

CHAPTER IV

ANALYSIS AND FINDING

In this chapter, analysis and finding of this research are presented. It means that the three questions of this research are answered clearly based on the theories that have been explained explicitly in the second chapter. They are types of positive politeness strategy which are used by Alice for struggling against Alzheimer, the way of Alice uses these types on her utterances, and the reasons of Alice use these types on her utterances. For answering the statement of the problem, all the three questions are answered at once in one analysis. It means that in one data analysis, there are an answer for the first, second, and the third question. This way is more effective than analysing separately because the answers of the first, second, and the third question relate and also support to each other.

The selected data are analyzed by applying theory of positive politeness strategy as a main approach from Brown and Levinson (1987). The analysis is divided into four steps, context – language analysis – politeness – findings/inferences. At the first step, ‘context’, the analysis is linked to the topic, setting, and also the purpose of the conversation. While, at the second step, ‘language analysis’, the analysis is related to the grammar in which it is linked to the real matter and syntax that is related to Alice’s profession and also her Alzheimer. The third step ‘politeness’, the analysis concern with the politeness strategy that is used by Alice. Due to the focus of this research is on positive

politeness strategy so the researcher analyzes the meaning of Alice's utterances whether it includes on positive politeness strategy or not. The last step, 'findings/inferences', it deals with the conclusion of the analysis, in which it serves the reasons of Alice use positive politeness strategy on her utterances.

The followings below are the analysis of each data which is classified based on its classification:

4.1 Promise Strategy

Dialogue 1

- | | |
|-----------------|--|
| 1. Alice | :Eric, I am so sorry. I - I didn't know the students felt this |
| 2. | way. Obviously I will make the necessary adjustments and |
| 3. | we can reevaluate my performance next semester. |
| 4. Eric Wellman | :Listen, is everything okay at home? Is everything all right |
| 5. | between you and John? |
| 6. Alice | :Yes, everything is fine with John. |

In this data, the conversation between Alice and Erick Wellman took place at a Head of Department's Office of Columbia University where she worked as a Linguistic Professor. In this case, Erick Wellman as a head of department conveyed about his disappointment toward Alice's performance in teaching her students recently as stated in the previous dialogue "...but I was thoroughly disappointed" (Glatzer and Westmoreland, 2014:34). He knew Alice's performance exactly as he followed the on-line version of Alice's course and he thought that her course was little focus, very erratic, and she got loss in them (*Ibid*, 34-35). Responding Erick's disappointment, Alice apologized to Erick by saying "*I am so sorry*" because she did not know that her students feel this way. And then, she said "*Obviously I will make the necessary adjustments and we can*

reevaluate my performance next semester.” In this utterance, it is started with the word “Obviously”. It is an adverb that is used to emphasize phrase “make the necessary adjustments”. The Interpersonal theme “obviously” as the point of view of the content of the clause (Paltridge 2006, 145-146) may indicate the point of view of the speaker or the writer toward the clause which is being taken and it expresses the obviousness of her utterance. She also used modal verb “will” which explain her particular action that is planned, that is “make the necessary adjustments”. As stated in the beginning that Erick felt disappointed with Alice’s performance as her course was very muddled, it seems that the necessary adjustments here is to improve her performance in teaching or giving lecture.

Further, she said “reevaluate” which may emphasize that she is willing to cooperate and manage her teaching better instead of the hard remark given by the students. She also used “we” as a pronoun and “can” as a modal verb. By using “we”, Alice may involve Erick, her students and of course herself to conduct reevaluation of her performance in teaching. The pronoun “we” indicates that Alice as if asks them to pay attention closely toward her way in giving lecture. While, “can” as a modal verb is used to express her ability, particularly dealing with her performance in delivering the course. It seems that Alice is ready with her performance next semester. On the other hand, the conjunction “and” may illustrate the additional information toward her conviction. As if she does not afraid to be reevaluated and it may also show that she herself is really able to improve her way in teaching.

Then, Alice's explanation was responded by Erick through his word "*Listen*". It may indicate that Erick wants to get more information about the problem that is being faced by Alice. He seems want to know about the cause of this problem. Erick, then continued his utterance by saying "*is everything okay at home?*". This question may indicate his way to dig up and acquire the relevant information. Next, he delivered his second question "*Is everything all right between you and John?*". In this second utterance, apparently he emphasizes the clearness of his first question, it can be seen from the word "okay" as a synonym of "all right" and also the word "home" as an cataphoric reference of "you and John". In addition, these two questions may illustrate that Erick pays attention to Alice as Erick takes notice of aspects of Alice's condition.

Based on the analysis above, the meaning of Alice's utterance contains a promise. It can be seen from her utterance "*Obviously, I will make the necessary adjustments*". The strategy that is used by Alice in this utterance is suitable with strategy proposed by Brown and Levinson (1987:125), that is promise strategy. It is one of positive politeness strategies that is used by Alice to express her good intention in satisfying Erick's positive face wants as she knows that she has made Erick felt disappointed so she tries to redress her fault by promising. It deals with make the necessary adjustments.

Thus, it can be inferred that the strategy that is used by Alice in this utterance is promise strategy. While, the analysis of Alice's reasons in using this strategy is based on the words which are used by her and then they are related to her background as a Linguistic Professor and also her Alzheimer that attacks

herself recently. After stating a promise “*Obviously, I will make the necessary adjustments*”, she continued by uttering “*we can reevaluate my performance next semester*”. By understanding the meaning of this utterance, it seems that Alice shows her confidence and readiness to be reevaluated. Modal verb “can” indicates Alice that she feels confident and ready to give the best of her although she has Alzheimer. On the other hand, through her words above, it seems that Alice tries to keep the good image of her title as a Linguistic Professor. It is strengthened by the pronoun “we” that is used by her. It seems that she asks Erick directly to reevaluate her performance together, she does not mind if Erick also join to her class while she gives a lecture. This way, he can observe, assess, and evaluate her performance directly and it is better than follow the course through the on-line version. Drawing an inference from the analysis above, it seems that all Alice’s efforts are conducted for struggling against her Alzheimer.

4.2 Be Optimistic Strategy

Dialogue 1

1. Alice : In early February I was diagnosed with Early Onset
2. : Alzheimer’s disease.
3. Eric Wellman : What? Alice...Oh my God. I’m so sorry.
4. Alice : It’s early. It’s still in the early stages. I mean obviously it
5. : will limit my abilities as time goes on but for now I feel
6. : perfectly capable...

In this data, the conversation between Alice and Erick Wellman took place at a Head of Department’s Office of Columbia University where she worked as a Linguistic Professor. In this case, Alice attempted to explain her truly condition

that she suffered from Alzheimer and also ensure Erick that her Alzheimer did not affect her profession significantly for this time. Knowing this condition, Erick felt shock at once and it seems that himself did not believe with what stated by Alice. However, he respected to Alice and tried to put himself as if he felt what Alice felt by showing his sympathy that was illustrated through his utterance “I’m so sorry” (line 3). How Erick responds Alice’s utterance is one of realization of positive politeness strategies, particularly in giving sympathy to the hearer. Erick uses this strategy may he wants satisfy Alice’s positive face. And then, Alice replied Erick’s statement by saying “*It’s early. It’s still in the early stages*”. In this case, she is doing repetition. The first, she said “*It’s early*”, “it” as the anaphoric reference refers to her Alzheimer and the tobe “is” indicates that she feels sure in stating her judgement about her Alzheimer. Then, she said “*It’s still in the early stages*”. Typically the meaning of these utterances is same but in the second utterance, she inserts the word “still” which may illustrate that Alice tries to ensure Erick that her Alzheimer is really in the beginning stage. While, repetition itself is stated might to strengthen her assertion.

Further, she said “*I mean obviously it will limit my abilities as time goes on ...*”. In this utterance, there is an adverb “*obviously*” that is used to emphasize phrase “limit my abilities”. It seems that Alice awares that her Alzheimer will limit her abilities, but in the end of her utterance, she said “*as time goes on*”. It means that her Alzheimer will confine her capabilities as time walks on. On the other hand, it can be stated that for this time her Alzheimer does not bring a bad impact for herself. Next, she said “*...but for now I feel perfectly capable...*”. Her

utterances are linked with the comparative conjunction “but” which may illustrate her denial toward her first utterance that her Alzheimer will affect her capabilities. It is supported by an adverb “perfectly” that emphasizes the word “capable”. It seems that there is no significant problem with her abilities and apparently she shows the optimism that herself is in the best way. Thus, the meaning of her last utterance “...*but for now I feel perfectly capable...*” illustrates her optimism toward her capability. She feels sure that her capability is completely fine. The strategy that is used by Alice in this utterance is suitable with the strategy proposed by Brown and Levinson (1987:126), that is optimistic strategy. It is used by Alice to show her optimistic expression that what she thought about herself is really tangible like the real condition.

Alice uses optimistic strategy on her utterance may she has underlying reasons. The reasons can be related to her life, her profession, her disease, and so on. Due to this conversation takes place at the office of her head department and it deals with her Alzheimer, so the reasons will be related to her profession and also her Alzheimer which attacks herself recently. In the first utterance, she said “*It’s early. It’s still in the early stages*”. By understanding the meaning of her utterance above, it seems that she tries hard to convince Erick that her Alzheimer is really in the first stage, in which it does not cause a serious effect for herself. While, in the last utterance, she said “...*but for now I feel perfectly capable...*”. It is as a supporting utterance about the early stage of her Alzheimer and it seems show her high optimism. Based on the analysis above, it can be inferred that Alice may attempt to keep the good image of her title as a Linguistic Professor, she does not

want that her Alzheimer breaks her bright career and her effort may as a proof for defending herself against Alzheimer.

Dialogue 2

Eric Wellman (he takes a breath)

1. Eric Wellman : Really there's no need to...We don't want you under any
2. : undue stress. That would be counterproductive.
3. Alice : I can handle the stress. I would like to remain in the
4. : department for as long as we all think it's possible.

In this data, Alice and Erick Wellman were having a serious conversation. It was about Alice's Alzheimer which attacked herself. It took place at a Head of Department's Office of Columbia University where she worked as a Linguistic Professor. At this point, Erick delivered his care and he did not want that Alice gets suppressed with this condition. In conveying his desire, Erick used the pronoun "we" (line 1), it means that not only himself who feels worried with Alice's condition but other people also feel the same with him. "We" may refer to the department and faculty as stated by Erick in the next dialogue, "*I'll have to let the department and faculty know*" (Glatzer and Westmoreland. 2014:36). Erick thought that this condition will cause Alice be counterproductive. In addition, in conveying his care, he used a positive politeness strategy that was portrayed through his words "*Really there's no need to...We don't want you under any undue stress*". This utterance seems show that Erick notices and understands Alice's condition well. And then, Alice replied it by saying "*I can handle the stress*". This utterance is built with the subject "I" as topical theme which relates to what the utterances has to say about (Paltridge, 2006:145). It means that she

wants to assert something about herself and perhaps what would be stated is the main point that should be concerned by the hearer. While the rheme "*can handle the stress*" with "can" in it expresses her ability to control the stress. Apparently Alice utters this statement purposely to ensure Erick that herself is still able to endure the stress that is being faced.

Further, she said "*I would like to remain in the department...*". In this utterance, she also used "I" as a topical theme and it is followed by phrase "would like", it means that she emphasizes that she herself really wants to keep stay in the department although she has Alzheimer that will limit her abilities. Then, she continued her utterance by saying "*...for as long as we all think it's possible*". In here, "as long as" as the positive comparison is used by Alice to determine how long she must remain in the department. In addition, she also used the pronoun "we" and followed by the word "all". It means that in determining how long she must remain or leave the department involves other people. The people who are involved may the department and faculty. While, the word "all" is used to strengthen the pronoun "we". This utterance seems show that Alice wants to prove that herself is still proper and needed in the department as a lecturer although she has Alzheimer.

Based on the analysis above, when it is related to politeness strategy, especially positive politeness strategy, the meaning of Alice's utterance contains an optimism. It can be seen from her utterance "*I can handle the stress*". The strategy that is used by Alice in this utterance is suitable with the strategy proposed by Brown and Levinson (1987:126), that is optimistic strategy. This

strategy is used by Alice to present her optimism to Erick that what she thought is really right and it can be proved through her ability in controlling the stress.

Thus, it can be drawn that the strategy that is used by Alice in this utterances is optimistic strategy. While, the analysis of Alice's reasons in using this strategy is based on the words which are used by her and then they are related to her background as a Linguistic Professor and also her Alzheimer which attacks herself recently. In the first utterance, she said "*I can handle the stress*". By understanding this utterance, apparently it shows that she has a high optimism for controlling her stress that is caused by her Alzheimer. Besides, this utterance may also show that Alice does not want to be recognized as a weak-minded woman. Further, she said "*I would like to remain in the department as long as we all think it's possible*". This utterance indicates that Alice has a high desire to keep works at the Columbia University and as if she shows to Erick that herself is still able to work and teach her students professionally. Drawing an inference from the analysis above, it seems that all Alice's efforts are conducted for struggling against her Alzheimer.

Dialogue 3

INT. DR. BENJAMIN'S OFFICE - DAY

(We see Alice gradually coming into focus)

1. Alice : Giraffe...Hammer...Comb. Oh I know what that is. It's like

2. : a chicken. But it's not..

(The card shows a duck)

3. Alice : It's...it's a duck!

4. Dr. Benjamin : How about this one?

5. Alice : Basketball.

(He puts the cards down)

In this data, the conversation between Alice and Dr. Benjamin took place at Dr. Benjamin's office. Dr. Benjamin was her Neurologist and it was the third times Alice consults with him about her Alzheimer. In this case, he showed a card and asked Alice to mention what the picture on the card was. The card showed a duck. The first she guessed if it was Giraffe...Hammer...Comb (line 1) but she did not sure with her answers. Then, she gradually came into focus and in a few second she said "*Oh I know what that is*". The word "Oh" may illustrate that there is an idea which comes into her mind. Alice, then, said "*I know what that is*". This sentence is built with subject "I" as a topical theme, it seems Alice wants to emphasize that herself is able to mention what the picture that was showed by her Neurologist. Next, she continued her answer by uttering "*It's like a chicken*". There is a word "like" that expresses the similarity between her answer with the picture on the card, apparently she does not sure with her second answer, then she said "*But it's not..*". In this utterance, there is a conjunction "but" which may express that there is a rebuttal toward her answer, while the word "not" is used to emphasize and strenghten her rebuttal. Carefully, she said "*It's...it's a duck!*". In this case, there is a repetition in the word "It's", it seems indicate that she shows her carefulness in uttering a statement or perhaps, it is her way to avoid a fault as she has already made it twice in same time. While, the tobe "is" may illustrate that she shows her conviction in giving a assertion. Dr. Benjamin, then, asked her again to mention the picture on the second card. In this second chance, she could answer it quickly and correctly. It seems that Alice does not want get the same failure in the same type question, so she attempts hard to give the correct answer.

Obviously, Alice's utterance that is illustrated through her words "*Oh I know what that is. It's like a chicken. But it's not..*" shows that the high optimism exists on herself. Actually the utterance which contains an optimism is one of positive politeness strategies proposed by Brown and Levinson (1987:126). This strategy is used by Alice because between herself and Dr. Benjamin have the mutual shared interest. That is, Dr Benjamin hopes that Alice can answer or mention the pictures on each card correctly and so does Alice. Apparently this strategy is used by Alice on her utterance as there are some hidden meanings which do not stated explicitly. Through her utterance "*Oh I know what that is. It's like a chicken. But it's not..*", it seems that there is a hidden intention that would be done. By understanding its meaning, in which it is related to her background as a Linguistic Professor and her Alzheimer, it may indicate that she is defending on her Alzheimer. It can be inferred because Alice is considered as one of the cornerstones of Linguistics education all over the world as stated in the previous scene (Glatzer and Westmoreland, 2014:5). It means that she has an outstanding brightness and intelligence. While, in this test Dr. Benjamin only gives a simple question and apparently she has already known the pictures on each card but she still finds difficulty in remembering them. However, she tries hard to remember them. It can be seen from her utterance above (line 1-3). It also presents her carefulness in thinking. When she finds difficulty, she may think that "as a professor I must be able to remember these pictures. It is a simple question". Thus, it boosts and forces herself to always try and try finding the correct answer.

Her effort seems illustrate that she keeps the good image of her title and may also to prove that she is really struggling against her Alzheimer.

Dialogue 4

1. Dr. Benjamin : Can you spell water backwards for me?
2. Alice : Well, let me try it forwards first.
3. (She holds her fingers up one by one. John looks very uncomfortable).
4. Alice : W...A...T...E...R. So backwards...
5. (folding down her fingers)
6. R...E...T... (she hesitates)
7. A...W!
8. Dr. Benjamin : Very good.
9. (Alice nods - pleased to have completed the task).

In this data, Alice and her Neurologist, Dr. Benjamin had a serious conversation which took place at Dr. Benjamin's office. At this time, Alice was accompanied by her husband, John. In this case, Dr. Benjamin wanted to know about Alice's progress. It can be seen from the task that was given by him to her (line 1). He delivered a task through his words "*Can you spell water backwards for me?*". The modal verb "can" in the interrogative seems as a means of measuring Alice's ability whether she is able to finish the task or not. This challenge was shortly answered by Alice through her word "Well" (line 2) which illustrate as if she receives the challenge. Then, she continued her utterance by stating "*let me try it forwards first*" which indicates that she really accepts the task because she does not want to show that she is not able to accomplish it, but she excuses to Dr. Benjamin to spell it forward first. This way is conducted may she wants to memorize all the characters because it is easier than spell it backward directly.

Alice, then, used her fingers to help herself finishing the task. Seeing Alice's effort, John looked very uncomfortable (line 3). He feels uncomfortable may he feels ashamed to himself and also to Dr. Benjamin as his wife does not able to remember the word "water" which only consists of five characters. This uncomfortable expression shown by John may threaten Alice's face as it may reduce Alice's spirit, but Alice does not realize it because she focuses on the challenge and the way to accomplish it. After she finished spelling the word forward, she folded down the fingers (line 5) while remembering each character. She felt doubtful with her answer (line 6-7), but eventually she was able to fulfill Dr. Benjamin's challenge. As Alice could finish the task well, Dr. Benjamin looked very happy, then he conveyed his praise through his words "Very good" (line 8). This praise may illustrate that he appreciates Alice's effort and may to give motivation to Alice to always try, try, and try. In addition, his way in giving praise presents his exaggeration toward Alice's effort, it can be seen from the word "very" in it and in the view of politeness it is a realization of positive politeness in language.

An optimistic strategy is seen here, "*Well, let me try it forwards first.*" The meaning of the phrase "let me try it" which presents her optimism. This strategy is suitable with the strategy that is proposed by Brown and Levinson (1987:126), that is optimistic strategy. It is used by Alice as if she wants to show to her Neurologist that there is a good progress on herself. In addition, this strategy may illustrate that between Alice and Dr. Benjamin have the mutual

shared interest where Dr. Benjamin expects that Alice can fulfill his task and so does she.

Drawing an inference from the analysis above, apparently Alice uses this strategy on her utterance as there is an underlying reason. In this film, Alice played as a woman with Alzheimer and in this data she was consulting to her Neurologist. It seems that Alice is struggling against her Alzheimer which can be viewed from her utterance “*Well, let me try it forwards first.*” This utterance may indicate that she would like to try hard to finish Dr. Benjamin’s challenge because she wants to prove that she is able to conquer her disease. It is also strengthened by other statement on her next utterance that is illustrated through her words “*W...A...T...E...R. So backwards... (folding down her fingers)*”. Eventually, Alice makes every endeavor to prove that she is really struggling against her Alzheimer.

Dialogue 5

In the audience, Dr. Benjamin is willing her on.

1. Alice : For who can take us seriously when we are so far from who we
2. once were? Our strange behavior and fumbled sentences change
3. other’s perception of us and our perception of ourselves. We
4. become ridiculous, incapable, comic. But this is not us, this is our
5. disease. And like any disease it has a cause, it has a progression,
6. and it could have a cure. My greatest wish is that my children,
7. our children - the next generation - do not have to face what I am
8. facing.

In this data, Alice was a single speaker for Alzheimer Association which took place at Lecture Theatre in the afternoon and this association was led by Lucia Guzman as a coordinator. In this case, Lucia introduced Alice to all audiences that she would give the speech about her Alzheimer that was being

faced. From her speech above, she said that her Alzheimer changed herself be a strange woman. She also felt that it causes herself be ridiculous, incapable, comic (line 4). In stating the effect of her disease, the use of “we” may illustrate that not only herself who feels the effect of Alzheimer but other people who have the same disease with herself also feel this way. In addition, the word “we” may indicate that Alice tries to redress FTAs toward all the audiences because this word signifies that both the speaker and the hearer are having the same feeling. Then, she said “*But this is not us*”, the conjunction “but” seems illustrate her denial toward her condition that is caused by Alzheimer which attacks herself and the word “not” may emphasize her denial. Then, to be “is” may illustrate her conviction in conveying the assertion. Next, she continued her utterance by saying “*this is our disease*”. It is as a supporting statement toward her previous statement and perhaps, it is stated to avoid the ambiguity so all the audiences are able to catch and comprehend the meaning of her utterance. Further, she said “*...it has a cause, it has progression and it could have a cure*”. The word “it” as anaphoric reference refers to Alzheimer. While, the clause “*it could have a cure*” may express that Alice feels sure that her Alzheimer can be cured. It can be seen from the use of modal “could” in it.

Obviously, Alice’s utterance that is illustrated through her words “*But this is not us, this is our disease*” contains a high optimism. She feels sure that it is Alzheimer which causes herself and other people with Alzheimer be queer people. In other words, it can be stated that not herself who change the behaviour but her Alzheimer. Dealing with her Alzheimer, Alice also presents her high optimism

that it can be cured. It can be viewed from her utterance “*it could have a cure*”. The strategy that is used by Alice on her utterances is suitable with the strategy proposed by Brown and Levinson (1987:126), that is optimistic strategy. This strategy is used by Alice to express her optimism to all audiences, her family and also her Neurologist who come in this conference that her disease can be treated and healed. It is used by Alice on her utterance while giving a speech as there are implied meaning that would be done. By saying “*it could have a cure*” she attempts to give and enhance the spirit and also motivation to all audiences to run their life normally and it might indicate that she has a deep conviction that her Alzheimer can be conquered. In addition, it may show that she tries to struggle against her Alzheimer for she does not want that it holds a rein on herself continuously.

Dialogue 6

1. Alice : But for the time being, I’m still alive. I know I’m alive. I still
2. have people I love dearly. I still have things I want to do with my
3. life. I rail against myself for not being able to remember things –
4. but I still have small moments in the day of pure happiness and
5. joy.

(She turns the final page. Tom has tears in his eyes).

In this data, Alice Howland, a Linguistic Professor who suffered from Early Onset Alzheimer delivered a speech in Alzheimer Association which took place at Lecture hall, in which it was attended by many other people, include Anna and her husband, Tom, and also her Neurologist, Dr. Travis Benjamin. In the beginning of her speech, she told about all the difficulties which befall herself

such as losing her bearings, losing objects, losing sleep, and also losing memories (Glatzer and Westmoreland, 2014:68). Although there were so many problems that should be faced, she never thought to give up and let her disease breaks all her life which have been accumulated. It can be seen from her utterance "*I'm still alive*" (line 1). Topical theme "I" may illustrate and emphasize the existence of herself among the audiences and also in her family. While, the word "still" might indicate that she attempts to ensure all participants of the association that she is still Alice who recognized as the well-known Professor over the world and the word "alive" seems explain that not only her physical which still exist but her brain and abilities still also function well. Then, she repeated her utterance through the words "*I know I'm alive*" which may emphasize and clarify her previous statement.

Further, she said "*I still have things I want to do with my life*". Her utterance may portray her intention to conduct many other things in the rest of her life. It can be seen from the phrase "want to do" and the word "things" might refer to her expectation to elaborate her capabilities and may to take the opportunity to improve the way of taking care of his husband and also her children. Alice, then, continued her speech by stating "*I rail against myself for not being able to remember things.*" The word "against" may indicate her efforts for defending herself on the disease which limit her abilities as time goes on and the topical theme "I" is used may to strenghten the word "myself". It means that Alice tries hard to control herself in facing all the problems. While, the word "being" shows that she still find difficulties for remembering things. Next, in the last of her

utterance, she said “-but I still have small moments in the day of pure happiness and joy.” The conjunction “but” may show her way to inform to all the audiences, although there are many burdens which should be overcome, she still acquires the contentment and hilarity from her lovely husband and also her children. In addition, it may be used to build the understanding of the audiences that the happiness can be obtained although there is a complicated problem. Hearing his mother’s statement, Tom had tears in his eyes. It may illustrate his pride to his mother because she is really a good figure for himself and also for many people, although she has many problems but she still has a way to make herself wake up and rise again.

Alice’s utterances that seen from her words “*I’m still alive. I know I’m alive*” present her optimism in conveying the statement. It is also strengthened by her other words “*I still have things I want to do with my life*” in which it serves the highest optimism that she herself still has a good desire to bring into reality everything which has already on her hands. In politeness approach, this strategy is claimed by Brown and Levinson (1987:126) as optimistic strategy in language. This strategy is applied by Alice on her utterances may she wants to build the spirit and motivation to all audiences that the desperation is not a way to overcome the problem, but the serious and hard effort is needed in this case. By stating all the utterances above, she shows that she does not want her Alzheimer affects her life continuously and lead herself into endless suffering. Furthermore, it expresses her truly struggling against her Alzheimer.

Dialogue 7

Alice goes over to the stove, puts a tea bag in the cup and pours water over it.

1. Alice : I'm making myself a cup of tea.
2. Lydia : Cool...where's your caretaker?
3. Alice : Elena is not here today. Her daughter is sick. She's at the doctor.
4. Lydia : So you're there alone?
5. Alice : I can make myself a cup of tea.

In this data, the conversation between Alice and her daughter, Lydia took place through Skype. They talked about Bill Thompson, the manager who gave a golden chance for Lydia to follow the audition when she wouldn't have access to. While having the conversation, Alice was in the kitchen making a cup of tea (line 1). Knowing that her mother made a cup of tea by herself, Lydia praised her mother's effort that was illustrated through her word "Cool" (line 2). It is given to her mother as Lydia wants to appreciate what is conducted by her mother. It may show that Lydia keeps the positive face of her mother and may also for heartening her mother. Alice made a cup of tea by herself as Elena's daughter was sick (line 3) so she must makes it by herself. Then, Lydia asked her mother through her words "*So you're there alone?*". Her question is started with the word "so", it may indicate that she wants to ensure about her curiosity, while the word "there" refers to stay at home. By delivering this question, it might express that Lydia notices her mother's condition. In the field of politeness, it is a real example of realization of positive politeness strategy in language. Alice, then, replied it by saying "*I can make myself a cup of tea.*" This statement is built with subject "I" as a topical theme. It may show that she wants to emphasize that the main point of her utterance which should be concerned by Lydia focus on herself, in which it

focuses on her capability to do her daily activity. Meanwhile, the modal verb “can” may illustrate her ability in making something, that is make a cup of tea and the possessive pronoun “myself” might is used to strenghten the topical theme “I”. Apparently it presents that she is really able to make a cup of tea by herself and for herself.

An optimistic strategy is seen here through her words “*I can make myself a cup of tea.*” By understanding the meaning of her utterance, it presents a high optimism. Thus, the strategy that is used by Alice on her utterance is suitable with strategy proposed by Brown and Levinson (1987:126). Obviously, this strategy is used to prove that she is still able to make a cup of tea although she has Alzheimer. Apparently this strategy is used by Alice as there are other hidden intentions. In this film she played as a Linguistic Professor who suffered from Alzheimer. Therefore, when the reasons are related to her profession and also her disease, it may indicate that she wants to keep the good image of her title and also to struggle against her Alzheimer. The first she wants to keep the good image of her title as she is a Professor who has already well-known over the world and of course, she has an outstanding brightness. It means that making a cup of tea is a simple and very easy thing although she is rarely make it by herself as Elena always helps her needs. Secondly, this strategy is used to struggle against her Alzheimer. Although she has Alzheimer but she does not want to always depend on other person. She also does not want that her Alzheimer impedes all her activities, so she tries hard to run their activities normally, as if there is no Alzheimer on herself.

4.3 Strategy of Giving Understanding to the Hearer

Dialogue 1

- 1.Tom : So Mom, how are you feeling?
 2.Alice : Mostly fine
 3.Tom : Really?
 4.Alice : Yeah. I use this thing. You know, instead of a memory. It reminds
 5 me to take my medications and things like that.

In this data, the conversation between Tom and Alice took place at Dining area of Lido Beach House. At this moment, not only Tom and his mother who were having a nice conversation but there were also John, Anna, Charlie and Lydia. They all gathered at dining room to get a breakfast. While they were having breakfast, they talked about many things, including Sushi and Hot dogs which were served on the table, Anna's pregnancy, and also asked about the condition. Asking the condition was stated by Tom to his mother as he had already known that her mother suffered from Alzheimer. Then, he asked through his words "*So Mom, how are you feeling?*" (line 1). Actually, what is stated by Tom indicates that he himself notices his mother's condition. He seems worried with her mother's health. In the field of politeness, this strategy is one of realization of positive politeness strategies in language. His question was shortly answered by Alice through her words "*Mostly fine*". The word "*Mostly*" indicates that almost her whole day is in a good condition, in which there is no a serious problem befalls herself. Tom, and then, replied by saying "*Really?*". His short answer may illustrate that himself does not believe with what stated by his mother and may he feels happy hear this sound, so he wants to convince that what he hears is really right.

Further, Alice responded it by uttering “*Yeah. I use this thing*”. The word “Yeah” illustrates that what is stated in the previous is really suitable with her condition. And then, she continued by stating “*I use this thing*”. This simple sentence is built with “I” as a topical theme which illustrate that Alice wants to emphasize about herself on her utterance. In other words, she wants to make the hearer be more focus toward herself as it is the main point. And then, it is followed by “use this thing” as a rheme. “This thing” refers to her cellphone. Next, she said “*It reminds me to take my medications and things like that*”. “It” as anaphoric reference refers to her cellphone. In this utterance she used additive conjunction “and” which may illustrate the additional information dealing with the function of her cellphone. She mentioned that it can remind herself to take medications and things like that. Phrase “things like that” indicates that there are more than one thing that can be done by her cellphone as the word “things” is in the plural form. It refers to give question about the name of her oldest daughter, the question about the address where she lives with her family, and also the question about the month of her birthday as showed in the previous scene (Glatzer and Westmoreland, 2014:41-43).

Based on the analysis above, when Alice’s utterances are related to politeness strategy, particularly on positive politeness strategy, the meaning of her utterances have tendency that she tries to give understanding to Tom. It can be viewed from her utterance “*Yeah. I use this thing. You know, instead of a memory. It reminds me to take my medications and things like that.*” The strategy that is used by Alice in this utterance is suitable with the strategy proposed by Brown

and Levinson (1987:129). It deals with giving understanding to the hearer. This strategy is used by Alice might to satisfy the hearer's positive face. On the other hand, this utterance seems present that her effort by utilizing the function of cellphone is conducted for struggling against her Alzheimer. It can be inferred as Alice can not memorize anything for long time, it is illustrated clearly in the previous scene while she was consulting with the Neurologist, Dr. Benjamin. In this case, she could not memorize the word that was given by Dr. Benjamin (Glatzer and Westmoreland, 2014:17). Therefore, she uses her cellphone to help her conduct what should she do as she does not want that her Alzheimer holds a rein on herself. What is conducted by Alice is an innovative way to cover her demerit and she makes every endeavor to conquer her Alzheimer.

Dialogue 2

(Lydia gives it a moment then tries to re-engage her mother)

1. Lydia : Hey...mom...let's give it one more shot, okay?
2. Alice : (annoyed)
3. I can't because I have done it already. I use this - this yellow
4. thing - to make it so I don't have to read the same line over and
5. over and over again.

(Alice waves her highlighter pen at the screen).

In this data, the conversation between Lydia and Alice took place on Skype. In this case, Alice was practicing deliver the speech for attending the Alzheimer Conference Care Association next day. While reading her speech, Lydia paid attention to her mother and also gave a comment in the end of her speech. She said that the speech was very scientific. In addition, she also gave advice that her mother should convey about how her feeling about her Alzheimer

and the mean of this disease on her life (Glatzer and Westmoreland, 2014:65). Hearing Lydia's advices, Alice was getting irritable at once as what stated by her girl actually had already delivered on her speech. Then, it caused a misunderstanding. However, Lydia tried to soothe her mother's anger, and then she asked her mother to practice again to make her speech be better by saying "*Hey...mom...let's give it one more shot, okay?*" but it made Alice get annoyed. Alice, then, replied it by uttering "*I can't because I have done it already.*" This utterance indicates that Alice refuses Lydia's order as actually she has already delivered what Lydia's mean on her speech before she asks. It can be seen from the modal verb "*can't*", This word also has a tendency to cause a face threat to the hearer as Alice refuses it directly. Moreover, she also feels annoyed in stating her refusal (line 2). This circumstance seems threaten Lydia's face as her interlocutor. While, the word "*it*" may refer to practice reading the speech.

Further, she said "*I use this - this yellow thing - to make it*". In this utterance, there is a repetition of the demonstrative pronoun "*this*". The first she only says "*this*" without referring the thing that is used by herself, then, she says "*this yellow thing*". On her second utterance, she mentions the thing that is meant, that is "*Yellow thing*". It refers to her highlighter marker. The repetition itself may serve that Alice wants to assert about the use and the benefit of the highlighter marker, in which it is very useful for herself. Next, she said "*so I don't have to read the same line over and over and over again.*" This utterance seems as her additional explanation that the highlighter marker is really able to help herself in conveying the speech. In the end of her utterance, there is a repetition

again on the word “over”. She repeated this word three times at once. It seems that without using the yellow marker, she often reads the same line more and more or may she wants to ensure Lydia that it is one and the only way that can be done to avoid the same fault. In addition, it may illustrate that she wants Lydia not to ban herself to use this way because it is very helpful for the smoothness in delivering the speech.

Drawing an inference from the analysis above, the strategy that is used by Alice when it is analyzed by using politeness strategy approach. It has tendency into positive politeness strategy, in which it included to the last strategy that is proposed by Brown and Levinson (1987:129). It relates to give understanding to the hearer. Basically, this strategy is used by Alice as if she wants to satisfy Lydia’s positive face as in this case, Lydia asks herself to reads the speech again but she refuses it. Although she does not fulfill her wish but she tries to give reasons and understanding purposely to keep the positive face of Lydia. On the other hand, her explanation through her words *“I use this - this yellow thing – to make it so I don’t have to read the same line over and over and over again”* might indicate that she is struggling against her Alzheimer. It can be concluded as Alice since she has Alzheimer, she changes quickly, particularly it happens on her way in thinking. She can not focus and loss of concentration. It can be seen from her way in giving a course that was illustrated in the previous scene (Glatzer and Westmoreland, 2014:32). Whereas, in delivering the speech, she must keep her concentration so she can deliver it well and the audiences can receive her speech easily. Indirectly, her way uses the yellow marker is a real good example for all

audiences. Actually, Alice knows exactly about her weakness, so she covers it by using an innovative way, that is use the yellow marker. Lastly, her strategy may as a real proof that she is really struggling against her Alzheimer.

Based on all the data analysis above, it can be seen about how Alice struggles for facing and surviving on Alzheimer which attacks herself. All her efforts are clearly seen from her utterances and by understanding the meaning of her utterances through positive politeness strategy approach, they indicate that she attempts hard to struggle against her Alzheimer. It can be seen from her utterance as follow:

Alice : I can handle the stress. I would like to remain in the department for as long as we all think it's possible.

From her utterance above, it portrays Alice's conviction that she herself is able to control the Alzheimer that is being faced. She feels sure that she is still completely able to give the best for the students, so she wants to keep stay in the department as professional lecturer. Alice is a hard worker woman who wants to get everything and all at once, although there are many difficulties which should be faced, but she always try and effort with all her abilities and intelligence to obtain all the wishes. This characteristic still exist although she suffers from Alzheimer. A person with Alzheimer usually loss of motivation (Sander Brown Center on Aging, 2006:11), but it was not found on Alice. Knowing that herself has Alzheimer, she motivates herself continuously that her Alzheimer can be conquered which also seen from her utterance above.

Further, she does not want that her Alzheimer affects and limits her abilities and she also wants to prove that she is “still Alice” who has outstanding intelligence and brightness. It can be seen from her utterance as follow:

Alice : Obviously I will make the necessary adjustments and we can reevaluate my performance next semester.

This utterance illustrates that she tries to ensure and also emphasize that she herself is “still Alice” who is able to give the course professionally for all the students although she has Alzheimer. It means that she feels sure that her Alzheimer will not affect and impede her way in giving lecture. This utterance also illustrates that she keeps the good image of her title as a Linguistic Professor because a professor is known as a person who has many bright ideas to discover the new way for solving the complicated case. However, she wants to prove that she can find a new way for defending herself on her Alzheimer as shown by the following utterance:

Alice : Yeah. I use this thing. You know, instead of a memory. It reminds me to take my medications and things like that.

By understanding the meaning of her utterance above, it can be inferred that she realizes that herself is easy to forget something so she uses her cellphone to remind taking the medications and others. In other words, it can be stated that if she does not use her cellphone, she will forget easily to conduct something that should be done. She does not want that her Alzheimer hold a rein on herself so she uses an innovative way that can be applied easily to overcome it. Generally, a person who suffers from Alzheimer does not manage the self care (Sander Brown Center on Aging, 2006:11), but it does not prevail for Alice. She always manages

the self care, not only physically but it is more emphasized on the way to diminish the degree of forgetfulness which illustrated through the way uses the cellphone to reminds herself conduct her daily activities. It is a real proof that she is really struggling against her Alzheimer.

4.4 List of Findings :

No.	Alice's Utterances	Strategy	Purpose
1.	Obviously I will make the necessary adjustments and we can reevaluate my performance next semester.	Promise strategy	For struggling against Alzheimer
2.	I mean obviously it will limit my abilities as time goes on but for now I feel perfectly capable.	Be optimistic strategy	For struggling against Alzheimer
3.	I can handle the stress. I would like to remain in the department for as long as we all think it's possible.	Be optimistic strategy	For struggling against Alzheimer
4.	Oh I know what that is. It's like a chicken. But it's not.. It's...It's a duck	Be optimistic strategy	For struggling against Alzheimer
5.	Well, let me try it forward first.	Be optimistic strategy	For struggling against Alzheimer
6.	But this is not us, this is our disease. And like any disease it has a cause, it has	Be optimistic strategy	For struggling against Alzheimer

	a progression, and it could have a cure.		
7.	But for the time being, I'm still alive. I know I'm alive. I still have people I love dearly. I still have things I want to do with my life.	Be optimistic strategy	For struggling against Alzheimer
8.	I can make myself a cup of tea.	Be optimistic strategy	For struggling against Alzheimer
9.	Yeah. I use this thing. You know, instead of a memory. It reminds me to take my medications and things like that.	Giving understanding strategy	For struggling against Alzheimer
10.	I use this – this yellow thing – to make it so I don't have to read the same line over and over and over again.	Giving understanding strategy	For struggling against Alzheimer