

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter presents the review of related literature and the theoretical framework that supports this research. It begins with an explanation of pragmatics as the study of language use in context, followed by the concept of politeness, with a particular focus on positive politeness strategies as proposed by Brown and Levinson (1987). The discussion also includes the factors influencing the use of positive politeness strategies, which help explain why speakers choose certain strategies in communication. In addition, several previous studies are reviewed to highlight the relevance of this research and to identify the gap that distinguishes it from earlier works. Finally, the theoretical framework is presented to show how these theories and studies are applied in analyzing the dialogues of “Kung Fu Panda”.

2.1 Pragmatics

Morris (1938, p. 6) defined pragmatics as the study of the relationship between signs and their interpreters. In line with Morris’s statement, Leech (2016) revealed that pragmatics is the linguistic science of how an utterance has meaning in a situation. Meanwhile, in modern linguistics, pragmatics is generally defined as the study of language usage in context. Therefore, meaning is studied through a certain context and systematically eliminating the arrangement of its own content and logical forms. Ramadhan and Afriana (2024) further emphasized that in

pragmatics, there are various elements that influence not only what we say but also how we are understood. They argued that, in many situations, the interpretation of an utterance extends beyond the speaker's intended message, often including implicit evaluations and additional layers of meaning.

Unlike semantics, which deals with the inherent meaning of words and sentences, pragmatics focuses on how language is used in real-life situations. It investigates how speakers employ language to achieve particular goals and how listeners interpret utterances based on contextual factors. Levinson (1983) defined pragmatics as the study of language use in communication, focusing on how context influences the interpretation of meaning.

In linguistics, context plays a crucial role in both determining a word's precise meaning and disambiguating its interpretation. Context is typically understood as a combination of factors that help reconstruct the intended meaning of a speaker in a communicative interaction. According to Yule (2020), context is only the actual setting in which a term is employed. Meanwhile, Mey (2001) asserts that context is a dynamic idea rather than a static one, to be defined as the environments in the broadest sense that facilitate interaction between the parties involved in the communication process and that lend meaning to the language representations of that interaction.

Context influences meaning; when the context changes, the meaning also changes. It also aids in understanding the elements that go into making and comprehending speech in users. Context comes in various forms, according to George Yule (2014). Linguistic context, or co-text, is one type that requires

description. Words used in the same phrase or sentence are referred to as co-texts. One's interpretation of a word's likely meaning is significantly influenced by the surrounding co-text. Stated differently, the meaning might vary depending on the context, and the context itself influences the meaning. Leech (1983) reveals that context is defined as "any background knowledge which contributes to H's interpretation of what S means by given an utterance and is assumed to be shared by S (speaker) and H (hearer)." This implies that in order for the hearer to comprehend what the speaker says, both the speaker and the listener need to share the same background knowledge, which constitutes the context, in order to effectively communicate and understand each other.

The interaction between context and language is central to pragmatics, as it shapes how meaning is constructed and interpreted. Pragmatic analysis delves into how context influences the use of language to achieve communicative goals, focusing on elements such as implicature, presupposition, and the strategic use of language. This foundation leads to the exploration of how politeness strategies function within these communicative acts, setting the stage for the next section.

2.1.1 Politeness

Politeness is a fundamental aspect of pragmatic competence, involving the strategic use of language to preserve social harmony and prevent conflict. Brown and Levinson (1987) developed a comprehensive theory of politeness, which suggests that individuals use various strategies to address face-threatening acts (FTAs). Face, in this context, refers to an individual's self-esteem or emotional needs, which can be either positive (the desire to be liked and appreciated) or

negative (the desire to be autonomous and free from imposition). In contrast, impoliteness involves a negative attitude toward specific behaviors that occur in particular contexts, as noted by Afriana et al. (2024), who define it as “a negative attitude toward specific behaviors” that disrupt social norms or expectations. Unlike politeness, which seeks to mitigate conflict, impoliteness intentionally challenges or undermines face, often escalating tensions in social interactions.

In Brown and Levinson’s theory, face is a crucial concept that comprises two related aspects: positive face and negative face. Positive face reflects an individual’s desire to be accepted, liked, and seen as a competent and valued member of a group. Conversely, negative face represents an individual’s desire to maintain independence, avoid imposition, and be free from external constraints. Afriana et al. (2024) further elaborate that negative face refers to the freedom of speech and action that one has, which needs to be respected based on the perspective of society. When communicative acts pose a risk to these aspects of face, they are termed face-threatening acts (FTAs). According to Goffman (1967), maintaining face is a central component of social interaction and communication, and FTAs must be managed carefully to avoid disrupting social harmony.

A face-threatening act (FTA) is any communicative act that inherently challenges the face needs of either the speaker or the hearer. For example, a direct order can threaten the negative face by imposing on the hearer’s autonomy, while a harsh critique can threaten the positive face by undermining the hearer’s self-esteem. Effective communication often involves balancing these threats with

strategies that mitigate their impact, thereby preserving the social bond between interlocutors (Holmes, 1995).

Politeness strategies are employed to mitigate these threats and uphold social harmony. According to Afriana, Mohamed, et al. (2023), effective communication not only involves politeness strategies but also requires awareness of the cultural and situational contexts in which these strategies are deployed. They argue that communication skills, essential for building relationships and influencing others, are deeply rooted in respect for cultural differences and social norms. This understanding is crucial in workplaces and other settings where maintaining harmonious interactions is key to success. These politeness strategies are divided into four main categories:

A. Bald-on record

According to Brown and Levinson (1987), the bald-on-record strategy is a straightforward approach to communication where speakers aim to avoid causing misunderstanding in their listeners. It involves speaking directly and clearly so that the listener immediately comprehends the intended meaning without ambiguity. This strategy is typically employed in situations where urgency or efficiency is more important than politeness.

For example, Brown and Levinson (1987) provide the utterance “**Help!**” as a classic case of bald-on-record strategy. In this case, the speaker delivers a direct and unambiguous request without any attempt to soften or mitigate the force of the speech act. The urgency of the situation justifies the lack of politeness markers, making clarity and immediacy the priority. Another example can be found in

Annisaa and Mahmud (2023), where Lucy says, **“I’d like you all to meet Mr. Tumnus!”** This utterance demonstrates the bald-on-record strategy by directly introducing someone without adding politeness markers or indirect phrasing. The straightforward approach reflects the speaker’s intention to clearly present Mr. Tumnus to the group, highlighting efficiency and directness in communication.

B. Positive Politeness

Brown and Levinson (1987) describe positive politeness as a strategy aimed at attending to the hearer’s positive face, which refers to their desire to be appreciated, respected, and approved of. This strategy fosters closeness and solidarity between speaker and listener by using compliments, optimism, or inclusive language. For example, Brown and Levinson (1987) illustrate this with the utterance: **“You must come and see us sometime. We’ll have a meal together.”** This statement builds rapport by inviting the hearer, showing friendliness, and creating a sense of in-group belonging.

Similarly, Yuka (2009) emphasizes that speakers maintain the listener’s self-image by ensuring they feel appreciated during interactions. Abdul-Majeed (2009) also highlights how positive politeness promotes friendships through optimism and respect. An example is found in Annisaa and Mahmud (2023), where Mr. Tumnus says, “I’m such a terrible faun,” and Lucy replies, **“Oh, no. You’re the nicest faun I’ve ever met.”** Lucy’s response illustrates positive politeness by complimenting Mr. Tumnus and rejecting his negative self-assessment, thereby affirming his value and fostering a supportive atmosphere.

C. Negative Politeness

Brown and Levinson (1987) propose that negative politeness functions as a strategy to respect the hearer's negative face, which is their desire for autonomy and freedom from imposition. This strategy often involves indirectness, hedges, apologies, or other forms of mitigation that minimize the pressure of a request. For instance, Brown and Levinson (1987) provide the utterance: **"I'm sorry to bother you, but could you possibly lend me a pen?"** This example shows how the speaker apologizes in advance and uses hedging "possibly" to reduce the weight of the imposition, thereby respecting the listener's independence.

Supporting this, Afriana et al. (2023) offer an example: **"I would like to request you for a business loan of \$45,000. Our organization 'ABC Software Limited' has an experience in the software industry since 15 years and has a good reputation in the industry."** Here, the request is softened through formal wording and justification, making it less intrusive.

D. Off-record

Brown and Levinson (1987) explain that off-record strategies are used when a speaker deliberately communicates in an indirect way, leaving their intentions open to interpretation. This allows the speaker to avoid direct imposition and gives the hearer the option of how to respond. The strategy relies heavily on context and inference. For instance, Brown and Levinson (1987) provide the utterance: **"It's cold in here."** While superficially a statement about the weather, the underlying intention is to request that someone close the window. The meaning is not stated directly but implied, requiring the hearer to infer the speaker's goal.

A similar example is provided by Manuputty and Damanhuri (2016). In their data, Emily says, “**Cal. Honey, well,**” without completing her thought. This vague and indirect phrasing functions as an off-record strategy, because it leaves her meaning unclear and open for Cal to interpret. Rather than directly expressing her message, Emily hints at it, prompting Cal to infer what she is trying to communicate. This shows how off-record strategies avoid direct confrontation, instead encouraging the hearer to “read between the lines” in order to grasp the intended meaning.

2.1.1.1 Positive Politeness Strategies

Positive politeness strategies are used to build social connections and demonstrate respect for the listener’s desires and needs. According to Brown and Levinson (1987), these strategies include showing attention, exaggerating interest, and using in-group identity markers. They aim to enhance friendliness and reduce social distance, creating a cooperative and harmonious interaction. By employing these tactics, speakers can foster goodwill and minimize the impact of potential face-threatening acts, ultimately promoting a positive and supportive communication environment.

Here are the 15 positive politeness strategies according to Brown and Levinson (1987):

A. Notice, Attend to Hearer

This strategy involves acknowledging the listener's needs, desires, or interests. By actively paying attention, the speaker shows that they care about the listener's feelings and opinions, which fosters a sense of connection and respect. Brown and Levinson (1987) illustrate this with the example: **“Goodness, you cut your hair! By the way, I came to borrow some flour.”** In this case, the speaker first notices and comments on the hearer's appearance before shifting to their request. This small act of recognition helps maintain the hearer's positive face, creating warmth and rapport before addressing the main purpose of the conversation.

Another example can be seen in BintangtricaHYa et al. (2023). In the dialogue, Najwa says, “Oh, okay. Check. Test.” and Chris responds, **“You look beautiful but I can't hear you.”** Here, Chris notices and compliments Najwa's appearance before addressing the issue of audibility. His remark reflects the Notice, Attend to Hearer strategy, as it acknowledges Najwa's presence in a positive way, reinforcing her self-image and strengthening their interpersonal connection.

B. Exaggerate

This strategy involves the use of overstatements or hyperbolic expressions to emphasize admiration, approval, or sympathy for the hearer. The aim is to magnify positive emotions so that the hearer feels valued and appreciated. Brown and Levinson (1987) provide the example: **“What a fantastic garden you have!”** This exaggerated compliment goes beyond a neutral acknowledgment, highlighting enthusiasm in order to strengthen rapport and enhance the hearer's positive face.

C. Intensify Interest to Hearer

This strategy seeks to grab the hearer's attention and make the conversation more engaging by dramatizing events or presenting them in a lively, vivid way. It creates a sense of involvement and excitement, making the hearer feel included in the interaction. Brown and Levinson (1987) illustrate this with the example: **"I come down the stairs, and what do you think I see... the cat had knocked everything over!"** By using dramatic narration and building suspense, the speaker heightens the hearer's interest and ensures active engagement.

D. Use In-Group Identity Markers

This strategy involves employing language that signals shared membership, such as slang, jargon, nicknames, or address forms that reflect common social or cultural identity. By using such markers, the speaker reduces distance and emphasizes solidarity with the hearer. Brown and Levinson (1987) provide the example: "Come here, **mate**." The use of the in-group term "mate" demonstrates closeness and belonging, reinforcing the idea that the speaker and hearer share the same group identity.

E. Seek Agreement

This strategy aims to find common ground with the hearer by actively seeking areas of agreement, often through repetition or tag questions. By highlighting shared opinions, the speaker minimizes potential conflict and reinforces solidarity. Brown and Levinson (1987) illustrate this with the example: **"Isn't your new car a beautiful colour!"** The speaker frames the observation as a

tag question that encourages agreement, thereby creating a sense of shared perspective and mutual appreciation.

F. Avoid Disagreement

This strategy minimizes conflict by softening disagreement or by partially agreeing before expressing a differing view. Instead of directly opposing the hearer, the speaker hedges or modifies their response to preserve harmony. Brown and Levinson (1987) illustrate this with the exchange:

A : “What is she, small?”

B : “**Yes, yes, she’s small, smallish, um not really small but certainly not very big.**”

(Brown & Levinson, 1987)

Here, B avoids outright contradiction by first echoing agreement “yes, yes, she’s small” before gradually qualifying the description. This strategy reduces the risk of face-threat while still conveying the speaker’s perspective.

G. Presuppose/Raise/Assert Common Ground

This strategy seeks to build solidarity by emphasizing shared knowledge, experiences, or assumptions between speaker and hearer. By invoking common ground, the speaker strengthens the sense of belonging and mutual understanding. Brown and Levinson (1987) provide the example: “**I had a really hard time learning to drive, didn’t you?**” Here, the speaker not only shares their own experience but also presupposes that the hearer had a similar struggle. This creates commonality and encourages the hearer to align with the speaker’s perspective, reducing distance and fostering rapport.

H. Joke

Incorporating humor in conversation can reduce tension and build rapport. Joking helps create a relaxed and friendly atmosphere, encouraging open communication. For example, the playful remark, “**OK if I tackle those cookies now?**” illustrates the Joke strategy (Brown & Levinson, 1987). Humor in this context reduces tension and creates a lighthearted, friendly environment. This approach makes interactions more enjoyable, strengthens rapport, and fosters positive social connections.

I. Assert or Presuppose Speaker’s Knowledge of and Concern for Hearer’s Wants

This strategy involves showing awareness of the listener’s desires or concerns, which signals cooperation and can subtly encourage the listener to accommodate the speaker’s goals. For example, in the utterance, “**Look, I know you want the car back by 5.0, so should(n’t) I go to town now?**” (Brown & Levinson, 1987), the speaker asserts knowledge of the hearer’s preference regarding the car and frames their own action in relation to it. By doing so, the speaker demonstrates consideration for the listener’s wants while guiding the interaction toward a cooperative outcome. This approach expresses empathy, respects the hearer’s priorities, and strengthens interpersonal rapport by aligning the speaker’s request with the listener’s known desires.

J. Offer, Promise

Making offers or promises to the listener indicates a willingness to meet their needs or fulfill their desires. This strategy reflects goodwill and fosters trust.

For example, the utterance, “**I’ll drop by sometime next week**” (Brown & Levinson, 1987), exemplifies the Offer, Promise strategy by signaling the speaker’s intention to fulfill the listener’s desires or expectations. Even if the promise is not immediately actionable, it demonstrates the speaker’s goodwill and willingness to cooperate. This approach helps satisfy the listener’s positive-face wants, fosters trust, and strengthens interpersonal relationships.

K. Be Optimistic

Expressing a positive outlook, particularly when making requests, can encourage the listener to respond favorably. Optimism suggests confidence that the listener will comply or agree. For example, the utterance, “**I’ve come to borrow a cup of flour**” (Brown & Levinson, 1987), exemplifies the Be Optimistic strategy, where the speaker frames a request in a straightforward and confident manner, presupposing cooperation from the listener. By expressing the request optimistically, the speaker conveys trust in the listener’s willingness to help, which increases the likelihood of a positive response. This approach fosters a cooperative interaction, reinforces social rapport, and encourages a sense of mutual support.

L. Include Both Speaker and Hearer in Activity

Using inclusive language, such as “let’s” or “we,” promotes teamwork and shared responsibility, enhancing cooperation. For example, the phrase, “**Let’s have a cookie, then**” (Brown & Levinson, 1987), exemplifies the Include Both Speaker and Hearer in Activity strategy. By using “let’s,” the speaker invites the listener to participate in the action, creating a sense of shared involvement and mutual responsibility. This inclusive phrasing fosters collaboration, strengthens the social

bond between speaker and listener, and encourages cooperative behavior by making the listener feel directly included in the decision or activity.

M. Give or Ask for Reasons

Providing justifications for actions or requests helps engage the listener's reasoning, making the interaction more persuasive and collaborative. For example, the question, **"Why not lend me your cottage for the weekend?"** (Brown & Levinson, 1987), exemplifies the Give or Ask for Reasons strategy. By framing the request with a justification or implied reasoning, the speaker encourages the listener to consider the request thoughtfully, making the interaction more persuasive. This approach strengthens the speaker's position while fostering cooperation and collaborative decision-making, as it engages the listener's reasoning rather than simply demanding compliance.

N. Assume or Assert Reciprocity

Highlighting mutual benefits or obligations fosters a sense of fairness and balance in the relationship, encouraging reciprocal actions. For example, the utterance, **"I'll do X for you if you do Y for me"** (Brown & Levinson, 1987), exemplifies the Assume or Assert Reciprocity strategy. By explicitly referencing reciprocal rights or obligations, the speaker softens the potential face-threatening nature of the request while emphasizing fairness and equality in the interaction. This approach encourages cooperation, reinforces mutual responsibility, and strengthens the sense of partnership between speaker and listener.

O. Give Gifts to Hearer

Offering compliments, expressions of sympathy, or tangible gifts demonstrates generosity and appreciation, strengthening interpersonal bonds. For example, the statement, **“It is a little bit more expensive than other attractions in Bali, but it is what you should expect for the absolutely amazing artwork around”** (Parmita & Putri, 2023), exemplifies Give Gifts to Hearer (Brown & Levinson, 1987) by providing a positive evaluation of the experience. By acknowledging the higher cost while emphasizing the exceptional quality of the artwork, the speaker offers a “gift” of reassurance and appreciation, enhancing the listener’s positive face. This strategy highlights the value of the experience, strengthens interpersonal rapport, and makes the listener feel that their effort or investment is worthwhile.

2.1.1.2 Factors Influencing the Use of Positive Politeness Strategies

Positive politeness strategies are influenced by a range of factors that determine how speakers address the listener’s positive face needs. Brown and Levinson (1987) emphasize that the application of these strategies is not random but guided by both internal motivations and external social dynamics. They identify two primary aspects that shape the use of positive politeness strategies: the intrinsic benefits or payoffs that speakers seek to achieve and the sociological variables that define the context of the interaction. By understanding these factors, speakers can craft their communication to effectively foster social harmony and reduce potential face-threatening acts (FTAs).

A. The Payoffs: A Priori Considerations

Positive politeness strategies are often motivated by the anticipated benefits, or payoffs, that the speaker hopes to achieve by going on record in a way that addresses the listener's positive face needs. These strategies allow the speaker to minimize the face-threatening aspects of an act by assuring the listener that they are "of the same kind," that they like the listener, and that they align with their desires. For example, a criticism delivered within the framework of mutual friendship may lose much of its sting. In a friendly context, such criticism may even be perceived as playful banter or, in some cases, a compliment, as often observed in interactions between opposite-sex teenagers (Brown and Levinson, 1987).

Another key payoff is the ability to avoid or reduce the debt implications of face-threatening acts such as requests or offers. This can be achieved by indirectly referring to the reciprocity or ongoing relationship between the speaker and listener, such as invoking a pseudo prior agreement with phrases like, "How about a cookie, then?" Alternatively, the speaker may include themselves and the listener as equal participants in or beneficiaries of the act by using inclusive language like "we," as in, "Let's get on with dinner," spoken by a husband engrossed in watching TV. These strategies help the speaker foster goodwill, reduce social distance, and create an inclusive and cooperative communicative environment (Brown and Levinson, 1987).

B. The Circumstances: Sociological Variables

The use of positive politeness strategies is also shaped by sociological variables that define the interaction's social context. These variables include power,

distance, and the rank of imposition, each of which plays a significant role in determining how the speaker navigates their communication. By adapting to these variables, speakers ensure their strategies remain effective and contextually appropriate (Brown and Levinson, 1987).

Power (P) refers to the relative authority or influence between the speaker and the listener. When the speaker holds a subordinate position, they are likely to use more positive politeness strategies to show respect and reduce the perceived social gap. For instance, they may employ compliments, inclusive language, or expressions of appreciation to acknowledge the listener's higher status. Conversely, a speaker in a position of authority might rely less on such strategies but could still use them strategically to maintain positive relationships and goodwill.

Distance (D) describes the social or emotional closeness between the speaker and the listener. In close relationships, informal language, humor, and personal references are commonly used because the existing rapport minimizes the risk of face-threatening acts (FTAs). However, in more distant or unfamiliar relationships, speakers tend to adopt formal language and polite expressions to reduce potential discomfort and build a sense of connection.

Rank of Imposition (R) relates to the perceived weight or seriousness of the request or act being performed. When the rank of imposition is high—such as making a significant request or delivering critical feedback—the speaker may employ more elaborate positive politeness strategies to mitigate resistance and ensure cooperation. This might involve framing the request with a compliment, emphasizing shared benefits, or using inclusive language to reduce the listener's

perception of burden. For low-stakes impositions, simpler politeness strategies may be sufficient.

Together, these sociological variables interact dynamically to shape the speaker's approach. By carefully considering these factors, speakers can craft their communication to promote social harmony, maintain positive relationships, and address the listener's positive face needs effectively.

2.2 Previous Studies

The first study by Aspitassari et al. (2022) investigate the enactment of positive and negative politeness strategies by characters in the movie "Every Waking Breath." Using Brown and Levinson's theory (1987), the study employs a mix-method approach to analyze character utterances. The findings reveal that nine types of positive politeness strategies were applied, with Strategy 4: Use in-group identity markers being the most prevalent. Positive strategies were used in 70.83% of utterances, indicating strong social bonds between characters.

Another research by Kusanaghi et al. (2023) focus on the positive politeness strategies used in "Oprah's 2020 Vision Tour Visionaries: The Rock Interview." The aim is to identify the strategies employed by Oprah Winfrey and Dwayne Johnson, analyzing the reasons and factors influencing their use. Using Brown and Levinson's theory (1987), the study finds twelve strategies, with factors such as payoff and sociological variables playing significant roles.

The next study by Marfirah and Ambalegin (2023) explore positive politeness strategies in the movie "Turning Red." Employing Brown and Levinson's theory (1987) and a descriptive qualitative method, it identifies 21

instances of positive politeness. Strategy 10: Offer, promise was the most frequently used, occurring five times, highlighting the character's focus on fostering promises and offers in their interactions.

In a different analysis by Bintangtricahya et al. (2023), the positive politeness strategies used by international guests in the "Mata Najwa Exclusive Interview" are examined. Utilizing Brown and Levinson's framework (1987), the study identifies 13 types of strategies, with presupposing/asserting/raising common ground being the most dominant. This research emphasizes how cultural differences influence the use of specific sentence patterns in politeness.

Another evaluation by Winiharti and Mubarak (2023) examine how undergraduate students apply positive politeness strategies toward lecturers in online conversations. Based on Brown and Levinson's theory (1987), the study identifies 11 occurrences of positive politeness. It also notes violations of politeness, with factors like distance and context influencing these interactions, highlighting the complexity of online communication.

In a study conducted by Parmita and Putri (2023), the use of positive politeness strategies by visitors at Garuda Wisnu Kencana Cultural Park is analyzed. Employing Brown and Levinson's framework (1987), the research identifies six strategies used in reviews. The findings suggest that visitors express their feelings graciously through these strategies, enhancing their overall experience at the cultural park.

The last study by Sari and Sutopo (2024) investigate positive politeness strategies in "Spiderman: Far from Home." Using a qualitative approach and Brown

and Levinson's theory (1987), the research identifies eight strategies, with "Observing, attending to the listener" as the most dominant. The study also highlights factors like reward and social circumstances that influence the use of these strategies by the characters.

From the reviewed studies, several similarities and differences can be observed. A clear similarity is that all previous studies, whether analyzing movies (*Every Waking Breath*, *Turning Red*, *Spiderman: Far from Home*), interviews (Oprah, Mata Najwa), or real-life interactions (students with lecturers, cultural park visitors), consistently applied Brown and Levinson's politeness (1987) as their theoretical foundation. They also share the same aim: to identify and explain the use of positive politeness strategies in communication.

However, there are also notable differences. Many of the previous studies focused only on identifying the strategies or determining which strategies appeared most frequently, often without examining the deeper reasons for their use. By contrast, the present study on "Kung Fu Panda" not only identifies all fifteen positive politeness strategies but also goes further by analyzing the factors influencing their application, such as payoff, power dynamics, and social distance. This makes the current research more comprehensive, as it combines identification with explanation, providing a richer understanding of how politeness strategies function in both building relationships and supporting the narrative in the film.

2.3 Theoretical Framework

This research uses "Kung Fu Panda" as the data source, analyzed through the lens of pragmatics. Within pragmatics, the study applies politeness theory

proposed by Brown and Levinson (1987), with a particular focus on positive politeness strategies. These fifteen strategies, such as Notice/Attend to Hearer, Exaggerate, Seek Agreement, Be Optimistic, and Assume or Assert Reciprocity, are examined in detail to understand how they function in dialogue. The analysis highlights how the characters employ these strategies to strengthen relationships, reduce social distance, and foster cooperation. The framework below illustrates this progression: starting from the pragmatic foundation, narrowing into politeness theory, and finally applying positive politeness strategies to the data before drawing conclusions.

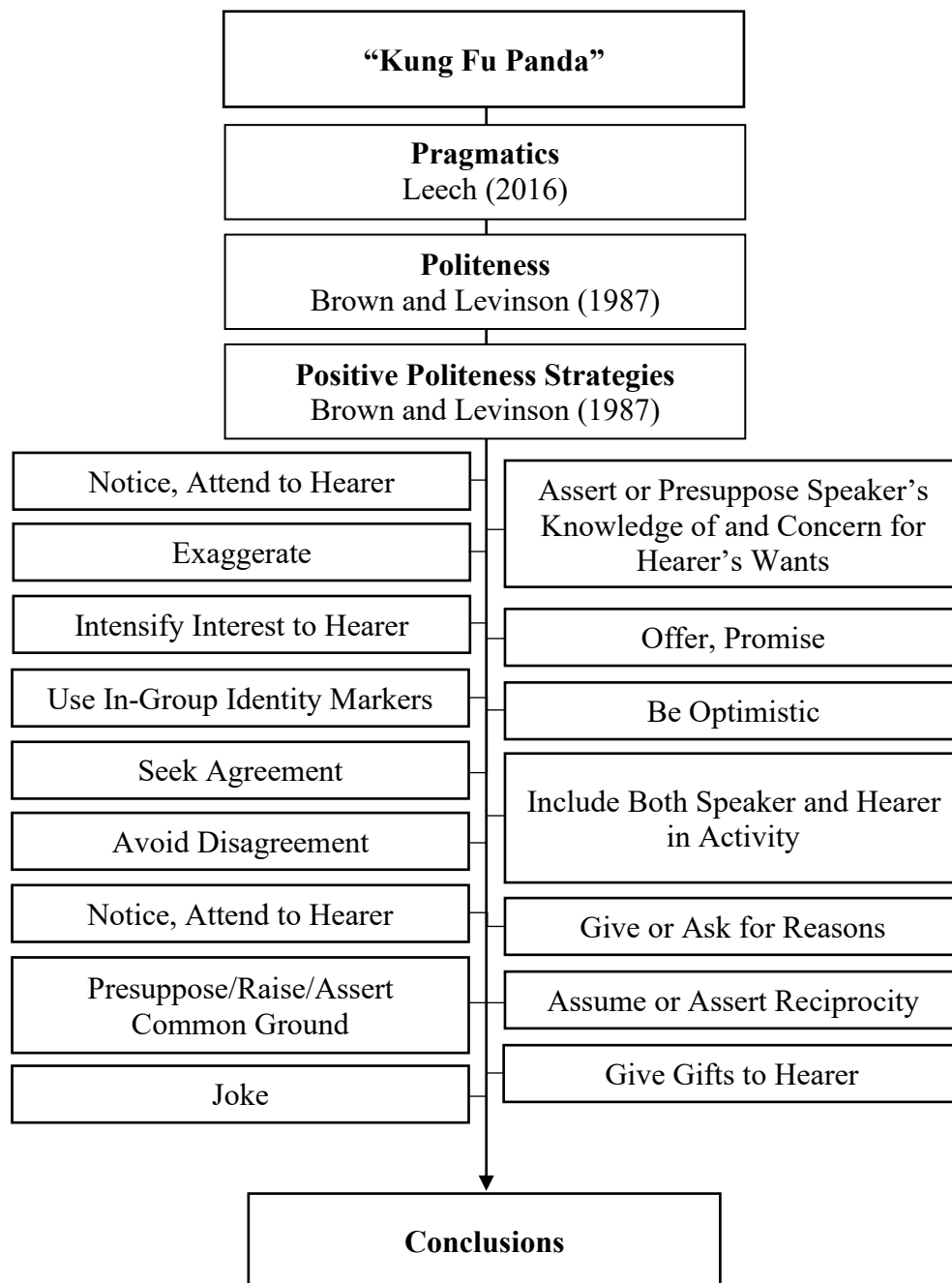


Figure 2. 1 Theoretical Framework