



Positive politeness strategies in expressing requests in the “School 2013” Korean television drama

Nikita Ayu Oktavianti*, Herniwati, Velayeti Nurfitriana Ansas

Universitas Pendidikan Indonesia, Indonesia

*Corresponding author: E-mail address: <mailto:nikiniki.ayu@gmail.com>

ABSTRACT

Politeness in speech acts has been of great importance in social interaction to maintain the interpersonal relationship between the interlocutors. Nevertheless, research on how politeness strategies are conveyed in a particular speech act in a contemporary literary work is still lacking. This study aims to determine the forms of positive politeness strategies in directive speech acts with the requesting function. A descriptive qualitative was employed. The data were taken from directive speech with the function of requests contained in the television drama “School 2013”. A literature study method with listening and note-taking techniques was employed to analyze the data. This research particularly referred to Brown and Levinson’s theory of politeness strategies. The results showed that positive politeness sub-strategy 12 (include both Speaker and Hearer in the activity) were more widely used, namely 31 data (37%). The contributing factor is the frequent use of this utterance by the teacher to the students and speakers to their peers. By using positive politeness strategies, the speakers can show a sense of familiarity or a greater sense of care. It gives the impression that the speakers are on the same boat each other, and the request becomes of great importance for both interlocutors.

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1. INTRODUCTION

Some scholars (Hestiana & Anita, 2022; Saefudin, 2013; Saito, 2020) states that in the use of a second language, foreign speakers need to understand the theory of communicative language, namely that the language used must refer to functional expressions commonly used by native speakers. The ultimate goal of this approach is that the speakers who are using a second or foreign language are able to communicate with native speakers. However, each language has different rules and structures in their way of speaking. With these differences, a person's knowledge in their mother language may not be applicable when they learn other languages. This factor can lead to a misunderstanding or even a failure in communication. This statement was reinforced by Barron (in Santoso & Yuvita, 2015), Hieda, Jalaluddin, & Jaafar (2021), and Panggalo (2022) who concluded that pragmatic failures can occur in interactions between native speakers and native speakers, native speakers and non-native speakers, also between non-native speakers and non-native speakers, which shows the differences in cultural and linguistic backgrounds. Therefore, pragmatics is a very important field to learn, especially in learning a second language to avoid a failure or misunderstanding in communication.

Research on speech acts can be carried out with a variety of objects, such as films, television dramas, dramas (theater), television programs, news, and speeches. One of the examples is a research on speech acts conducted by Purwaningrum in the research entitled *Implikatur dalam penyimpangan prinsip kesantunan pada teks drama La Femme Du Boulanger karya Marcel Pagnol* in 2017 who used drama (theater) as the object of the research. Based on this research, the most dominant element is the text. The variety of scripts in the drama text are imitations of everyday speech in society. As any language used in real life, the script in drama always pays attention to the principle of courtesy of speech. It can be concluded that in speaking, it would be better if the speakers pay attention and maintain the politeness in speaking that is known as language politeness.

Language politeness can be defined as rules or norms of appropriate language behavior that are mutually established and agreed by the society to keep and maintain social relations, also the psychological relationships between speakers (Afriana & Mandala, 2018). According to Brown in the book entitled *Korean Honorifics and Politeness in Second Language Learning* in 2011, the language politeness in Korean relies almost entirely on Brown and Levinson's strategy of positive politeness strategies where the speakers realize the interlocutor's "face wants" to be given respect with a certain limit. Meanwhile, the factors involved in the expression of politeness in Korean are mostly linguistic and social factors. The linguistic factor is in the form of the speaker's speech context, while the social factor is the situation of 'strength' and 'distance' between the speaker and the interlocutor. This explanation is in line with Heo (in Heo, 2010) which states that the social factor characteristics of the Korean language could be expressed in the concepts of 'situation', 'strength' and 'distance'. Meanwhile, Jeon (in Lee and Kim, 2014) concluded that in the use of directive speech acts of requests, the Korean society uses more negative politeness strategies rather than positive politeness strategies because they tend to pay attention to human relations vertically.

Based on the statement above, Brown & Levinson (in Syahrin, 2008) assert that the weight of an action is formed from the additional value of three dependent variables in society namely: relative P for power, D for social distance or social range, and R for degree or ranking of imposition or load rating. Based on the statements of (as explained by Brown in the book entitled

Korean Honorifics and Politeness in Second Language Learning in 2011) the theory of positive politeness strategies and negative politeness strategies by Brown and Levinson are considered suitable to be used for this study.

In this study, the researcher analyzed the politeness strategies in directive speech acts with the function of requests. As explained by Brown and Levinson in Adnyana in the proceedings entitled *Strategi tindak tutur permintaan dalam bahasa korea oleh mahasiswa Program Studi Korea FIB UI* in 2018, Astia (2020), Khammari (2021), Pramesti (2020), and Yoon & Park (2022) states that speech acts of requests is a kind of 'Face Threatening Act (FTA)' where the speaker wants the interlocutor to do or not do something. When expressing a request, speakers can make interlocutors feel burdened because they threaten the negative face of the interlocutor. As explained by Goldschmidt in Adnyana in the proceedings entitled *Strategi tindak tutur permintaan dalam bahasa korea oleh mahasiswa Program Studi Korea FIB UI* in 2018, Umami & Khotimah (2023), and Widodo & Sutedi (2020) said that foreign language speakers often make mistakes in making a request. These mistakes could cause the request to appear imprecise or impolite. Therefore, foreign language speakers need to master the strategies in communicating with native speakers, one of which is the Brown and Levinson politeness strategy. The data for this study was taken from a Korean drama titled "School 2013". The School 2013 Korean drama was taken as the object of the research because this drama tells us about life and the relationship between teachers and students that do not only take place in school. Besides, "School 2013" also talks about friendship. Moreover, there are many directive speech acts in this drama, especially with the function of requests that can be explored in more depth. Some examples of directive speech acts in "School 2013" drama are "기사님! 죄송합니다. 문 좀 열어 주세요. (Gisanim! Jwesong-hamnida. Mun jom yeoreo juseyo)". In English, the sentence can be translated to "Mr. Driver! Sorry. Please open the bus door". This statement was uttered by Seung-Ri, a high school student named Nam-Soon to an old bus driver with the aim of asking the bus driver to open the bus door. This sentence is classified as a directive speech act of asking and it can be examined in terms of its language politeness strategy. In addition, there is the transcript of "School 2013" in Korean language that is available on the Rakuten Viki application which assists the analysis process of this research.

2. METHOD

This research was conducted by applying a qualitative descriptive method. According to Whitney, qualitative descriptive is a method to find facts with the right interpretation (as explained by Nazir in the book entitled *Metode penelitian* in 2013). Anggiani in the research entitled *Analisis semiotika logo sunmore* in 2017 stated that qualitative research is not research that uses numbers with statistical tests in its analysis, but it is more inclined to understand and interpret social phenomena regarding people's life, behavior and organizational functions. This statement is in line with the researcher's goal in describing strategies of directive speech act politeness in "School 2013" Korean drama. Accordingly, a qualitative descriptive method was the most suitable and possible method to be applied on this research.

The data obtained in this research was in the form of directive speech. The data originated from School 2013 Korean drama with a total 16 episodes and an average duration of 60 minutes

per episode, along with a transcript of the School 2013 television drama that could be accessed through Rakuten VIKI.

The first data collection method that was used in this research was a study literature. Nazir in the book entitled *Metode penelitian* in 2013 argued that literature study is a data collection technique that is done by conducting research studies on books, literatures, notes and reports that are related to solving the problem. In addition, this research also used a listening method, while the techniques used were free speech listening technique and note-taking technique. As explained by Mahsun in the book entitled *Metode penelitian bahasa* in 2007), the listening method is a method that used to obtain the data by observing the language used. In the free speech listening technique, the researcher was not directly involved in the speech events but only observed the object, namely "School 2013". Meanwhile, in the note-taking technique, the researcher recorded all the data obtained from the research object, that is the directive speech acts in the television drama dialogue "School 2013". The results of the free speech listening techniques and note-taking techniques containing directive speech acts in the drama were analyzed.

There are four stages in the data analysis process i.e., data reduction, organizing, interpretation and drawing conclusions (as explained by Fielding & Fielding in the book entitled *Synergy and synthesis: Integrating qualitative and quantitative data* in 2008), (Junaid, 2016., Saputra & Iswandi, 2023., and Sembada, Melinda, & Sutowo, 2022.). First, the data reduction was done by separating the directive speech acts utterances one by one and coding the data. This research only focuses on directive speech acts with the function of requesting. Therefore, the researcher only made a categorization table of directive speech acts with the function of requesting. After finding the directive speech act with the function of requesting, the next step is to categorize the directive speech act with the function of requesting based on Brown and Levinson's positive politeness sub-strategy.

The next step was organizing. This stage was defined as a process to collect or aggregate data information resulting from initial identification or data reduction. This step aimed to determine the number of uses of positive politeness strategies in the directive speech act of requesting on the Korean drama dialogue "School 2013". After analyzing the data, the next step was to make a data interpretation. Data interpretation aimed to generate conclusions based on the formulation of research problems. Comprehension of information, theory, and researcher's knowledge of Brown and Levinson positive politeness strategies. The next stage was drawing conclusions.

3. RESULTS AND DISCUSSION

After carrying out the first and second step of data analysis, data reduction and organizing, this study found 98 data of speech acts of requests in the form of positive politeness strategies and negative politeness strategies. Further finding showed that positive politeness strategies were used more frequently than negative politeness strategy with the total of 65 data (66%) using positive politeness strategy. Based on Brown and Levinson positive sub-strategies classification, it was found that 13 of 15 positive sub-strategies were employed by the data of this study. Moreover, the sub strategy 12 (include both speaker and hearer in the activity) was the most used strategy out of the 13 strategies with a total of 31 data (37%). The following paragraph discussed the use of positive politeness strategies in directive speech acts of requests in the television drama "School 2013".

3.1 Sub-strategy 1: Notice and attend to Hearer (his interests, wants, needs, goods)

Data 1

“뭐 그 상황 으로는 워드 도 못 칠 테니까 아이디어 나 좀 보태 시죠 (mwo geu sangwangeu- roneun wodeu-do mot chilthenikka ai-di-eo-na jom bothae-sijyo)”

Meaning: Please, share with me your idea because you can't type Word under that circumstances.

Speech context: It was told by a teacher named Mr. Kang Se-Chan to a fellow teacher, Ms. Jung In-Jae, because of the condition of Ms. Jung In-Jae's right hand which was covered in bandages due to injuries.

The clause of “You can't type Word under that circumstances” is a form of positive politeness strategy using sub-strategy 1, which is notice and attend to Hearer (his interests, wants, needs, goods). This fragment of speech implies that Mr. Kang Se-Chan is trying to help Ms. Jung In-Jae because Mr. Kang Se-Chan has noticed the change in Ms. Jung In-Jae's condition because her right hand is covered in bandages. Through the sub-strategy 1, the speaker can satisfy the interlocutor face because the interlocutor can feel the attention and concern of the speaker.

3.2 Sub-strategy 2: Exaggerate (interest, approval, sympathy with Hearer)

Data 2

“ 쌤, 저는 이 만큼 좋아 합니다. 그러니까 2 반 버리지 마세요. (ssaem, jeo-neun i mankheum joa- hamnida. Geureo-nikka parrot-riji maseyo)”

Meaning: Miss, I like you this much. Don't leave the 2nd class.

Speech context: It was spoken by the 2nd grade student of Seung-Ri High School, Gi-Duk, to the 2nd homeroom teacher, Ms. Jung In-Jae. Gi-Duk asked Ms. Jung In-Jae to keep her job and position as the 2nd homeroom teacher. This situation occurred due to the dismissal of Ms. Jung In-Jae as the homeroom teacher of class 2 because the parents ask Mr. Kang Se-Chan to replace Ms. Jung In-Jae becoming the homeroom teacher of Class 2.

The clause of “ 쌤 저는 이 만큼 좋아 합니다 (ssaem jeo-neun I mankheum joahamnida)” or “Miss, I like you this much” is a form of positive politeness strategy using the sub-strategy 2 which exaggerate (interest, approval, sympathy with hearer). By employing this sub-strategy 2, Gi-Duk can save the positive face of Ms. Jung In-Jae who felt that she does not deserve to be a teacher after being dismissed by the principal, Ms. Im Jung-Soo, even though Ms. Jung In-Jae didn't show it.

3.3 Sub-strategy 3: Intensify interest to Hearer in the Speaker's contribution

Data 3

“남순 아 우리가 네 목숨 걸고 지켜 준거 네 절대로 잊으면 안 된다. 어? (Nam-Soon-a uriga ni moksum geol-go jikhyeojun-geo ni jeol-ttae-ro ijeu-myeon an dwenda. Eo?)”

Meaning: Nam-Soon, don't ever forget that we are going to take care of your life, okay?

Speech context: It had been uttered by Nam-Soon's classmate, Min-Gi, after the 2nd grade class finished filling out a questionnaire about school violence in Seung-Ri High School. Gi-Duk asked his classmate Nam-Soon to not worry and forget that Gi-Duk and the others have taken care of him by filling in Heung-Soo's name on the sheet regarding school violence.

A fragment of the speech “네 절대로 잊으면 안 된다. 어? (ni jeol-ttaero ijeumyeon an fine. Eo?)” which means “Don’t forget. Okay?” is a form of positive politeness strategy using the sub-strategy 3 that aims to intensify interest to hearer in the speaker’s contribution. By using sub-strategy 3, Gi-Duk can show his concern as a friend of Nam-Soon by caring and appreciating Nam-Soon. The use of sub-strategy 3 can also emphasize the interlocutor in speech or activities and ensure that the interlocutor listens to the utterance spoken by the speaker

3.4 Sub-strategy 4: Use in-group identity markers

Data 4

“지난 중간 고사 문학 2 우리 2 반 이 인서 알고 있지? 이 재시험 이 찬. 알았나? (Jinan junggan-gosa munak-I uri-i-bani kkoljji-inseo algo-ijji? Ibeon jae-siheo-mi chan-seuda rago saengga-khago bitchibeon-ma-neun Aranni?)”

Meaning: All of you realize that our class is the lowest on the midterms in Literature, right? Consider this re-test as an opportunity, at least please let's try not to make our class be the last for once. Understood?

Speech context: This utterance was spoken by one of Seung-Ri's 2nd grade homeroom teachers, Mr. Kang Se-Chan. Class 2 always took the last rank position in Seung-Ri High School. Mr. Kang Se-Chan begged and encouraged class 2 to study hard in order to make class 2 move off from the last position.

Requests and encouragement from Mr. Kang Se-Chan in data 4 is a face threatening action (FTA) because moving class 2 from the last position in ranking is a very difficult task for most of the 2nd grade students of Seung-Ri High School. In addition, by asking about the awareness of class 2 as the last class can threaten the positive faces of class 2 students because Mr. Kang Se-Chan has indirectly given a negative assessment of class 2 students in Seung-Ri High School. The Usage of “우리 (uri)” which means “we” or “us” in the phrase “우리 2 반 (uri i-ban)” which means “our class 2” or “our class” is a form of positive politeness strategy using sub-strategy 4, use in-group identity markers. By using in-group identity markers, Mr. Kang Se-Chan can give impression that his plea and encouragement for class 2 students wasn't just for his personal interest, but it is for the common good of class 2 Seung-Ri High School students as well as the homeroom teaches, Mr. Kang Se-Chan and Ms. Jung In-Jae

3.5 Sub-strategy 5: Seek agreement

Data 5

“그동안 정호 가 잘못된 일은 많지만 이제 안 그러기 로 했으니 까 조금만 좋은 시선 으로 봐 주자 (Geu-dong-an Jung-Ho-ga jal-mo-than i-reun man-ji-man ije an geu-reo-giro hae-sseu-nikka jogeum- man jo-eun si-seo-neuro bwa-ju- ja)”

Meaning: Indeed. All this time Jung-Ho has made a lot of mistakes, but this time he intends to never do it again. Therefore, let's try to view him with a better perspective.

Speech context: It was uttered by the teacher, Ms. Jung In-Jae, to one of the class 2 students, Hye-Sun. Ms. Jung In-Jae asked Hye-Sun to not suspect Jung-Ho in every problem and she asked Hye-Sun to view Jung-Ho with a better perspective, which occurred because previously Hye-Sun had accused Jung-Ho for stealing her cell phone.

The utterance in data 5 has the potential to threaten Hye-Sun's face because Ms. Jung In-Jae has shown a disagreement toward what Hye-Sun had done. In addition, Ms. Jung In-Jae's request for Hye-Sun to do something has the potential to threaten Hye-Sun's face. The sentence of “그동안 정호 가 잘못된 일은 많지만 (geu-dong-an JungHo-ga jal-mo-than i-reun man-jiman)” which means “Indeed. All this time Jung-Ho has made a lot of mistakes” is a form of positive politeness strategy using sub-strategy 5, seeking agreement. Through the clause of “그동안 정호 가 잘못된 일은 많지만 (geu-dong-an Jung-Ho-ga jalmo-than i-reun man-jiman)” which means “Indeed. Jung-Ho had done a lot of mistakes all this time”, Ms. Jung In-Jae can give the impression that she is trying to appreciate Hye-Sun's reasons for suspecting Jung-Ho by agreeing to what Jung-Ho had done during his school time before advising Hye-Sun to view Jung-Ho from a better perspective

3.6 Sub-strategy 7: Raise common ground

Data 6

“그래 알았다. 그래도 지각 은 하지 말자 다 같이 약속 한 거잖아, 어? (Geu-rae aratta. Geu- raedo jigageun hajimalja da gachi yaksok han geojana. Eo?)”

Meaning: Okay. Even so, let's not be late. We've made a mutual agreement, right?

Speech context: It was spoken by Seung-Ri High School's 2nd grade homeroom teacher, Ms. Jung In-Jae, to class 2 students of Seung-Ri High School. The 2nd grade students gave their opinion and complained about the late charge to Ms. Jung In-Jae.

The teacher understands their feelings, but still encouraged 2nd graders of Seung-Ri High School to not be late again. The speech fragment “다 같이 약속 한거잖아, 어? (da gachi yaksok han geo-jana, eo?)” which means “we've made a collective agreement, right?” is a form of positive politeness strategy using sub-strategy 7, which raises the awareness that previously Ms. Jung In-Jae has made an agreement along with the 2nd graders of Seung Ri High School. By arousing the perception that Ms. Jung In-Jae had made an agreement with the 2nd graders of Seung-Ri High School before, she could give the impression that requests she made for the 2nd grade students of Seung-Ri High School to come in time is not a matter of personal interest since it had been mutually agreed upon beforehand

3.7 Sub-strategy 9: Assert or presuppose Speaker's knowledge of and concern for Hearer's wants

Data 7

“어, 뭐 취지 도 좋고 교육 쪽 효과 까지 부정 할 생각 은 없지만 당분간 에는 이걸로 진도 좀 맞춰 주시죠. (Eo, mwo chijido jokho gyoyuk-jjok hyogwakkaji bujeong thing saengga-geun eob-jiman dangbungane-neun igeo-llo jindo jom matchwo-jusijyo)”

Meaning: Your intentions are good and I'm not trying to dismiss their effectiveness, but try to have the lesson from this

Speech context: This utterance was spoken by Mr. Kang Se-Chan to his fellow teacher, Ms. Jung In-Jae. Mr. Kang Se-Chan tried to advise Ms. Jung In-Jae to use the problems collection book about the graduation exam for the past 5 years as a reference method in classroom learning.

Mr. Kang Se-Chan has performed a face-threatening action (FTA) because he has shown indirectly a disagreement and negative evaluation toward the teaching method used by Ms. Jung

In-Jae. The clause “your intention is good and I am not trying to deny its effectiveness” which was told by Mr. Kang Se-Chan to Ms. Jung In-Jae could reduce the potential threat against Ms. Jung In-Jae’s face. This fragment is a form of positive politeness strategy using the sub-strategy 9, which aims to create the perception that the speaker understands the wishes of the interlocutor. Through this speech, Mr. Kang Se-Chan attempted to not point out that he was giving a negative review toward the learning method used by Ms. Jung In-Jae.

3.8 Sub-strategy 10: Offer, Promise

Data 8

“일단 맡아 보시죠. 힘닿 는데 까지 도와 드리겠습니다. (Il-tan ma-tha-bosijyo. Him-dan-neun-de kkaji dowa deu-ri-gesseum-nida)”

Meaning: Give it a try at first, I’ll try to help you as best as I can.

Speech context: It was spoken by Mr. Uhm Dae-Woong, a teacher, to his colleague, Ms. Jung In-Jae. Ms. Jung In-Jae was appointed to be the homeroom teacher for Class 2 by the vice principal, Mr. Woo Soo-Chul. Mr. Uhm Dae-Woong encouraged Ms. Jung In-Jae to become the homeroom teacher for Class 2 of Seung-Ri High School because Ms. Jung In-Jae feels that she is unable to become the homeroom teacher of Class 2 of Seung-Ri High School.

The speech fragment “힘닿 는데 까지 도와 드리겠습니다. (himda-neun-de kkaji dowa deu-ri-ge-sseum-nida)” which means “I will try to help you as much as possible” is a form of positive politeness strategy using sub-strategy 10, offer, promise. Mr. Uhm Dae-Woong’s offer of assistance to Ms. Jung In-Jae could reduce the threat faced by Ms. Jung In-Jae who feels objectionable and inadequate after being appointed as the homeroom teacher for Class 2 of Seung-Ri High School. Encouragement and assistance spoken by Mr. Uhm Dae-Woong shows that he avoids an indifference stance to the interlocutor that he doesn’t want to heed the things that Ms. Jung In-Jae is afraid of because class 2 is known as a class that is often disobedient and has an average lowest grade

3.9 Sub-strategy 11: Be optimistic

Data 9

“정호 백퍼 여기 있어. 가자. (Jung-Ho baek-pheo yeogi isseo. Kaja)”

Meaning: I’m 100% sure Jung-Ho is here. Come in.

Speech context: Yi-Kyung and Ji-Hoon are trying to find where Jung-Ho, who had not been attending school for several days. Yi-Kyung invited Ji-Hoon to enter the billiard place and assured him that Jung-Ho was there. The invitation has a potential to threaten Yi-Kyung that previously stated that he doubted the whereabouts of Jung-Ho and the billiard stand.

The speech fragment “정호 백퍼 여기 있어. (Jung-Ho baek-pheo yeogi isseo)” which means “Jung-Ho is 100% here” is a form of positive politeness strategy using sub-strategies 11, be optimistic. By showing a sense of optimism to Ji-Hoon, Yi-Kyung can reduce the potential threat to Ji-Hoon’s face who previously doubted Jung-Ho’s existence by showing an optimistic attitude that Jung-Ho was at the billiard place with his friends who were much older

3.10 Sub-strategy 12: Include both Speaker and Hearer in the activity

Data 10

"지각하겠다. 들어 가자. (jiga-khagetta. Deu-reo-gaja)"

Meaning: We'll be late. Come on.

Speech context: Hye-Sun invited his best friend, Na-Ri, to enter the school because Na-Ri kept standing in front of the gate of Seung-Ri High School. Na-Ri still looked embarrassed by Hye-Sun and her classmates after the incident of Na-Ri took Hye-sun's cell phone.

The speech fragment "들어 가자 (deu-reogaja)" which means "come on" which was spoken by Hye-Sun to Na-Ri, is a form of using positive politeness strategies using sub-strategy 12, include both speaker and hearer in activity. The usage of "들어 가자 (deu-reogaja)" which means "come on" shows that Hye-Sun tried to involve Na-Ri as HyeSun's close friend to enter school with her. The usage of "들어 가자 (deureo-gaja)" which means "come on" can save Na-Ri's positive face who is still embarrassed by Hye-Sun because this speech can mean that Hye-Sun is not angry anymore to Na-Ri and has forgiven Na-Ri's actions. The particle -자 (ja) which is used in the speech fragment "들어 가자 (deu-reo-gaja)" can be used to invite interlocutors who are closed or same age as the speaker to do something together

3.11 Sub-strategy 13: Give or ask for reasons

Data 11

"아니 애들아, 아직 확실한 거 아무것도 없으니까, 일단 기다려 보자. 강쌤 도 말 조심 하라고 했으니까, 자리에 들어 가자." (Ani amugeotto obseu-nikka iltan gidaryeo boja. yaedeu-ra, ajik crush-geoKang-ssaemdo mal josim harago hae-sseunikka Jari-e deu-reo-gaja)"

Meaning: Guys, let's wait a minute because nothing has been confirmed yet. Mr. Kang Se-Chan also told us to be careful of what we say, so let's go back to our seats.

Speech context: Min-Gi invited Seung-Ri High School's 2nd grade students to wait for the accurate news about the perpetrator of Hye-Sun's phone theft and asked them to return to their seats when the 2nd graders of Seung-Ri High School gather to talk about Heung-Soo who was taken to the police station for allegedly stealing Hye-Sun's cell phone.

The invitation of Min-Gi has a potential to threaten the face of the 2nd graders because the invitation could mean that Min-Gi doesn't agree with his friends' attitude toward Heung-Soo. The reason given by Min-Gi in data 11 is a form of positive politeness strategy using sub-strategy 13, give or ask for reasons. By giving reasons, he invited his friends to stop talking about Heung-Soo where everything is still uncertain and he reminded his friends about Mr. Kang Se-Chan's words to be careful in their speeches. By doing this, Min-Gi can reduce the potential threat to the faces of the 2nd graders who might feel Min-Gi has shown a disagreement with what they are doing.

3.12 Sub-strategy 14: Assume or assert reciprocity

Data 12

"선생님이 먼저 잡아서 와주시면 저랑 이경이랑 사고 안치게 잘 막아볼게요. (Seon-saengnimi meon-jeo jabaseo wajusimyeon jeo-rang Yi-Kyungirang sago anchige jal magabolkeyo)"

Meaning: If Ms. Jung come and hold him, Yi-kyung and I will try to hold him back so as not to cause problems.

Speech context: It was told by one of Seung-Ri's high school students, Ji-Hoon, to the 2nd homeroom teacher, Ms. Jung In-Jae, with the aim of making a request to Ms. Jung In-Jae to bring Jung-Ho back to school. The request has the potential to threaten Ms. Jung In-Jae's face because Ji-Hoon, as a student, had made a request to Ms. Jung In-Jae to do something for him. Data 12 shows that Ji-Hoon offers a reciprocal action, that is, if Ms. Jung In-Jae approaches Jung-Ho and keeps him from leaving school, Ji-Hoon and Yi-Kyung will try to hold Jung-Ho from causing trouble at school. By offering a reciprocal action, Ji-Hoon can reduce the potential threat to the face of Ms. Jung In-Jae who has been burdened by the her student's request to do something because this request can benefit Ms. Jung In-Jae as the Seung-Ri High School's 2nd homeroom teacher.

3.13 Sub-strategy 15: Give gifts to Hearer: goods, sympathy, understanding, cooperation

Data 13

“수고 많으십니다. 저, 그 교사 뒷편에 있는 창고 열쇠 좀 빌리러 왔습니다. (sugo maneu-simnida. Jeo, geu gyosa dwitphyeco-ne inneun changgo yeol-swe jom billi-reo wa-sseum-nida)”

Meaning: You've worked hard. I came here to borrow the key to the storage room at the back of the school.

Speech context: Mr. Uhm Dae-Woong approached the school guard with the aim of asking the school guard to lend him the key to the storage room on the roof of the Seung-Ri High School.

Even though Mr. Uhm Dae-Woong asked the school guard for help, Mr. Uhm Dae-Woong kept using polite speech. The evidence is “수고 많으십니다 (Sugo maneu-simnida)” which means “You've worked hard” before asking the school guard to lend him the storage room key. The phrase of “수고 많으십니다 (sugo maneu-simnida)” which means “you've worked hard” is a form of positive politeness strategy using sub-strategy 15, giving something such as goods, sympathy, understanding, or cooperation to the interlocutor. By giving sympathy through the speech “수고 많으십니다 (sugo maneu-simnida)” which means “you've worked hard”, Mr. Uhm can reduce the potential threat to the face of the school guard and satisfy the face of the school guard who gets the sympathy of Mr. Uhm Dae-Woong for his hard work as a guard at Seung-Ri High School.

4. CONCLUSION

From the 98 data of speech acts of requests in the television drama "School 2013", this study found the use of positive politeness strategies in 65 data (66%). From 65 data (66%) that using a positive strategy, sub-strategy no 12 (include both Speaker and Hearer in activity) was the most widely used positive sub-strategy with a total of 31 data (37%). Moreover, this study found 13 out of 15 positive politeness sub-strategies based on Brown and Levinson classification. The use of sub-strategy 6 (avoid disagreement) and substrategy 8 (making jokes) were not found in this study. The use of positive politeness can be found through the use of some vocabularies that can reduce threats to the opponent's face. One of the examples can be found in the use of a marker of identity or group similarity as “우리 반 (uriban)” which mean “our class” or use of particles invitation - 자 (ja) for interlocutors who are closed, the same age, younger, or have a lower

position than the speaker, understands the wishes or feelings of the interlocutor, gives reasons, promises something, or gives praise to the interlocutor. The factors that make positive politeness strategies especially positive politeness sub-strategies 12 (include both Speaker and Hearer in activity) become the most used in directive speech acts of requests on the television drama "School 2013" is speech acts of requests which many spoken by teachers as speakers and students as interlocutors, also spoken by speakers to their peers as interlocutors. Positive politeness strategies are often referred to as intimacy strategies because it could show familiarity and concern between the speaker and the interlocutor. The speaker can also give the impression that they are on the same boat as the interlocutor and the request for the common good of both the speaker and the interlocutor.

Although a teacher has a higher position in school, the teacher figures in the television drama "School 2013" still show intimacy, care, and courtesy to students. The results can be concluded that the blended learning model received a good response from students. This can be seen from the constructive perceptions and direct perceptions that learners experience. Such perception occurs because of stimuli originating from within the individual as the object. The results also demonstrate that the blended learning model in the DOSILA program is perceived as good, and students accept such a learning model. However, this research should be viewed with caution. It might be worthy to further the discussion by investigating the effectiveness of the blended learning model in teaching basic Korean language across proficiency levels. More rigorous research methods involving learning and teaching diaries are also recommended to obtain more comprehensive results in understanding the complexity of incorporating blended learning models

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