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## Positive Politeness Strategies Used by Parents on Peppa Pig Official YouTube Channel

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### ABSTRACT

*Parents are the first ones responsible for their children's speech. Bad and good children's speech behavior in society would be considered the results of their parents' teachings. This research was conducted to analyze this phenomenon by exploring the positive politeness used by parents while communicating in front of their children. It showed how parents construct their speech to exemplify good speech behavior to their children. This research used qualitative research, specified to content analysis method to analyze the data. The data were collected from the video entitled "Peppa Pig Official Channel, Peppa Pig Adds Pineapple in Her Pizza" from Peppa Pig Official YouTube Channel. The results showed that the most strategy used was the 'include both speakers and hearers in the activity' which appeared in 36 out of 319 utterances. It showed Daddy Pig's and Mommy Pig's efforts to promote the politeness of appreciating others' existence through their speech to their children. Furthermore, all the positive politeness strategies were used by Daddy Pig and Mommy Pig as the parents in Peppa Pig Video. Therefore, this video was recommended for parents to see how they can construct their language politely while speaking with their children. It will help children to get used to speaking politely and appropriately.*

### ARTICLE HISTORY

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### 1. Introduction

In daily life, people are engaging in conversation to interact with others. The conversation can happen anywhere with anyone. To make the conversation comfortable for everyone, people should consider politeness in constructing their language (Hamrakulova, 2020). Politeness reflects respect and cultural norms in society (Megaiab, Wijana, & Munandar, 2019). Its function is to maintain the relationship and to avoid conflict between speakers and their hearers (Mojo, Tulung, Kalangi, & Imbang, 2021). It is influenced by the speakers' cultures and conditions (Mahmud, 2019). When people can use polite language, it will be easier for them to be accepted by their surroundings.

As politeness is important in society, politeness in conversation should be taught to children from an early age (Umaroh, Kurniawati, & Sari, 2017). It is important to help them to know how to speak appropriately in society. If they cannot perform the good principles of speaking, they will be prone to misunderstanding and communication breakdown (Kamlasi, 2017). The way they speak will reflect their personality and whether they can respect others or not (Sartika & Ambalegin, 2020). However, it is not that easy for children to know when and how to propose politeness in their speech. It is because they convey things in their minds without considering politeness (Asjuh, 2018). Therefore, parents need to be able to demonstrate the right use of politeness in daily conversation.

Politeness in the daily conversation has become an important phenomenon in linguistics. Some researchers have discussed this phenomenon to give more understanding of how it takes part in society. Gao, Zhou & Liu (2020) analyzed the relationship between politeness, language, and culture. This research explained that the theory of politeness cannot be generalized. It is because different cultures have different perceptions of politeness. Yeomans, Kantor, & Tingley (2018) explored politeness in the English natural language. It revealed that the use of politeness varies based on the context and interpersonal relations in conversation. Liddicoat & McConachy (2019) examined the metapragmatic awareness of linguistic politeness when learning a new language. This research found that politeness can be delivered differently based on people's interpersonal resources. Prayitno et al. (2018) identified the power and orientation of positive politeness used by children in elementary school ages. This research found that politeness represents respect for others and is helpful in keep good social relations in society. This research covered the analysis of using politeness

strategies to speak in society. They revealed how people construct their language in society and the factors that come with it. In this context, the researchers found the gap in that there has not been research that discusses how elders demonstrate language politeness to children. Therefore, this research was conducted to fill the gap in this context.

This research aimed to analyze the positive politeness strategies used by parents in front of children as seen on the Peppa Pig Official YouTube channel. The topic of politeness was chosen because it has an important role to help people engage in a conversation in society. Analyzing this topic can give a better understanding of how and why adults and children should speak properly in society. The researchers chose videos from Peppa Pig Official YouTube channel because this channel provides the contents of family interaction. It can help to represent how parents and children use language for their daily activities. Therefore, the researchers were interested to analyze the positive politeness strategies from this channel. It is important to conduct this study because it can give a view of how parents should be aware of the language they use since it can influence their children's language too. This research can explain how parents deliver their speech in front of children so that children can imitate the correct behavior in using language.

According to Terkourafi (as cited in Borris & Zecho, 2018), positive politeness is used to show closeness and solidarity that makes people in the conversation feel comfortable as they have the same goal of conversation. It refers to the language that expresses appreciation or approval of hearers' needs (Pradayani, Budiarsa, & Sudana, 2017). According to Brown & Levinson (1987), there are fifteen strategies namely notice attend to the hearer, exaggerate, intensify interest in the hearer, use in-group identity markers, seek agreement, avoid disagreement, presuppose/raise/assert common ground, joke, assert or presuppose speakers' knowledge of and concern for hearers' wants, offer and promise, be optimistic, include both speakers and hearers in the activity, give (or ask for) reasons, assume or assert reciprocity, and give gifts to hearers. These strategies are categorized into two purposes which are claiming common ground and conveying that the speaker and hearer are cooperators.

### **Claim Common Ground**

#### **Strategy 1: Notice, attend to the hearer (his interests, wants, needs, goods)**

This strategy is used to show speakers' attention to their hearers' interests, wants, needs, and goods. In this strategy, speakers say something to notice the condition of their addressees, including noticeable changes, remarkable possessions, and anything that the addressees want to be noticed or approved (Brown & Levinson, 1987). For example: "You must be hungry, it's a long time since breakfast. How about some lunch?"

#### **Strategy 2: Exaggerate (interest, approval, sympathy with hearer)**

This strategy is used to show speakers' interest approval or sympathy that makes the addressees feel considered. In this strategy, speakers deliver their speech by exaggerating their intonation, stress, and other prosodic aspects, as with intensifying modifiers (Brown & Levinson, 1987). Using this strategy will please hearers' feelings (Zastika, 2020). For example: "What a **fantastic garden** you have!"

#### **Strategy 3: Intensify interest to the hearer**

This strategy is used to show that speakers consider their hearers' wants while sharing theirs. In this strategy, speakers share their contributions to intensify hearers' interests by making a story (Brown & Levinson, 1987). For example: "I come down the stairs, and what do you think I see? — a huge mess all over the place, the phone's off the hook and clothes are scattered all over."

#### **Strategy 4: Use in-group identity markers**

This strategy is used to consider the relative power and status difference between speakers and addressees. It gives hearers the feels of please and respect (Rija, 2016). In this strategy, speakers mention hearers' identity markers. It can be in form of using address forms, language or dialect, jargon or slang, and ellipsis (Brown & Levinson, 1987). For example: "Help me with this bag here, will you son?"

#### **Strategy 5: Seek agreement**

This strategy is used to share ideas that can be accepted by hearers. In this strategy, speakers emphasize their sentences to be agreed by their hearers by considering their hearers' interests and satisfaction (Brown & Levinson, 1987). It can be done by raising safe topics or repetition. For example: "Isn't your new car a beautiful colour!"

#### **Strategy 6: Avoid disagreement**

This strategy is used to hide the disagreement. In this strategy, speakers show their politeness by twisting the form of their utterances (Brown & Levinson, 1987). The twisting utterances can be in form of token agreement, pseudo-agreement, white lies, and hedging opinion (Yuniarti, Natsir & Setyowati, 2020). For example: "A: That's where you live, Florida?" "B: That's where I was born."

#### **Strategy 7: Presuppose/raise/assert a common ground**

This strategy is used to address common concerns and attitudes that speakers have with their hearers. It shows speakers' politeness by presupposing something to make the conversation friendly (Brown & Levinson, 1987). For example: "A: Oh this cut hurts awfully, Mum." "B: Yes dear, it hurts terribly, I know."

#### **Strategy 8: Joke**

In linguistics, joking is one of the politeness strategies. The joke shows that speakers and hearers share the same background knowledge (Wati&Pusparani, 2020). Making jokes to hearers is considered as speakers' politeness to put their hearers at ease (Brown & Levinson, 1987). For example: "OK if I tackle those cookies now?"

### **Convey that Speakers and Hearers are Cooperators**

#### **Strategy 9: Assert or presuppose speakers' knowledge of and concern for hearers' wants**

This strategy is used to indicate that speakers and their hearers are cooperators. It shows speakers' effort to cooperate with their addressees by fitting their interests (Brown & Levinson, 1987). Speakers can express it in form of a request, offer, or apology. For example: "I know you can't bear parties, but this one will be good — do come!"

#### **Strategy 10: Offer, promise**

This strategy is used to show speakers' good intentions to make their hearers satisfied. It relates to speakers' effort to help the hearers obtain something (Brown & Levinson, 1987). For example: "I'll drop by sometime next week"

#### **Strategy 11: Be optimistic**

This strategy is used by speakers to share their interests with their hearers. It is a cooperative strategy to make the hearers cooperate with them. It is conveyed as speakers' assumption that what they want is what their hearers want (Brown & Levinson, 1987). For example: "Look, I'm sure you won't mind if I borrow your typewriter"

#### **Strategy 12: Include both Speakers and hearers in the activity**

This strategy is used to make hearers feel that they are invited to engage in an activity together with the speakers. Speakers usually use inclusive forms like "we" or "let's" to perform this strategy (Brown & Levinson, 1987). For example: "Let's have a cookie, then."

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

This strategy is used to connect why speakers and hearers want the same things. It deals with hearers' reflexivity (Nurmawati, 2019). By using this strategy, speakers express the help they need and expect that their hearers will agree with them (Brown & Levinson, 1987). For example: "Why not lend me your cottage for the weekend?"

#### **Strategy 14: Assume or assert reciprocity**

This strategy is used to give reciprocal rights to both speakers and hearers. It is done by giving evidence of rights and obligations that both parties can have. This strategy helps the conversation run comfortably since it disappears the aspect of criticism and complaints (Brown & Levinson, 1987). For example: "I'll do X for you if you do y for me"

#### **Strategy 15: Give gifts to hearers (goods, sympathy, understanding, cooperation)**

This strategy is used to fulfill hearers' needs related to human relations. The gifts are presented by expressing words that make hearers feel that they are liked, admired, cared for, understood, listened to, and so on (Brown & Levinson, 1987). It makes hearers feel appreciated (Ativie, 2020). For example: "I'm sorry to hear that".

## **2. Methodology**

This research was conducted to analyze the positive politeness strategies used by parents on Peppa Pig Official YouTube Channel. In analyzing the data, the researchers used qualitative research. According to Nassaji (2020), qualitative research is used to understand and explore the phenomenon that happens. Qualitative research is well suited

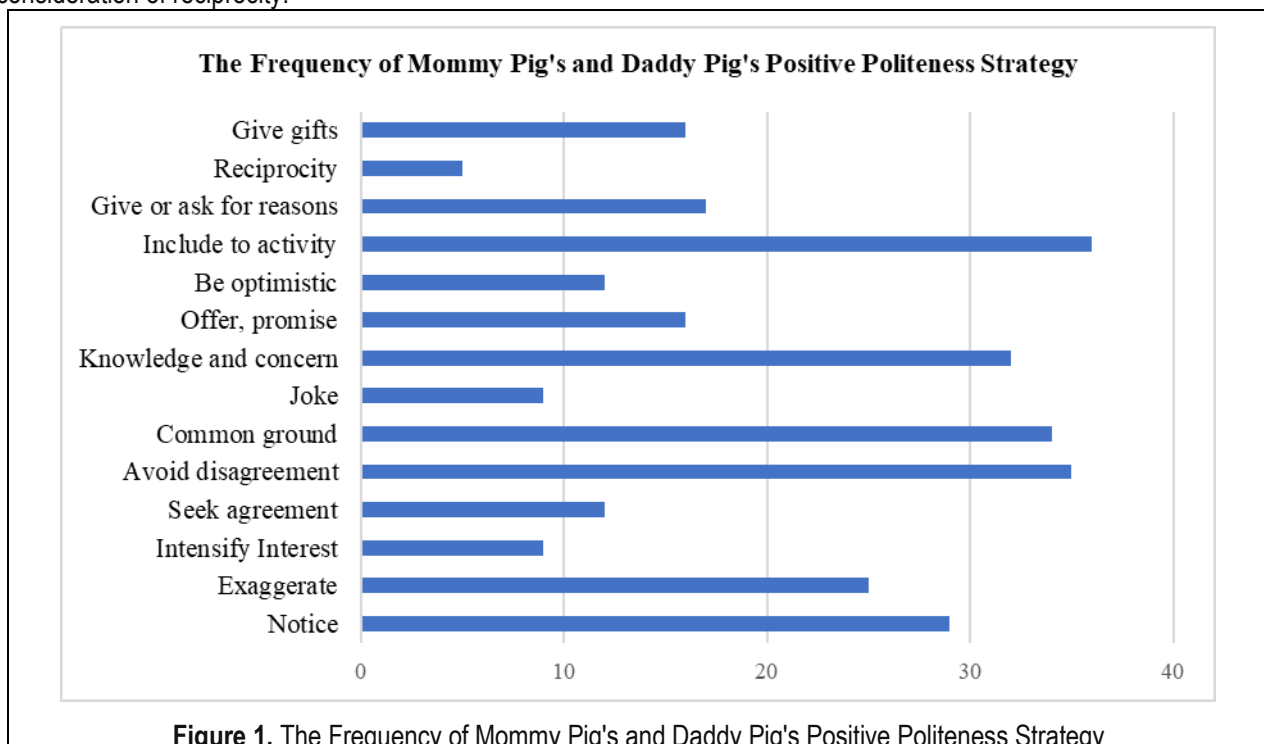
to this research since this research was conducted to understand and explore the phenomenon of how parents promote the use of language politeness to children in daily conversation.

In processing the data, the researchers used Qualitative Content Analysis. Zhang & Wildemuth (as cited in Roller, 2019) defined Qualitative Content Analysis as a “subjective understanding of patterns, themes, and categories important to a social reality”. This method is used in this research to process the phenomenon of parents’ speech behavior that may influence children. The researchers discuss this phenomenon through the analysis of positive politeness strategies used by parents on the Peppa Pig Official YouTube Channel.

The researchers chose a video entitled “Peppa Pig Official Channel | Peppa Pig Adds Pineapple in Her Pizza” to be the main source for this research. The data were collected from Daddy Pig’s and Mommy Pig’s utterances in this video. The researchers watched the video many times and noted the utterances that are conveyed by Mommy Pig and Daddy Pig. From all the utterances, the researchers took 319 utterances which were conveyed using positive politeness strategies. These utterances were put into an observation table to be categorized into 15 positive politeness strategies. The researchers analyzed them, concerning their categories and purposes, using Brown & Levinson’s (1987) theory. Then, the results of this analysis were presented in form of a description for each category.

### 3. Result and Discussion

The researchers found 319 utterances conveyed by Mommy Pig and Daddy Pig in the video entitled “Peppa Pig Official Channel | Peppa Pig Adds Pineapple in Her Pizza”. From these utterances, the researchers found that the strategy ‘includes both speakers and hearers in the activity’ is the strategy that appears most often. It shows that the parents in the Peppa Pig video often show their cooperative assumption to promote their language politeness. They try to include others to engage in the activity they do like the reflection that they appreciate others’ existence. Then, the less found strategy from the data is ‘assume or assert reciprocity’. The researchers found it is caused by the high frequency of the use of the ‘include both speakers and hearers in the activity strategy. Mommy Pig and Daddy Pig prefer to do the activities together with their hearers rather than dividing the rights and obligations between them and their hearers as the consideration of reciprocity.



#### Claim Common Ground

**Data 1:** Notice, attend to the hearer (his interests, wants, needs, goods)

Daddy Pig : Well done, Peppa

Peppa : Look at me! I'm skating!

Daddy Pig : Peppa is doing really well.

In this conversation, Daddy Pig expresses his positive politeness by approving Peppa's skating improvement. He shows that he notices Peppa's effort to learn skating.

**Data 2:** Exaggerate (interest, approval, sympathy with hearer)

Mommy Pig: **Great!** That your castle almost done!

In this utterance, Mommy Pig exaggerates the word "great" to demonstrate positive politeness to her hearers. It shows that Mommy Pig approves of things that her hearers did that make her hearers feel considered.

**Data 3:** Intensify interest to the hearer

Daddy Pig: **When George was a baby, we used to put him in his pram and wheel him around the house.**

In this utterance, daddy pig shows his positive politeness by telling his experience to make baby George sleep to suggest to his hearers. He tries to consider his hearers' needs while sharing his contribution when he faced the same situation.

**Data 4:** Use in-group identity markers

Mommy Pig: Remember **children**, aunty dotty sent the present for both of you

In this utterance, mommy pig uses the identity marker "children" while speaking with her children to demonstrate the use of positive politeness. It shows Mommy Pig's language politeness by considering her and her hearers' power and status differences.

**Data 5:** Seek agreement

Mommy Pig: Shouldn't you be at work?

In this utterance, Mommy Pig applies the 'seek agreement' strategy while talking to Daddy Pig. She raises a safe topic to start the conversation when she knows that Daddy Pig comes home earlier than he should. It shows Mommy Pig's language politeness that she tries to convey her ideas on a safe topic to be accepted by her hearer.

**Data 6:** Avoid disagreement

Daddy Pig: you could flip it higher mommy pig

Mommy Pig: you can show us how when you flip your own pancake, daddy pig

In this conversation, Mommy Pig uses the strategy 'avoid disagreement' to deny Daddy Pig's suggestion. Rather than saying no, Mommy Pig chooses to ask Daddy Pig to do what he wants Mommy Pig to do on his own. It shows mommy pig's politeness to hide her disagreement by twisting the form of her speech.

**Data 7:** Presuppose/raise/assert a common ground

Mommy Pig: Skating is easy, Peppa, just push with your feet and glide, push, push glide, see?

In this utterance, Mommy Pig shows her politeness by presupposing that she and Peppa share the same idea of skating. Mommy Pig expresses her good intention that her hearer, Peppa, shares a common ground with her after watching her skating. This utterance proves that Mommy pig tries to demonstrate politeness by making Peppa understand what she didn't before and confirming that they share a common ground for skating.

**Data 8:** Joke

Daddy Pig: Um, excuse me, doctor, can you help me? I have a sore tummy.

In this utterance, Daddy Pig makes jokes with Peppa and George who are playing doctor and patient. It shows Daddy Pig's language politeness to not disturb Peppa's and George's activity by joining them with the joke. He wants to put his hearer at ease.

**Data 9:** Assert or presuppose speakers' knowledge of and concern for hearers' wants

Mommy Pig: Don't worry, Daddy Pig. I think I know a way to get it down. Let's go upstairs children.



This utterance shows mommy pig's language politeness. In this utterance, Mommy Pig presupposes her knowledge and shares it with her children in form of a request. It shows that Mommy Pig positions her and her hearers as cooperators as she tries to fit their interests.

**Data 10:** Offer, promise

Daddy Pig: Don't worry, I'll get the keys out of the drain with a stick!

This utterance is conveyed when Daddy Pig fell the car keys into a drain. In fact, Daddy Pig didn't know the depth of the drain. However, to make his wife and children relax, he offers help as his responsibility and also a promise to get the key out even though it may not work well. This utterance shows Daddy Pig's good intention to make his hearers satisfied.

**Data 11:** Be optimistic

Daddy Pig: Yes! Scootering is such fun. You should try it sometime!

In this utterance, Daddy Pig wants to share his interest in scootering. He expresses his thoughts about scootering and expects that Mommy Pig also thinks the same and cooperates with him. In this utterance, he uses the 'be optimistic' strategy to make Mommy Pig can get into things that he said.

**Data 12:** Include both speakers and hearers in the activity

Daddy Pig: Right, **let's** make pizza!

In this utterance, Mommy Pig and Daddy Pig plan to make a pizza. They asked their children to join them. In this case, Daddy Pig uses the words "let's" to make a cooperative assumption that they will make the pizza together with the children. It shows Daddy Pig's language politeness to invite his hearers to engage together in an activity.

**Data 13:** Give (or ask for) reasons

Daddy Pig: Okay! Why don't you use this empty cereal box? Stick these yoghurt pots on the sides! And what have you got?

In this utterance, Daddy Pig tries to give suggestions to his children. At the same time, he asks the students about the result of the activity he did to get the reasons whether or not they can cooperate with his idea. It shows Daddy Pig's language politeness by not directly dictating to his children. He tries to connect his and his hearers' interests first.

**Data 14:** Assume or assert reciprocity

Daddy Pig: I look after George, while you teach Peppa how to skate.

In this utterance, Daddy Pig tries to tell Mommy Pig that both of them will have a task to accompany the children. He assumes that they share equal rights and obligations so that no one is aggrieved. This utterance shows Daddy Pig's language politeness to avoid criticism and complaints from his hearer, Mommy Pig. It makes their conversation and situation comfortable for everyone.

**Data 15:** Give gifts to addresses (goods, sympathy, understanding, cooperation)

Mommy Pig: I've given my old computer to granny and grandpa

Daddy Pig: That's nice, I wonder how they're getting on with it

From this conversation, it can be seen that Daddy Pig shows his admiration for Mommy Pig's actions. It shows the daddy pig's language politeness that makes mommy pig satisfied with what she has done. It is a gift that fulfills Mommy Pig's needs related to human relations in form of appreciating her action.

The results showed that Daddy Pig and Mommy Pig performed different positive politeness strategies related to the context and the purposes of the utterances they conveyed. This phenomenon happened because of the influence of people's interpersonal resources (Liddicoat & McConachy, 2019). The variation of the language politeness choices was influenced by the context and the interpersonal relation that was built in a conversation (Yeomans, Kantor, & Tingley, 2018). Prayitno *et al* (2018) showed that the use of politeness strategies also revealed speakers' respect for others. Such strategies were helpful to maintain people's good social relations in society. Nevertheless, there was a process for people, especially children, to know how to do this. This research showed that parents were aware of their children's

language use. Therefore, the parents tried to use politeness strategies in their speech to promote appropriate language use for their children. This way, their children would utilize polite language styles when engaging in society.

#### 4. Conclusion

The video entitled "Peppa Pig Official Channel | Peppa Pig Adds Pineapple in Her Pizza" published by Peppa Pig Official YouTube Channel shows parents' good implementation of positive politeness strategies in conversation that can be imitated by children. Mommy Pig and Daddy Pig as the parents proved that they can promote good language behavior that can influence their children's language performance in society. The fact that all of the positive politeness strategies were found in this video can be an excellent source for parents to expose appropriate language use to their children. Daddy Pig and Mommy Pig are good models of parents that can promote good speech behavior in children. Imitating their speech behavior can help children to be able to speak appropriately in society.

To cover the shortfall, this research has a limitation that needs to be covered by future researchers. The data of this research is from the YouTube Channel which videos are addressed to children. The data may successfully fulfill this research need but has a weakness to show the reality. As the language is transcribed for children, it may be influenced by many factors that the publisher has considered. Therefore, the researchers suggest future researchers who are also interested to study this field analyze it deeper with real objects. It may give more understanding of the topic and reveal the result that is closer to the authentic world.

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