strategy
2. Bald off record strategy
3. Positive politeness strategy
4. Negative politeness strategy

Positive politeness Theory by Brown and Levinson

According to Yule (1996:60) politeness can be characterized as showing consciousness of someone else's public mental self-view. It is expressed that face is something that is sincerely contributed and that can be lost, kept up or improved and should be continually taken care of cooperation (Brown and Levinson, 1978:66)

Positive politeness is oriented toward the positive face of H, the positive self-image that he claims for himself. Positive politeness is approach-based; it 'anoints' the face of the addressee by indicating that in respects, S wants H's wants (by treating him as a member of an in-group, a friend, a person whose wants and personality traits are known and liked.) There are 15 strategies in positive politeness strategies:

- 1) Strategy 1: Notice, attend to a hearer (hearer's interests, wants, needs, goods)
- 2) Strategy 2: Exaggerate (interest, approval, sympathy with hearer)
- 3) Strategy 3: Intensify interest to a hearer; making good story, draw the hearer as a participant into the conversation.

4) Strategy 4: (Use in-group identity markers); address form, in-group language or dialect, jargon or slang, contraction and ellipsis.

5) Strategy 5: Seek agreement; repetition – agreement may also be stressed by repeating part or all of what the preceding speaker has said

6) Strategy 6: (Avoid disagreement); token agreement, pseudo-agreement, white lies, hedging opinions.

7) Strategy 7: Presuppose/ raise/ assert common ground; gossip, small talk, point-of-view operations, presupposition manipulations.

8) Strategy 8: Joke

9) Strategy 9: Assert or presuppose speaker's knowledge of and concern for hearer's wants.

10) Strategy 10: Offer, Promise

11) Strategy 11: Be optimistic

12) Strategy 12: Include both a speaker and a hearer in the activity

13) Strategy 13: Give (or ask for) reasons

14) Strategy 14: Assume or assert reciprocity

15) Strategy 15: Give gifts to a hearer (goods, sympathy, understanding, cooperation)

Context of Situation

Language cannot be separated from its context. The role of the context that surrounds the occurrence of a conversation or utterance is important in order to understand the meaning of the utterance. The importance of context in language can be seen from the opinion of Leech (1999:13). He said that context is a relevant aspect of the physical or social setting of an utterance. Context is the background knowledge shared by speakers and listeners in understanding their speech.

Meanwhile, Levinson points out the importance of context which is included in the definition of pragmatics, as a study of the ability of language users to pair sentences with appropriate contexts (1985: 24).

RESEARCH METHOD

This study used descriptive qualitative method to answer the research questions. Qualitative research is one kind of research that focuses on the meanings and the traits of events, people, interactions, settings/cultures and experience, also on defining characteristics of them (Tewksbury, 2009: 38-39). Furthermore, the writer will analyze the collected clauses or sentences from Enola Holmes movie script to determine the use of one of the 15 positive politeness strategies from Brown and Levinson and identifying the context behind.

RESULT AND DISCUSSION

Compared to the other characters, Enola produces the highest positive politeness in her speech. Meanwhile, strategy 12: Incorporating S and H in the activity became the most widely used strategy by the main characters in their speech, with 20 utterances. Then followed by Strategy 6: Avoiding disagreements, and Strategy 7: Supposing/enhancing/affirming similarities for a total of 29 utterances. The least number of positive politeness strategies is Strategy 9: Emphasizing or presupposing S knowledge and attention, which was not found at all from 107 data analyzed by the writer.

The writer concludes that there are several points or reasons why Enola uses so much positive politeness in the movie. Everything relates to the background time used in the movie. The first is the setting of the Victorian Era, to be exact 1884, which at the beginning of the Enola Holmes, Enola herself reveals that the film set happened in the year 1884, which is late 19th century. In the Victorian

era, the prevailing norms were known as Victorian morality. According to betterhelp.com, Victorian morality is defined as "the distillation of the moral views of people living during the time of Queen Victoria's reign (1837-1901), the Victorian era, and of the moral climate of Great Britain in the mid-19th century in general." Second, Enola and her family are upper-middle-class with a smattering of gentry ancestry. Enola is then confronted with persons from a higher social class, such as Lady Dowager and the Tewkesbury family. Of course, she had to employ a politeness strategies in order to communicate with each of them. The third aspect to mention is that Enola is the youngest character in the movie. She surely must use politeness to someone who is older than her.

Strategy 1: Notice, attend to H (interest, want, need, goods)

- Sherlock: Boy, fetch us a carriage.

Mycroft: Quickly!

Context: This incident occurs at the beginning of the story. When Enola came to pick up her two brothers at the station, Mycroft asked about the carriage they would use to return to Ferndell Hall, their home. Enola has no idea what Mycroft is saying. She comes to the station with just a bicycle. When Enola and Mycroft still debated the carriage, Sherlock immediately ordered the carriage from the nearest carriage boy.

Analysis: Sherlock using strategy 1: notice because Sherlock is sensitive to his surroundings. Mycroft, who had not seen Enola in a long time, was certainly as surprised as Enola, openly criticized Enola's way of dressing. While smiling at the Enola's mischievous act, Sherlock turn his head, distracted them both by directly ordering a carriage. Sherlock respects his two siblings and does not side with anyone, and he uses

strategy 1 to save the faces of his two siblings. In Victorian era, women were said to be wearing proper clothes, one of which was wearing a hat and gloves. Moreover Enola was a member of a prominent family, so Mycroft criticized her for that.

Strategy 2: Exaggerate (interest, approval, sympathy with H)

- Mrs. Lane: What kind gifts!

And, look, she's made this herself.

Context: Enola was exactly 16 that day, the day Eudoria disappeared. Enola grew up under the upbringing of her mother, Eudoria. For Enola, who no longer remembers her father's face, her mother is everything to her. Anyone should expect something special from their loved ones on birthdays, but Enola did not get it. Her mother actually disappeared and left a gift through Mrs. Lane, their servant.

Analysis: Mrs. Lane felt sorry for Enola. Mrs. Lane let Enola open the gift from her mother in front of her and complimented her on making Enola feel a little better. Mrs. Lane saw Enola's sad expression and tried to build the atmosphere by smiling and raising her voice to make her seem cheerful and happy. Mrs. Lane thought that Enola must be sad, so she tried to build a positive atmosphere on Enola's birthday while smiling. Mrs. Lane uses strategy 2 to give Enola sympathy because her mother left her. She chose to praise Enola instead of showing sympathy directly.

Strategy 3: Intensify interest to the hearer

- Sherlock: You know, last I remember, you were quite a timid little thing. You had a pine cone wrapped in wool, dragged it with you wherever you went, calling it Dash. Someone told you that Queen Victoria had a Cavalier King Charles Spaniel called Dash, and you

decided you wanted the same. We could never persuade you to put any trousers on. Your bottom was always bare. I think that's all the memories I have.

Context: Enola's mood worsens as Mycroft forces her to attend Miss Harrison's finishing school. She went into the yard to fix her mood, and Sherlock came to her to cheer her up.

Analysis: Sherlock aims to make Enola's mood better. When the paper that Enola drew fell into his hands, Sherlock told a story about Enola's childhood instead of returning it. The story made Enola focus and, for a moment, forget about her fight with Mycroft. Sherlock also felt terrible for Enola for leaving the house since Enola was little until she was as big as she is now. Sherlock put on a cheerful face, and trying to recall the good memories of Enola's childhood made him raise the corners of his lips, smiling. Enola might have been lonely as a child due to having two older sisters who were so far apart in age, so Enola played with pinecones, and it was natural for a child to have an imaginary friend.

Strategy 4: Use in-group identity markers

- Sherlock: I don't want anyone knowing our business any more than you do.

Mycroft: Oh, don't worry, *little brother*. She may have escaped us for now, but I have the best police officers in London looking for a child matching her description.

Context: Previously, Mycroft had determined that Mycroft would take care of Enola's problems. Sherlock made sure Mycroft was looking for Enola secretly but adequately. Of course, both do not want the public to know about their family problems because they are both successful public figures.

Analysis: Mycroft calms Sherlock who worried about his reputation. By using the nickname 'little brother,' Mycroft wanted Sherlock to know that he was careful in

looking for Enola because Enola was also his 'little sister.' Sherlock had a serious conversation with Mycroft, even though they seemed to be relaxing in the coffee shop. When Sherlock threatened Mycroft not to tell the others about Enola, Mycroft lowered the newspaper he was reading, looked at Sherlock and emphasized the word "little brother," then turned away.

Strategy 5: Seek agreement

- Enola: We were happy.

Weren't we Mrs. Lane?

Shouldn't she give me these presents herself?

Context: Enola is still shocked by her mother's departure. When Mrs. Lane gave the box a birthday present to Enola, she did not look happy. Enola thought, what is a gift for if there is no one to love? While staring sadly at the gift box from her mother, she asked Mrs. Lane.

Analysis: In the sentence above, Enola looks for agreement in her own words, so she repeats it by asking, "weren't we?" to Mrs. Lane. This strategy is strategy 5: Seek agreement. She wanted to hear an agreeable answer from Mrs. Lane, however, with doubts. She asked because he was sure that the three of them, including Mrs. Lane, lived happily ever after. No argument was severe enough to cause her mother to leave the house. There was a pause when Enola said that. She looks sad, her eyes are sorrowful, and her mouth is closed. Enola still can't believe that her mother has left her without any notice.

Strategy 6: Avoid disagreement

- Miss Gregory: You're lucky you found me. Here you have it.

Enola: *It's lovely*

Context: Arriving in London, Enola goes into a clothes shop to change clothes. Enola

thought that she had to be something different from usual for her two brothers not to find her. Enola chose a luxurious dress with striking colors.

Analysis: After finishing with his clothes business, he asked the clothing store owner if he had any recommendations for a lodge for Enola to spend the night. Her name is Miss Gregory, besides having a clothes shop, she also has a lodge. Miss Gregory replied that she had a good lodging. However, when the two arrived at the lodge, the room was so dirty that even rats passed under Enola's feet. Enola uses strategy 6: white lies. Enola lied to save Miss Gregory's face. Even though he knew that it was not a nice room, but he purposely said it is lovely so that Miss Gregory would not be offended. Enola was taken aback when she saw the state of Miss Gregory's room. Under her feet, there was even a rat. She forced a grin to hide her emotions, not wanting to overtly criticize the lodging house. Enola was taken aback and smiled approvingly, but then her face fell flat again.

Strategy 7: Presuppose /raise/assert common ground

- Viscount Tewkesbury: *Well, Mother has said that there's, um... there's... there's always room for you with us.*

Context: After solving all the problems related to the murder of Viscount Tewkesbury, he was finally able to vote in the House of Parliament. Enola visited him before the event started.

Analysis: Viscount Tewkesbury, who does not want to part with Enola, asks Enola to stay with him. He uses strategy 7: time switch by repeating his mother's words that Enola stays at Tewkesbury Hall. Viscount Tewkesbury hoped that Enola would be more confident and willing to stay with him by mentioning his mother. Viscount

Tewkesbury's brows rose a few times, indicating that he had hesitated to say those words. He probably doubted whether Enola would accept her mother's invitation or not. Luckily, Enola was joking in response.

Strategy 8: Jokes

- Enola: A pine cone called Dash? That sounds ridiculous.

Sherlock: Father used to chase you all about the place, shouting, *"Get that damn dog out of my house!"*

Context: Sherlock is telling how he remembers Enola's childhood when their father was still alive. Sherlock said that Enola used to have a pine cone pet called Dash. Enola always carried it everywhere and did not want to let go of it. Enola, who was not in an excellent mood earlier, was interested in Sherlock's story, but she did not remember Dash.

Analysis: Enola feels ashamed and cannot believe she used to have a pine cone to be a pet. Sherlock answers Enola's response to the story by using strategy 8: joke. Sherlock jokes about how their father used to call Dash a dog. It made Enola laugh. Sherlock's brows furrowed and his eyes squinted from the glare of the sun, but his mouth curved into a smile, imagining how their father had scolded Dash, Enola's pine pet back then.

Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants

Strategy 10: Offer, promise

- Lady Dowager: If you see my grandson before I do, will you tell him that I care about him a great deal?

Enola: *I will.*

Context: Lady Dowager and Enola walk through the forest while talking about England leaving the forest to be guarded by the Tewkesbury family. Lady Dowager

knows Enola's original purpose to Tewkesbury Hall, and she also knows that Enola is her grandson's friend.

Analysis: Lady Dowager asks and asks Enola for help when she meets her granddaughter. Viscount Tewkesbury must know that her grandmother cares for her. Thus, Viscount Tewkesbury had to return home because everyone was worried about him. Enola answered her question with an affirmative and promised that when Enola met Viscount Tewkesbury, he would pass on her grandmother's message. Enola blinked, a little doubtful whether she was really going to meet Tewkesbury, or really going to deliver Lady Dowager's message. She looked at Lady Dowager while sighing slightly, and she said, "I will."

Strategy 11: Be optimistic

- Enola: Trust me... to find the answers we need.

Context: Enola brought Viscount Tewkesbury back to his house after they managed to get out of Miss Harrison's school. Viscount Tewkesbury was afraid and worried because it was a dangerous place, the origin of all the trouble the two had. He was surprised because Enola wanted to go there instead.

Analysis: Enola uses strategy 11. Enola wants to convince Viscount Tewkesbury that she wants everything to be over so they both can live normally without fear of being a fugitive. Enola confidently asked Viscount Tewkesbury to trust her, trusting that the two of them would do it together and work things out. Enola had a look of doubt and fear on her face, but she still asked Tewkesbury to believe her. Enola's brows furrowed in the dark, but she made her voice more serious to try to get Viscount Tewkesbury to believe her.

Strategy 12: Include both S and H in the activity

- Enola: We should think about sleeping soon.

Viscount Tewkesbury: We should think about eating soon.

Context: Enola and Tewkesbury manage to escape the killers who are chasing them on the train. They jumped off the carriage and rolled onto the broad meadow. The two of them walked hand in hand, looking for a place to spend the night because the sun was starting to set.

Analysis: In the meadow, there is nothing. Enola uses strategy 12 to make Tewkesbury feel included in the sentence. Enola said that they had to find a place and a place to sleep soon. Meanwhile, Tewkesbury thinks they should eat. Of course, because Enola not only needs energy from rest or sleep but also food. They must not starve because the next day they have to go to London. The two of them are just strangers who suddenly become runaway partners. Of course, they are still in their respective egos. Their facial expressions can't be seen because they are shot from afar, but they walk hand in hand, indicating they will be partners at least for the night.

Strategy 13: Give (ask for) reason

- Edith: You haven't any hope of understanding any of this.

You do know that?

Sherlock: Educate me as to why.

Edith: Because you don't know what it is to be without power.

Context: Sherlock visits Edith and explains that her intention to go to London is to meet her mother. Sherlock says that Enola needs a mother figure. Edith was annoyed that while Eudoria and Enola were fighting to change the country, Sherlock was indifferent and did not want anything to do with politics. Sherlock's mindset infuriated Edith.

Analysis: Edith explains that the world is getting dangerous to live in, so someone has to change. However, Edith was pessimistic that Sherlock would understand the topic she was talking about. Sherlock asked why Edith said that, and Edith gave her a reason because Sherlock had lived comfortably with power.

Strategy 14: Assume or assert reciprocity

- Enola: This is Sherlock Holmes's doing. And yet, facts don't distract from hope.

Enola: *I'll pay you five pounds to swap clothes with me.*

Context: Enola buys a newspaper and reads it near the newsboy. It turned out Enola saw a message from her mother. The message said that Enola had to go to the Royal Academy to meet her mother. After reading the information, Enola immediately thought of three ideas. One is that mothers will not write herself as "mother" but "chrysanthemum." Second, the Royal Academy is an institution that has consistently neglected to include women, mother would not recommend it as a meeting place. Enola thinks she might expose her intentions in front of Sherlock when he visited Enola at Miss Harrison's school.

Analysis: Enola does not know Sherlock's intentions by pretending to be her mother, but she will keep an eye on Sherlock by coming to the Royal Academy. Of course not to meet him in person, Enola used strategy 14 to swap clothes on the newsboy. Strategy 14 theory is 'I'll do X for you if you do Y for me'. Enola asked the newsboy to exchange his clothes for 5 pounds. Enola asked the boy to swap because the women's clothes would be very conspicuous and she could easily be spotted by Mycroft's men, so she disguised herself as a boy.

Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)

- Sherlock: Whatever society may claim, it can't control you. As Mother has proven.

Sherlock: *Keep the paper.*

Context: Sherlock visits Enola when she is studying at Miss Harrison's school. When Enola came to see Sherlock, he immediately checked the newspaper Sherlock had brought to check if a message from her mother was conveyed in the paper. Sherlock found it strange. Enola hurriedly read each page while mumbling. Being at school made it impossible for her to check the newspaper every day. Enola was afraid that she missed her mother's message when she was at school.

Analysis: When Sherlock finished talking to Enola, Sherlock was about to go home. Before going home, he told Enola that she could keep the newspaper. Sherlock uses strategy 15 to deliver goods. He knows Enola needs it more than anything; that's why he told Enola to keep the newspaper. Enola cries seeing Sherlock bring Dash, but Sherlock doesn't show any expression and only says that Enola can keep the newspaper.

CONCLUSION

Analyzing all the positive politeness utterances applied by the main characters in the Enola Holmes movie, this study aims to show how at that time, people included politeness strategy in their daily conversations. It is conducted by identifying and analyzing utterances that contain one of the 15 positive politeness strategies by providing context. In order to achieve the answer, the theory of Positive Politeness by Penelope Brown and Stephen C. Levinson employed. The main focus /issue appears on the reviews: how positive politeness is employed and in what context characters use politeness strategy in their utterances.

In conclusion, in the Enola Holmes movie, all the characters use a positive

politeness strategy in daily conversation, at least one utterance with at least one strategy. Victorian era, where it is the time setting in Enola Holmes, Victorian society was organized hierarchically. While race, religion, region, and occupation were all meaningful aspects of identity and status, the main organizing principles of Victorian society were gender and class. Politeness is highly respected in people's daily lives, and everyone must know how to speak to certain people with certain social classes.

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