The Politeness Principle Actualization in Rodger and Hammerstein's Drama "King and I" (A Politeness Study)

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Abstract
The aims of the research are to find out and to examine the characters in the drama consider politeness principle when they make dialogue to others, especially in imperative dialogue, politeness types and strategy used by charactersm and factors that influence use of politeness principle. This research is library research by applying qualitative descriptive method and through pragmatic study. By use pragmatic study, the writer has to understand and pay attention well context of the dialogue in the drama. In this study the dialogue of the drama assumed as speech act and characters assumed as speech participant. The writer used Dell Hymes' theory (1974)to analysis context of the dialogue. The writer also uses politeness principle theory of Geoffrey Leech (1983) and Speech acts theory of J.R. Searle (1969) to analysis the data. The result shows that the characters of the drama consider politeness principle when make imperative dialogue in specific setting. Most of the dialogues indicate applying politeness principle. Strategies that always applied are indirect scale, optionality scale, authority scale and cost-benefit scale. Significant factors that influence and determine the use of politeness principle are social background of participant or character, setting and scene, and end of speech or dialogue.

Keywords: Speech act, Context, Language Politeness, Maxim

1. INTRODUCTION

Essentially, human being can not live alone without the attendance of others. Since baby period, they have been needing others' support and help to survive and sustain the live. And it will be continued lifelong. The mutual dependency compose the social life.Interaction and social contact is the means of consequences of the social life. And communication is tool of them. Someone enable to express their deeds, experiences, and intentions, ideas, thought and opinion by language. It is as exchange knowledge and information media. It is meant that it is the most important for life of human being as a means of communication instrument.

Within an interaction, someone have to consider the social value and norm. They are guide us on concept of the harmonious act and well-manner communication. Communication is one social activity whose own role and norm that has to be obeyed each other.According to Fishman (1972) that the choosing of language features by the user is not automaticly but he has to considers a lot of factors. They are, who the speaker, with whom speak, what is it's topic, where and when the speech act occure.

Use of language on communication not only linguistic structural factors but also nonlinguistic that determined and influenced the choise of features using. The view is reasonable as language is integrated-part of social system.

Communication by language can be done in both oral and written. There are several of written communication such as, Literature creation, research publication, letter, newspaper and many more. One of populer written communication is literature creations.

Literature is a part of art, exactly art of writing. Literature most commonly refers to creations of the creative imagination, They are Drama, Narration and Poetry. It can represents the culture, pattern social and whole human civilization within it.

Literarily work is social phenomenon. It is reflection of criticism, view of life and respond of author to the life then be actualized in literary works. Because of that, literature is assumed as reflection and description of social life. Phenomenon of language in this case is also a social phenomenon, so that it will be reflected in the literary work. Drama is a literary work that uses dialogue as a delivery method. Dialogue is an oral language which to achieve its meaning must be understood the situation and conditions in the drama's narrative.

Drama is described as a miniature of life. As a miniature of life, social laws apply in them. It has Speech of participants or character, speech acts or dialogues, speech events as real life. With the assumption, that drama is a miniature of life, the laws that apply in life including social life are also reflected in the drama script.

King and I one of plays script that be written by Rodger and Oscar Hammerstein. The Drama is adopted from Margaret London's novel. It is very interesting to research whose has social and kingdom life.

As a members of a community, the author's of the drama reflect and express social value and unique pattern in the dialogue of it. Dialougue of the drama as if orally communication and all the characters is representative of a members of a community whose have different social status. And much more another factors that imagined of the author's can determines pattern communiction on the drama.Based on the explanation about the triangle relation among language, sociaty, and literary work. The writer is interested for searching sociolingusitic phenomenon, that is language politeness application in the drama.

2. LITERATURE REVIEW
2.1 Relationship Social and Language

The formation of the social stratification are gender, age, education, socio-cultural groups form language diversity which will be characteristics and tools of identification of a social group. Use a language is a social activity only can be actualized when humans are involved in it. Since it is a social activity, the participants must consider the rules and norm of language and social as value references when doing it. While doing the language activity, each human being is responsible for the deviations of the language rule. Consideration of ethical rules when communicating with the other people is what is called politeness.

Society is a group of individuals who interact with each other on their culture in a particular time and place. In this social there is a social stratification based on power, economic degree, position and social class and type of work. But in this study only three social variables will be explained, they are social class, age and sex groups.

The social stratification affects the selection of use of language code. On the other hand, language also strengthens the stratification. The choice of different use of language is caused by attitudes toward language and differences of knowledge about the world view. As an identification tool, language has levels that can be used for a certain period. A trader in the market tends to use trade language, an educated man tends to use the language of education, a politician tends to use political languages. In addition, language also makes

available choice code that can be used appropriate the situation and context. Such as, in formal situations tend to be used in formal language. Dailycon text conversation tends to be used directly and briefly.

Differences in the level of welfare and economic income affect the variety of languages usage. The kind Communities have broad access to information and scientific development. So they have difference thought and information that effect language usage. The difference of the position on social also affects the variety of languages usage. Several studies in England found differences in social classes (Pateda:1986). Social classes in society influence language attitudes that give rise to language variations.

Power degree also produces different variations. A manager would be different his language style with a subordinate, a general will be different his language style with a soldier. The level of education also results in differences in language variations. People who have taken formal education will have different language with people who have never received education at all.

Labov (1972) has proved the above explanation based on his results of research on language usage in New York. One of the findings is the pronunciation of the letter "R" as in the words "Car and Guard". There is a tendency to pronounce the letter "R" in high social class speakers.

Trudgil (1974) has also studied language variations. He tried to prove whether there was a correlation between the uses of the letter "S" in the simple present tense for a third person singular. In the study, it is proven that the higher the social class, the fewer verbs do not use "S". The lower the social class the more verb do not use "S".

In addition to the social class factors above, age also influences differences language usage in social life. There are some the difference variables, such as vocabulary, speech, grammar usage. Every development of age period also has a language codes. Grammatical patterns and vocabulary usage will change every entering a new step of age.

Slang is a linguistic phenomenon found at the age of young people or teenagers. The use of the slang marks social groups in terms of age, namely young people. The use of slang vocabulary will sound strange if spoken by an adult.

Holmes (1994) states that in his research that in middle age of speakers has known and recognized linguistic norms so that they use the most language standards patterns. At this age, humans also get the maximum pressure from the community to adjust to the prevailing norms so that speakers use standard forms and prestige language.

Gender is also a variable in differences in language usage. Many researches finding in sociolingusitic study that there are relationship between structure, vocabulary, and patterns of use with the roles of men and women.

Trudgil (1974) study found that women use linguistic forms that are considered better or truer than men. Women generally produce linguistic forms that are closer to standard language forms. This is due to differences in the status and roles of men and women. In women's societies, they are always educated to behave politely. Women is always more socially conscious than men. So that on this basis, women are more considerable to linguistic patterns that support their status.

Labov (1977) studied in New York about the use of language in relation of gender. He found that women tend to be more sensitive consideration to linguistic elements that imply prestige.

2.2 Pragmatic

Pragmatic is a branch of linguistics that examines meaning. In addition, semantics also assess meaning but only internally. Whereas pragmatic examines the meaning externally that is related to the context. The context can be a linguistic or non-linguistic

element. Such as the quality of speech, the speed of speech, distance, tone are linguistic contexts whereas those who speak, what is spoken, place and time of the speech are non linguistic contexts.

There are many definitions given by experts regarding pragmatic but the similarity between them is that they define pragmatic as a study of speech meaning in relation to context. Pragmatic tries to understand the relation of language and context. It is means that the study of language in its use by paying attention to the context.

Horn and Ward (2007: xi) define pragmatic as *the study of those context-dependent aspects of meaning which are systematically abstracted from the construction of the content and logical forms.*

Levinson (1985) explain that *Pragmatic is the study of relations and the language and context there are grammaticalize, or encoded in the structure of a language.*

Whereas Leech said that pragmatic learns the purpose of speech, i.e. for what the utterance is to do, find out what people mean by a speech act, associates meaning with who speaks to who, where, when, and how.

Mey (1993) said that *Pragmatic is the study of society. Context is the same background understanding that each speaker has. So that with this basic understanding each speaker performs speech and interpretation in speech.*

The general concept of pragmatics is the skill to use language according to participants, the topic of conversation, the situation, and the place where the conversation takes place.

In a process of achieving communication goals there is an interpretation of what is spoken of the speaker by understand to the context. Speakers consider each other and organize what they want to say according to who they are talking to, where and when. It is suitable of what Fishman (1972) said that the choice of language usage by speakers does not occur randomly but must consider several factors including who is the one who speaks, who the person is talking to, what topic is being discussed, where and when the conversation took place.

Based on some of the views above, it can be concluded that pragmatic is everything that covers a speech that serves to facilitate speakers to choose and consider the appropriate form of speech to convey meaning and to facilitate speech partners to get the speaker's intent. In this case the context is one of the determinants of achieving the goals of communication.

Context is a consideration in determining and identifying different types of speech acts. Context is very important. It is a means of clarifying a purpose. The facility consists of two, they are: *first* is the language context such as, expression, tone, staccato. The *Second*, is the situation that relates to an event. The means of expression is called co-text as the situation associated with the event is called context. Context is a set of assumptions that are psychologically constructed by participants, with their knowledge of the world. This context is not only confined to the current utterances and previous utterances, but also concerns all who can be involved in interpretations, such as expectations, beliefs, cultural assumptions.

One of discussion in pragmatic is speech event. Speech event is the occurrence or ongoing linguistic interaction in one form of speech that involves two parties in a particular context.

According to Dell Hymes (1974) there are eight speech components that become speech contexts. This component is often abbreviated as an acronym with speaking. They are S (*setting and* Scene, Participant, E (*Ends*), A (Act sequence), K (*Key*), I (*Instrumentalies*), N (*Norm of Interaction and Interpretation,* and G (*Genre*).

2.3   Speech Act and Dialogue

Speech acts are all things a person does when speaking. For example, asking, ordering, apologizing. Talking is the same as doing something. According to Chaer and Leoni that speech act theory was first introduced by a professor of Harvard University in 1959. He is J.L Austin (1962). Theory was originally recorded as a lecture by J.O Urmson (1965) and was published with the title "How to do thing with word? "The theory is only famous in linguistic studies after Searle (1969) made a book with the title "Speech Act and Essay in the Philosophy of Language".

According to Searle (1969:23-25) that there are at least three actions that can be realized by a speaker. Locutionary Act is an acting of say something. This Illocutionary speech act is further divided into five types. They are : Representative / Assertive act, Commissive act, Directive act. Expressive act, Declarative act and Perlocutionary Act

According to Searle (1969) "*Speech act is the basic or minimals units of linguistic communication.* Speech act is the smallest unit in the act of communication. So in Searle's view, the smallest unit of communication is not a word like in a formal linguistic view.

In analyzing the imperative sentence in this study, the researcher analyzed the imperative and context *markers* in the dialogue on the drama script. Some examples of imperative markers are the pronunciation of "Please", "Let 's", "I ask", "I hope".

2.4   Theories of Language Politeness

The consideration of the values and ethical rules in language is to achieve the objectives of effective communication and to maintain social integrity. Lakof (1990) defines politeness *as a system of interpersonal relations designed to facilitate interaction by minimizing the potential conflict that naturally exists in interpersonal interactions*.

Language politeness is used as a means to maintain social balance and to be inter-regional support to prevent conflict and confrontation. The main goal of politeness is to establish harmony between the speakers and speech partners in a social interaction.

Janney and Arndt (Kuntarto, 1999) distinguish social politeness and interpersonal politeness (also referred to as tact). For them, social order (first order) serves to provide routine strategies in order to regulate social interaction. While interpersonal politeness (second order) refers to politeness in the pragmatic level which functions to support interpersonal relationships by maintaining face and managing interpersonal relationships.

Brown and Lavinson (1987) state that when two people are communicating there are various challenges that arise both to speakers and listener. The basic position between the two is based on social distance and level of power. They choose the appropriate conversation strategy to find solutions between these communication barriers. There are two proposed conversation strategies. They are positive politeness strategies and negative politeness strategies.

2.4.1 Brown and Levinson's theory

Compared to other politeness theories, Brown and Levinson's (1987) theory is more comprehensive. According to them when someone speaks sometimes he violates and deviates from the rational and effective principles to get politeness in language. However, because the participants believed that they had the ability to understand the situation based on pragmatic situations, the speech partners were able to understand the irrationality and inefficiency of the speech of the speaker.

Brown and Lavinson's theory describes the concept of face. Face is a description and self concept or a person's self-respect that must be maintained when interacting with

others. The face is portrayed as a person's self-worth that cannot be smeared and tainted by others.

This concept covers two aspects namely negative and positive face. Positive face is a hope that the face or self is appreciated and liked by others. While the negative face is the hope or desire of someone so that their actions are respected and not inhibited by others.

When interaction occurs, each speech participant is expected to cooperate for preventing the face together. But in every interaction there is always potential for interference and threats between the two parties. An act of ordering or commanding is a potential threat that can interferethe order receiver. The concept of the threat is called by Brown and Lavinson face threatening acts (FTAs).

Someone who will do this FTA must understand and determine the strategy to save the face. They offer two ways, namely directly (on record) and indirectly (off record). On record actions are actions that are carried out directly, clearly and unambiguously without any actions that refine or reduce FTAs. While off record speech acts are indirect, incomplete, implied and given a sign of language smoothness to maintain the positive face of the speaker.

This awareness of face treateating acts is what Brown and Lavinson mean by the concept of politeness. To maintain the positive and negative face as an act of politeness there are also two strategies offered, namely positive and negative politeness. Positive politeness is a way that speakers do to show that speakers appreciate the desires and needs of a partner's positive face. While negative politeness is an action that taken by the speaker to keep the negative face of the speech partner by showing that the speaker does not intend to limit the actions of the speech partner. Off record strategy is a way to avoid the FTAs.

Brown and Levinson divide into five strategies.They are : direct strategy without further ado (bald on record strategy), positive politeness strategy, negative politeness strategy, indirect strategy (off record), and do not do the FTA strategy.

There are three scales for measuring politeness according to Brown and Lavinson (1987). These three scales are determined contextually, socially and culturally (1). Social distance of speaker and hearer (2).The relative power of speaker and hearer (3) The degree of imposition associated with required expenditure of goods or services.

2.4.2   Geofreech Leech's Theory

Leech (1983) defines politeness as the way to minimize the utterance is believed to be not polite. There are six principles of politeness according to Leech; Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim,

Participants speak to increase sympathy for people in these maxims. Maxim is able to increase a sense of interest and concern for others. This attitude will be seen with the appearance of smiles, nods, hand positions, and so on. The politeness scale to measure Leech politeness degree they are; Cost-Benefit scale, Optionality Scale, Indirectness scale, Authority scale, Social distance scale.

2.5   **Drama**

The word of drama from Greek word i.e. "*drama"* which has meaning acting,doing, reacting. So drama is an act or action. Drama is an art that depicts the characteristic and attitude of a human being staged and performed to act according to a text. In general, drama is a literary work written in the form of dialogue and with the intention of being shown by an actor.

Drama is a literary genre that describes human life with various behaviors and phenomena through staged roles and dialogues. The story in the drama contains the conflicts and emotions shown in the stage. This story was first written, called the manuscript. In script writing, the author uses language as a poem, full of rhythm, but rich in beautiful sounds, written in captivating and impressive language.

Characteristics of the drama are in the dialogue and are prepared to be staged. Drama is called a picture and miniature of life because it mimics the behavior in real life to provide confirmation and alternatives to life itself. Drama is a reality simulation medium, so that life and all its phenomena are reflected in the drama. Herein lies the relevance of this research.

Here are the internal elements contained in a drama. This intrinsic element forms a drama work; Theme Story is a common topic of a story. *Second*, Plot is a storyline of drama. *Third,* Character and characterization are one entity (Wiyatmi, 2006).

Character of a actor can be seen from what the author conveyed through side text, through character dialogues, from what is spoken by other characters. It could also be from the explanation of the character himself about him.

Fourth, Dialogue. Dialogue is the utterance of a meaningful language conveyed by a character to other characters. Dialogue is a characteristic of drama. The way the story is portrayed through the dialogue of the characters. Dialogue is the main text of a script. In this study, dialogue assumed as a utterance or speech act.

Fifth, Settings: place, time, situation. Setting is the background of the occurrence of a story or dialogue. The setting consists of *place setting*where the story occurs.*Time setting*, when the story occurs.*Situation,* psichology and circumstance when the story occurs.

Sixth, Message or instruction.A story is not just conveyed but it is dulce and utile. Educate and entertain. In educational thing, there is a message that the writer wants to convey as a form of criticism and awareness. Message is a moral teaching that the author presents to the reader. The message story is interpreted as a moral message, and the values of humanity that can be replicated in the event raised in the drama.

3.   METHOD

The writer applied library research in collecting data. The writer has read several related refference. The data has collected from "King and I" Drama. In order to gain supporting information, the writer has done several procedures in making this researchthe procedure were reading the drama several times accurately, Collecting and classifying imperative sentence on the drama, finding the appropriate approach, finding and supporting data according to the problems as the secondary data, and making conclusion of the study based on finding.

The writer applied pragmatics approach. It is the approach that is used inanalyzing dialogue, contex and situation of the drama. The writer has read manytimes to find the data. The writer used Politeness principle theory of Geoffry Leech (1983), Theory of Speech acts of J.L Searle (1969) and theory of Context of Dell Hymes (1974). The Writer analyzed the data to obtain objective research. The research focus in imperative dialogue so that only tact and generosity maxim that used to analyses the data.

4.   RESULTS

4.1   Tact Maxim (*"Minimize cost to other and maximize benefits to other"*)

Tact maxim requires speech participants to reduce their own benefits and maximize the benefits of others.   Speaker who uses this rule will be considered polite. Speakers can sense jealousy and envy. Feelings of disappointment and pain can be avoided by using this rule. Below is Orthon and Anna's imperative dialogue.

In this maxim, participants speak to increase sympathy for people. This attitude will be seen with the gestures of smiles, nods, hand positions, and so on.

> **D.1** **Orthon** *: Clear that away Ma,am, the Kralahome might think it disrespecful.*
> **Anna** *: Oh was I whistling ?. Sorry, I don't realize.*

Place setting of the dialogue above is on a ship. The ship was docking to port. The prime minister and his party of kingdom of Siam are waiting Anna and her son in the port. They were going to meet and pick up Anna and her son to the palace . Anna and her son were afraid to the condition. The Prime Ministers is half naked. They are looking horrible for both of them.

Anna has unique habit and way to control his self when face frighten and strained situation. She always whistling to make be comfort and calm their self. Such as the above dialogue, Anna asks her son for whistling together. They did when the Prime minister and his party already near to the ship. The prime minister is looked naked. It make Anna and her son horrible and frighten.

The next dialogue indicates politeness as follows;

> **D.2** **Orthon:** *Ma'am, if you wish to stay on my ship and return to Singapore!*
> **Anna** *: No thank you captain Orthon.*

The dialogue takes place in the port. Kharalahome met Anna and picked her up to the palace. Before she stared with Kharalhome together, she ensured that the King can keep his promise. Anna ensured the King's promise and bargaining by letter. The king invited her to teach him in the palace. He offered her and promised with 12 pounds of salary every months and give her a house in out of the palace.

But Anna is disanpointed with Kharalahome attitude. They do not respond well and uncare what Anna expect.Kharalahome explained that the King always forget his promises. The king were busy for celebrating new year. He suggests Anna to stay first in the palace meanwhile waiting the New Year celebration finish then meet the King directly. But Anna disagrees and refuses with Khralahome's suggestion. Instead.

> **D.3** **Krala:** *You come now, you come now or you can stay on ship. I don't care !.*

Orthon who witness the event can understand Anna's feeling. Then, he came closed her and offered to stay on the ship if she would back to Singapore. He felt pity to her. Moreover, she is strange in the state and a woman.

> **D.4** **Tuptim:** *Madam, have you English books I can read?*
> **Anna** *: Of course I have.*

Tuptim is a the lates wife of the King. Both Tuptim and Anna were new comers in the palace. They almost get stogeher. The King introduced her to Anna. The King informed to Anna that Tuptim can speak English well. Anna and Tuptim get acquintance. Tuptim asked Anna to borrwo her a English book for reading.

The participant seldom use politeness strategies. The dialogue below shows difference fact.

> D.5   *King   : You wait Crosses Arms and looking forward. Please to recite proverb you have learned yesterday and writing down twelve times in your copy book.*
> *Prince : A thought for the day, east west, home is best.*

The Prince came and met his father. He wanted to convey and ask permission that he would be late to attend the lesson this afternoon. As a father, he was regret if he left behind some of the lessons. His father was aware of the importance of his children education. The King give him a task for rewriting proverb that he had learned before.

It means that the ends of the speech could influence the use of politeness principle. The following dialogue is uttered by two characters who have equal social class.

> D.6   *Prince: If my father and your mother are not sure of what they absolutely know, can you tell me why they fight?*
> *Louis: They fight to prove that what they do not know is so.*

It had been a long time to Anna stayed in the palace but still fighting and misunderstanding with the King. The conflict caused by the case since Anna first time came to the Palace, i.e. the problem of dissent, the attitude of the authoritarian king. The other serious problem is King never kept his promise. He promised to give higher t salary and facilities during teaching in the palace.

Prince came to see Louis for discussing the problems of their parents. The Prince asked Louis to explain in his opinion why both of them were always frightening. she felt sad to the King sick condition.

4.2   Generosity Maxim (*"Minimize benefit to self. Maximize cost to self."*)

The maxim needs participants to reduce profits for one's self and maximize cost for self. Participants want to be volutier for his self to get cost for the sake of others. The dialogue in the "King and I" drama is indicated the maxim. The dialogue between King and Anna as follows;

> D.7   *Anna: Anything you want to discuss with me?*
> *King: Why would I discuss important matters with woman?*
> *Anna: Very well, Your Majesty. I shall go back to my room. May I say good night.*

The place setting the dialogue is in library. Anna visited the King in the room after Thiang asked him to help the King. He is confused about one of chapter in the bible, that has been read. He understood about it. She meets him and demand her self for become discussion partner.

The following dialogue as well as points out politeness strategy between Anna and the King.

> D.8   *Anna: May I remove my shaw?. It is very hot. I am so pleased about everything.*
> *King: I am aware of interest. I wish to say you have been of great help to me inthis endevaour. I wish to make gift. I hope you will accept. Put it on finger, put it on, put it on.*

It is in theatre room, the show of welcoming the state guests has just finished. All plans run successfully as expected. All participants of the show are relieved by the completion of their assignments. Athough prepared in a short time. Anna is also as a participant. She felt hot with the layered European clothes was wearing it. She wants remove her shaw. But she is worry the King would be angry to her. So he asked permission from the King to open the shaw she used.

.The view more reinforces the finding below. It shows different when the King gives imperative to Anna. In the speech event, the King as sender has highest status class. He does not comply the politeness principle.

> **D.9** **King:** *Silence, I am King as I was born to be and Siam to be governs in my way, not French way. Not Chinesee way, my way. Barbarian you say. There is no barbarian worse than a weak king and I am strong King. You hear ?. Strong.*
>
> **King:** *Who ?. Who is this, hwo arrives unannnounced ?*
> **Anna:** *Your Majesty, may I present Sir Edward Ramsay ?*

The King was suddenly shocked by Sir Edward's arrival. He rather objected to the arrival of an unknown report that he would came. Anna felt responsible with the king's objections. Anna has invitedsir Edward without the King's acceptance. The King is angry and command Anna to silence. The King gives imperative without politeness principle. He forces hardly Anna to be silence. It means that the King broke the generosity maxim to minimize cost to other.

It is different when Anna tried to reduce the situation by persuading the King. Anna started her dialogue by greeting herself with the high title "Your Magesty". Then continue expressing the ends of the speech, i.e. introducing the guest. Anna uses a strategy authority scale. She begin by using honorable "*Your Magesty*". It is to reinforce respect attitude to the King. Beside that, Anna also uses Optionality scale. It can be seen from the usage of modals "*May*" as a marker of giving many freedom and options for recipient to do and respond to what the sender wants. These are the two strategies that Anna has done to speak politely and effectively in achieving her imperative goals.

5. DISCUSSION

Based on Leech's theory, Orthon apply tact maxim. What Orthon doing on the dialogue be drived by feel of sympathy. He shows a pity to his speak partner. He is compassionate for the treatment that she got. The effort is to maximize benefit to Anna. Orthon shown her disagree attitude to want Anna get worse treatment in the state.

Orthon applied four politeness strategy. It is more complete than Orthon and Anna Previously. They are four dyad; *first*, authority. *Second,* social distance scale. We can see when Orthon begun his dialogue by using honorific marker "*Ma'am*". *Third*, optionality and *Fourth*, indirectness scale. On optionality, Orthon giving option to Anna to agree and disagree of his demand. And on indirectness scale, he delivery the imperative dialogue indirectly. It is proved with using conditional word "*If*" as aoffer dialogue indirectly.

Based on the Leech's Theory that the imperative dialogue above does not apply politeness principle. He disobey tact maxim. If we refer to ideal maxim of Leech's theory, Kharalahome should be respectfull and courteous to her as a strange and important guest of the Kingdom.

Orthon as a ship captain asked Anna to stop doing her activities. He explained that whistling is disrespectful. "*Clear that away Ma'am, the Kralahome might think it*

disrespectful". Orthon used tact maxim to advise Anna. It is a actualization of minimizing cost and maximizing benefit to Anna.

The data shows ilocutionary act gives meaning to the receiper for do something. Tuptim's speech act realization is locutionary act, but pragmatically it indicates imperative or directive for the recepient.Tuptim applied Tact maxim to minimize cost to Anna. Tuptim used degree of politeness strategies such as authority, social distance scale and indirectness scale.

The King used tact maxim, which is to minimize cost to others. It is seen by using "*Please*" as a marker of politeness. This also includes part of the cost-benefit scale. The King realized that what had been ordered to the prince was very burdensome, but the King knew that it was part of the learning process and self-discipline against the son of the successor to his throne.

The imperative dialogue above obeys the principle of politeness, generosity maxim. Anna maximized her cost by holding back the heat from the layered clothes. Although she is felt suffer with it. She kept using it until the King allowed her to remove the eyes. She asked permission to open it. She used optionality scale. It can be seen from the polite marker "*may*" in the beginning of the sentence.

The use of the politeness principle is caused by participants and setting. They respect to other is due to both Prince or Louis have equal high social class. The Prince is a the King's son whereas Louis is Anna's son. As a factor, the psychological situation is also very influential here.

The dialogue utter by Chulu to Anna. Chulu is one of the King's son. Chulu asked Anna to read the King's letter. Chulu used politeness strategy to protect face. He uses "*Please*" marker of politeness to begin the imperative. Using politeness strategy to the younger participant.

The data of discussion shows that Anna has maximized cost to self. The dialogue used generosity maxim. Anna as lower social status forced her to apply politeness principle. She is aware that the King got troubles. Anna has to show empathy to the King. Anna applied cost-benefit, indirectness and optionality scale to king due to he got a sharing partner. She also delivered indirectly and gave option to the recipient to do imperative utterance.

6.   CONCLUSION

Based on context analysis of the dialogue and it's relevance of the problems reveals that the characters apply politeness principle when making imperative sentences to others especially in requesting, commanding, advising, ordering. The politeness sstrategies that always applied by characters are indirect scale, optionality scale, authority scale and cost-benefit scale. Beside that, sometimes the characters apply more than one strategy. They combine some scale in a dialogue. Significant factors that influence and determine the politeness principle use are social degree of characters, setting and scene, and end of speech or dialogue.

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