

A PRAGMATIC ANALYSIS OF POSITIVE POLITENESS STRATEGIES ON TED TALK VIDEO BY EDDY ZHONG

Ike Idriani Saragih¹, Ita Rahayu², Nur Azizah³, Evi Zulida⁴, Chairuddin⁵, Makhroji⁶

¹²³⁴⁵⁶ English Education Department, Samudra University
Langsa, Aceh, Indonesia
e-mail: ikeidriani@gmail.com

ABSTRACT

Politeness phenomena do not only occur in daily conversations, but also in the speeches delivered by the speakers. The speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*” is one of the interesting subjects to be analyzed in terms of positive politeness strategies. This research aims at finding and analyzing the positive politeness strategies in the speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”. The method used in this study is a descriptive qualitative research. The data were in the form of statements and sentences uttered by Eddy Zhong. The data were gathered by using a data sheet as a main instrument. The data were analyzed using a referential method. Such a method analyzes the data in reference to the theory employed in this study. The result of this research shows that all of the fifteen strategies of positive politeness appear, except the strategies of (including both speaker and hearer in the activity) (asserting reciprocal exchange or tit for tat and giving gifts to hearer [goods, sympathy, understanding, cooperation]). There are 32 occurrences of positive politeness strategies in a speech by Eddy Zhong. The highest rank is (joking to put the hearer at ease) which gets a frequency of 9 times. The second rank is (using in-group identity markers in speech and intensifying interest to the hearer in the speaker’s contribution) with 6 data times. The third rank is (seeking agreement in safe topics, being optimistic that the hearer wants what the speaker wants, and giving or asking for reasons) which occur in 3 times. Meanwhile, the last rank is covered by the strategies which have the occurrence once, namely the strategies of (exaggerating [interest, approval, sympathy with hearer]) and (presupposing, raising, asserting common ground).

Keywords: pragmatics, politeness, positive politeness strategies, TED Talk Video

1. INTRODUCTION

Communication between one human to others frequently involves a language. Language is a backbone of communication process in human life. Being able to formulate language in a polite and an appropriate manner, is a skill that people are expected to have. It can be realized that in communication. People produce language not only in order to convey information but also to maintain relationship among people as members of society. Thus, language which is crucial object in linguistics plays as important role in communication. Based on that important role, the language users should always obey cooperative principles so as to avoid misunderstanding or communication breakdown. In as social relationship they should consider to the politeness strategy.

As social human being, people need and involved in daily interactions in order to share information, exchange ideas, greet each other and other interactions. A good interaction needs the politeness principle to organize how to communicate and give the information to others. Using politeness can make listeners give a good response to the speaker’s questions or requests. In the interaction of everyday life, positive politeness is very important for us, especially in speaking activities. There are some reasons why positive politeness is important. First, positive politeness is a sign that we respect to the other people who speak with us. Second, positive politeness indicates that we are a professional person. Third, people will respect with us, if we use positive politeness in communication to others. So that, people are doing politeness will be respected by other people.

In language, being polite is one of the complicated problems. Being polite means acting by considering the norms that apply in society. According to Brown and Levinson (1987, p. 66), a politeness theory is based on the

concept that people have a social self-image. This sense of self-image is also known as “face.” They state that people use various politeness strategies to protect the face of others when addressing them. In situations where a face threatening act (FTA) could arise, the politeness strategy used will be depending largely on how close the relationship between the speaker and the hearer. This means politeness involves the feelings of others (listeners) and must make the listeners feel comfortable with what we say.

Politeness phenomena do not only occur in a daily conversation, but also in the speech delivered by the speakers. As one example, the speech in TED Talk video which we can watch directly or through internet media. The reason for choosing TED Talk video because it is an event program featuring well-known and experienced resource persons so that it can provide motivation, share experiences and provide a positive influence to the audiences. Afterwards, the statements conveyed by the speakers on the TED Talk video have had a lot of positive impact on their audiences as well as favored by every age group.

Every human being will use polite way to deliver their ideas in speech to make a positive contribution to the audience. The way to use positive politeness becomes important in the speech. Thus, the researchers choose a speech from TED Talk video as the object of this research since it can be a medium to show the formal social interaction in public so that the purpose of the speech is conveyed and acceptable to audiences. At the same time, it can also provide many positive influences for the readers of this research. Then, speech in TED Talk video enables people to observe how languages are used. In this case, the researchers choose a speech from TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*” as the data source of this study. The focus of this research is to analyze the kinds of positive politeness strategies based on pragmatic theory. The research focuses in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”, supported by official documentation instruments in the form of video and researchers themselves as the main instruments.

2. LITERATURE REVIEW

2.1 Pragmatics

Communication is basically the problem of a speaker who encodes the mind into words and listeners who decode words back into thought. There are numerous definitions of pragmatics, and one of interest in second language acquisition has been proposed by Crystal (in Kasper, 2001, p. 2) that the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. On the other hand, Kasper (2001, p.2) indicates that communicative actions include not only using speech acts (such as apologizing, complaining, complimenting, and requesting) but also engaging in different types of discourse and participating in speech events of varying length and complexity.

According to Levinson (1983, p. 21) pragmatics is the study of the relations between language and context that are basic to an account of language understanding. The inference is pragmatics discusses a language used in a human’s life for various aims in accordance with their ability. In studying language via pragmatics, there are advantages and disadvantages. Yule (1996, p. 4) states that one of the advantages is that pragmatics allows human being to discuss about the speakers’ implied meaning, their purposes, and the sorts of actions that they are showing when they speak. Meanwhile, the disadvantage is the hardness for human being to be consistent and objective when they have to analyze those concepts. Thus, pragmatics is an interesting study to be learnt because it is about how someone tries to understand other people linguistically. However, it is also a complicated study since it is about a deep understanding of what people have in their mind.

From all the opinions given by those scholars above, pragmatics is a subfield of linguistics which studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually in the form of utterances or conversations. Therefore, pragmatics is the study from the aspects of meaning and language use that is dependent on the speaker, the addressee and other features of the context of utterance.

Pragmatics has a close relationship with semantics, but pragmatics are considered to involve the relationship of our semantic knowledge with our knowledge of the world. Pragmatics learns the meaning of speech or utterance according to its context while semantics literally learn the meaning of words. It means that interpretation, the use of language and context in communication becomes the main study in pragmatics. As one of linguistics branches, pragmatics covers several scopes, such as cooperative principles and politeness strategies, but in this research, we just focused on the politeness strategies.

2.2 Politeness

In daily communication, we will definitely choose the right strategy to communicate with others, namely in a polite manner. Being polite is one of the ways people conducting speech quality. The theory of linguistic politeness first appeared in 1987 by Brown and Levinson as the famous one in this term. According to Brown and Levinson (1987) a politeness theory is based on the concept that people have a social self-image. The face here means the speaker must be aware of the listener's needs about their faces, consider the listener's feelings, and minimize face threatening act (FTA). On the other hand, Yule (1996, p. 130) states that FTA is an action which gives threat to a person's face. Thus, in brief, politeness is an act of showing awareness of the hearers' social self-image.

According to Lakoff (1975) politeness as a form of behavior developing in society to reduce frictions in communication. With similar vein, Leech (1983) states that politeness is a form of behavior aimed to develop and maintain mutual interpersonal relationship. This kind of strategy is indicated by the speaker act in which the utterance indicates a direct speech act which may cover an imperative device, such as suggestion, request, invitation, offer or order.

Yule (1996, p. 60) states that politeness in communication can be defined as the way to show awareness to others' face. Face is defined as the public self-image every adult portrays, which must be attended to in communication. With this, communication between human being will seem more intimate, full of feelings of friendship and solidarity between one to another. There are two kinds of face in politeness strategies according to Yule (2006, p. 107) as follows:

1. Positive Face

The first one is positive face which is the desire to gain approval from others. Positive face is the need to be accepted, if it may be liked by others, is required as a member of the same group and knowing that his wish is shared with others. Thus, positive face is the need to be informed. According to Cutting (2002, p. 48) the positive politeness strategy shows the speakers recognize that the hearer has a face to be respected. The aim of saving positive face is to demonstrate solidarity and closeness, appealing friendship, making other people feel good and emphasising that both speaker and listener have the same goal.

2. Negative Face

The second one is negative face which can be considered as the desire to have freedom and not to be imposed others. Negative face is the need to be independent, to have freedom of action, and not pressured by others. Negative word here does not mean ugly, negative word is just the opposite of the positive. Thus, negative face is the need to be independent.

In politeness strategy people should also be aware on the context itself. Politeness does not lie on the form and the words themselves but in the function and intended social meaning (based on the context). There are two main context in politeness strategy, such as social and cultural context. Social context deals with the social distance and the power relation between the speakers. The degree of familiarity between the speakers has a huge impact on doing politeness strategy in which the more people know each other the less polite people behave. Differences role, ages, status, gender, class or ethnicity have also given a huge impact on politeness strategy in which the lower class may act polite to the higher. Differences on culture also bring any effect on politeness strategy. People may behave differently with the others who have different background culture.

In the design of politeness speech, Brown and Levinson (1987) suggested that some formula about politeness strategies. They are Bald on Record, Positive Politeness, Negative Politeness and Off Record. According to Yule (2006, p. 107-112) there are also four types of politeness strategies as follows:

1. Bald on Record (most direct and least polite)

Bald on record is a speech, for example a request addressed directly to others where the pressure is communicative of a speech is made explicit. In other words, bald on record is asking for something to others directly. The most direct utterances of bald on-record contain an imperative form without mitigating devices. This form is usually found with people who know each other well and they have a close relationship. For instances:

- *Give me a duster!*

- *Lend me your vacuum cleaner!*

2. Positive Politeness (more direct and less polite)

Positive politeness is the act of saving face with regard to a positive face of other people. It is concerned with the person's positive face that tends to show solidarity and emphasize that both speakers want the something and that they have a general aim. In positive politeness strategy, the speaker knows well that

the hearer has desire to be respected. It minimizes threats to the positive face, such as self-image. Positive politeness strategy is more direct and less polite. For instances:

- *How about letting me use your duster?*
- *Merry, dear, I need to borrow your vacuum cleaner!*

3. Negative Politeness (less direct and very polite)

Negative Politeness is the act of saving face is manifested on the face of the negative person will tend to show respect, stresses the importance of interests and other people's time, and included an apology for coercion or interruption. The speakers know well that the addressee wants to be respected. However, the speaker is assumed that in the equal way the speaker may be improving on the listeners. In this politeness, a face saving more frequently showed to the person's negative face. Negative politeness strategy protects the politeness face. It is oriented to the person's negative face that tends to show the difference. For instances:

- *I'm sorry to bother you, but could you lend me a duster or something?*
- *I know you're busy, but could I please borrow your vacuum cleaner for just an hour?*

4. Off Record (least direct and most polite)

This strategy uses least direct language and removes the speaker from the potential to being imposing. A person can decide to say something, but actually someone that does not need to ask for anything. This strategy does not directly show to others. People can act as if the statement was never heard. This strategy as if statement may or may be not succeed, but if it does., it will be because it has been communicated than was said. For instance:

- *Uuhhh, I forgot my duster.*
- *Our vacuum cleaner just broke down. The floors are very dusty and dirty.*

In this research, the researcher scopes the research only analyze the positive politeness strategies in a speech on TED Talk video by Eddy Zhong entitled "*How School Makes Kids Less Intelligent*" in conducting this research.

2.3 Positive Politeness Strategies

Everyone will definitely use this positive strategy with various advantages while also confusing to prevent face threats. According to Brown and Levinson (1987) the aim of positive politeness strategy is to save the hearers' positive face by expressing intimacy, engaging to friendship, making the hearers feel good, and showing that the speakers have a common purpose with the hearers. There are fifteen strategies of positive politeness according to them. Those fifteen strategies are discussed further in the section below, including the examples of each strategy

1. Noticing, attending to hearer (her/his interests, wants, needs, goods)

The first strategy of positive politeness suggests that the speakers should pay attention to the hearers' condition. It means we always care, attention and always understand what we enjoy, or we want, or what we need, so that person became one of polite behavior languages. It can refer to their interests, wants, goods or anything that the hearers may want to be noticed. The speakers may express this strategy in the form of compliments. By expressing compliments, they can create a good impression on the hearers and make the imposition less inappropriate. The following is an illustration of this strategy:

Lisa : *Jenny, you're really good in English language. How about help me for doing my homework in English language?*

Jenny : *Wow, that's a nice praise. Ok, I will.*

The speaker knows that Jenny is good at English language. Therefore, she asks Jenny to help her. Before the speaker asks her, she tries to satisfy Jenny's positive face by praising her ability in English language. Thus, Jenny feels good and tries to help the speaker to solve her problem.

2. Exaggerating (interest, approval, sympathy with hearer)

In having a conversation, if the speaker wants to save the hearer's positive face, he or she can do this by using an exaggerated expression. This strategy can be done by making something seem important than it really is. The speaker uses this strategy to emphasize his or her feelings toward the hearer which may include interest, approval, or sympathy. The following is an illustration of this strategy:

Lisa : *Wow, you're veil is very beautiful. Where did you buy that?*

Jenny : *Oh, thank you, my best friend gave it to me yesterday.*

The sentence shows that the speaker is very glad to meet Jim. The speaker indicates his or her exaggeration by saying that the only person he or she wants to meet is Jim. Jim gets satisfied because the speaker gives interest to him by exaggerating his or her utterance. Therefore, Jim does not feel disturbed to spare his time to the speaker.

3. Intensifying interest to the hearer in the speaker's contribution

Another way for the speaker to show that he or she shares some common purposes with the hearer is by increasing the hearer's interest to the speaker's contribution. The speaker of this strategy may pull the hearer's attention to the conversation by making a good story or narrative. Therefore, the narrative should be clearly explained by the speaker. The following is an illustration of this strategy:

Lisa : *Do you know what Alex said to me?* I'm very happy cause of that

Jenny : OMG, what he said to you, tell me now Lisa.

Before the speaker tells the story, she tries to get the hearer's attention by saying "*Do you know what Alex said to me?*" This phrase makes the hearer interested in listening to her story. It shows that the speaker has saved the hearer's positive face because the speaker has made the hearer involved in the discussion. The hearer feels satisfied because she has been accepted by the speaker and treated as a member of the same group.

4. Using in-group identity markers in speech

By applying in-group address forms in a conversation, the speaker can show solidarity and intimacy with the hearer. The use of personal pronouns such as me, us, you, and so forth. These identity markers strengthen the closeness between the speaker and the hearer. A model of this strategy can be seen as follow. The following is an illustration of this strategy:

Lisa : *We must be outstanding students this year*

Jenny : Of course, Lisa.

The speaker employs positive politeness by using in-group identity markers strategy. The identity markers used is "*we*". The speaker uses that word to minimize the threat. Therefore, the hearer's positive face is saved because she has been treated as a member of the same group.

5. Seeking agreement in safe topics

In expressing positive politeness, the speaker also can apply the strategy of seeking agreement in safe topics. It is a strategy that allows the speaker to find a possibility in which she can agree with the hearer's statement in safe topics. The following is an illustration of this strategy:

Lisa : *Jenny, how about go to Singapore with our family this holiday?*

Jenny : Ok, as long as they will be invited.

From the example above shows that Jenny employs positive politeness by using Seek Agreement. It happens because the reaction of Lisa in the interaction above can be different if Jenny chose another way of language and less attention to the positive face.

6. Avoiding disagreement

Another strategy related to the agreement is to avoid differences with the speaker. Contrary to the previous strategy, this strategy is usually a response to an initiating act that requires approval, whereas those who held such consent has stand point or a different idea. The following is an illustration of this strategy :

Lisa : *I believe Alex agree with me.* We have to take a photo session tomorrow.

Jenny : *We can ask it to him again, maybe he has another agenda.*

From the interaction above shows that Jenny uses politeness strategies avoid disagreement from Lisa. However, her different idea make Lisa has to keep positive face by avoiding these differences.

7. Presupposing, raising, asserting common ground

Another positive politeness strategy is presupposing, raising, asserting common ground. This can be done by sharing same interests, beliefs and opinions between the interlocutors. The speaker in this strategy makes a small talk that includes the hearer into the discussion. The speaker can use pronoun to include the hearer into the conversation. The following is an illustration of this strategy:

Lisa : *People like me and Jenny do not like to eat any junk-food.* Isn't it Jenny?

Jenny : Yes, we are.

From the example above shows that *Lisa* employs positive politeness by showing in common ground with the other person.

8. Joking to put the hearer at ease

A simple command would seem more gentle and polite if packaged in the form of a joke. This is caused by the ability of a joke in lowering the level of face threatening act directive contained by speech commands. The following is an illustration of this strategy:

Lisa : *Ulalaaa, we're so beautiful like a couple of princesses.*

Jenny : *Ulalaa, you're like Elsa and I am Anna.*

Lisa : *Ulalaa... We must back to our castle now.*

Jenny : *Hahah, let's go Elsa*

In that conversation, the speaker is trying to amuse the hearer by telling a joke about the season. A says that they are *like a couple of princesses* is a joke, but actually they do not. The speaker shows that the *Jenny* employs positive politeness by using Joke.

9. Asserting or presupposing knowledge of and concerning for hearer's wants

In applying this strategy, the speaker shows his or her solidarity by emphasizing that he or she knows personal information about the hearer. The speaker also tries to fulfil what the hearer's wants to show that the speaker is cooperated with the hearer. By fulfilling the hearer's wants, the speaker can safe the hearer's positive face. The following is an illustration of this strategy:

Lisa : *I know you're favorite food is noodles, so I bought it special for you.*

Jenny : *OMG, you're so kind Lisa*

This sentence shows the cooperation stressed by the speaker. She indicates the personal information about the hearer. The speaker knows that the hearer like noodles so she bought it to the hearer. Thus, the hearer's positive face has been satisfied because she has been appreciated and accepted by the speaker.

10. Offering, promising

In order to minimize the potential threat and to show that the hearer and the speaker are cooperated, the speaker can offer or promise something to the hearer. The speaker may state that the speaker certainly does something for the hearer. This strategy shows the speaker's good intention in satisfying the hearer's wants. The following is an illustration of this strategy:

Lisa : *I will lend you my scarf tomorrow, if you do not have any time to buy it tomorrow*

Jenny : *Okay Lisa*

This example shows that the speaker conveys to the hearer that they are cooperated. The speaker stresses her cooperation by promising to the hearer that she will lend her scarf tomorrow. Thus, the hearer's positive face has been fulfilled because the speaker has appreciated her.

11. Being optimistic that the hearer wants what the speaker wants

Showing the nature of optimistic. People who are always optimistic that is funner than those who are always pessimistic. Especially if the person showing his optimism to the hearer, so these conditions can make hearer felt attended positive face. The following is an illustration of this strategy:

Lisa : *I mandate an explanation of our duties to Jenny. Jenny, you can explain it to your classmates later.*

Jenny : *Yes, Miss Lisa.*

It shows that the speaker has appreciated the hearer and satisfied the hearer's positive face.

12. Including both speaker and hearer in the activity

In order to include both the interlocutors in the activity, the speaker can use the pronoun "we". Thus, the speaker has appreciated the hearer as a member of the same group and safe the hearer's positive face. The following is an illustration of this strategy:

Lisa : *Let's go to the cafeteria Jenny, I'm so hungry now*

Jenny : *Me too Jenny, let's go!*

In the provided example, the speaker wants the hearer to go to the cafeteria together. The use of the pronoun "us" in that sentence shows that the speaker includes the hearer in her activity. It makes the request

more polite because it indicates the cooperation between the speaker and the hearer that the goals not only for the speaker but also for both of them.

13. Giving or asking for reasons

The speaker of this strategy shows cooperation with the hearer by giving or asking for reasons. The speaker does this to make his or her wish understandable by the hearer. Therefore, the hearer agrees to help the speaker in making his or her wish. The following is an illustration of this strategy:

Lisa : You are fever Jenny, *why we don't go to a doctor?*

Jenny : I'm okay Lisa, let's eat together.

Since the speaker thinks that Jenny is sick, she wants Jenny to go to a doctor. Therefore, the speaker has satisfied Jenny's positive face.

14. Asserting reciprocal exchange or tit for tat

The existence of cooperation between the speaker and the hearer can also be shown by stating mutual exchange. The following is an illustration of this strategy:

Lisa : *Jenny, if you help me for doing my homework, I will buy you a chocolate.*

Jenny : Hahah okay, do not forget it

It is clearly seen that the speaker and the hearer are cooperated by assuming reciprocity. The speaker and the hearer get their own right. The speaker gets a help from her friend to do her homework and Jenny get a chocolate from the speaker.

15. Giving gifts to hearer (goods, sympathy, understanding, cooperation)

The last strategy of positive politeness is giving gifts to the hearer. The speaker may save the hearer's positive face by satisfying some of the hearer's wants. This strategy can be done not only by giving goods but also by giving sympathy, understanding, cooperation etc. The following is an illustration of this strategy:

Lisa : *Jenny, these are the sweetest apples in this world.* I bought it special for you.

Jenny : OMG, I can't believe it, but thank you my beloved friend Lisa

The provided example shows that speaker decides to save hearer's positive face by giving gift to the speaker. Therefore, Lisa can minimize the imposition when she confides Jenny.

2.4 TED Talk Video

According to information obtained from Wikipedia online on the internet, TED (Technology, Entertainment, Design) is a non-profit media organization that uploads free presentations distributed online, under the slogan "ideas worth spreading". TED was established in February 1984 as a conference held annually since 1990. TED's initial concern was technology and design, in accordance with its Silicon Valley origin, but lately it has expanded its focus and summarized presentations on various academic, cultural and scientific.

The main TED conference is held annually in Vancouver, British Columbia, Canada at the Vancouver Convention Center. Before 2014, the conference was held in Long Beach. TED events are also held throughout North America, Europe and Asia, offering live streaming of presentations. They discuss various types of topics in science and culture research and practice, often through stories. The speakers were given a maximum of 18 minutes to present their ideas in the most innovative and interesting ways they could. The ever-present speakers included Bill Clinton, Jane Goodall, Al Gore, Gordon Brown, David Cameron, Billty Graham, Richard Dawkins, Bill Gates, Bono, Google inventors Larry Page and Sergey Brin, and various Nobel Prize winners. The TED curator is now a computer journalist and magazine publisher Chris Anderson.

Since June 2006, TED presentations can be viewed free online, under the Attribution-NonCommercial-NoDerivatives Creative Commons license, via TED.com. Since March 2016, more than 2,400 TED presentations have been on the website. As of June 2011, all TED presentations have been watched more than 500 million times combined, and in November 2012, TED presentations have been watched by more than a billion times worldwide. Not all TED presentations are popular, unfortunately. The presentations given by professors are usually watched online while design and art videos are on average less watched. The researchers made TED Talk video as a source of this research because this video can motivate the others and provide other positive effects.

3. RESEARCH METHOD

This research is categorized as descriptive qualitative research. This descriptive qualitative research was used to describe the positive politeness strategies in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”. The instrument in this research is using documentation. The documentation in this study is official, because it comes from video speech published directly by the TED Talk program. In addition, the main instrument in this study is a data sheet. The researchers observe and analyze the video via youtube.

The source of the data is the material collected and analyzed in a research. The source of the data determines the accuracy and quality of the data collected. The data sources can be found through print media, electronic media, recording and the others. The data source in this research is a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”, while the data comes from sentences or statements that have been directly spoken by Eddy Zhong on a TED Talk video which are contain of positive politeness strategies. To obtain the data, the researchers used video of speech by Eddy Zhong in TED Talk program that found on the youtube application via the internet network. The researchers used that video because the amount of data contained in the video was considered sufficient for research purposes and varied.

There were some activities in the process of collecting the data. The first one watched the speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”. The second one was finding the sentences or statements which were appropriate with positive politeness strategies theory. Next, analyzed and identified froms of positive politeness strategies in that video. Finally, the conclusion of the analysis based on the theory of positive politeness strategies. The data were analyzed through transcribing, codifying, classifying, analyzing and discussing. In transcribing process, the researchers listened carefully to the video of the speech, then transcribed into written form. In codifying, the sentences and statements which are used by the speaker (Eddy Zhong) in speech were coded. Codes are based on the categories of positive politeness strategies. In classifying section, the researchers classified the data into categories of positive politeness strategies. In analyzing, the researchers analyzed the data based on categories of positive politeness strategies. In discussing part, the researchers discussed the result as the findings of the research.

4. RESULT AND DISCUSSION

The result of this research is divided into two sections. The first section presents and describes the examined data from a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”. The data found are related to the positive politeness strategies by Brown and Levinson (1987) and presented in terms of frequency. The second section in this research consists of a discussion of the data found in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”. This section provides a deep explanation on the positive politeness strategies by Brown and Levinson (1987).

From the object of the research, there are 32 data found by the researcher. Table 1 below provides the descriptions related to the use of positive politeness strategies in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”. The table indicates their occurrence frequency and its percentage of the total data.

Table 1. The Data Findings of Positive Politeness Strategies Uttered in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”.

No	Types of Positive Politeness Strategies	Frequency
1.	Noticing, attending to hearer (her/his interests, wants, needs, goods)	0
2.	Exaggerating (interest, approval, sympathy with hearer)	1
3.	Intensifying interest to the hearer in the speaker’s contribution	6
4.	Using in-group identity markers in speech	6
5.	Seeking agreement in safe topics	3
6.	Avoiding disagreement	0
7.	Presupposing, raising, asserting common ground	1
8.	Joking to put the hearer at ease	9
9.	Asserting or presupposing knowledge of and concerning for hearer’s wants	0

10.	Offering, promising	0
11.	Being optimistic that the hearer wants what the speaker wants	3
12.	Including both speaker and hearer in the activity	0
13.	Giving or asking for reasons	3
14.	Asserting reciprocal exchange or tit for tat	0
15.	Giving gifts to hearer (goods, sympathy, understanding, cooperation)	0
Total		32

As it is drawn in Table 1, there are 32 occurrences of positive politeness strategies in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”. The findings clearly show that the speaker (Eddy Zhong) apply most of strategies of positive politeness strategies. There are only a few of positive politeness strategies do not apply such as Noticing, attending to hearer (her/his interests, wants, needs, goods); Avoiding disagreement; Asserting or presupposing knowledge of and concerning for hearer’s wants; Offering, promising; Including both speaker and hearer in the activity; Asserting reciprocal exchange or tit for tat; and Giving gifts to hearer (goods, sympathy, understanding, cooperation). This is because the speaker shares more of his experience with his work team, motivates the audiences, makes small jokes, persuades the audiences and indirectly asks questions.

In the highest rank of positive politeness strategies in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”, there is (joking to put the hearer at ease) which gets a frequency of 9. This is followed by the strategy of (using in-group identity markers in speech; and intensifying interest to the hearer in the speaker’s contribution) in the second rank with 6 data each of these data. The third rank is the strategies of (seeking agreement in safe topics; being optimistic that the hearer wants what the speaker wants; and giving or asking for reasons) which occur in 3 data each of these data. Meanwhile, the last rank is covered by the strategies which have the occurrence 1 data, those are the strategies of (exaggerating (interest, approval, sympathy with hearer); and presupposing, raising, asserting common ground).

In this discussion section, the researchers answer the research questions by giving deep explanations using related theories that are previously presented in literature review section. Besides, this section also presents some examples to support the explanations of positive politeness strategies that find out in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”. The explanations as well as examples for each positive politeness strategies are presented as follows.

1. Exaggerating (interest, approval, sympathy with hearer)

The phenomenon of exaggerating (interest, approval, sympathy with hearer) strategy in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*” appears in 1 out of 32 times of occurrences. An example of exaggerating (interest, approval, sympathy with hearer) strategy is presented in the following datum.

- a) Speaker : *What do you want to be when you grow up ?* He’ll say an astronaut or a businessman.

In this statement, the speaker illustrated the question that is very often asked by adults to children aged 5-6 years. The question is about the ambitions of the child when they are adults. Such questions are also addressed by adults to him.

2. Intensifying interest to the hearer in the speaker’s contribution

The strategy of intensifying interest to the hearer in the speaker’s contribution is the sccond strategy of positive politeness. It appears 6 times from the whole speech. Based on the data finding, the occurrences of such phenomenon can be seen from the datum below.

- a) Speaker : *I want to share with you a big secret today,* and it’s not one that a lot of you are going to want to hear.

The statement above shows that the speaker (Eddy Zhong) employed the strategy of intensifying interest to the hearers in the speaker’s contribution. He used this strategy to show that he shared common ground with the audiences. He attracted the audiences’ attention by saying the word “*a big secret.*” After

that, he told a complete statement that related with the first statement. Therefore, the speaker tried to intensify the audiences' attention to listen to the statements about a big secret today. He had saved the audiences' positive face by including the audiences into the topic being discussed. Another example of intensifying interest to the hearer in the speaker's contribution strategy can be seen in the following datum.

- b) Speaker : *Well, I do hope to illustrate that to you today.* Before I turned 14, I was a kid that did not know what he wanted in life.

In this statement, he used this strategy to show that he shared common ground with the audiences. He attracts the attention of the audiences by saying he wants to illustrate the story of his experiences as a child. So, the audiences were interested in focusing more on the story. Another example of intensifying interest to the hearer in the speaker's contribution strategy can be seen in the following datum.

- c) Speaker : *and I was curious, I was just so curious that I had to go.*

In this statement, he draws the attention of the audiences with fishing techniques. The speaker told them that he was very curious so this provoked the audiences to be curious and attract the attention of the audiences. Another example of intensifying interest to the hearer in the speaker's contribution strategy can be seen in the following datum.

- d) Speaker : *and a long story short, over those five months.* I formed a team, developed an idea and actually ended up winning that competition and taking home a check. *Over the next two years of my life,* I actually went to dozens and dozens of these competition and I was winning almost all of them.

In the statement above, he attracts the audiences' attention by using time constraints as a way to connect the next story. Another example of intensifying interest to the audiences in the speaker's contribution strategy can be seen in the following datum.

- e) Speaker : *and the judges were just so blown away by the fact that a bunch of teenagers could go and create things, can make prototypes and have minimum viable products.*

In the statement above, he attracted the attention of the audiences by saying that the judges were very impressed with those teenagers who were able to create new things for the development of the world of technology. Another example of intensifying interest to the audiences in the speaker's contribution strategy can be seen in the following datum.

- f) Speaker : *So, let's go back to that secret I was talking about How is it possible that school is making kids less intelligent?* The fact is, there is so much more than just one type of intelligent

In the statement above, he attracts the attention of the audiences by asking them the things that are related to the story of his previous experience.

3. Using in-group identity markers in speech

The phenomenon of using in-group identity markers in speech strategy in a speech on TED Talk video by Eddy Zhong entitled "*How School Makes Kids Less Intelligent*". It is the highest frequency that appears 6 times out of 32 times of occurrences. An example of the strategy of using in-group identity markers in speech is presented as follow.

- a) Speaker : The program director explained to *us* that over five months, *we* would form a team, develop a business idea and present this idea to a panel of judges who would be judging *us*.

In the statement above, the speaker used the words "we and us" as his group identity or team working first. Thus, it gives the impression of familiarity between the speaker and his group. In addition, another example of using in-group identity markers in speech strategy is shown in the following datum.

- b) Speaker : Because the one thing that *my team* would do differently from *our other competitors*, every single time was... Well, everyone would go up and present their idea and their Power Point. *We* would go to a home depot, buy supplies and actually build the idea *we* were talking about.

In the statement above, he uses words "my team, our and we" so that it states as their group identity. Another example of using in-group identity markers in speech strategy is shown in the following datum.

- c) Speaker : *We* won almost every single competition just because the judges loved that *we* had gone and executed it

In the statement above, he uses word "we" so that it states as their group identity. Another example of using in-group identity markers in speech strategy is shown in the following datum.

- d) Speaker : *We* are 16 years old. *We* are going out into the world and creating a real hardware technology startup. At first, *we* all like "time to be Steve Jobs, *let's* go build Apple, dropping out of school now", but *we* quickly realized it's not that easy.

In the statement above, he uses words "we and let us" so that it states as their group identity. Another example of using in-group identity markers in speech strategy is shown in the following datum.

- e) Speaker : *We* realized that the first part of building a great company is to assemble a great team. And *as students*, *we* couldn't go to bars to network, to networking events for adults, so *we* went to *our* school and set up this little presentation in *our* auditorium in which *we* would present *our* idea and hopefully kids would join *our* team. We sent out an invitation to *our* entire school. At the first thing *we* noticed is that almost no one showed up. There was almost no interest. And those who did show up spread the rumor around the school and throughout that week, *we* were actually marked

In the statement above, he uses words "we, as students and our" so that it states as their group identity. Another example of using in-group identity markers in speech strategy is shown in the following datum.

- f) Speaker : What's funny is, the next week after, *we* took the exact same presentation and did it at *our* elementary school so to kids who were 5 or 6 years younger, and the response was phenomenal. These kids were throwing their lunch money at *us*.

In the statement above, he uses words "we and our" so that it states as their group identity. Another example of using in-group identity markers in speech strategy is shown in the following datum.

4. Seeking agreement in safe topics

The fourth strategy of positive politeness is seeking agreement in safe topics strategy. It appears 3 times from the whole statements. The following examples give clear descriptions about the phenomenon of seeking agreement in safe topics strategy.

- a) Speaker : *That secret is this : what if I told you that every single day kids go to school they become less intelligent ?*

In the statement above, the speaker said the secret was that kids who were going to school would be less intelligent, but the speakers seemed to seek approval from the audiences regarding the topic above. The other example of seeking agreement in safe topics strategy can be seen in the following dialogue.

- b) Speaker : *and I think this is what our education system has done. Over just these 5 or 6 years in the education system, these creative children have turned into these teenagers that are unwilling to think outside of the box*

In the sentence above, he stated an initial statement to support the next statements and sought approval from the audiences about the statement above. The other example of seeking agreement in safe topics strategy can be seen in the following dialogue.

- c) Speaker : *While school can make you more academically intelligent, it can teach you physics, algebra, calculus, it is diminishing the children's creative intelligent*

In the sentence above, he sought approval from the audiences about schools that could teach children about various sciences in general.

5. Presupposing, raising, asserting common ground

The fifth strategy of positive politeness is presupposing, raising, asserting common ground strategy. This means that among the 32 occurrences, it happens once. One research datum that portrays an occurrence of this strategy is as follows.

- a) Speaker : *and it's not one that a lot of you going to want to hear, but at the same time, time is so important that I have to tell you.*

In this part, he stated about the big secret that must be told to the audiences and he made the statement as a mutually agreed basis. That mutual agreement enters into strategy of positive politeness.

6. Joking to put the hearer at ease

The phenomenon of joking to put the hearer at ease strategy in a speech on TED Talk video by Eddy Zhong entitled "*How School Makes Kids Less Intelligent*" appears in 9 out of 32 times of occurrences. The example of this strategy is presented below.

- a) Speaker : *I wanted to be a professional Call of Duty players*
Audiences : (laughter)

In the sentence above, the speaker made a joke to melt the atmosphere and direct the topic of conversation in a slightly informal direction so that the speaker and audiences grew closer. He said that when he was a child, he aspired to become a reliable Call of Duty game player, so that makes the audiences laugh. The following conversation is also an example of the strategy of positive politeness in this section.

- b) Speaker : *What any typical parent would want out of their child go to school, keep up your grades, get out and exercise once every few years.*
Audiences : (laughter)

In this section, he made the audiences laugh with his joke about exercising. This made the conversation warmer and more open to each other. The following conversation is also an example of the strategy of positive politeness in this section.

- c) Speaker : *and I was trying to do everything they asked me, except the problem was I wasn't even that good in school.*
Audiences : (laughter)

In this section, he made the audiences laugh with his joke about him who is not good at school, especially mathematics and psychology. The following conversation is also an example of the strategy of positive politeness in this section.

- d) Speaker : *I was trouble at Science and to this way. I still think I am the only*

Asians kid in the world who doesn't understand Math

Audiences : (laughter)
Speaker : I really do

In this section, he made the audiences laugh with his joke about him who is not good at science and math. He also thinks he is the only Asian kid in the worlds who does not understand math and made all audience laugh. The following conversation is also an example of the strategy of positive politeness in this section.

e) Speaker : *and the change all started when i was received in envelopment.
It was an invitation, not in a birthday party, i am getting nervous*
Audiences : (laughter)
Speaker : not in a playground but with business plank competision in boston

In the sentence above, he made a joke about an invitation. He got an invitation but not a birthday party invitation like the usual kids received at his age, and even he never got a birthday party invitation even once. The following conversation is also an example of the strategy of positive politeness in this section.

f) Speaker : *and once of this competition, I met a short tempered, middle-age
Polish guy named Frank. If he is here today, I'd better run after this.*
Audiences : (laughter)

In the speech above, he made a joke by telling a grumpy Polish man and made all of audiences laugh. The following conversation is also an example of the strategy of positive politeness in this section.

g) Speaker : *so don't drop out unless you're really sure you have a good idea*
Audiences : (laughter)

The above sentence is a continuation of the story of his next experience. He thought of quitting school and continuing to work with his team. However, he realized that it was not that easy to build a great business, so he said never choose to quit school unless you really believe you have a great idea and are able to develop until the future. Thus, that made all audience laugh because of him. The following conversation is also an example of the strategy of positive politeness in this section.

h) Speaker : *We were actually marked; we were made fun of for our ideas and for being
wannabe Mark Zuckerberg*
Audiences : (laughter)

In the sentence above, he told about friends at school who mocked him and his team to be *wannabe* Mark Zuckerberg suddenly and made all audiences laugh. The following conversation is also an example of the strategy of positive politeness in this section.

i) Speaker : *These kids were throwing their lunch money at us. Asking if they
could buy a prototype*
Audiences : (laughter)

In the above sentence, he shared his team's experiences with children in elementary school. They compete where they can buy prototypes, and made all audiences laugh.

7. Being optimistic that the hearer wants what the speaker wants

The phenomenon of being optimistic that the hearer wants what the speaker wants strategy is found 3 times from 32 times of occurrences. The data are presented below.

a) Speaker : *I can help you guys turn this into a real company. Isn't that cool ?*

In the sentence above, the speaker is very optimistic about his statement and hopes the audience wants what the speaker wants. The following conversation is also an example of the strategy of positive politeness in this section.

- b) Speaker : *It's telling them to go to high school, get a diploma and if you don't do that, you would not be successful.*

In the sentence above, the speaker is very optimistic about his statement and hopes the audience wants what the speaker wants. The following conversation is also an example of the strategy of positive politeness in this section.

- c) Speaker : *That what I have believe. Parents, teachers, educators, you have the power to influence and inspire youth. The fact is there are so many people outside who are obsessed with telling kids to go to college, to find a good job and to be successful. There are not enough who telling kids who export more possibility to become an entrepreneur and if there's one message that i want parents, kids and all of you to take away from what i said to you today. you can open your own doors and you can straightaway from this conventional limited in narrow past that education succes upon. You can diverge and create your own future. You can start your own company. You can start your own approved. You can create. You can innovate, and after this one message, i want to take away from everything I've said, it is this: No one has ever changed the world by doing what the world has told them to do. Thank you.*

In the sentence above, the speaker is very optimistic about his statement and hopes the audience wants what the speaker wants.

8. Giving or asking for reasons

Besides the strategy of asserting or presupposing knowledge of and concerning for hearer's wants, the strategy of giving or asking for reasons also has the last one from the data finding compared to the others. This strategy appears 3 times. The one datum of this strategy is presented below.

- a) Speaker : *Now, how could be possible?*

In the statement above, the speaker asks the audiences to ask for an answer, and that is included in this strategy. The other datum of this strategy is presented below.

- b) Speaker : *How could they possible be getting less intelligent?*

In the statement above, the speaker asks the audiences to ask for an answer, and that is included in this strategy. The other datum of this strategy is presented below.

- c) Speaker : *and if that was true, how am I even standing here today ? How did I as a straight C student start a technology company at the age of 16 ? and how is my company which was featured on a wall street journal last week ?*

In the statement above, the speaker asks the audiences to ask for an answer, and that is included in this strategy

5. CONCLUSION

After the researchers explored the discussions of the research findings which focus on the explanations of positive politeness strategies used in a speech on TED Talk video by Eddy Zhong entitled "How School Makes Kids Less Intelligent", then some conclusions and suggestions for some parties are made below. Based on the research findings and discussions, the result of this research shows an important point as follows.

Related to the application of positive politeness strategies in a speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”, the findings show that all the positive politeness strategies can be found in the speech on Ted Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*”, except the strategies of Noticing, attending to hearer (her/his interests, wants, needs, goods); Avoiding disagreement; Asserting or presupposing knowledge of and concerning for hearer’s wants; Offering, promising; Including both speaker and hearer in the activity; Asserting reciprocal exchange or tit for tat; and Giving gifts to hearer (goods, sympathy, understanding, cooperation). The researchers found out that there are 32 data in the speech on TED Talk video by Eddy Zhong entitled “*How School Makes Kids Less Intelligent*” which contain positive politeness strategies. In the first rank occupied by (joking to put the hearer at ease) which gets a frequency of 9 as the highest rank. Meanwhile, the strategies of (exaggerating (interest, approval, sympathy with hearer); and presupposing, raising, asserting common ground) are in the lowest rank. Both of them only occur once each other.

REFERENCES

- Archia, J. J. 2014. A Pragmatic Analysis of Positive Politeness Strategies as Reflected by The Characters in Carnage Movie [thesis]. Yogyakarta (ID) : Universitas Negeri Yogyakarta.
- Brown, Penelop and Levinson, Stephen C. 1987. *Politeness: Some Universal in Language Usage*. Cambridge : Cambridge University Press.
- Cutting, J. (2002), *Pragmatics and Discourse*. London: Routledge.
- Hidayati, M. C. 2017. An Analysis of Positive Politeness Strategy in The Film Entitled The Jarkoni and Its Education Value [thesis]. Surakarta (ID) : Institut Agama Islam Negeri Surakarta
- Kamlasi, I. (2017). *The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University*. Journal of English Language, Literature, and Teaching. 1(2) :68-81.
- Levinson, Stephen C. 1983. *Pragmatics*. New York:Cambridge University Press
- Levinson, S. (1987). *Pragmatics*. New York: Cambridge University Press.
- Levinson, Stephen C. 1993. *Pragmatics*. Cambridge University Press: New York
- Mandalia, Siska. 2011. Politeness Strategies in Giving Advice Used By English Department Students of State University of Padang [thesis]. Padang (ID) : Universitas Negeri Padang.
- Wijayanto, T. 2014. A Pragmatic Analysis of Politeness Strategy in The Coursebook : Look Ahead 2 An English Course for Senior High School Students Year XI [thesis]. Yogyakarta (ID) : Universitas Negeri Yogyakarta.
- Yule, G. (1996) *Pragmatics*. Oxford: Oxford University Press.
- Yule, George. 1996. *The Study of Language*. Cambridge University Press New York
- Yule, George. 2006. *Pragmatik*. Yogyakarta: Pustaka Pelajar.