

**A study of politeness strategies in speech acts of directives
in a movie entitled “princess diaries” by gary marshall
(a socio-pragmatics approach)**

By:

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CHAPTER I

INTRODUCTION

A. Research Background

Language is a means of communication which fulfill the basic human needs to communicate with other. It is constantly used by human in their everyday life and has an important role in their lives. In communication, people express thought, feeling, experience, knowledge and so on language in the form of language. Wardhaugh (1992:8) explains that “language allows people to say things to each other and express communicate needs”. According to Hall (in Lyons, 1997:4)

“Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbol”.

Meanwhile in Language: The Social Mirror, Chaika (1994:6) states:

“Language is multilayered and does not show one-to-one correspondence between message and meaning as animal language do. For this reason, every meaning can be expressed in more than one way and there are many ways to express any meaning. Language differs from each other, but all seem suited for the tasks they are used for. Language change with changing social conditions”.

In all human activities, there are some factors that influence the language used. People commonly use language in accordance with social structure and value system of the society. The internal and external differences in human societies such as sex, age, class, occupation, geographical origin and so on also influence their language.

Even in monolingual community, people as the members of society and community have different behavior toward language. Generally, people use the most appropriate code or variety in accordance with the person they are talking to, the topic of the communication, and the ¹.....₁ of communication takes place.

In everyday communication, people select one language variety rather than another to convey their message. In sending their message, they also have to choose certain behavior in order to make the message accepted correctly and does not hurt other's feeling. Nowadays, this study is called politeness strategies. Politeness refers to proper social conduct and tactful consideration of others (Ashers, 1994:3206). In other words, politeness strategy involves in taking account of other's feeling. Holmes (1992:296) stated “A polite person makes other feel comfortable. Being linguistically polite involves speaking to people appropriately in the light of their relationship to you”. For example, when we are with a group of friend we can say directly to them “Shut Up!” to command them to be silence. However, when we are surrounded by a group of adults at formal situation, we will say “I'm sorry, I don't mean to interrupt, would you slow down

your voice?" In different social situation, it is obliged to adjust the use of word to fit with the occasion. It means that speaking politeness by using appropriate linguistic choices may make other feel comfortable.

Based on the explanation above, the researcher wants to know further about politeness strategies. Therefore, the researcher conducts a research of politeness strategies used in the movie entitled "**“Princess Diaries”**" by Gary Marshall. This movie tells about a freak girl, Mia, who surprisingly knows that she is a princess. Therefore, her grandma, Queen Clarisse, has to teach her how to act and speak in front of people or in other word how to behave politely. Consequently, there are varieties of politeness strategies used in the movies.

To clarify the research background, three examples of politeness strategies used in the movie are included as follows:

1. Mia : **Can I talk to you for a minute, please?**

Lily : [walks away and keeps silence]

Mia : Lily, can I just talk to you for a minute? Is that cool?

Lily : Sure lets talk! About what?

2. Queen : **I’m wonder would you give us a moment alone?**

V.P : **I’m the Vice Principle**

Queen : Joseph, would you take this fine educator and show her your security plans for Amelia’s safety?

Joe : What? Ah, of course.

3. Mr. O’Connell: All right, all right. OK girls, settle down, settle down. This is a debate and after it’s over **I want you back in your school uniform!**

Josh : Hey Boss whatever you say.

In the first example, the participants are Amelia or Mia, the Princess, and her best friend, Lily. Mia initiates request using “negative politeness” in order to apologize to Lily. As a respond, Lily uses “do not perform FTA” strategy, by walking away and keeping silence, to emphasize her intention to refuse Mia’s request indirectly. It also indicates that she is mad, angry and sad for what Mia has done, by breaking their promises.

In the second example, the participants are Queen Clarisse and Miss Gupta, Scholl’s Vice Principle. Queen Clarisse uses “negative politeness” because she does not know Miss Gupta well and the situation is in formal situation. Consequently, Miss Gupta employs “off record strategy” to respond Queen Clarisse’s request. Instead of saying : I want to stay, Miss Gupta use “off record strategy” in order to convey the Queen that she wants to stay since she is the Vice Principle.

Finally, third example is taken from the conversation between a schools teacher, Mr. O’Connell and his student, Josh. Mr. O’Connell employs “bald on record strategy” directly to command his student to wear the uniform. He chose this strategy because he assumed himself as higher or superior than other since he is the teacher. Therefore, he does not need to be afraid of making offense.

From those three examples, it can be seen that there are different politeness strategies used in different situation and each strategy has certain functions. Therefore, how such phenomena can happen is very interesting to be analyzed.

Thus the title of this research is **A STUDY OF POLITENESS STRATEGIES IN SPEECH ACTS OF DIRECTIVES IN A MOVIE ENTITLED “PRINCESS DIARIES” BY GARY MARSHALL.**

B. Problem Statement

Based on the research background above, the major problem of the research is to study politeness strategies in the movie **“Princess Diaries”**. This problem is then separated into:

1. What kinds of politeness strategy are exploited by the characters in **“Princess Diaries”**?
2. How is the politeness strategy employed by the characters in **“Princess Diaries”**?
3. Why is the politeness strategy chosen by the characters in **“Princess Diaries”**?

C. Research Limitation

In this research, the analysis of politeness strategy used by the characters in **“Princess Diaries”** is focused on Directives Speech Acts. Afterward, each type of politeness is analyzed based on the language used, domain, and the aspects influenced it. The data is taken from movie entitled **“Princess Diaries”** by Gary Marshall.

D. Research Objectives

The research is conducted to find out the answers to the problem statement, they are:

1. To figure out politeness strategy exploited by the characters in “**Princess Diaries**”.
2. To describe how certain politeness strategy is used by the characters in the film “**Princess Diaries**”.
3. To describe the reason the characters in “**Princess Diaries**” chose certain politeness strategy.

E. Research Benefits

This research is significant to find out politeness strategies used in “**Princess Diaries**” by Gary Marshall and to learn about politeness strategy used by the characters in the movie. It also tries to find out the reasons why the characters chose certain politeness strategy. Therefore, it is expected that this research is able to give comprehensive understanding about politeness strategy, especially politeness strategy in “**Princess Diaries**”.

F. Research Methodology

This research is a qualitative research which employs descriptive method. The research is done by collecting data, analyzing data and drawing conclusion.

The source of data for the research is movie entitled “**Princess Diaries**” by Gary Marshall. Further explanation of research methodology will be defined in chapter III.

G. Thesis Organization

The thesis organization of the research is as follows:

Chapter I : Introduction, consist of Research Background, Problem Statement, Research Limitation, Research Objectives, Research Benefits, Research Methodology, and Thesis Organization.

Chapter II : Literature Review which covers Sociolinguistics, The Scope of Sociolinguistics, Social Dimensions and Social Factors, Ethnography of Communication, Speech Act, Classification of Speech Act, Directives, Politeness Theory, Domains and Film's Synopsis.

Chapter III : Research Methodology, consist of Type of Research, Source of Data, Sample and Technique of Sampling, Instrument of research, Technique of Collecting Data, Technique of Data Coding and Technique of Analyzing Data.

Chapter IV : Data Analysis.

Chapter V : Conclusion and Recommendation.

CHAPTER II

LITERATURE REVIEW

In order to solve the problems of the research, some theories are needed as basic requirements. Therefore, this chapter will discuss some theories related to this research covers Sociolinguistics, The Scope of Sociolinguistics, Social Dimensions and Social Factors, Ethnography of Communication, Speech Act, Classification of Speech Act, Directives, Politeness Theory, Domains and Film's Synopsis.

A. Sociolinguistics

Sociolinguistics is a branch of linguistics that discusses something particularly significant between social community and language. Many sociolinguists have proposed some definitions of Sociolinguistics. Some of those definitions are included in this chapter to give a better understanding on this branch of linguistics.

Hudson in Chaika (1994:2) defines sociolinguistics as the study of language in relation to society. Later, Chaika (ibid:3) defines sociolinguistics as “the study of the ways people used language in social interactions of all kinds”. It means that sociolinguistics is concerned with how people use language when they interact in any kinds of situation.

Downes (1984:15) states that “sociolinguistics is that branch of linguistics which studies just those properties of language and language which require reference to social, including contextual, factors in their explanation”. This means that sociolinguistics is a branch of linguistics which studies the properties of language and languages by using social reference.

Spolsky (1998:32) states that “Sociolinguistics is the field that studies the relation between language and society, the uses of language and the social structures in which the users of language live”. From this definition, it can be said that in sociolinguistics there is a close relation between the users and the social structures of the users which may influence the uses of language.

While Holmes (1992:1) states that “sociolinguistics study the relationship between language and society. They are interested in explaining why we speak

differently in different social context and they are concerned with identifying the social function of language and the ways it is used to convey meaning”.

From the definition above, it can be concluded that sociolinguistics studies language or language varieties in relation to its social dimension. Sociolinguistics not only discusses what kinds of language used in the social community but also “how” and “why” people chose certain language.

B. Scope of Sociolinguistics

In sociolinguistics research, there are two kinds of level analysis namely macro level analysis and micro level analysis.

1. Macro Level Analysis

Trudgill (1992:51) states that the term macrosociolinguistics refers to sociolinguistics areas involving the study of relatively large groups of speakers. It covers secular linguistics and the sociology of language.

Secular linguistics is also known as quantitative sociolinguistics, or correlational sociolinguistics. It works on the assumption that linguistics hypothesis and theories should be based on observation and analysis of vernacular varieties as these are used by ordinary speakers in everyday social contact (ibid:65).

The sociology of language deals on the relationship between sociological factors and language and in particular deals with language choice (ibid:69)

2. Micro Level Analysis

Microsociolinguistics is a term used to covers the study of face-to-face interaction, discourse analysis, conversational analysis, and other areas of sociolinguistics involving the study of a relatively small group of speakers (Trudgill1:52).

Trudgill defines face-to-face interaction as conversation or communication between two or more people which is interactive and in which participants are physically present (Ibid:33).

Thus, from the definition of macrosociolinguistics and microsociolinguistics above, this research belongs to microsociolinguistics since it is more linguistically oriented and it focuses on the individual rather than the society.

C. Social Dimensions and Social Factors

According to Fishman “The non-linguistics factors that influence the language use are the social factors such as social status, age, level of education, sex, etc, and the situational factors such as the person who speaks, what language, to whom, where and concerning with”.

Holmes (1992:12) states that certain social factors have been relevant in accounting the particular variety used. In any situation linguistics choices will generally reflect the influence of one or more of the following components

- 1. The Participants:** who is speaking and who are they speaking to?
- 2. The Setting or Social Context of The Interaction:** where are they speaking?
- 3. The Topic:** what is being talked about?
- 4. The Function:** why are they speaking?

In addition of these components, it is useful to take account of four different dimensions for analysis which relate to the factors above. There are:

1. Social distance/solidarity scale

Solidarity scale is the scale that takes account for pattern of linguistic interaction. How well the participants know each other is one of the most important factors affecting the communication.

2. Status/power scale

Status/power scale is the scale that accounts for a variety of linguistic differences in the way people speak. People speak in a way that signals their status in a community. The various ways in choosing words can show the speaker's position whether he is superior, subordinate, or equal to the hearer.

3. Formality scale

Formality scale is the scale that accounts for speech variation in different setting or contexts. People will choose certain variety of linguistic choices in accordance with the context or the setting where communication takes place.

4. Referential and affective function scale

The basic function of language in all communities is referential and affective meaning. Language can convey objective information of a referential kind and it can also express someone's feeling. In general, the more referentially oriented an interaction is, the less it tends to express the feeling of the speaker.

D. Ethnography of Communication

The approach to sociolinguistics of language in which the use of language in general is related to social and cultural values is called ethnography of speaking (Fasold, 1990:39).

Fasold states that essential concepts of ethnography of speaking are the speech community and the units of interaction which consist of speech situations, speech events, and speech acts.

According to Trudgill a speech community is a community of speakers who share the same verbal repertoire, and who also share the same norms for linguistics behavior. In this sense, a group of people can be considered to belong to the same speech community if they speak the same language and share the same norms of interaction and interpretation. Whereas Fishman (1972:28) states that “a speech community is one where all members share at least a single speech variety and the norms for its appropriate use. A speech community may be as small as a single close interaction network, all whose members regard each other in but a single capacity”

Hymes (in Fasold, 1990) describes speech situations as: situations associated with speech”. The situation refers to any constellation of statuses and settings which constrains the interaction that should or may occur, for example between student and teacher in a lecture.

Speech event is restricted to the activities or aspects of activities that are directly governed by rules or norms for the use of speech’ (Hymes in Downes, 1984:258). A speech event takes place within a speech situation and is composed by one or more speech acts. For example, a request might be a speech act that is

part of formal conversation (the speech event) which takes place at formal dinner (the speech situation).

Speech acts are described as the minimal term of the set. It concerns the speaker's communicative intention in producing an utterance. The speaker normally expects that his or her communicative intention will be recognized by the hearer. Since this research mostly deals with speech act, a further explanation of this study is given in separate section.

Hymes suggests that there are certain components of speech and puts them into eight groups called SPEAKING which stands for:

a. Situation

Situation includes the setting and the scene. The setting is about the physical circumstances of communicative event, including the time and place.

Setting refers to time and place in which a speech act takes place (Hymes, 1974:60). The scene is the psychological setting which refers to kind of speech event taking place according to cultural definition as formal or informal, serious or festive, etc.

b. Participants

Participants are the people who involved in a conversation. It deals with who are speaking who they are speaking to. The social factors such as age, gender, social distance, status, and role or profession of the participants have to be also considered.

c. Ends

Ends refer to the purpose of the speech events and speech acts. This purpose can be divided into outcome and goal. Outcome is defined as the purpose of the event in cultural point of view while goal is defined as the purpose of the individual participant. Example of the two purposes is as follows.

"In all sorts of bargaining events, for example, the overall outcome is to be the orderly exchange of something of value from one person to another. The goal of the seller, of course, is to maximize the price; the buyer wants to minimize it"

(Fasold,1990:44)

d. Act Sequence

Act sequence refers to the message of speech event or speech act. It consists of message form and content. Message form deals with how something is said by the participants, whereas message content deals with how the participants talk about or it is simply called a topic of a conversation.

e. Key

Key refers to the tone, manner, feeling, atmosphere, and attitude in which an act is performed. The definition of each aspect above is given below.

1. Tone refers to the general spirit of the scene, such as brave, fierce, fearful, etc.
2. Manner refers to the participant's way of behavior toward other, such as polite or impolite, etc.
3. Feeling refers to the emotions such as happiness, shock, anger, irony, etc.
4. Atmosphere refers to the feeling that effect the mind of a place or condition, such as good, evil, comfortable, gloomy, etc.

5. Attitude refers to the participant's way of thinking and behaving toward a situation, such as sympathetic, optimistic, bitter, etc.

The key may be expressed by non verbal action, such as wink, smile, gesture, and posture or by conventional units of speech like English aspiration of vowel length to signal emphasis.

f. Instrument

Instrument refers to channel and form of speech. Channel defines as the way a message travels from one person to another. It refers to the medium of speech. Generally, the mediums to convey a message are oral and written, but message can also be transmitted using such means as telegraph, semaphore, smoke signal, etc. meanwhile, form of speech deals with languages and their subdivisions, dialects, codes, varieties, and registers.

g. Norms

Norms include both norm of interaction and interpretation. Norm of interaction refers to an underlying set of non linguistic rules which govern when, how, and how often speech occurs which is commonly had by all communities. For example, American follows ‘no gap, no overlap’ norm of conversational turn taking.

Norms of interpretation implicate the belief system of a community. It involves trying to understand what is being conveyed beyond what is in the actual words used.

h. Genre

Genre refers to the categories like poems, proverbs, myths, lectures, commercial message, and etc. Genre often coincides with speech events, but it has

to be distinguished from speech event since a speech genre can occur in more than one kind of speech event.

E. Speech Act

Action performed via utterances are generally called speech act (Yule, 1996:47). Austin in Levinson (1983:236) claims that all utterances in addition to meaning whatever they mean, perform specific action (or ‘do things’) through having specific forces. By this, then, he divided utterances into three kinds of acts that are simultaneously performed.

1. **Locutionary act:** the utterance of a sentence with determinate sense and reference
2. **Illocutionary act:** the making of a statement, offer, promise, etc in uttering a sentence by the virtue of the conventional force associated with it.
3. **Perlocutionary act:** the bringing about of effects on the audience by means of uttering the sentence.

In short, locutionary act is the simple act and interpreting the things the speaker says. Meanwhile, illocutionary act is what is done in the act of saying something. Finally, perlocutionary act is the effect that the speaker produces by saying something. Example:

A: “Would you open the window?”

B: “Oh yes”.

The act of saying ‘would you open the window’ is the locutionary act. A requesting B to open the window is the illocutionary act, while the act of opening

the window by B is perlocutionary act. The illocutionary act that is the focus of Austin's interest is a basic which is known as speech act.

F. Classification of Speech Act

According to Searle (in Levinson, 1983:240) Speech Acts are divided into five types of utterances based on its purposes, they are:

1. **Representatives**, which commits the speaker to the truth of the expressed proposition. (paradigm cases: asserting, concluding etc)
2. **Directives**, which are attempts by the speaker to get the addressee to do something. (paradigm cases: requesting, advising, commanding)
3. **Commissives**, which commit the speaker to some future course of action. (paradigm cases: promising, threatening, offering)
4. **Expressives**, which express a psychological state. (paradigm cases: thanking, apologizing, welcoming, congratulating)
5. **Declarations**, which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions. (paradigm cases: excommunicating, declaring war, christening, firing from employment).

The following explanation may help to clarify the quotation above:

Representatives are the kind of speech acts in which the speaker expresses belief that the propositional content is true. The term 'propositional content' will be used to refer to what a sentence is all about. Acts of describing, concluding, asserting, are all examples of the speaker's intention in expressing his belief.

Directives are the kind of speech acts which the speaker expresses an attitude toward a prospective action by the hearer. Act of commanding, ordering, requesting, inviting are included in directives.

Commissives are the kinds of speech acts in which the speaker expresses his intention concerning some future action. Act of promising, threatening, refusing are all examples of Commissives.

Expressives are the kind of speech acts in which the speaker expresses his psychological attitude toward a state of affairs specified in the propositional content. Act of thanking, apologizing, congratulating, are examples of what the speaker feels.

Declarations are the kind of speech acts in which in uttering alter the world. The speaker of those acts is someone who is especially authorized by an extra linguistic institution which provides rules for their use, such as court, committee, church and so on.

G. Directive

Directive is one of the types of speech act that refers to the attempts of the speaker to get the hearer carrying out some actions and so does in virtue of speaker's wanting is done. Directive can be performed directly and indirectly. It is clear that an imperative is used to a direct directive, while interrogative and declarative are used to an indirect directive. Declarative and Interrogative are used as indirect command. They are usually expressed by using request or suggestion in order to indirectly ask the hearers for what they have to do. Orders and commands are generally expressed in imperative form. Polite attempt to get

people to do something tend to use interrogatives and declaratives as the following examples illustrate.

Sit down	IMPERATIVE
You sit down	You IMPERATIVE
Could you sit down?	INTERROGATIVE WITH MODAL VERB
Sit down will you?	INTERROGATIVE WITH TAG
Won't you sit down?	INTERROGATIVE WITH NEGATIVE MODAL
I want you to sit down	DECLARATIVE
I'd like you to sit down	DECLARATIVE
You'd be more comfortable sitting down	DECLARATIVE

(Quoted from Holmes,1992:290)

Based on the example above, it can be seen that the attempts to get someone to sit down can be expressed by commanding with imperative form, by requesting with interrogative form, and by suggesting with declarative form.

Generally interrogatives and declaratives are more polite than imperatives, but a great deal depends on intonation, tone of voice and context. Holmes states that in getting what you want from someone else requires knowledge of the rules for expressing yourself appropriately in the socio-cultural context. Choosing the appropriate linguistic form of directive for family, friends, and foreigner involves the dimension of solidarity (or social distance) and social status (or power) (Holmes,1992:294).

Politeness, in an interaction, can be defined as the means employed to show awareness of another persons face (Yule,1996:60). Furthermore, he says that being polite means getting the linguistic expression of social distance right as far as your getting addressee is concerned. Face refers to the respect that an individual has for him or herself to maintain self esteem in public or in private situations. Yule defines that face means self image of a person. It refers to emotional and social sense of self that everyone has and expects everyone else to recognize (1996:60).

According to Brown and Levinson, politeness strategies are developed in order to save the hearers face because certain acts are liable to damage or threaten another persons face or known as “Face Threatening Acts” (FTA). An illocutionary acts has the potential to damage hearer’s face (for example, insulting people, or expressing disapproval of something) or the illocutionary acts may potentially damage the speaker’s own face (for example, if the speaker has to admit having botched a job). In order to reduce the possibility of damage to hearer’s face or speaker’s own face, he or she may adopt certain strategies.

There are five strategies of FTA, described by Brown and Levinson that sum up human politeness behavior.

1. Bald on-record

These provide no effort to reduce the impact of the FTA's. It will most likely shock the hearer, embarrass them, or make them feel a bit uncomfortable. However, this type of strategy is commonly found with people who know each other very well, and are very comfortable in their environment, such as close

friends and family. The bald on record may be followed by mitigating devices to soften the demand, such as “please” and “would you”.

- An Emergency: HELP!!
- Task oriented or command: Give me that!
- Request: Put your coat away, please. Or Put your coat away, would you.
- Alerting or warning: Turn your headlights on! (When alerting someone to something they should be doing)

2. Positive Politeness

It is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA).

- Attend to the hearer: "You must be hungry, it's a long time since breakfast. How about some lunch?"
- Avoid disagreement

A: "What is she, small?"

B: "Yes, yes, she's small, smallish, um, not really small but certainly not very big."

- Assume agreement: "So when are you coming to see us?"
- Hedge opinion: "You really should sort of try harder."

3. Negative Politeness

The main focus for using this strategy is to assume that the speaker may be imposing on the hearer, and intruding on their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation.

- Be indirect: "I'm looking for a comb." In this situation by using this indirect strategy, speaker hopes that the hearer will offer to go find one for him.
- Forgiveness: "You must forgive me but...."
- Minimize imposition: "I just want to ask you if I could use your computer?"
- Pluralize the person responsible: "We forgot to tell you that you needed to buy your plane ticket by yesterday." This takes all responsibility off the speaker by changing I onto "we",

4. Off-Record

The speakers are removing themselves from any imposition whatsoever.

- Give hints: "It's cold in here."
- Be vague: "Perhaps someone should have been more responsible."
- Be sarcastic, or joking: "Yeah, he's a real rocket scientist!"

(<http://www.universalteacher.org.uk/lang/pragmatics.htm#25>)

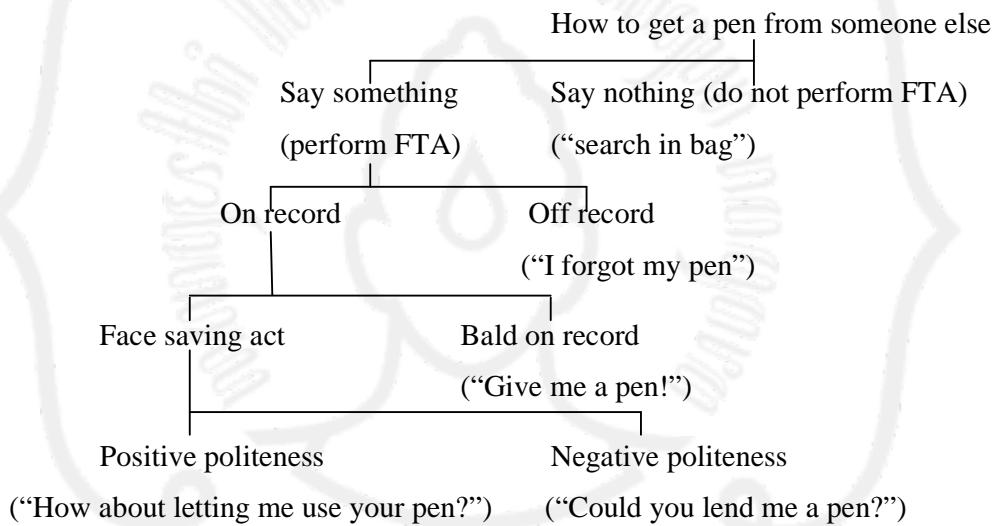
5. Do not perform FTA

It appears to be self-explanatory without need to say it. Brown and Levinson do not discuss further about this strategy, but Tanaka discusses two sorts of “saying nothing”, she terms the “opting out choice” or OOC.

- OOC-Genuine: There are times when speaker decides to say nothing and genuinely wishes to let the matter drop
- OOC-strategic: There are other occasions when an individual decides to say nothing (decides not to complain, for example) but still wishes to achieve the effect which the speech act would have achieved when it had been uttered.

(Jenny Thomas, 1995:175)

Yule (1996:66) draws these strategies as the illustration bellows:



(“How about letting me use your pen?”) (“Could you lend me a pen?”)

Based on the illustration above, it can be interpreted that there are different possible expressions for getting a pen from someone else. The first choice is by saying something (perform FTA) or saying nothing (do not perform FTA). By saying nothing, it does not mean that the speaker does not do anything but he can do non verbal action, for example by searching it in bag. By saying something, the speaker does not actually have to ask for anything. He can simply

produce statement like ‘I forgot my pen’. This statement is not directly addressed to other. It might be referred to as ‘hint’ which is described as being off record.

Besides off record statement, the speaker can directly address to other. This is called on record. This strategy usually uses imperative forms such as ‘Give me a pen!’ which is known as bold on record. Bold on record expression would potentially threaten to other’s face. Therefore, the speaker can express his or her needs by face saving act which uses positive politeness ‘How about letting me use your pen?’ or negative politeness ‘Could you lend me a pen?’.

I. Domains

Fishman in Fasold proposed that there were certain institutional contexts called domains, in which one language variety is more likely to be appropriate than another. In other words, domains are taken to be constellations of factors such as location, topic and participants (Fasold, 1984:183)

While, Downes (1984:49) states that a domain is grouping together of recurring situation types in such a way that one of languages or varieties in a repertoire, as opposed to the others, normally occurs in that class of situations and members of speech community judge that the use of that variety, and not the others, is appropriate to that domain.

Domain involves typical interaction between typical participants in typical settings. It is a very general concept that draws on three important social factors in code choice, namely participants, setting and topic. (Holmes, 1992:26)

From the definition above, the term of domain represents the constellation of three aspects above in social communication occurring in family, friendship, religion, employment and education.

J. Film Synopsis

Mia, an awkward, wavy-haired, bespectacled, coltishly 15-year-old teenager, has a normal life with her mother, Helen, in San Francisco before her grandmother comes to their life. Her grandmother, Queen Clarisse, tells that Mia's father was the crown prince of Genovia. Because of that, Mia is the formal heir to keep the royal reigns from passing to another family due to a broken bloodline. Queen Clarisse seeks her estranged granddaughter in hopes that she will take her father's place as the crown princess. While Mia contemplates with her future, her grandmother insists on turning her from a social misfit to a lady fit for the throne.

Most of Mia's transformation from clumsy schoolgirl to glamour-girl royalty involves changing her physical appearance and her attitude. At the end of all, Mia becomes a graceful princess that socks everybody who knew her before.

In the end, "The Princess Diaries" is all about taking responsibility and choosing the path that will allow you to do the greater good for the world.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

As stated in Chapter I, this research uses a descriptive method. The objective is to describe phenomena from the data analysis out of which a research

conclusion will be drawn. Surakhmad (1994:147) states that descriptive method is a kind of research method using technique of searching, collecting, classifying, analyzing data, interpreting and finally drawing conclusion.

Meanwhile, a qualitative research is a type of research which does not include any calculation / enumeration (Moleong, 2000) because the data produced are in the form of words as stated by Miles and Hubber (1994) "...the data concerned appear in the words rather than in numbers".

B. Source of Data

In research, the source of data explains the subject from which the data are obtained (Arikunto, 1996:162). The data themselves may appear in the form of discourse, sentence, clause, phrase or word which can be obtained from magazines, newspaper, books, films etc (Subroto, 1992)

In conducting this research, the data are taken from the directive uttered by the characters containing politeness strategies in the film **Princess Diaries**. The data include words and sentences that are produced by characters in the movie.

C. Sample and Sampling Technique

In a qualitative research, samples are not taken from the population since the selection of samples is not intended to make generalization of the population but it is intended to gain the depth information of the field of study (Sutopo, 2002:55)

In this research, the researcher employs a purposive sampling technique. Sutrisno Hadi (1987) states that in purposive sampling, the choice of subjects is based on certain characteristics or features. The data of this research are dialogues and other expression (like gestures) containing politeness strategies.

D. Instrument of the Research

In a qualitative research, the main instrument is the researcher himself while the other instruments to collect data are usually used as supporting instruments (Sutopo,2002:35)

The supporting instruments are a set of DVD player, television, and the DVDs of the film

E. Technique of Collecting Data

The collecting data in this research is conducted in these steps:

1. Watching the movie “**Princess Diaries**” for several times by using a set of DVD player and television.
2. Transcribing the film “**Princess Diaries**” manually.
3. Giving mark to everything containing directive.
4. Collecting data.
5. Identifying each datum based on politeness strategy
6. Giving code on each datum.

F. Technique of Data Coding

In this research, the data were given some codes to make the classification and the analysis of each datum easier. Examples of data coding of this research were as follows:

1. The number of each datum

2. The domains in which the dialogue occurs

- Education domain is abbreviated into ED.
- Employment domain is abbreviated into EmD.
- Family domain is abbreviated into FD.
- Friendship domain is abbreviated into FrD
- Public service domain is abbreviated into PSD

3. The type of Politeness Strategies

Bald on record strategy is abbreviated into BRS.

- An Emergency is abbreviated into EM
- Task oriented is abbreviated into TO
- Request is abbreviated into R
- Alerting is abbreviated into A

Positive politeness strategy is abbreviated into PPS.

- Attend to the hearer is abbreviated into AH
- Avoid disagreement is abbreviated into AD
- Assume agreement is abbreviated into AA
- Hedge opinion is abbreviated into HO

Negative politeness strategy is abbreviated into NPS.

- Be indirect is abbreviated into BI
- Forgiveness is abbreviated into F

- Minimize imposition is abbreviated into MI
- Pluralize the person responsible is abbreviated into PR

Off records strategy is abbreviated into ORS.

- Give hints is abbreviated into GH
- Be vague is abbreviated into BV
- Be sarcastic, or joking is abbreviated into BS

Say nothing strategy is abbreviated into SNS.

- OOC-Genuine is abbreviated into OG
- OOC-strategic is abbreviated into OS

To make the coding technique more understandable an example is given below:

(01/ ED/PPS/AD)

It means the datum is number 01. It happens in Education domain. The character employs Positive politeness strategy that is avoiding disagreement.

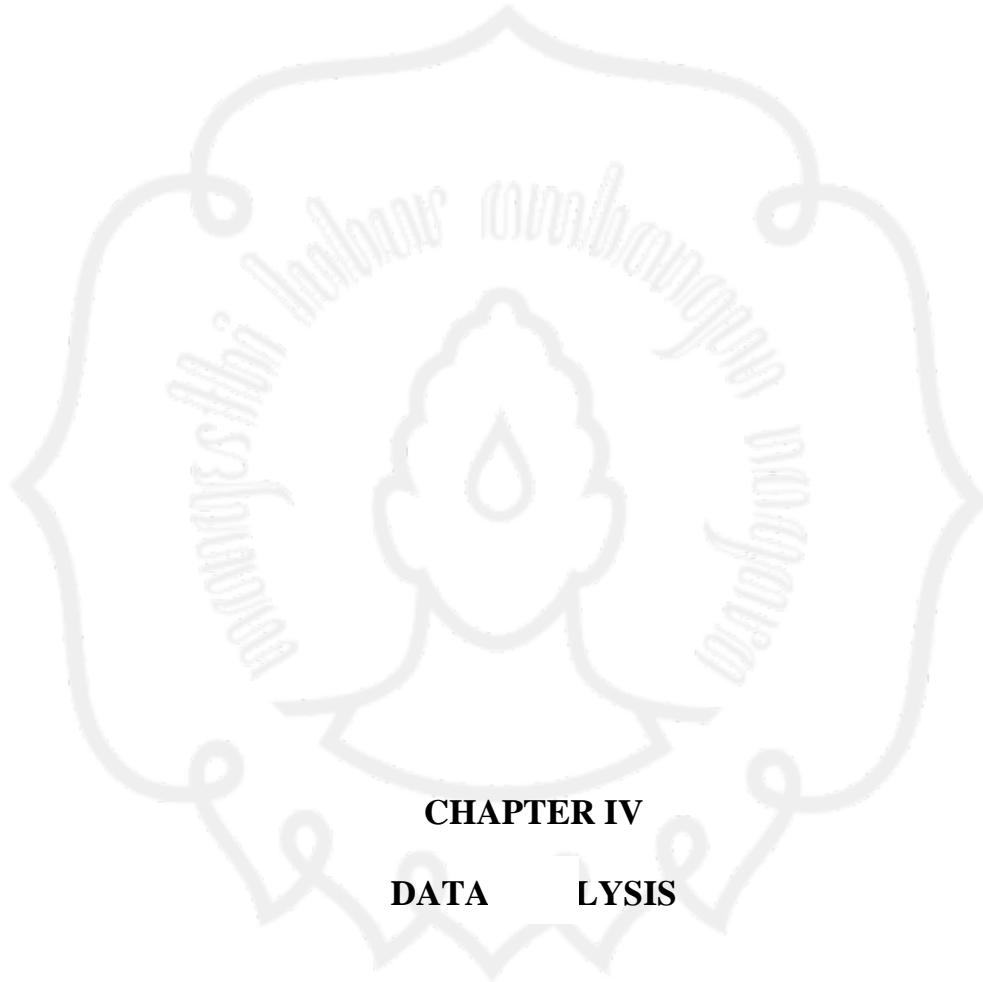
G. Technique of Analyzing Data

In this research, the technique of analyzing data was conducted in several stages. The stages in analyzing data were made to make the research easy.

1. Describing the context of situation in which the politeness strategy occurs.
2. Analyzing each politeness strategy based on Brown and Levinson's theory. It covers: Positive politeness, Negative politeness, Bald on record, Off record and say nothing strategy.
3. Analyzing how each politeness strategy is applied by the characters through language used, tone, manners, attitude etc.

4. Analyzing the characters' reasons or purposes in choosing certain strategy of politeness.

Finally, the conclusions were drawn from data analysis and suggestions were also given.



A. Introduction to Data Analysis

As mentioned in previous chapter, the aims of this study are to figure out the kinds of politeness strategy and to describe the language used in each politeness strategy in the movie entitled "Princess Diaries". Moreover, the reason why the character chooses certain politeness strategy is also studied.

In classifying the types of politeness strategies, Brown and Levinson' theory of politeness strategy will be used. Then to describe the language used by the character, Dell hymes' theory of ethnography of communication will be applied. Finally, dimension of sociolinguistics will be used to describe the speaker's reason in using certain politeness strategy.

From the movie, 71 data containing variety of politeness strategies are found and they are transcribed into 33 dialogues. From the total data, 27 data are taken to be analyzed based on the consideration of form, social dimension, tone and domain. Since a dialogue can contain more than one politeness strategy, the data are transcribed into 20 dialogues.

B. Data Analysis

After classifying the data based on Brown and Levinson's theory, the researcher finds five types of politeness strategies in the movie. They are bald on record, positive politeness, negative politeness, off record and say nothing strategy. The following is the table of politeness strategies used by the characters in the movie "Princess Diaries".

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The number of data taken in "Princess Diaries"

Politeness strategies	Numbers of data
Bald on record strategy	5
Positive politeness strategy	5
Negative politeness strategy	10
Off record strategy	6

Say nothing strategy	1
Total	27

1. Bald on record strategy

There are 5 data: 07/EmD/BRS/TO, 09/EmD/BRS/A, 12/EmD/BRS/R, 19/EmD/BRS/R, and 32/FD/BRS/TO.

Those data are divided into three categories namely request, task oriented and alerting.

1.1. Request

There are 2 data: 12/EmD/BRS/R and 19/EmD/BRS/R.

a. Datum 12/EmD/BRS/R

The dialogue happens in Falcon Sport Center where Mia is working part time. Falcon sport center is the place for wall climbing. The participants are Mia, Helen, and the manager. Mia has failed in her discussion in school and she also has vomited. It makes her being mocked by other students. Helen, who has been informed about what has happened in school, asks Mia what has happened and she also wants to know Mia's condition. However, Mia does not want to discuss about it. Helen, then, chooses to do wall climbing with Mia. While they are climbing, they talk about Mia's grandmother who visits them in San Francisco. Helen requests Mia to visit her grandmother.

Helen : I think I'm gonna climb a little bit.

Manager : Rocks around the clock.

Mia : Why should I go see this snobby lady who ignores us?

Helen : Mia, she's your father's mother. **Just go see her tomorrow, please.**
Mia : Tension!
Helen : She said your father hoped that you two would meet someday.
Mia : (sighs) alright, I'll go.

Discussion

Because Mia does not want to discuss what has happened in her school, Helen chooses to do wall climbing with Mia. The manager shows where they should climb. While they are climbing, they are talking about Mia's grandmother who visits San Francisco. Helen wants Mia to meet her and have a time together. Helen employs a Bald on record strategy by saying: "**Just go see her tomorrow, please**". The Bald on records strategy is employed by using imperative form. She employs it using low tone and begging expression to ask Mia to visit her grandmother. She also uses mitigating devices "please" to shows her sincerity. She decides to use the bald on record strategy since she is talking with her own daughter and they have intimate relation between them. Therefore, she said it directly without any intention to offend others and so does Mia who does not feel offended with that. Mia who feels that her grandmother has ignored her for many years insists not to go seeing her. Helen understands it but Mia still has to go to meet her grandmother. Therefore, Hele gives Mia a reason why she should meet her grandmother by saying it is his father wish to make them meet each other "**she said your father hoped that you two would meet someday**". Mia really loves her father so finally she decides to go to visit her grandmother although with heavy heart.

The conversation occurs in Genovian consulate. The participants are Mia, a guard, and a waiter. Mia who has already agreed to meet her grandmother comes to an unknown place. At first, she does not know that her grandmother is Genovian' Queen and the place she came in is Genovian consulate. The Guard who does not know Mia's identity as the granddaughter of the Queen has to check Mia for safety.

Guard : School tours are on Saturday, young lady?

Mia : I'm here for a meeting with my grandmother.

Guard : Name?

Mia : Clarisse Renaldi

Guard : **Oh, please come to the front door.**

Mia : Thank you.

Speaker: Get off the grass (message repeated in other language)

Waiter : Welcome, Miss Thermopolis. We've been expecting you.

Guard : (Check Mia's bag)

Mia : Oh be careful. Please don't crush my soy nuts.

Guard : Your soy nuts are safe. Ok

Waiter : Right, this way. Please, make yourself comfortable.

Discussion

The datum above happens in Employment domain. After school, Mia who already agrees to meet her grandmother places, Genovian consulate. She goes there in her school's uniform. The guard who does not know Mia's identity as the Queen' granddaughter considers Mia as a mere student. Therefore the guard indirectly asks Mia to go home and tells her that school tours are on Saturday. He employs his satire by joking. Mia, then, answers that she has an important meeting with her grandmother. The guard is shocked when he knows that Mia's grandmother is Clarisse Renaldi, the Queen of Genovia. He says

surprisingly “**Oh, please come to the front door**”. The guard employs bald on record strategy with low tone. He employs it using an Imperative form. From his expression, the guard seems to feel sorry for his joke with Mia. He also uses mitigating devices “please” to assure his regret. This strategy is employed to request Mia to come in.

1.2. Task Oriented

There are 2 data: 07/EmD/BRS/TO, and 32/FD/BRS/TO.

a. Datum 07/EmD/BRS/TO

The dialogue happens in Falcon Sport Center where Mia is working part time. Falcon sport center is the place for wall climbing. The Participants are the manager, Mia and Vivian. Mia is still sad because she failed in her discussion. However, the manager still commands Mia about the work she should do.

Manager	: Mia! Finish up with Mrs. Taubman and then you can take a break.
Mia	: (keeps silence)
Vivian	: Another huge tip from Mrs. Hersh
Mia	: I got one from l . Taubman. We’re doing alright today
Manager	: Mr. Walsh’s roj are twisted (pointing)
Vivian	: Mr. Walsh, stop ning! You’ll be strangled yourself!

Discussion

The conversation occurs in the Employment domain. The manager seems closed to the employee. It can be seen in the way he instructs everybody. He employs a command in a flat intonation not in a rising one. He also commands everyone kindly. In the dialogue, the manager employs different ways in commanding his employee. He directly commands Mia by using Bald on records

strategy that is task oriented. He employs it by using imperative with fair tone. He instructs Mia to finish her job before she can take a break. He employs the strategy because he is the manager of the sport center. It means that he has the authority to ask, instruct, command or even warn his employee. He also indirectly commands his employee to fix the ropes by saying: "**Mr. Walsh's ropes are twisted**". Vivian, who understands it, immediately goes to Mr. Walsh and alerts him to stop turning.

b. Datum 32/FD/BRS/TO

The dialogue happens in Mia's house. The participants are Mia, her mother, Helen, and her grandmother, Queen Clarisse. Mia who already knows about her true identity feels that her mother and grandmother have lied to her for many years. Mia feels angry with that. When her grandmother visits her, Mia decides to run away. She prefers to stay away from her and then she locks herself in her secret room called the chamber. Helen and Queen Clarisse go after her. Finally, they can have a talk to solve the problem among them.

Helen : Please. Just come down from there.

Mia : most kids hope for a car for their 16th birthday not a country!

Helen : Just make your self comfortable. This is going no where. **Talk to me!**

Mia : I can't talk to you right now. I'm late for a meeting with my guidance counselor.

Queen : I'm late for a meeting with Spain and Portugal.

Helen : I have a thought. Mia promises to attend princess lessons until your ball.

Queen : It's not my ball. It's Genovian annual Independence Day ball.

Helen : I'm sorry. Mia promises neither to accept nor reject your offer to be royal until this grand ball and then she makes her decision. Now can you both live with that?

Queen : It seems I have no option.

Mia : If I have too.
Queen : But I want not one word of this until that evening. Is that understood!
Mia : Duh.
Queen : The press would have a field day.
Helen : Well, Let's not keep Spain and Portugal waiting.

Discussion

The conversation occurs in Family domain. Helen, Mia and Queen Clarisse finally meet and get together. However, Mia who is still mad with them chooses to hide herself in her secret chamber. Helen and the Queen go after her and have a talk to solve the problem. Helen initiates a request to Mia to come down from her secret chamber and solves the problem. Because of Mia's bad response, Helen, then, initiates a command to Mia by using imperative high tone to make the commands effective. This strategy is included as Bald on record strategy that is task oriented. Helen's behavior shows her anger to Mia's ignorant. However, Mia still does not want to talk and moreover she makes a fun by saying: "**I can't talk to you right now. I'm late for a meeting with my guidance counselor**". Hearing that, the queen says: "**I'm late for a meeting with Spain and Portugal**" which indicates her complains. Helen who is in the middle of them has a thought to solve the problem among them. Helen's thought is finally accepted by both Mia and the Queen with one condition, the truth should be concealed until the Genovian annual Independence Day ball. At that day, Mia has to choose her path, to be royal or not. In the end of dialogue, Helen implicitly asks the Queen to leave by saying: "**Well, Let's not keep Spain and Portugal waiting**".

1.3. Alerting

There is one data: 09/EmD/BRS/A

Datum 09/EmD/BRS/A

The dialogue happens in Falcon Sport Center where Mia is working part time. Falcon sport center is the place for wall climbing. The Participants are the manager, Mia and Vivian.

Manager	: Mia! Finish up with Mrs. Taubman and then you can take a break.
Mia	: (keeps silence)
Vivian	: Another huge tip from Mrs. Hersh
Mia	: I got one from Mrs. Taubman. We're doing alright today
Manager	: Mr. Walsh's ropes are twisted (pointing)
Vivian	: Mr. Walsh, stop turning! You'll be strangled yourself!

Discussion

The conversation occurs in the Employment domain. The manager commands his employees about the work they should do. From the way he commands everyone, it seems that he is closed to his employees. In the dialogue, the manager employs different ways in commanding his employees. Firstly, he directly commands Mia to finish her work before she can take a break. He also indirectly commands his employees to fix the ropes by saying: "**Mr. Walsh's ropes are twisted**". He is also pointing where Mr. Walsh is. Vivian, who understands it, immediately goes to Mr. Walsh and alerts him by using Bald on records strategy that is alerting: "**Mr. Walsh, stop turning! You'll be strangled yourself!**" She employs this strategy by using imperative with high tone to make it effective. She warns one on what he should do or should not do.

2. Positive politeness strategy

There are 4 data: 71/FD/PPS/AH, 03/ED/PPS/HO, 16/FrD/PPS/AH, 43/FrD/PPS/AA, and 49/PSD/PPS/AA.

Those data are divided into three categories: assume agreements, attend to the hearer, and hedge opinion.

2.1. Assume agreements

There are 2 data: 43 /FrD/PPS/AA, and 49/PSD/PPS/AA.

a. Datum 43/FrD/PPS/AA

The dialogue between Mia and Lily happens on their way home from school. Mia has bought a new car that is still being repaired in Doctor Motors. Coincidentally, Lily's brother is working in the garage as a mechanic. Mia can not wait to see her car so she goes in a rush.

Mia : **Lily, I gotta run. I gotta see your brother about my baby.**
Lily : Ok. But let's take the limo tomorrow. These hills are killing me.
Mia : You got it.

Discussion

In the dialogue above, Mia and Lily are in their way home from school. In their way home, they are talking about their family. Lily grumbles about her family who wants her to change her attitude. Eventually, she talks about Mia's father who has left Mia since earlier ages and accuses him as an irresponsible father. Mia tries to assist her father and insists that although he is irresponsible, he is still her good father. While they are hiking a hill, Mia employs positive politeness strategy to seek agreement. She employs this strategy in declarative with low tone by saying "**I gotta run. I gotta see your brother about my baby**".

The positive politeness is usually used between close friends or people who have intimate relation. In this case, Mia employs “assume agreement” strategy in order to make an agreement with the hearer, Lily. Mia requests a permission to Lily to go for seeing her car, her “baby”. As her close friend, Lily knows that the meaning of “baby” is her new car. Lily not only answers the request but she also initiates another request to Mia. She says **“Ok. But let's take the limo tomorrow. These hills are killing me”**. She allows Mia to go but Mia has to bring limo on the day after. The reason why Mia should take limo is because Lily hates to climb the hills”**These hills are killing me”**.

b. Datum 049/PSD/PPS/AA

The conversation occurs in Public service domain since they are talking inside a car on the street. The participants are Mia and Joe, the driver. On the day before, Mia has agreed to follow the princess lesson. On her first lesson, the Queen asks Mia to clean her finger, wears stocking and new shoes. Mia’s does not have time to buy all of those things so she asks Joe to buy all of that stuff. Finally, Mia is changing herself inside the car.

Mia : Hey Joe? mm...hmmm? I'm turning the back seat into a dressing room so I can change into a proper outfit for Madame.

Joe : Yes, well. Don't forget your shoes.

Mia : Oh thanks.

Discussion

The conversation happens in Public service domain. Mia has been asked by the Queen to change her appearance. On her first transformation, she has to

clean her fingernail, wears stocking and new shoes. After that, Mia requests Joe to buy all of that stuff. Due to lack of time, Mia, finally, changes her outfit inside the car. She employs positive politeness strategy that is “assume agreement” to Joe. She asks for permission to change in the back seat by saying “**Hey Joe? Mm...hmmm? I'm turning the back seat into a dressing room so I can change into a proper outfit for Madame**”. She employs the strategy in low tone and declarative form to request for permission. The positive politeness indicates the intimate relation between Mia and Joe. Joe understands that Mia needs to change for the Madame so he allows Mia to change in the car’s back seat. He also reminds Mia to wear her new shoes. In the end of the dialogue, Mia is thankful for Joe’s help.

2.2. Attend to the hearer

There are 2 data of this category: 16/FrD/PPS/AHand 71/FD/PPS/AH

a. Datum 16/FrD/PPS/AH

The dialogue happens in Lion for high school. The participants are a music teacher and the students. There are a few students who use the music class for band practice before the music teacher comes in. The music teacher who has been given the authority to use the class feels angry and commands all of those students to leave the class.

Teacher : Ok. Alright. I win. Band practice is over. I have a music class here, out! Let's have the third group try “catch a feeling”.

Mia : **Charles, you want to be in the front?**

Charles : Sure thanks.

Mia : No problem

Teacher : Michael (pointing the piano’s player).

Discussion

From the dialogue, the music teacher employs several commands. Firstly, she commands band-students to get out from the class right away "**I have a music class here, out!**" The expression shows that she does not like the band-student. The way she commands the band-students with high intonation convinces this meaning. Since the music teacher has the authority and superior status than students have, she does not need to be afraid of making offense. After making a command, the music teacher initiates another command to music class students to sing a song "catch a feeling". Finally, she employs indirect command to one to do something. She says "**Michael**" while pointing the piano's player to instruct him to start playing piano. During the music class, Mia employs positive politeness strategy that is "attend to hearer". Mia is likely to know that Charles likes to be in the front row when he is in the music class. Therefore, Mia gives her position by saying "**Charles, you want to be in the front?**" She employs the strategy in interrogative form to ask for Charles's position. It also means that Mia intends to give her position. As a response of Mia's intention, Charles happily moves to front row.

b. 71/FD/PPS/AH

The dialogue happens in the family domain. The participants are Mia and her mother, Helen. At that day, Mia will have a discussion in one of her course

and she becomes one of the speakers. Knowing it, Helen wants to know Mia's preparation. However, it seems that Mia has no courage for the debate.

Helen : **Are you feeling confident?**

Mia : Not really

Helen : Ok. Now just remember when you make your speech don't look at the people, Pick a spot on the back wall, don't take your eyes off of it and speaks loudly.

Mia : Thanks, mom.

Helen : (Giving Mia's Lunch).

Mia : Bye, mom.

Helen : Good luck.

Discussion

In the datum above, as a mother, Helen worries about Mia who will have a discussion in her school so she tries to make Mia more confident for it. Mia who just comes down from her room feels miserable because she has a debate class in her school that day. Mia always fails in a debate and she thinks that she can not be a good speaker. Helen as a loving mother wants to know Mia's condition. She says "**Are you feeling confident?**" This strategy can be included as positive politeness strategy that is attend to the hearer. Here, the speaker tries to show her awareness toward the hearer's problem, in this case Mia's problem. The Positive politeness strategy is employed by using Interrogative with low tone. After knowing Mia's condition, that is lack of confident, Helen gives an advice to Mia so that Mia will be a good speaker. She says "**Now just remember when you make your speech don't look at the people, Pick a spot on the back wall, don't take your eyes off of it and speaks loudly.**"

2.3. Hedge opinion

There is one data: 03/ED/PPS/HO

Datum 03/ED/PPS/HO

This dialogue happens in the Lion Senior High School. The participants are School's Vice Principle, Miss Gupta, and her student, Jeremiah. It happens in the morning when everybody goes to school. Some students are still sitting in the school's wall when the school bell ringing. Miss Gupta who is the School vice principle tries to warn everybody to get off from the School's wall and go to class.

V.P : Off the wall please. Jeremiah, off the wall, please? **Come on, you know better than that.**

Jeremiah : (get off from the wall)

Discussion

The datum above takes place in Education domain where everyone has to obey the rule. The dialogue above shows how the teacher tries to teach their students. From the dialogue, it is seen that some students are often sitting in school wall before the school bell is ringing. Therefore, it is like a ritual for the teacher to warn students to get off from the wall and go into class. In the dialogue, Miss Gupta as a School's Principle warns the students, including Jeremiah, to get off from the wall. Being a vice principle, she has the authority to warn one who does not obey the rule. However, M Gupta still wants to be friendly to Jeremiah. Therefore, she also applies Positive politeness strategy that is "hedge opinion" in her warning. The positive politeness strategy is chosen to minimize the distance between the speaker and the hearer by expressing friendliness. It can be seen from her saying "**Come on, you know better than that**". By saying this,

she hopes that Jeremiah will be aware enough to be a discipline student. She employs it by using declarative with low intonation.

3. Negative politeness strategy

There are 10 data: 22/EmD/N MI, 25/EmD/NPS/BI, 33/FD/NPS/BI, 52/EmD/NPS/F, 55/PSD/NPS/PR, 57/ED/NPS/BI, 59/ED/NPS/MI, 64/EmD/NPS/F, 65/FrD/NPS/MI, and 69/EmD/NPS/BI.

Those data are divided into four categories: be indirect, forgiveness, minimize imposition and pluralize person responsible.

3.1. Be indirect

There are 4 data: 25/EmD/NPS/BI, 33/FD/NPS/BI, 57/ED/NPS/BI, and 69/EmD/NPS/BI

a. Datum 25/EmD/NPS /BI

The conversation takes place in Genovian consulate. The participants are Mia, Queen Clarisse and Charlotte. Mia who has already agreed to visit her grandmother finally meets her. Both of them, Mia and her grandmother are surprised to meet each because they have not seen each other for a long time.

Mia : Hi, You've got a great place.
 Queen : Thank you. Well let me look at you. You look so...young.
 Mia : And you look so...clever.
 Queen : Charlotte, would you check on tea in the garden?
 Charlotte: (bow)
 Queen : Please sit.
 Mia : (sitting)
 Mia : So, my mom said you wanted to talk to me about something.
 Shoot.
 Queen : Before I "shoot" I want to give you. Here.

Mia : Um, thank you. Wow.
Queen : it's the Genovian crest.
Mia : (Mia drops the Genovian crest)
Queen : **It was mine when I was young and that was my great grandmother's.**
Mia : I'll keep this safe. I will take good care of it.

Discussion

The conversation shows that the relation between the Queen and Mia is not intimate. Mia hates her grandmother so much because her grandmother has abandoned her for many years. The Queen who realizes it wants to apologize for what she has done. She praises Mia's appearance that is so young. As a response, Mia says that the queen is so clean. This makes an awkward situation between them. The queen, then, asks Charlotte to prepare tea in garden. After Charlotte has left the room, the Queen asks Mia to sit down so that both of them can have a good conversation. Due to inpatient, Mia asks her grandmother the reason for asking her to come. She asks the Queen to "**Shoot**". The use of "**shoot**" indicates Mia's disrespect to her grandmother. However, the queen does not answer it at once. Moreover, she gives Mia a present, A Genovian crest. Mia feels pleased to take it but she can not uphold and drop the Genovian crest. Seeing that, the queen indirectly asks Mia to take care of it by saying "**It was mine when I was young...and that was my great grandmother's**". The queen employs negative strategy that is "be indirect" to make Mia realizes how precious the Genovian crest is. She employs negative politeness strategy by saying declarative with low tone. As a response, Mia promises to take care of it by saying "**I'll keep this safe. I will take good care of it**". Nevertheless, Mia crashes it badly in her bag. Mia's behavior indicates her hatred toward her grandmother.

b. Datum 33/FD/NPS/BI

The dialogue happens in Mia's house. The participants are Mia, her mother, Helen, and her grandmother, Queen Clarisse. Mia who already knows about her true identity feels that her mother and grandmother have lied to her for many years. Mia feels angry with that. When her grandmother visits her, Mia decides to run away. She prefers to stay away from her and then she locks herself in her secret room called the chamber. Helen and Queen Clarisse go after her. Finally, they can have a talk to solve the problem among them.

Helen : Please. Just come down from there.
Mia : most kids hope for a car for their 16th birthday not a country!
Helen : Just make your self comfortable. This is going no where. Talk to me!
Mia : I can't talk to you right now. I'm late for a meeting with my guidance counselor.
Queen : **I'm late for a meeting with Spain and Portugal.**
Helen : I have a thought. Mia promises to attend princess lessons until your ball.
Queen : It's not my ball. It's Genovian annual Independence Day ball.
Helen : I'm sorry. Mia promises neither to accept nor reject your offer to be royal until this grand ball and then she makes her decision. Now can you both live with that?
Queen : It seems I have no option.
Mia : If I have too.
Queen : But I want not one word of this until that evening. Is that understood!
Mia : Duh.
Queen : The press would have a field day.
Helen : Well, Let's not keep Spain and Portugal waiting.

Discussion

The conversation occurs in Family domain. Helen, Mia and Queen Clarisse finally meet and get together. However, Mia who is still mad with them

chooses to hide herself in her secret chamber. Helen and the Queen go after her and have a talk to solve the problem. Helen initiates a request to Mia to come down from her secret chamber and solves the problem among them. Because of Mia's bad response, Helen, then, initiates a command to Mia. However, Mia still does not want to talk and moreover she makes a fun of it by saying "**I can't talk to you right now. I'm late for a meeting with my guidance counselor**". Hearing that, the queen says "**I'm late for a meeting with Spain and Portugal**" which indicates her complains. This can be included as negative politeness strategy that is "be indirect". The queen employs this strategy to make Mia stop fooling around and have a talk with her. The queen employs this strategy by declarative with rising tone which indicates her anger. Helen has an idea to solve the problem among them. Helen's idea is finally accepted by both Mia and the Queen with one condition that the truth should be concealed until the Genovian annual Independence Day ball. At that day, Mia has to choose her path, to be royal or not. In the end of the dialogue, Helen implicitly asks the Queen to leave by saying "**Well, Let's not keep Spain and Portugal waiting**".

c. Datum 57/ED/NPS/BI

The dialogue happens in Education domain. The participants are the teacher, Mr. O'Connell, Lana, Mia and the entire class. After changing Mia's attitude, The Queen has asked a professional designer to change Mia's appearance into a real princess. The designer, Paolo, has changed Mia's face, from a nerd into an elegant woman, and her hair, from a curly brushy hair into a straight blonde hair. Moreover, Mia has to dump her glasses and uses a contact lens. After all

those change, Mia is worried if everybody in school will mock her new appearance, especially her new hair. Therefore, Mia tries to hide her new hair using a hat.

Mr. O'Connell: Class has begun and I have a little surprise for you. Pop Quiz. French revolution.

Lana : **Mr. O'Connell, there a school rule that says nobody's allowed to wear hat in the class and I don't think anybody should be an exception to that rule, do you?**

Mr. O'Connell: No, Lana. Mia, I'm sorry, but hats are against the dress code, Mia?

Mia : (open her hat)

Discussion

Mia tries to act normally with her friends to make everyone unrealized of her new appearance. When the class begins, Mr. O'Connell also does not realize of her new appearance. Instead of realizing it, he tells to his students that he has a little surprise, a pop quiz of French revolution. Nevertheless, Lana tries to makes fun of it by saying "**Mr. O'Connell, there a school rule that says nobody's allowed to wear hat in the class and I don't think anybody should be an exception to that rule, do you?**" She employs negative politeness strategy that is "be indirect". She employs this strategy by using interrogative with low tone. She indirectly asks Mia to open her hat by reminding Mr. O'Connell about school rule that forbid students to wear hat in class. She also employs this strategy to indirectly make fun of Mia. However, her intention to make fun of Mia does not succeed. When Mia opens her hat and shows her new hair style, every student in the class is stunned. Yet some of them praise her new style that makes her prettier than before.

d. Datum 69/EmD/NPS/BI

The dialogue happens in Genovian consulate. The participants are the Queen and her assistants, Charlotte. It is The Genovian Independent Day Ball and Mia as the princess of Genovian has not come yet. Charlotte as the organizer of the events feels worry about it and her worry is coincidentally seen by the Queen.

Queen : Do we have any problems?

Charlotte: No. everything's perfect, perfect...it's wonderful.

Queen : **You're not very good at lying Charlotte.**

Charlotte: No.... I'm not your majesty.

Discussion

The dialogue happens in the Genovian Independent Day Ball. It is an important day for both Mia and the Queen since Mia has to choose to be royal as she becomes Genovian's princess or abandon her crown. As their promises before, Mia has to come to Genovian Independent Day Ball whatever her decision is. Nonetheless, Mia tries to escape from her promises and run away. Mia's absent has made Charlotte, the Queen's assistant, feels worry. Coincidentally, the Queen sees it and asks Charlotte if there are any problems. Firstly, Charlotte tries to cover Mia's absent by telling the Queen that everything is going fine "everything's perfect, perfect...it's wonderful". The Queen knows Charlotte very well; therefore she knows that Charlotte is trying to hide something from her. Thus, The Queen employs Negative politeness strategy that is "be indirect" to Charlotte. She indirectly asks Charlotte to be honest with her by saying "**You're not very good at lying Charlotte**". She employs this strategy using declarative

with low tones. As a response, Charlotte feels guiltier for her lie. She says shaky “**No.... I’m not your majesty**”. The Queen yet keeps staring to Charlotte. Finally, Charlotte tells the truth about Mia’s absent to the Queen.

3.2. Forgiveness

There are 2 data: 52/EmD/NPS/F, and 64/EmD/NPS/F.

a. Datum 52/EmD/NPS/F

The dialogues happens in Genovian consulate. The participants are The Queen, Charlotte, Mia, Paolo and his assitants. The Queen has asked Paolo, a professional designer, to change Mia so that Mia can looks like a real princess.

Queen : Oh, I would like it if your ladies would also sign our confidentially agreement.
Paolo : Majesty, they know what a secret, eh?
Charlotte : Excuse me majesty, the Genovian press secretary’s waiting for your call.
Queen : Oh yes, of course. **Well, I’m afraid I’m going to have to leave and come back and be surprised.**
Watch him like a hawk. (To Charlotte)

Discussion

The Queen has asked Paolo, a professional designer to makeup Mia. After Paolo has come, The Queen asks Paolo to sign on confidential agreement that oblige him to hide Mia’s true identity as the Genovian Princess. Paolo replies it by saying “**Majesty, they know what a secret, eh?**” Here, Paolo tries to assure the Queen that everything will be alright on his hands. He guarantees that Mia’s secret is saved with him. After that, Charlotte informs that the Genovian press

secretary is waiting for the Queen. Because of it, the Queen has to leave her guests. Before she is leaving, The Queen employs Negative politeness strategy that is “forgiveness” to Paolo by saying **“Well, I’m afraid I’m going to have to leave and come back and be surprised”**. Here, The Queen asks for forgiveness for leaving them behind. This kind of strategy is used to respect Paolo. The Queen employs it using declarative with low tone.

b. Datum 64/EmD/NPS/F

The dialogue happens in Genovian consulate. The participants are the Queen and Mia. Mia has done a big mistake by embarrassing herself as the Princess of Genovia in the public. It makes the Queen feels angry and does not want to talk to Mia again.

Mia : Please say something

Queen : Well, there's not much to say

A picture's worth a thousand words and you have two pictures
(while pointing at the newspaper)

Mia : I embarrassed the family, didn't I?

Queen : not to put to fine a point on it, yes, you did.

I think you're making a wise decision to abstain from the job.

Mia : I suppose I won't come to the ball.

Queen : of course, you should come, you're still family.

Just because you don't want to be our princess doesn't means we're sending you into exile. Your mother's planning to come.

All your guests are invited, except for your beach friends.

Queen : **Now, if you'll excuse me. I'm meeting with the press to do some damage control.**

Discussion

After Mia's true identity has been known by public, she becomes a public figure wherever she goes. In her school, she becomes a popular student so that everyone wants to close to her. One of them is Josh who at first hates her and always mocks her. However, after Josh knows Mia's true identity, he invites Mia

to go to Beach Party at Saturday's night. Mia joyfully goes there and cancels her promises with her best friends, Lily and Michael. At the party, Mia eventually knows that Josh only wants to get popularity by having a date with a princess and kissing her in front of public. Moreover, Mia is deceived by her friends, Lana and Anna, who have trapped Mia to unclothe her swimsuit. Mia's news is on the headline of every newspaper. It makes the Queen feels angry with Mia. When Mia comes to the Queen's office, the Queen does not accept her well. She even, firstly, does not want to talk to Mia. Mia realizes that she has embarrassed the family and wants to say sorry. She is depressed for what she has done. She even decides not to come to the Genovian independent day ball. Yet, the Queen still wants Mia to come to the ball since she is still a member of family. In the end, the Queen indirectly asks Mia to leave by using negative politeness strategy that is "forgiveness". She says "**Now, if you'll excuse me. I'm meeting with the press to do some damage control**". Here, the Queen She employs the strategy using declarative with high tone that indicates her angry.

3.3. Minimize imposition

There are 3 data: 22/EmD/NPS/MI, 59/ED/NPS/MI, and 65/FrD/NPS/MI.

a. Datum 22/EmD/NPS/MI

The conversation also takes place in Genovian consulate. The participants are Charlotte, the queen's attaché, and Mia. Mia who already comes in Genovian consulate has to wait for her grandmother, the Queen of Genovia. Charlotte comes in and comforts Mia.

Charlotte: ...for their daughter Marissa. She's allergic to peanuts and we need new pillows for the prime minister's wife, she's allergic to goose feather. Hello Amelia, I'm Charlotte from the Genovian attaché corps.

Mia : Hi. It's nice to meet you. Um..where am I?

Charlotte: Genovian consulate.

Mia : You've got pears in your flowers.

Charlotte: Genovian pears, we're famous for them. **Now if you'll sit down, she'll be with you in a moment.**

Queen : No, I don't need a moment. I'm here. Amelia, I'm so glad you could come.

Discussion

Charlotte comes in with her phone. She seems to be very busy in her work.

Although she is busy, she still welcomes Mia and introduces herself as Genovian attaché corps. Then, Mia asks Charlotte where she is. Charlotte answers it nicely.

Mia surprises when she sees flower pot with pears. Charlotte gives her explanation that it is Genovian pears and that Genovian are famous for them. Charlotte who seems very busy wants to leave Mia. Before she is leaving, she asks Mia to wait longer by saying "**Now if you'll sit down, she'll be with you in a moment**". She employs negative politeness strategy that is "minimize imposition". Here, she tries not to impose other and regard other's time. She employs it using Declarative with low tone. This strategy is usually used in formal situation and between people who are not intimate, in this case between Mia and Charlotte who do not know each other yet. Charlotte uses this strategy to respect other, since Mia is the Queen's granddaughter. When Charlotte wants to leave Mia, the queen surprisingly shows up and welcomes Mia. Then, Charlotte decides to stay to assure herself if the Queen needs something.

The conversation happens in VP's office or in School domain. The participants are Queen Clarisse and Miss Gupta, Scholl's Vice Principle, Mia and Mia's mother. . Mia's true identity has been known by the public. It makes Mia being spotted by many reporters everywhere including in her school. In order to solve the problem, the Queen comes to school. Then, she discusses the matter with both Mia and her mother in V.P office.

Queen : I'm wonder would you give us a moment alone?

V.P : I'm the Vice Principle.

Queen : Joseph, would you take this fine educator and show her your security plans for Amelia's safety?

Joe : What? Ah yes of course.

V.P : Your majesty, thank you.

Discussion

The Queen comes to Mia's school in order to solve the problem and also try to figure out who has revealed Mia's identity. After her arrival, Miss Gupta welcomes her and invites her to the Vice principle's office. In the Vice principle's office, Mia and her mother , Helen, has already waited there. Since the Queen wants to talk about private matter, she asks Miss Gupta to leave them alone by saying "**I'm wonder would you give us a moment alone?"** Here, The Queen requests Miss Gupta to leave by using negative politeness strategy that is "minimize imposition". She employs it using interrogative form. She employs this strategy due to some reason. She does not know Miss Gupta well so in order to respect her and save her face as the Queen, she employs the strategy. The formal

situation also becomes the reason for the Queen to choose this kind of strategy. In formal situation, in this case School domain, people usually uses negative politeness in order to save her face and to respect other's face. It is also used to make distance between the speaker and hearer. She also use mitigating devices "would you" to soften the request. As a response, Miss Gupta uses a justification to let her stay by saying "**I'm the Vice Principle**". Afterward, the Queen initiates another request in more polite way. In her request, she praises Miss Gupta as a "fine educator". She also asks Joseph to show Miss Gupta a security plan for Mia's safety. Subsequently, Miss Gupta has to leave them alone.

c. Datum 65/FrD/NPS/MI

The conversation happens in the school's rooftop after school time. The participants are Mia and Lily. Mia and Lily are best friends but Mia have made mistake by breaking their promises. Because of that, Lily does not want to talk to Mia. Mia feels guilty of it and decides to talk to Lily to straight the problem between them.

Mia : **Can I talk to you for a minute, please?**

Lily : (walks away and keeps silence)

Mia : Lily, can I just talk to you for a minute? Is that cool?

Lily : Sure lets talk! About what?

Discussion

Mia who has done mistakes by breaking her promises wants to apologize to Lily. She decides to talk to Lily and to straight the problem. Eventually, they meet in the Scholl's rooftop when school time is over. Lily who still feels angry

with Mia avoids meeting Mia. However, Mia still initiates a request by saying “**Can I talk to you for a minute, please?**” Here, Mia performs “negative politeness” that is “minimize imposition” in order to make an apology to Lily. She employs it using interrogative with low tone. Although the relationship between them is close and they are in informal situation. Yet, Mia chooses “negative politeness” rather than positive politeness to show her intention to apology. She also uses mitigating devices “please” to convey her intention. She positions herself under Lily to make Lily know that she really feels sorry. Negative politeness is also used to emphasize the importance of other’s time. As a response, instead of answering the request, Lily chooses to keep silence. This response indirectly refuses Mia’s request. It makes Mia feels guiltier but she still insists to go after Lily and initiates another request. This time, Mia uses high intonation in her request. She also uses “Is that cool” as a mockery for Lily’ silence. By using this strategy, Mia wants Lily to stop running away from her and straight the problem. As the outcome, Lily decides to talk.

3.4. Pluralize person responsible

There is one data: Datum 55/PSD/NPS/PR

Datum 55/PSD/NPS/PR

The dialogue occurs in Public service domain. The participants are Mia, Lily, Michael, and Joe. Mia who has changed her appearance is picking up Lily and Michael to go to School together.

Michael: Lily, the car’s here!

Lily : Michael, don’t always think you can get a ride with us?

Michael: (Open the door).

Mia : (get out from the car with her new appearance) What?

Lily : Who destroyed you?

Mia : Oh you think it looks that bad.

Lily : You look ridiculous, you should sue.

Joe : seat belt, please.

Lily : This bag? You have one of these bags? You know we could hock that and feed a whole third world country? Am I right?

Michael: No.

Joe : **if there are no more passenger. I think we should close the door.**

Joe : Was my rear-view fogging up or was someone tearing back there?

Mia : I'm fine.

Joe : Very well, Then I'll go meet your grandmother.

Discussion

Lily is surprised by Mia's new appearance. She mocks Mia's new appearance that looks ridiculous for her. She even mocks Mia's new bag and says that the bag could feed a whole third world country. Lily's mockery has saddened Mia. Moreover, she is Mia's best friend so it really hurts Mia's feeling. In the meantime, Joe asks somebody to close the door using negative politeness strategy that is "pluralize person responsible". He says "**if there are no more passenger. I think we should close the door**". He employs it using declarative with fair tone. As a driver, it is Joe's responsibility to close the door. However, he asks somebody to close it. Here, he uses the terms "we" to pluralize person responsibility. It means that it is not only the driver's responsibility to close the door but also the passengers' responsibility. Joe tries to make the passengers realize their responsibility so they will close the door.

4. Off record strategy

There are 6 data: 04/ED/BRS/TO, 11/EmD/ORS/GH, 18/EmD/ORS/BS, 50/EmD/ORS/BS, 56/PSD/ORS/BV, and 60/ED/ORS/GH.

Those data are divided into three categories: give hints, be vague and be sarcastic.

4.1. Give hints

There are 3 data: 04/ED/ORS/GH, 11/EmD/ORS/GH, and 60/ED/ORS/GH.

a. Datum 04/ED/ORS/GH

The dialogue happens in Education domain. The participants are Mr. O'Connell, the teacher, Josh and entire class. The dialogue occurs in the class where the students are in the debate for the issue of school uniform. Josh is the affirmative for the issue and Mia is the negative one. Josh who has the first opportunity to present his speech speaks loudly and influences everyone to agree with his opinion toward the issue. During his speech, Josh takes his uniform off. Seeing this, Mr. O'Connell warns him that it is just a discussion so Josh needs to wear his uniform again.

Mr. O'Connell : **All right, all right. Ok girls settle down, settle down. This is a debate and after it's over I want you back in your school uniform!**

Josh : Hey boss whatever you say

Anna : Josh, sit down

Lanna, Fontana : He's the man

Mr. O'Connell : Ok Josh, later Ok? Down, down boy, you made your point. Ok, so now we've all heard from Josh Bryant for the affirmative. Now we'll hear the rebuttal from Mia Thermopolis who will present the negative argument against our proposition.

Discussion

The conversation above happens in the Education domain where the situation is formal. In the discussion, Josh is trying to convince everybody that school uniforms are useless and worthless. While he presents his speech, he takes off his uniform. Mr. O'Connell as a teacher needs to warn Josh to wear his uniform again. Mr. O'Connell uses off record strategy to warn josh that he is a teacher and a teacher needs to be respected. He says "**All right, all right. Ok girls settle down, settle down. This is a debate and after it's over I want you back in your school uniform!**" off record is employed by using declarative form with high tone to show the authority of the speaker toward the hearer. However, Josh responds it badly. Instead of doing what he should do, he says to Mr. O'Connell: "**hey boss whatever you say**" and stands in his chair. Josh' response by treating people too familiarly can offense other. Luckily, Mr. O'Connell does not feel offended. It can be seen in his smile when Josh treats him too familiarly by calling him "**Boss**". It seems that he considered it as joking. Furthermore, Mr. O'Connell initiates another request to Josh to sit in his chair. Mr. O'Connell knows that Josh just wants to express his self. Therefore, Mr. O'Connell says: "**Ok Josh, later Ok? Down, down boy, you made your point**". It means that he can do that but not in the class.

b. Datum 11/EmD/ORS/GH

The conversation takes places in Falcon Sport Center where Mia is working part time. Falcon sport center is the place for wall climbing. The participants are Mia, Helen, and the manager. Mia has failed in her discussion in school and she has also vomited. It makes her being mocked by other students.

Helen, who has been informed about what has happened in school, asks Mia what has happened and she also wants to know Mia's condition. However, Mia does not want to discuss about it. Helen, then, chooses to do wall climbing with Mia.

Helen : I think I'm gonna climb a little bit.
Manager : **Rocks around the clock.**
Mia : Why should I go see this snobby lady who ignores us?
Helen : Mia, she's your father's mother. Just go see her tomorrow, please.
Mia : Tension!
Helen : She said your father hoped that you two would meet someday.
Mia : (sighs) alright, I'll go.

Discussion

Because Mia does not want to discuss what has happened in her school, Helen chooses to do wall climbing with Mia. The manager shows where they should climb by saying "**Rocks around the clock**". The manager uses off record strategy that is "give hints". He employs it using declarative with fair tone. The fair tone shows his ignorance. He gives hint to both Mia and Helen where they should climb. This strategy is only can work if the people share the same contextual information. The manager employs the strategy because they already hold the same convention. The strategy used also indicates the intimate relation among them. Helen and Mia who already know the meaning are going right away to do wall climbing. While they are climbing, they are talking about Mia's grandmother who is visiting San Francisco. Helen wants Mia to meet her and have a time together. Mia who feels that her grandmother has ignored her for many years insists not to go seeing her. Helen understands it but Mia still has to go to meet her grandmother.

c. Datum 60/ED/ORS/GH

The conversation happens in VP's office or in School domain. The participants are Queen Clarisse and Miss Gupta, Scholl's Vice Principle, Mia and Mia's mother. Mia's true identity has been known by the public. It makes Mia being spotted by many reporters everywhere including in her school. In order to solve the problem, the Queen comes to school. Then, she discusses the matter with both Mia and her mother in V.P office.

Queen : I'm wonder would you give us a moment alone?

V.P : **I'm the Vice Principle.**

Queen : Joseph, would you take this fine educator and show her your security plans for Amelia's safety?

Joe : What? Ah yes of course.

V.P : Your majesty, thank you.

Discussion

The Queen comes to Mia's scholl in order to solve the problem and also try to figure out who has revealed Mia's identity. After her arrival, Miss Gupta welcomes her and invites her to the Vice principle's office. In the Vice principle's office, Mia and her mother , Helen, has already waited there. Since the Queen wants to talk about private matter, she asks Miss Gupta to leave them alone. As a response, Miss Gupta uses a justification to let her stay by saying "**I'm the Vice Principle**". This strategy can be included as negative politeness strategy that is "give hints". By saying this, she hopes that the Queen will let her stay. Moreover, as a School's vice principle, she is in charge for everything happens in her school

so she needs to stay. She employs the strategy by using Declarative with low tone.

Afterward, the Queen initiates another request in more polite way. In her request, she praises Miss Gupta as a “fine educator”. She also asks Joseph to show Miss Gupta a security plan for Mia’s safety. Subsequently, Miss Gupta has to leave them alone.

4.2. Be vague

There is one data: 56/PSD/ORS/BV

Datum 56/PSD/ORS/BV

The dialogue occurs in Public service domain. The participants are Mia, Lily, Michael, and Joe. Mia who has changed her appearance is picking up Lily and Michael to go to School together.

Michael: Lily, the car's here!

Lily : Michael, don't always think you can get a ride with us?

Michael: (Open the door).

Mia : (get out from the car with her new appearance) What?

Lily : Who destroyed you?

Mia : Oh you think it looks that bad.

Lily : You look ridiculous, you should sue.

Joe : seat belt, please.

Lily : This bag? You have one of these bags? You know we could hock that and feed a whole third world country? Am I right?

Michael: No.

Joe : if there are no more passenger. I think we should close the door.
(Drives to school)

Joe : **Was my rear-view fogging up or was someone tearing back there?**

Mia : I'm fine.

Joe : Very well, Then I'll go meet your grandmother.

Discussion

Lily is surprised by Mia's new appearance. She mocks Mia's new appearance that looks ridiculous for her. Moreover, she even mocks Mia's new bag and says that the bag could feed a whole third world country. Lily's mockery has saddened Mia. Moreover, she is Mia's best friend so it really hurts Mia's feeling. Joe who knows it just keeps silence and drives all of them to school. After they arrive at school, Joe asks Mia about her feeling. He says "**Was my rear-view fogging up or was someone tearing back there?**" Here, he employs negative politeness strategy that is "be vague". He employs it using interrogative form. Actually, Joe has already known that Mia has cried in the back seat. However, Joe wants Mia to tell her feeling. He indirectly asks Mia's feeling by saying "**was someone tearing back there?**" He also says "**Was my rear-view fogging up**" to make Mia realizes that Joe has noticed her cry. Mia's answer that she is fine "**I'm fine**" makes Joe feel relieved and then he leaves Mia.

4.3. Be sarcastic or joking

There are two data: 18/EmD/ORS/BS, and 50/EmD/ORS/BS.

a. Datum 18/EmD/ORS/BS

The conversation occurs in Genovian consulate. The participants are Mia, a guard, and a waiter. Mia who has already agreed to meet her grandmother comes to an unknown place. At first, she does not know that her grandmother is Genovian' Queen and the place she came in is Genovian consulate. The Guard who does not know Mia's identity as the granddaughter of the Queen has to check Mia for safety.

Guard : **School tours are on Saturday, young lady.**

Mia : I'm here for a meeting with my grandmother.

Guard : Name?

Mia : Clarisse Renaldi

Guard : Oh, please come to the front door.

Mia : Thank you.

Speaker: Get off the grass (message repeated in other language)

Waiter : Welcome, Miss Thermopolis. We've been expecting you.

Guard : (Check Mia's bag)

Mia : Oh be careful. Please don't crush my soy nuts.

Guard : Your soy nuts are safe. Ok

Waiter : Right, this way. Please, make yourself comfortable.

Discussion

The datum above happens in Employment domain. After school, Mia who already agrees to meet her grandmother goes to her grandmother places, Genovian consulate. She goes there in her school's uniform. The guard who does not know Mia's identity as Queen' granddaughter considers Mia as a mere student. Therefore he employs off record strategy that is "be sarcastic" to satire Mia to go home. The guard indirectly asks Mia to go home and tells her that school tours are on Saturday by saying "**School tours are on Saturday, young lady.**" The guard employs it using declarative with low tone. He employs the satire by joking. The use of "**young lady**" also assures the joking because people rarely use young lady to call one under their age. The reason of using this strategy is because the guard does not know who Mia is and considers her as a strange student. Mia, then, answers that she has an important meeting with her grandmother. The guard is shocked when he knows that Mia's grandmother is Clarisse Renaldi, the Queen of Genovia. He says surprisingly "**Oh, please come to the front door**". From his expression, the guard seems to feel sorry for his joke with Mia. He also uses

mitigating devices “please” to assure his regret. This strategy is employed to request Mia to come in.

b. Datum 50/EmD/ORS/BS

The dialogue happens in Employment domain. The participants are the Queen, Mia and Joe. At this time, Mia has to learn how to dance as it is needed for the Genovian independent day ball. The Queen and Joe are assisting Mia’s lesson.

Mia : I did it? I spun without hurting anyone.
Queen : That’s very good news.
Joe : Spin..spin..spin. Yes done.
Queen : Better, it’s coming along. Now you may go home.
Mia : Thank you, see you tomorrow.
Queen : Thank you Joseph
Joe : (playing music) **you’ve been wearing black too long.**

Discussion

Mia never dances and now she has to learn how to dance properly. She goes through many difficulties to learn dancing. At first, she hurts Joe when she spins. Eventually, Mia can spin without hurting anybody. Mia has improved her dance and then she is allowed to go home. After Mia left, Joe employs negative politeness strategy that is “be sarcastic or joking”. Joe asks the Queen to dance by saying “**you’ve been wearing black too long**” while playing the music. He employs the strategy using declarative with low tone. “Black” can be associate with gloomy, solitude, loneliness. Here, Joe uses it to satirize the Queen who has been alone for along time. Therefore, this time Joe wants to be her dancing partner.

5. Say nothing strategy.

There is one data of say nothing strategy: 66/FrD/SNS/OG

Datum 66/FrD/SNS/OG

The conversation happens in the school's rooftop after school time. The participants are Mia and Lily. Mia and Lily are best friends but Mia has made mistake by breaking her promises. Because of that, Lily does not want to talk to Mia. Mia feels guilty of it and decides to talk to Lily to straight the problem among them.

Mia : Can I talk to you for a minute, please?

Lily : (walks away and keeps silence)

Mia : Lily, can I just talk to you for a minute? Is that cool?

Lily : Sure lets talk! About what?

Discussion

Breaking her promises, Mia wants to apologize to Lily. She decides to talk to Lily and straights the problem. Eventually, they meet in the Scholl's rooftop when school time is over. Lily who still feels angry with Mia avoids meeting Mia. However, Mia still initiates a request to talk to Lily. As a response, instead of answering the request, Lily chooses to keep silence. This strategy is called “do not perform FTA” strategy or “say nothing” strategy. This “say nothing” strategy included as “OOC-genuine” since Lily lets the matter drop and closes it. Lily chooses this kind of strategy because of the problem between them. Lily was very mad, angry and sad for what Mia has done. Therefore, she considers the strategy as the best way to payback Mia. Sometimes, it is ruder when it is not said. This strategy indirectly refuses Mia’s request. The strategy does not work well, although Mia feels guiltier but she still insists to go after Lily and initiates another request. This time, Mia uses high intonation in her request. She also uses “Is that

cool” as a mockery for Lily’s silence. By using this strategy, Mia wants Lily to stop running away from her and lets straight up the problem. As the outcome, Lily decides to talk.

C. DISCUSSION

After all data has been analyzed, then result of the analysis is summarized in the following subchapter.

1. Type of Politeness strategies used by Characters in “Princess Diaries”.

There are five main types of Politeness strategies used in the “Princess Diaries”; they are Bald on record strategy, Positive politeness strategy, Negative politeness strategy, Off record strategy and Say nothing strategy.

There are four types of Bald on Records strategy found in the analysis, namely Request, Task oriented, and Alerting. There is one new type found in the Bald on record strategy that is “Advice”. Based on the theory, Bald on record strategy is only divided into four types, namely an emergency, task oriented or command, request, and alerting or warning. Yet, the data shows that there is one type of Advice in Bald on record strategy. The data is 01/FD/BRS/Ad which takes place in Family domain.

Datum 01/FD/BRS/Ad

The dialogue occurs in the beginning of the movie. It happens in the family domain. The participants are Mia and her mother, Helen. At that day, Mia will have a discussion in one of her course and she becomes one of the speakers.

Knowing it, Helen tries to give her daughter advice so that Mia is prepared for the discussion. However, it seems that Mia has already given up and resigns for the discussion. Her attitude convinces that she actually does not want to go to school.

Helen : Are you feeling confident?

Mia : Not really

Helen : Ok. **Now just remember when you make your speech don't look at the people, Pick a spot on the back wall, don't take your eyes off of it and speaks loudly.**

Mia : Thanks, mom.

Helen : (Giving Mia's Lunch).

Mia : Bye, mom.

Helen : Good luck.

Discussion

In the datum above, Helen is depicted as a loving mother who worries about her daughter. As a mother, Helen worries about Mia who will have a discussion in her school so she tries to make Mia more confident for it. From the beginning of the movie, one of Mia's characteristic has been shown that is lack of confident. It is caused by Mia's appearance that looks like a nerd with big glasses and curly hair. The dialogue above also shows Helen's characteristic, a loving mother.

Mia who just comes down from her room feels miserable because she has a discussion in her school that day. Mia always fails in a discussion and she thinks that she can not be a good speaker. Helen as a loving mother tries to give courage to Mia. From the conversation, Helen employs a politeness strategy that is "advice" by saying: "**Now just remember when you make your speech don't look at the people. Pick a spot on the back wall don't take your eyes off of it**

and speaks loudly”. The Bald on records strategy is employed by using imperative form. Bald on record strategy is usually used by people who know each other very well such as close friends or family. She decides to use the bald on record strategy since she is talking with her own daughter. Therefore, she said it directly without any intention to offend others and so does Mia who does not feel offended with that. Helen’s fair tone and behavior shows her ignorance toward her daughter. It seems that the relation between Helen and Mia is in distance. As a response, Mia is thankful for her mother’s advice by saying: “**Thanks, Mom**”. However, the low intonation shows that Mia does not have courage for the discussion in her school. In the end, Helen still wishes for Mia’s luck in her discussion.

There are three types of Positive politeness strategy found in the analysis, namely Assume agreement, Attend to the hearer, and Hedge opinion.

There are four types of Negative politeness strategy found in the analysis, namely be indirect, Forgiveness, Minimize imposition, and Pluralize person responsible.

There are three types of Off record strategy found in the analysis, namely Give hints, Be vague, and Be sarcastic or joking.

There is only one type of Say-nothing strategy found in the analysis that is OOC-Genuine. Those types of Politeness strategies used in the “Princess Diaries” are drawn as the table below.

Table 02
Type of Politeness strategies used in “Princess Diaries”

Politeness strategy	Types	Domain	Number of data
1. Bald on record strategy	a. Advice	Family	01/FD/BRS/Ad
	b. Request	Employment	12/EmD/BRS/R
		Employment	19/EmD/BRS/R.
	c. Task oriented	Employment	07/EmD/BRS/TO
		Family	32/FD/BRS/TO
2. Positive politeness strategy	d. Alerting	Employment	09/EmD/BRS/A
	a. Assume agreement	Friendship	43 /FrD/PPS/AA
		Public	49/PSD/PPS/AA
	b. Attend to hearer	Friendship	16/FrD/PPS/AH
		Family	71/FD/PPS/AH
3. Negative politeness strategy	c. Hedge opinion	Education	03/ED/PPS/HO
	a. Be indirect	Employment	25/EmD/NPS/BI
		Family	33/FD/NPS/BI
		Education	57/ED/NPS/BI
		Employment	69/EmD/NPS/BI
	b. Forgiveness	Employment	52/EmD/NPS/F
		Employment	64/EmD/NPS/F
	c. Minimize imposition	Employment	22/EmD/NPS/MI
		Education	59/ED/NPS/MI
		Friendship	65/FrD/NPS/MI
	d. Pluralize person responsible	Public	55/PSD/NPS/PR

4. Off records strategy	a. Give hints	Education	04/ED/ORS/GH
		Employment	11/EmD/ORS/GH
		Education	60/ED/ORS/GH
	b. Be vague	Public	56/PSD/ORS/BV
		Employment	18/EmD/ORS/BS
	Joking		50/EmD/ORS/BS
5. Say nothing strategy	OOC-genuine	Friendship	66/Fr/SNS/OG

2. How the Politeness strategies are employed by the Characters in “Princess Diaries”.



Table 04

Type of Sentence in Politeness strategies

Politeness strategy	Type of Sentence (%)		
	Imperative	Declarative	Interrogative
1. Bald on record	100	-	-
2. Positive Politeness	-	60	40
3. Negative Politeness	-	70	30
4. Off record	-	83.3	16.7
5. Say nothing	-	-	-

From the table 03 and 04, Bald on record strategy is employed by using Imperative form (100%). Bald on record strategy is also employed by using

different tone. The table shows that there are three tones employed in the politeness strategies, that are fair, low and high tone. The “advice” is employed by using imperative with fair tone. The behavior indicates the speaker’s ignorance toward matter. “Request” is employed by using imperative with low tone. From low tone and begging expression, it can be seen that the speaker is interested in achieving his or her goal. Therefore, she or he employs bald on record using low tone and begging expression. The use of mitigating device “please” not only assures the speaker’s interest in achieving his or her goal but also shows the speaker’s sincerity toward the matter. “Task oriented” is employed by using Imperative form. The imperative is employed by using fair and high tone. Imperative with fair tone indicates the speaker’s ignorance while Imperative with high tone shows the speaker’s feeling toward the hearer, that is anger. “Alerting” is employed by using Imperative with high tone to make it effective. It is employed to make one not to do something. In this case, the speaker is trying to warn the hearer not to do something he should not do. The speaker is also assisting the hearer so that the hearer can get out of the problem.

Positive politeness strategy is employed by using Declarative form (60%) and 40% employed by using Interrogative form. All of them are employed using low tone. “Assume agreement” is employed using declarative with low tone. The low tone can show the speaker’s interest toward the matter and his or her sincerity. There is also the use of “my baby” which does not mean a “real” baby but a car. The use of it indicates the intimate relation between the speaker and hearer since it can only be understood by them. They are already holding the same contextual information among them. “Attend to the hearer” is employed by using

Interrogative with low tone. In this strategy, the speaker is trying to listen to the hearer. The speaker is likely to know what the hearer wants and then she gives it. The speaker is giving her position to the hearer since that is the hearer's want. "Hedge opinion" is employed by using Declarative with low tone. Here, the speaker avoids making an argument that can hurt or offend the hearer. The use of "come on" is a way to lessen the distance between the speaker and hearer. It is also used to make the argument not to offend the hearer. The speaker puts herself equal to the hearer although actually she has higher status than the hearer. The speaker also employs begging expression to make the hearer do what he has been asked.

Negative politeness strategy is employed by using Declarative form (70%) and 30% employed by using Interrogative form. "Be indirect" is mostly employed by using declarative with low tone. One data shows a declarative with high tone. "Forgiveness" is employed by using declarative with low tone and also high tone. "Minimize imposition" is employed by using declarative with low tone and interrogative with low tone. This strategy is also employed by using mitigating devices "please" and "would you". "Pluralize person responsible" is employed by using declarative with fair tone. To use this strategy, the speaker should pluralize person responsibility. From "me or I" into "we or our". This strategy indirectly asks the hearers to realize their responsibility.

"Off record" strategy is employed by using Declarative form (83.3%) and only 16.7 % employed by using Interrogative form. "Give hints" is employed by using declarative with fair tone and declarative with low tone. "Be vague" is employed by using interrogative with low tone. The important of this strategy is

the use of “or”. Here, the matter becomes vague for the hearer. The speaker wants the hearer to realize the matter himself and makes his own conclusion. “Be sarcastic or joking” is employed by using declarative with low tone. In this kind of strategy, the speaker makes a satire to the hearer so the hearer will eventually understand the speaker purposes in making such utterances. The analysis shows that there are two utterance used by the speaker, that is the use of “young lady” and “black”. “Young lady” is rarely used to call one under the age, yet the speaker uses it as a satire to the hearer since the hearer is someone he does not know. From his behavior, it can be seen that the speaker is just joking to the hearer; he laughs when he utters the word. “Black” can be associate with gloomy, solitude, loneliness. Therefore, the speaker utters it to make the hearer realize that she has been alone for long time and this time is time to get a partner.

Last, “Say nothing” strategy is employed by none of sentence’s type above, since the strategy is employed by keeping silence and then the speaker walks away from the hearer. This behavior does not minimize the possibility of offending other. Moreover, this strategy indirectly refuses the hearer’s request.

3. The reason for choosing certain Politeness strategy in “Princess Diaries”

To understand the reason why the characters in “Princess Diaries” choose certain Politeness strategy, the social dimensions and social factors theory are applied. The social factors include the participants, setting, topic and function. These factors can be included in Domain. Domain is constellation of participants, topic and setting. In addition of these components, it is useful to take account the social dimensions which relate to the factors above, they are social distance or

solidarity scale, status or power scale, formality scale, referential and affective function scale.

In the table 02 above, “Bald on record” strategies are employed in formal domain (Education and Employment) and informal domain (Family). “Bald on record” strategy employed in formal domain due to status or power scale, the speaker’s status that is higher than the hearer, ex: between manager and employee, teacher and student. Because of his superiority, the speaker is not afraid to offend other. Therefore, he does not need to soften his demand. The strategy does not reduce the impact of face threatening act (FTA). Bald on record is also employed because of referential and affective function scale. The strategy conveys objective information instead of expressing feeling, ex: to alert someone, to ask someone to come in. Meanwhile, Bald on record strategy that is employed in informal domain because of social distance or solidarity scale, the intimate relation between the speaker and hearer, ex: between mother and her daughter. The strategy is commonly found with people who know each other very well and who are very comfortable to use it.

Positive politeness strategies are employed in formal domain (Education) and informal domain (Friendship, Public). Positive politeness strategy employed in formal and informal domain due to the social distance or solidarity scale. In formal domain (Education), the speaker’s status is higher than the hearer, yet the speaker chooses to use positive politeness strategy in order to be liked by the hearer and be closed to them. The speaker tries to minimize the distance between them and minimize FTA by expressing friendliness. In informal domain

(Friendship and Public), positive politeness strategy is employed in the conversation between friends who have intimate relation.

“Negative politeness” strategies are mostly employed in formal domain (Education) and few in informal domain (Family, Friendship, and Public). Due to formality scale, negative politeness strategies are mostly employed in formal domain. The status or power scale of the participants also plays an important role. The speaker’s status is higher than the hearer, ex: between the Queen and vice principle, the Queen and his assistant, the Queen and his guest. Furthermore, negative politeness strategy can also be employed due to social distance and solidarity between the participants, the distant relation between them, ex: between Mia and her grandmother who have not met each other for a long time, between Charlotte and Mia who do not know each other yet. In Negative politeness strategy, the speaker tries to minimize FTA by keeping distant to the hearer.

“Off record” strategies are employed in formal domain (Education, Employment) and informal domain (Public). Off record strategy employed in both formal and informal domain due to social distance and solidarity scale, the intimate relation between the speaker and hearer, ex: between manager and his employee, driver and passenger, guard and the Queen. It can be seen that the speaker does not consider the status of the hearer. However, two cases show that Off record strategy can also be employed because of the status and the distant relation between the participant, ex: between guard and guest, vice principle and the Queen.

“Say nothing” strategy is employed in informal domain (Friendship). This strategy is employed due to social distance or solidarity scale, in this case between

close friends who then broke up because of a conflict between them. By using this strategy, the speaker tries to make the hearer feel more guilty; sometimes it is ruder when it is not said. This strategy delivers affective information that is the speaker's anger toward the hearer.

Table 03
How the Politeness strategies employed in “Princess Diaries”

Politeness strategy	Types	Number data	Sentence's type	Tone
1. Bald on record strategy	a. Advise	01/FD/BRS/Ad	Imperative	Fair
	b. Request	12/EmD/BRS/R	Imperative	Low
		19/EmD/BRS/R.	Imperative	Low
	c. Task oriented	07/EmD/BRS/TO	Imperative	Fair
		32/FD/BRS/TO	Imperative	High
d. Alerting		09/EmD/BRS/A	Imperative	High
2. Positive politeness	a. Assume	43 /PSD/PPS/AA	Declarative	Low

strategy	agreement	49/PSD/PPS/AA	Declarative	Low	
	b. Attend to hearer	16/ED/PPS/AH	Interrogative	Low	
		71/FD/PPS/AH	Interrogative	Low	
	c. Hedge opinion	03/ED/PPS/HO	Declarative	Low	
3. Negative politeness strategy	a. Be indirect	25/EmD/NPS/BI	Declarative	Low	
		33/FD/NPS/BI	Declarative	High	
		57/ED/NPS/BI	Interrogative	Low	
		69/EmD/NPS/BI	Declarative	Low	
	b. Forgiveness	52/EmD/NPS/F	Declarative	Low	
		64/EmD/NPS/F	Declarative	High	
	c. Minimize imposition	22/EmD/NPS/MI	Declarative	Low	
		59/ED/NPS/MI	Interrogative	Low	
		65/FrD/NPS/MI	Interrogative	Low	
	d. Pluralize person responsible	55/PSD/NPS/PR	Declarative	Fair	
4. Off records strategy	a. Give hints	04/ED/ORS/GH	Declarative	High	
		11/EmD/ORS/GH	Declarative	Fair	
		60/ED/ORS/GH	Declarative	Low	
	b. Be vague	56/PSD/ORS/BV	Interrogative	Low	
	c. Be sarcastic or Joking	18/EmD/ORS/BS	Declarative	Low	
		50/EmD/ORS/BS	Declarative	Low	
5. Say nothing strategy	OOC-genuine	66/Fr/SNS/OG	-	-	

CHAPTER V

CONCLUSION AND RECOMENDATION

A. CONCLUSION

Based on the analysis in Chapter IV which is conducted to discover problem statements stated in Chapter I, some conclusion could be drawn.

1. Type of Politeness strategies used by Characters in “Princess Diaries”.

The types of politeness strategies found in “Princess Diaries” are Bald on record strategy, Positive politeness strategy, Negative politeness strategy, Off record strategy and Say nothing strategy. There are four types of Bald on Records strategy found in the analysis, namely Advice, Request, Task oriented, and Alerting. There are three types of Positive politeness strategy, namely Assume agreement, Attend to the hearer, and Hedge opinion. There are four types of Negative politeness strategy, namely be indirect, Forgiveness, Minimize imposition, and Pluralize person responsible. There are three types of Off record strategy, namely Give hints, Be vague, and Be sarcastic or joking. There is only one type of Say-nothing strategy that is OOC-Genuine.

2. The way each Politeness strategy is employed by the Characters in “Princess Diaries”.

In applying certain politeness strategy, paralinguistic and non linguistics factors play important roles. The speaker’s behavior plays an important role in applying certain politeness strategy, ex: assisting in “alerting” strategy, laughing in “be sarcastic or joking” strategy. Politeness strategies are employed by using

different types of sentences (Imperative, Declarative or Interrogative) and three different tones (High, Fair, and Low tone) that can indicate the speaker's feeling toward the matter, whether he is ignorance, angry or sincerity. Bald on record strategy is usually employed by using Imperative form since it is used to command or request somebody. There is also the use of mitigating devices "please" to soften the request. Meanwhile, Positive and Negative politeness strategies are employed by using Declarative and Interrogative forms. In Positive politeness strategy, the speaker tries to minimize distance by expressing friendliness, ex: the use of "baby" which does not mean a real baby, "Come on" to invite one to do something, and give what hearer wants. In Negative politeness strategy, the speaker keeps distant with the hearer, ex: the use of "we" to pluralize person responsible. There is also the use of mitigating devices "please" and "would you" to soften the requests. Off record strategy is mostly employed by using Declarative form. There are some requirements needed to apply certain strategy, ex: the use of "or" in "be vague" strategy, the use of satire "young lady" and "black" in "be sarcastic or joking" strategy. Lastly, Say nothing strategy is employed by none of the sentence's types above since the speaker just keeps silence toward the hearer and then she walks away.

3. The reason for choosing certain Politeness strategy in "Princess Diaries"

Bald on record strategy employed is due to the participant's status, the higher status of speaker toward the hearer or the intimate relation between participants. Bald on record is also employed because of referential and affective

function. The strategy conveys objective information instead of expressing feeling.

Positive politeness strategy employed in formal and informal domain is due to solidarity between the participants. Although the speaker's status is higher than the hearer, yet the speaker chooses to use positive politeness strategy in order to be liked by the hearer and be closed to them

Due to formality scale, negative politeness strategies are mostly employed in formal domain. The status or power scale of the participants also plays an important role; the speaker's status that is higher than the hearer. Furthermore, negative politeness strategy can also be employed due to social distance between the participants.

Off record strategy employed in both formal and informal domain is due to solidarity between the speaker and hearer. However, Off record strategy can also be employed because of the status and the distant relation between the participants.

Say nothing strategy is employed due to social distance of the participants, in this case between close friends who then broke up because of a conflict between them. By using this strategy, the speaker tries to make the hearer feel more guilty. Sometimes it is ruder when it is not said.

B. RECOMMENDATION

It is suggested to other researchers who are interested in Socio-pragmatic study to conduct a research on Politeness strategy. This field can still be studied from different point of view. This research on politeness strategies is based on

Brown and Levinson's theory of Politeness strategies by using Face Threatening Act (FTA). Other researchers may conduct a research based on other theories of Politeness strategies, ex: Leech's Politeness Principle, Fraser's theory of Conversational contract, Theory of Spencer-Oatey, etc. This research can also be dug up more by adding the analysis of different address form in the politeness strategy. Nevertheless, there are many areas of the Politeness strategies which have not been studied yet.

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APPENDICES

Datum 01/FD/BRS/Ad

Helen : Are you feeling confident?

Mia : Not really

Helen : Ok. Now just remember when you make your speech **don't look at the people. Pick a spot on the back wall don't take your eyes off of it and speaks loudly.**

Mia : Thanks, mom.

Helen : (Giving Mia's Lunch).

Mia : Bye, mom.

Helen : Good luck.

Datum 02/ED/BRS /TO

V.P : **Off the wall please. Jeremiah, off the wall, please. Come on, you know better than that.**

Jeremiah : (get off from the wall)

Datum 03/ED/PPS/HO

V.P : Off the wall please. Jeremiah, off the wall, please. **Come on, you know better than that.**

Jeremiah : (get off from the wall)

Datum 04/ED/BRS/TO

Mr. O'Connell: All right, all right. Ok girls settle down, settle down. This is a debate and after it's over **I want you back in your school uniform!**

Josh : Hey boss whatever you say

Anna : Josh, sit down

Lanna, Fontana: He's the man

Mr. O'Connell: Ok Josh, later Ok? Down, down boy, you made your point.

OK, so now we've all heard from Josh Bryant for the affirmative. Now we'll hear the rebuttal from Mia Thermopolis who will present the negative argument against our proposition.

Datum 05/ED/PPS/AA

Mr. O'Connell: All right, all right. Ok girls settle down, settle down. This is a debate and after it's over I want you back in your school uniform!

Josh : Hey boss whatever you say

Anna : **Josh, sit down**

Lanna, Fontana: He's the man

Mr. O'Connell: Ok Josh, later Ok? Down, down boy, you made your point.

Ok, so now we've all heard from Josh Bryant for the affirmative. Now we'll hear the rebuttal from Mia Thermopolis who will present the negative argument against our proposition.

Datum 06/ED/BRS/TO

Mr. O'Connell: All right, all right. Ok girls settle down, settle down. This is a debate and after it's over I want you back in your school uniform!

Josh : Hey boss whatever you say

Anna : Josh, sit down

Lanna, Fontana: He's the man

Mr. O'Connell: **Ok Josh, later Ok? Down, down boy, you made your point.**

Ok, so now we've all heard from Josh Bryant for the affirmative. Now we'll hear the rebuttal from Mia Thermopolis who will present the negative argument against our proposition.

Datum 07/EmD/BRS/TO

Manager : **Mia! Finish up with Mrs. Taubman and then you can take a break.**

Mia : (keeps silence)

Vivian : Another huge tip from Mrs. Hersh

Mia : I got one from Mrs. Taubman. We're doing alright today

Manager : Mr. Walsh's ropes are twisted (pointing)

Vivian : Mr. Walsh, stop turning! You'll be strangled yourself!

Datum 08/EmD/ORS/GH

Manager : **Mia! Finish up with Mrs. Taubman and then you can take a break.**

Mia : (keeps silence)

Vivian : Another huge tip from Mrs. Hersh

Mia : I got one from Mrs. Taubman. We're doing alright today

Manager : **Mr. Walsh's ropes are twisted (pointing)**
 Vivian : Mr. Walsh, stop turning! You'll be strangled yourself!

Datum 09/EmD/BRS/A

Manager : Mia! Finish up with Mrs. Taubman and then you can take a break.
 Mia : (keeps silence)
 Vivian : Another huge tip from Mrs. Hersh
 Mia : I got one from Mrs. Taubman. We're doing alright today
 Manager : Mr. Walsh's ropes are twisted (pointing)
 Vivian : **Mr. Walsh, stop turning!** You'll be strangled yourself!

Datum 10/EmD/NPS/MI

Mia : Hi, mom.
 Helen : You threw up, huh? And you ran away?
 Mia : I'm trying to forget about it. **Can I have some shoes and chalk, please?**
 Helen : Anyway, I'll go talk to your debate teacher. What's his name.
 Mia : Mr. O'Connell.
 Helen : And straighten it all out.
 Mia : Mom, I am never going to be a good public speaker. Just call him and tell him I want to be a mime.
 Helen : I can do that.
 Manager: Here you go.

Datum 11/EmD/ORS/GH

Helen : I think I'm gonna climb a little bit.
 Manager : **Rocks around the clock.**
 Mia : Why should I go see this snobby lady who ignores us?
 Helen : Mia, she's your father's mother. Just go see her tomorrow, please?
 Mia : Tension!
 Helen : She said your father hoped that you two would meet someday.
 Mia : (sighs) alright, I'll go.

Datum 12/EmD/BRS/R

Helen : I think I'm gonna climb a little bit.
 Manager : Rocks around the clock.
 Mia : Why should I go see this snobby lady who ignores us?
 Helen : Mia, she's your father's mother. **Just go see her tomorrow, please?**
 Mia : Tension!
 Helen : She said your father hoped that you two would meet someday.
 Mia : (sighs) alright, I'll go.

Datum 13/EmD/BRS/TO

Helen : I think I'm gonna climb a little bit.
 Manager : Rocks around the clock.
 Mia : Why should I go see this snobby lady who ignores us?
 Helen : Mia, she's your father's mother. Just go see her tomorrow, please?
 Mia : **Tension!**
 Helen : She said your father hoped that you two would meet someday.
 Mia : (sighs) alright, I'll go.

Datum 14/ED/BRS/TO

Teacher: Ok. Alright. I win. Band practice is over. I have a music class here, **out!** Let's have the third group try "catch a feeling".
 Mia : Charles, you want to be in the front?
 Charles : Sure thanks.
 Mia : No problem
 Teacher: Michael (pointing the piano's player).

Datum 15/ED/PPS/AA

Teacher: Ok. Alright. I win. Band practice is over. I have a music class here, **out!** Let's have the third group try "catch a feeling".
 Mia : Charles, you want to be in the front?
 Charles : Sure thanks.
 Mia : No problem
 Teacher: Michael (pointing the piano's player).

Datum 16/ED/PPS/AH

Teacher: Ok. Alright. I win. Band practice is over. I have a music class here, **out!** Let's have the third group try "catch a feeling".
 Mia : **Charles, you want to be in the front?**
 Charles : Sure thanks.
 Mia : No problem
 Teacher: Michael (pointing the piano's player).

Datum 17/ED/NPS/BI

Teacher: Ok. Alright. I win. Band practice is over. I have a music class here, **out!** Let's have the third group try "catch a feeling".
 Mia : Charles, you want to be in the front?
 Charles : Sure thanks.
 Mia : No problem
 Teacher: **Michael** (pointing the piano's player).

Datum 18/GCD/NPS/BI

Guard : **School tours are on Saturday, young lady?**
 Mia : I'm here for a meeting with my grandmother.
 Guard : Name?
 Mia : Clarisse Renaldi
 Guard : Oh, please come to the front door.
 Mia : Thank you.

Speaker: Get off the grass (message repeated in other language)
 Waiter : Welcome, Miss Thermopolis. We've been expecting you.
 Guard : (Check Mia's bag)
 Mia : Oh be careful. Please don't crush my soy nuts.
 Guard : Your soy nuts are safe. Ok
 Waiter : Right, this way. Please, make yourself comfortable.

Datum 19/GCD/BRS/R

Guard : School tours are on Saturday, young lady?
 Mia : I'm here for a meeting with my grandmother.
 Guard : Name?
 Mia : Clarisse Renaldi
Guard : Oh, please come to the front door.
 Mia : Thank you.
 Speaker: Get off the grass (message repeated in other language)
 Waiter : Welcome, Miss Thermopolis. We've been expecting you.
 Guard : (Check Mia's bag)
 Mia : Oh be careful. Please don't crush my soy nuts.
 Guard : Your soy nuts are safe. Ok
 Waiter : Right, this way. Please, make yourself comfortable.

Datum 20/GCD/BRS/A

Guard : School tours are on Saturday, young lady?
 Mia : I'm here for a meeting with my grandmother.
 Guard : Name?
 Mia : Clarisse Renaldi
 Guard : Oh, please come to the front door.
 Mia : Thank you.
 Speaker: **Get off the grass (message repeated in other language)**
 Waiter : Welcome, Miss Thermopolis. We've been expecting you.
 Guard : (Check Mia's bag)
 Mia : Oh be careful. Please don't crush my soy nuts.
 Guard : Your soy nuts are safe. Ok
 Waiter : Right, this way. Please, make yourself comfortable.

Datum 21/GCD/BRS/R

Guard : School tours are on Saturday, young lady?
 Mia : I'm here for a meeting with my grandmother.
 Guard : Name?
 Mia : Clarisse Renaldi
 Guard : Oh, please come to the front door.
 Mia : Thank you.
 Speaker: Get off the grass (message repeated in other language)
 Waiter : Welcome, Miss Thermopolis. We've been expecting you.
 Guard : (Check Mia's bag)
Mia : Oh be careful. Please don't crush my soy nuts.
 Guard : Your soy nuts are safe. Ok
 Waiter : Right, this way. Please, make yourself comfortable.

Datum 22/GCD/NPS/MI

Charlotte: ...for their daughter Marissa. She's allergic to peanuts and we need new pillows for the prime minister's wife, she's allergic to goose feather. Hello Amelia, I'm Charlotte from the Genovian attaché corps.

Mia : Hi. It's nice to meet you. Um..where am I?

Charlotte: Genovian consulate.

Mia : You've got pears in your flowers.

Charlotte: Genovian pears, we're famous for them. **Now if you'll sit down, she'll be with you in a moment.**

Queen : No, I don't need a moment. I'm here. Amelia, I'm so glad you could come.

Datum 23/GCD/NPS/MI

Mia : Hi, You've got a great place.

Queen : Thank you. Well let me look at you. You look so...young.

Mia : And you look so...clean.

Queen : **Charlotte, would you check on tea in the garden?**

Charlotte: (bow)

Queen : Please sit.

Mia : (sitting)

Mia : So, my mom said you wanted to talk to me about something.
Shoot.

Queen : Before I "shoot" I want to give you. Here.

Mia : Um, thank you. Wow.

Queen : it's the Genovian crest. It was mine when I was young and that was my great grandmother's.

Mia : I'll keep this safe. I will take good care of it.

Datum 24/GCD/BRS/R

Mia : Hi, You've got a great place.

Queen : Thank you. Well let me look at you. You look so...young.

Mia : And you look so...clean.

Queen : Charlotte, would you check on tea in the garden?

Charlotte: (bow)

Queen : **Please sit.**

Mia : (sitting)

Mia : So, my mom said you wanted to talk to me about something.
Shoot.

Queen : Before I "shoot" I want to give you. Here.

Mia : Um, thank you. Wow.

Queen : it's the Genovian crest. It was mine when I was young and that was my great grandmother's.

Mia : I'll keep this safe. I will take good care of it.

Datum 25/GCD/NPS/BI

Mia : Hi, You've got a great place.

Queen : Thank you. Well let me look at you. You look so...young.
 Mia : And you look so...clean.
 Queen : Charlotte, would you check on tea in the garden?
 Charlotte: (bow)
 Queen : Please sit.
 Mia : (sitting)
 Mia : So, my mom said you wanted to talk to me about something.
 Shoot.
 Queen : Before I "shoot" I want to give you. Here.
 Mia : Um, thank you. Wow.
 Queen : **it's the Genovian crest. It was mine when I was young and that was my great grandmother's.**
 Mia : I'll keep this safe. I will take good care of it.

Datum 26/GCD/BRS/TO

Mia : Live in Genovia.
 Queen : It's wonderful country.
 Mia : Ohh..oh...rewind and freeze. I'm no princess. I'm still waiting for normal body part to arrive. I refuse to move and rule a country and do you want another reason? I don't want to be a princess.
 (Run away)
 Queen : **Oh, Amelia, Amelia. Amelia comes back here!** Ohh (sigh) Well that went well isn't it?
 Joe : Perhaps she needs more time.
 Queen : Will you help me?
 Joe : I'm the head of your security and you want me to be a chauffeur and baby sitter.
 Queen : For the time being. The child needs protection.

Datum 27/GCD/PPS/AA

Mia : Live in Genovia.
 Queen : It's wonderful country.
 Mia : Ohh..oh...rewind and freeze. I'm no princess. I'm still waiting for normal body part to arrive. I refuse to move and rule a country and do you want another reason? I don't want to be a princess.
 (Run away)
 Queen : Oh, Amelia, Amelia. Amelia comes back here! Ohh (sigh) Well that went well isn't it?
 Joe : Perhaps she needs more time.
 Queen : **Will you help me?**
 Joe : I'm the head of your security and you want me to be a chauffeur and baby sitter.
 Queen : For the time being. The child needs protection.

Datum 28/FD/BRS/R

Helen : **Well, drink your soup?**
 Mia : I'm not really hungry.
 Helen : Fine, Goodnight sweet heart.

Datum 29/FD/ORS/GH

Mia : **Oh, this is a nightmare. I'm going to bed.**

Helen : Mia, the three of us have to talk.

Mia : Oh. Ok. Is there something else about me and my life I might want to know about? Are you two waiting to take me on a talk show and tell me I have twin sister who's a duchess?

Queen : You have a cousin who's a contessa. Foundly known as Bartholomew. Actually we call him pookie.

Helen : Yesterday did not go well. Will you just listen to your grandmother?

Queen : Amelia, in a matter of weeks, we have an annual ball. I was...I am hoping that I may present you to the press and the public on the occasion. However, you desperately need some instructions. I speak for the entire Genovian parliament and the royal family.

Helen : And I speak for this family.

Mia : Excuse me. I don't have a family with either one of you because you ignored me for 15 years and you lied to me. Family don't do stuff like that one another. Ok?

Datum 30/FD/PPS/AA

Mia : Oh, this is a nightmare. I'm going to bed.

Helen : Mia, the three of us have to talk.

Mia : Oh. Ok. Is there something else about me and my life I might want to know about? Are you two waiting to take me on a talk show and tell me I have twin sister who's a duchess?

Queen : You have a cousin who's a contessa. Foundly known as Bartholomew. Actually we call him pookie.

Helen : Yesterday did not go well. **Will you just listen to your grandmother?**

Queen : Amelia, in a matter of weeks, we have an annual ball. I was...I am hoping that I may present you to the press and the public on the occasion. However, you desperately need some instructions. I speak for the entire Genovian parliament and the royal family.

Helen : And I speak for this family.

Mia : Excuse me. I don't have a family with either one of you because you ignored me for 15 years and you lied to me. Family don't do stuff like that one another. Ok?

Datum 31/FD/BRS/R

Helen : **Please, Just come down from there.**

Mia : most kids hope for a car for their 16th birthday not a country!

Helen : Just make your self comfortable. This is going no where. Talk to me!

Mia : I can't talk to you right now. I'm late for a meeting with my guidance counselor.

Queen : I'm late for a meeting with Spain and Portugal.

Helen : I have a thought. Mia promises to attend princess lessons until your ball.

Queen : It's not my ball. It's Genovian annual Independence Day ball.

Helen : I'm sorry. Mia promises neither to accept nor reject your offer to be royal until this grand ball and then she makes her decision. Now can you both live with that?

Queen : It seems I have no option.

Mia : If I have too.

Queen : But I want not one word of this until that evening. Is that understood?

Mia : Duh.

Queen : The press would have a field day.

Helen : Well, Let's not keep Spain and Portugal waiting?

Datum 32/FD/BRS/TO

Helen : Please? Just come down from there.

Mia : most kids hope for a car for their 16th birthday not a country!

Helen : Just make your self comfortable. This is going no where. **Talk to me!**

Mia : I can't talk to you right now. I'm late for a meeting with my guidance counselor.

Queen : I'm late for a meeting with Spain and Portugal.

Helen : I have a thought. Mia promises to attend princess lessons until your ball.

Queen : It's not my ball. It's Genovian annual Independence Day ball.

Helen : I'm sorry. Mia promises neither to accept nor reject your offer to be royal until this grand ball and then she makes her decision. Now can you both live with that?

Queen : It seems I have no option.

Mia : If I have too.

Queen : But I want not one word of this until that evening. Is that understood?

Mia : Duh.

Queen : The press would have a field day.

Helen : Well, Let's not keep Spain and Portugal waiting?

Datum 33/FD/NPS/BI

Helen : Please? Just come down from there.

Mia : most kids hope for a car for their 16th birthday not a country!

Helen : Just make your self comfortable. This is going no where. Talk to me!

Mia : I can't talk to you right now. I'm late for a meeting with my guidance counselor.

Queen : **I'm late for a meeting with Spain and Portugal.**

Helen : I have a thought. Mia promises to attend princess lessons until your ball.

Queen : It's not my ball. It's Genovian annual Independence Day ball.

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Now can you both live with that?

Queen : It seems I have no option.

Mia : If I have too.

Queen : But I want not one word of this until that evening. Is that understood?

Mia : Duh.

Queen : The press would have a field day.

Helen : Well, Let's not keep Spain and Portugal waiting?

Datum 34/FD/BRS/TO

Helen : Please? Just come down from there.

Mia : most kids hope for a car for their 16th birthday not a country!

Helen : Just make your self comfortable. This is going no where. Talk to me!

Mia : I can't talk to you right now. I'm late for a meeting with my guidance counselor.

Queen : I'm late for a meeting with Spain and Portugal.

Helen : I have a thought. Mia promises to attend princess lessons until your ball.

Queen : It's not my ball. It's Genovian annual Independence Day ball.

Helen : I'm sorry. Mia promises neither to accept nor reject your offer to be royal until this grand ball and then she makes her decision.
Now can you both live with that?

Queen : It seems I have no option.

Mia : If I have too.

Queen : **But I want not one word of this until that evening.** Is that understood?

Mia : Duh.

Queen : The press would have a field day.

Helen : Well, Let's not keep Spain and Portugal waiting?

Datum 35/FD/NPS/BI

Helen : Please? Just come down from there.

Mia : most kids hope for a car for their 16th birthday not a country!

Helen : Just make your self comfortable. This is going no where. Talk to me!

Mia : I can't talk to you right now. I'm late for a meeting with my guidance counselor.

Queen : I'm late for a meeting with Spain and Portugal.

Helen : I have a thought. Mia promises to attend princess lessons until your ball.

Queen : It's not my ball. It's Genovian annual Independence Day ball.

Helen : I'm sorry. Mia promises neither to accept nor reject your offer to be royal until this grand ball and then she makes her decision.
Now can you both live with that?

Queen : It seems I have no option.

Mia : If I have too.
 Queen : But I want not one word of this until that evening. Is that understood?
 Mia : Duh.
 Queen : The press would have a field day.
 Helen : **Well, Let's not keep Spain and Portugal waiting.**

Datum 36/PSD/ORS/BS

Mia : Ohhh.. (playing the windows).
 Joe : **Uh, princess? Princess, may I point out that no matter how many times you push it. It will go up and down the same way.**
 Mia : Joseph, can we eighty-six the flags? Please?
 Joe : No. the flags allow me to park anywhere. We keep the flags.
 Mia : Sorry, Joseph.

Datum 37/PSD/BRS/R

Mia : Ohhh.. (playing the windows).
 Joe : Uh, princess? Princess, may I point out that no matter how many times you push it. It will go up and down the same way.
 Mia : **Joseph, can we eighty-six the flags? Please?**
 Joe : No. the flags allow me to park anywhere. We keep the flags.
 Mia : Sorry, Joseph.

Datum 38/PSD/BRS/R

Joe : **Please fasten your seatbelt, ladies?**
 Lily : Is your mother dating an undertaker?
 Mia : Uh, no. This long-lost grandmother showed up and she wants me to use it.
 Lily : And?
 Mia : I don't know. I guess she's just trying to be nice, to get me to like her.
 Lily : Ohh.
 Mia : Hey, Joe. Can you please park a block away from school? I don't want to cause a riot with this hearse.
 Joe : This is a non-riot hearse and if it were a hearse, there would be silence in the back seat.

Datum 39/PSD/PPS/AA

Joe : Please fasten your seatbelt, ladies?
 Lily : Is your mother dating an undertaker?
 Mia : Uh, no. This long-lost grandmother showed up and she wants me to use it.
 Lily : And?
 Mia : I don't know. I guess she's just trying to be nice, to get me to like her.
 Lily : Ohh.
 Mia : **Hey, Joe. Can you please park a block away from school? I don't want to cause a riot with this hearse.**

Joe : This is a non-riot hearse and if it were a hearse, there would be silence in the black seat.

Datum 40/ED/BRS/TO

Ms. Herbula : Good. Good glove Michael. Way to go. I'll let this one go,
 Mia. **Try catching.**
 Mia : Are you sure.
 Ms. Herbula : It's slow pitch. Don't worry about it.
 Mia : Ohh. (fail to catch the ball)
 Ms. Herbula : Now get it and throw it back to the pitcher.
 Mia : Ok.
 Ms. Herbula : Come on (the ball knocks her head)
 Mia : I'm sorry. Mmm I'm really...mmm. I didn't meant
 to..mmm. Can I help you?
 Ms. Herbula : Ice....get me ice.

Datum 41/ED/BRS/TO

Ms. Herbula : Good. Good glove Michael. Way to go. I'll let this one go,
 Mia. Try catching.
 Mia : Are you sure.
 Ms. Herbula : It's slow pitch. Don't worry about it.
 Mia : Ohh. (fail to catch the ball)
 Ms. Herbula : **Now get it and throw it back to the pitcher.**
 Mia : Ok.
 Ms. Herbula : Come on (the ball knocks her head)
 Mia : I'm sorry. Mmm I'm really...mmm. I didn't meant
 to..mmm. Can I help you?
 Ms. Herbula : Ice....get me ice.

Datum 42/ED/BRS/TO

Ms. Herbula : Good. Good glove Michael. Way to go. I'll let this one go,
 Mia. Try catching.
 Mia : Are you sure.
 Ms. Herbula : It's slow pitch. Don't worry about it.
 Mia : Ohh. (fail to catch the ball)
 Ms. Herbula : Now get it and throw it back to the pitcher.
 Mia : Ok.
 Ms. Herbula : Come on (the ball knocks her head)
 Mia : I'm sorry. Mmm I'm really...mmm. I didn't meant
 to..mmm. Can I help you?
 Ms. Herbula : **Ice....get me ice.**

Datum 43/FrD/PPS/AA

Mia : **Lily, I gotta run. I gotta see your brother about my baby.**
 Lily : Ok. But let's take the limo tomorrow. These hills are killing me.
 Mia : You got it.

Datum 44/GCD/BRS/TO

Charlotte: Your majesty, the diplomatic pouch has arrived and she's here.

Queen : **Send her in.**

Charlotte: Yes. Ma'am. I need more roses, red, white, mauve, mauve.

Miss Amelia, welcome.

Mia : Hi.

Charlotte: Straight ahead to your left. Her majesty is ready for you in the library

Queen : Charlotte, take notes, will you?

Amelia, circle slowly so I can evaluate the work to be done....Amelia! does your bad posture affect your hearing? Turn.

Mia : Oh sorry.

Queen : No..no..no. Slowly turn. Slowly, thank you. Well...Carriage obviously, hairstyle, complexion, stop! Eyes...lovely but hidden beneath bushman eyebrass. The neck is seemly. Ears...like her father.

Mia : Really, they are.

Queen : Oh my.., who has nails like these?

Mia : Everybody.

Queen : Tomorrow, I would like to see clean fingers and you will wear stockings, not tights, not socks and I never want to see those shoes again.

Datum 45/GCD/BRS/TO

Charlotte: Your majesty, the diplomatic pouch has arrived and she's here.

Queen : Send her in.

Charlotte: Yes. Ma'am. I need more roses, red, white, mauve, mauve.

Miss Amelia, welcome.

Mia : Hi.

Charlotte: **Straight ahead to your left.** Her majesty is ready for you in the library

Queen : Charlotte, take notes, will you?

Amelia, circle slowly so I can evaluate the work to be done....Amelia! does your bad posture affect your hearing? Turn.

Mia : Oh sorry.

Queen : No..no..no. Slowly turn. Slowly, thank you. Well...Carriage obviously, hairstyle, complexion, stop! Eyes...lovely but hidden beneath bushman eyebrass. The neck is seemly. Ears...like her father.

Mia : Really, they are.

Queen : Oh my.., who has nails like these?

Mia : Everybody.

Queen : Tomorrow, I would like to see clean fingers and you will wear stockings, not tights, not socks and I never want to see those shoes again.

Datum 46/GCD/BRS/R

Charlotte: Your majesty, the diplomatic pouch has arrived and she's here.
 Queen : Send her in.
 Charlotte: Yes. Ma'am. I need more roses, red, white, mauve, mauve.
 Miss Amelia, welcome.
 Mia : Hi.
 Charlotte: Straight ahead to your left. Her majesty is ready for you in the library
 Queen : **Charlotte, take notes, will you?**
 Amelia, circle slowly so I can evaluate the work to be done....Amelia! does your bad posture affect your hearing?
 Turn.
 Mia : Oh sorry.
 Queen : No..no..no. Slowly turn. Slowly, thank you. Well...Carriage obviously, hairstyle, complexion, stop! Eyes...lovely but hidden beneath bushman eyebrass. The neck is seemly. Ears...like her father.
 Mia : Really, they are.
 Queen : Oh my.., who has nails like these?
 Mia : Everybody.
 Queen : Tomorrow, I would like to see clean fingers and you will wear stockings, not tights, not socks and I never want to see those shoes again.

Datum 47/GCD/BRS/R

Charlotte: Your majesty, the diplomatic pouch has arrived and she's here.
 Queen : Send her in.
 Charlotte: Yes. Ma'am. I need more roses, red, white, mauve, mauve.
 Miss Amelia, welcome.
 Mia : Hi.
 Charlotte: Straight ahead to your left. Her majesty is ready for you in the library
 Queen : Charlotte, take notes, will you?
 Amelia, circle slowly so I can evaluate the work to be done....Amelia! does your bad posture affect your hearing?
 Turn.
 Mia : Oh sorry.
 Queen : No..no..no. Slowly turn. Slowly, thank you. Well...Carriage obviously, hairstyle, complexion, stop! Eyes...lovely but hidden beneath bushman eyebrass. The neck is seemly. Ears...like her father.
 Mia : Really, they are.
 Queen : Oh my.., who has nails like these?
 Mia : Everybody.
 Queen : Tomorrow, I would like to see clean fingers and you will wear stockings, not tights, not socks and I never want to see those shoes again.

Datum 48/GCD/NPS/MI

Charlotte: Your majesty, the diplomatic pouch has arrived and she's here.
 Queen : Send her in.
 Charlotte: Yes. Ma'am. I need more roses, red, white, mauve, mauve.
 Miss Amelia, welcome.
 Mia : Hi.
 Charlotte: Straight ahead to your left. Her majesty is ready for you in the library
 Queen : Charlotte, take notes, will you?
 Amelia, circle slowly so I can evaluate the work to be done....Amelia! does your bad posture affect your hearing?
 Turn.
 Mia : Oh sorry.
 Queen : No..no..no. Slowly turn. Slowly, thank you. Well...Carriage obviously, hairstyle, complexion, stop! Eyes...lovely but hidden beneath bushman eyebrass. The neck is seemly. Ears...like her father.
 Mia : Really, they are.
 Queen : Oh my.., who has nails like these?
 Mia : Everybody.
 Queen : **Tomorrow, I would like to see clean fingers and you will wear stockings, not tights, not socks and I never want to see those shoes again.**

Datum 49/PSD/PPS/AA

Mia : Hey Joe? mm...hmmm? I'm turning the back seat into a dressing room so I can change into a proper outfit for Madame.
 Joe : Yes, well. Don't forget your shoes.
 Mia : Oh thanks.

Datum 50/GCD/ORS/BS

Mia : I did it? I spun without hurting anyone.
 Queen : That's very good news.
 Joe : Spin..spin..spin. Yes done.
 Queen : Better, it's coming along. Now you may go home.
 Mia : Thank you, see you tomorrow.
 Queen : Thank you Joseph
 Joe : (playing music) **you've been wearing black too long.**

Datum 51/GCD/NPS/MI

Queen : **Oh, I would like it if your ladies would also sign our confidentially agreement.**
 Paolo : Majesty, they know what a secret, eh?
 Charlotte: Excuse me majesty, the Genovian press secretary's waiting for your call.
 Queen : Oh yes, of course. Well, I'm afraid I'm going to have to leave and come back and be surprised.

Watch him like a hawk. (To Charlotte)

Datum 52/GCD/NPS/F

Queen : Oh, I would like it if your ladies would also sign our confidentially agreement.

Paolo : Majesty, they know what a secret, eh?

Charlotte: Excuse me majesty, the Genovian press secretary's waiting for your call.

Queen : Oh yes, of course. **Well, I'm afraid I'm going to have to leave and come back and be surprised.**

Watch him like a hawk. (To Charlotte)

Datum 53/GCD/BRS/TO

Queen : Oh, I would like it if your ladies would also sign our confidentially agreement.

Paolo : Majesty, they know what a secret, eh?

Charlotte: Excuse me majesty, the Genovian press secretary's waiting for your call.

Queen : Oh yes, of course. Well, I'm afraid I'm going to have to leave and come back and be surprised.

Watch him like a hawk. (To Charlotte)

Datum 54/PSD/BRS/R

Michael: Lily, the car's here!

Lily : Michael, don't always think you can get a ride with us?

Michael: (Open the door).

Mia : (get out from the car with her new appearance) What?

Lily : Who destroyed you?

Mia : Oh you think it looks that bad.

Lily : You look ridiculous, you should sue.

Joe : **seat belt, please.**

Lily : This bag? You have one of these bags? You know we could hock that and feed a whole third world country? Am I right?

Michael: No.

Joe : if there are no more passenger. I think we should close the door.

Joe : Was my rear-view fogging up or was someone tearing back there?

Mia : I'm fine.

Joe : Very well, Then I'll go meet your grandmother.

Datum 55/PSD/NPS/PR

Michael: Lily, the car's here!

Lily : Michael, don't always think you can get a ride with us?

Michael: (Open the door).

Mia : (get out from the car with her new appearance) What?

Lily : Who destroyed you?

Mia : Oh you think it looks that bad.
 Lily : You look ridiculous, you should sue.
 Joe : seat belt, please.
 Lily : This bag? You have one of these bags? You know we could hock that and feed a whole third world country? Am I right?
 Michael: No.
 Joe : **if there are no more passenger. I think we should close the door.**
 Joe : Was my rear-view fogging up or was someone tearing back there?
 Mia : I'm fine.
 Joe : Very well, Then I'll go meet your grandmother.

Datum 56/PSD/ORS/BV

Michael: Lily, the car's here!
 Lily : Michael, don't always think you can get a ride with us?
 Michael: (Open the door).
 Mia : (get out from the car with her new appearance) What?
 Lily : Who destroyed you?
 Mia : Oh you think it looks that bad.
 Lily : You look ridiculous, you should sue.
 Joe : seat belt, please.
 Lily : This bag? You have one of these bags? You know we could hock that and feed a whole third world country? Am I right?
 Michael: No.
 Joe : if there are no more passenger. I think we should close the door.
 Joe : **Was my rear-view fogging up or was someone tearing back there?**
 Mia : I'm fine.
 Joe : Very well, Then I'll go meet your grandmother.

Datum 57/ED/NPS/BI

Mr. O'Connell: Class has begun and I have a little surprise for you. Pop Quiz. French revolution.
 Lana : **Mr. O'Connell, there a school rule that says nobody's allowed to wear hat in the class and I don't think anybody should be an exception to that rule, do you?**
 Mr. O'Connell: No, Lana. Mia, I'm sorry, but hats are against the dress code, Mia?
 Mia : (open her hat and the class surprise with her new hairstyle)

Datum 58/ED/NPS/F

Mr. O'Connell: Class has begun and I have a little surprise for you. Pop Quiz. French revolution.

Lana : Mr. O'Connell, there a school rule that says nobody's allowed to wear hat in the class and I don't think anybody should be an exception to that rule, do you?

Mr. O'Connell: **No, Lana. Mia, I'm sorry, but hats are against the dress code, Mia?**

Mia : (open her hat and the class surprise with her new hairstyle)

Datum 59/ED/NPS/MI

Queen : **I'm wonder would you give us a moment alone?**

V.P : I'm the Vice Principle.

Queen : Joseph, would you take this fine educator and show her your security plans for Amelia's safety.

Joe : What? Ah yes of course.

V.P : Your majesty, thank you.

Datum 60/ED/ORS/GH

Queen : I'm wonder would you give us a moment alone?

V.P : **I'm the Vice Principle.**

Queen : Joseph, would you take this fine educator and show her your security plans for Amelia's safety.

Joe : What? Ah yes of course.

V.P : Your majesty, thank you.

Datum 61/ED/NPS/MI

Queen : I'm wonder would you give us a moment alone?

V.P : I'm the Vice Principle.

Queen : **Joseph, would you take this fine educator and show her your security plans for Amelia's safety.**

Joe : What? Ah yes of course.

V.P : Your majesty, thank you.

Datum 62/FrD/PPS/AA

Lily : Just one last question. **Now that you're "out", would you come on my cable show on Saturday night?**

Mia : Yeah sure.

Datum 63/FrD/NPS/MI

Josh : Anyway, Saturday night's the big beach party.

Mia : Uh...uh.

Josh : **It think, it'd be cool if we went together. See you on the waves.**

Mia : Ok. Ok.

Datum 64/GCD/NPS/F

Mia : Please say something

Queen : Well, there's not much to say

A picture's worth a thousand words and you have two pictures
(while pointing at the newspaper)

Mia : I embarrassed the family, didn't I?

Queen : not to put to fine a point on it, yes, you did.

I think you're making a wise decision to abstain from the job.

Mia : I suppose I won't come to the ball.

Queen : of course, you should come, you're still family.

Just because you don't want to be our princess doesn't mean we're sending you into exile. Your mother's planning to come. All your guests are invited, except for your beach friends.

Queen : Now, if you'll excuse me. I'm meeting with the press to do some damage control.

Datum 65/FrD/NPS/MI

Mia : **Can I talk to you for a minute, please?**

Lily : (walks away and keeps silence)

Mia : Lily, can I just talk to you for a minute? Is that cool?

Lily : Sure lets talk! About what?

Datum 66/FrD/SNS/OG

Mia : Can I talk to you for a minute, please?

Lily : **(walks away and keeps silence)**

Mia : Lily, can I just talk to you for a minute? Is that cool?

Lily : Sure lets talk! About what?

Datum 67/FrD/ORS/BS

Mia : Can I talk to you for a minute, please?

Lily : (walks away and keeps silence)

Mia : **Lily, can I just talk to you for a minute?** Is that cool?

Lily : Sure lets talk! About what?

Datum 68/GCD/NPS/F

Band : **Pardon me. I have to get the band ready.**

Joe : Of course.

Charlotte: should you be going to get Princess Mia?

Joe : Mia told Clarisse, her mother would be bringing her.

Datum 69/GCD/NPS/BI

Queen : Do we have any problems?

Charlotte: No. everything's perfect, perfect...it's wonderful.

Queen : **You're not very good at lying Charlotte.**

Charlotte: No, I'm not your majesty.

Datum 70/GCD/NPS/MI

Press : **The press was wondering if it could be possible...**

Queen : No. No interview until later in the evening.

Datum 71/FD/PPS/AH

Helen : Are you feeling confident?

Mia : Not really

Helen : Ok. Now just remember when you make your speech don't look at the people. Pick a spot on the back wall don't take your eyes off of it and speaks loudly.

Mia : Thanks, mom.

Helen : (Giving Mia's Lunch).

Mia : Bye, mom.

Helen : Good luck.