



The Role of Language in Manipulation Class in Parasite (2019)

Cahya Happy Auriza Yulianto¹

210350003@pertiwi.ac.id

English Department, Faculty of Tourism and Language Universitas Pertiwi

Herlyna

herlyna@pertiwi.ac.id

English Department, Faculty of Tourism and Language Universitas Pertiwi

Retno Ramadhina

retno.ramadhina@pertiwi.ac.id

English Department, Faculty of Tourism and Language Universitas Pertiwi

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Abstract: Language becomes the focal point in the creation of human interaction, particularly in class societies. The aim of this research is to explore how language serves as a tool of class manipulation in the film *Parasite* (2019) through speech style and politeness strategy. The study employs Martin Joos's theory of speech style and Brown and Levinson's politeness theory and explores how the characters strategically employ language to negotiate hierarchy. The research methodology employs qualitative research that applies sociolinguistic and pragmatic analysis, focusing on significant interactions between the Park and Kim families. The findings are that the Kim family uses formal and consultative speech styles to construct social legitimacy and intimate styles to construct emotional closeness. Further, positive politeness constructs rapport, negative politeness expresses deference, and bald on record and off record strategies are used for manipulation and concealment. To sum up, the study concludes that language in *Parasite* is a deliberate and strategic means of social ascending, power negotiation, and plotting along class lines.

Keywords: *Speech style, Politeness strategy, Class mobility, Sociolinguistics, Pragmatics, Parasite.*

INTRODUCTION

In the increasingly interdependent and multicultural world of today, communication plays a more vital role than ever before, touching all aspects of interpersonal relations to international diplomacy. In complex societies, communication is necessary not only for information exchange but also for social harmony, the expression of individual and group identity, and the negotiation of power relations. Raymond S. Ross perceives communication as the process of making choices and transmitting

message in a way to enable the listener to understand and respond to the speaker's ideas and emotions (Mulyana, 2005: 62), its interactivity and intentionality are emphasized. Of all types of communication, verbal communication is the most common one because one of the most basic ways of sharing meaning and social structure. It plays a fundamental role not only in everyday talk but also in the construction of beliefs, creating perception, and constructing social identities (Holmes, 2013). Pragmatic and sociolinguistic theory has shown that language choice must importantly, politeness, and speech style can both reflect, reinforce, or subvert

¹ Corresponding author

social hierarchy (Brown & Levinson, 1987; Fairclough, 2001). For instance, scholarship has shown how subaltern groups utilize verbal channels to counteract prevailing ideologies and reconceptualize agency under conditions of oppression (Gee, 2011). To this extent, the research on verbal communication is not just of scholarly content but also of social relevance, and to examine how language functions as a vehicle for negotiating relations of power and equality or against inequality. The present study, therefore, contributes to a deeper understanding of how speech style, politeness strategy, and verbal communication in general are made a strategic resource in class-stratified societies.

The verbal reaction is well suited to counteract prejudice against them by maintaining what they believe is right. Verbal reactions are very effective against them by maintaining what they believe is right. It allows people to stand firm in their values and beliefs. In discrimination, people respond verbally to assert their principles and fight against unfair treatment. Such reactions are good weapons for resisting bias as they enable people to resist their rights and confirm their sense of dignity in the face of discriminatory attitudes and actions (Latifah, 2025).

Language acts as a principal means through which individuals communicate and share their ideas, emotions, and intentions. It plays an important role in aiding understanding and collaboration between people. All these branches help us understand language as a fluid structure that enables communication and culture. Understanding the importance of language in everyday life highlights its importance of language in everyday life highlights its importance in uniting and sharing information (Sirbu, 2015).

While language serves as the tools of communication, speech style reflects in the way individuals adapt that system to suit context, audience, and purpose. Speech style, Baxter (2010) argues, is determined by social class, gender, age, and type of relationship between speakers. Speech style important to sociolinguistic research because it shows how individuals conduct social relationships in language. Martin Joos (1976) proposed a well-

known model of speech styles, categorizing them into five levels based on formality.

People change the way they talk depending on who they're talking to. Relationships are important for keeping language alive. According to Brown and Levinson (1987), *politeness is the way to convey the utterance as politely as possible*. People need to show politeness through their words and actions. You can't just assume someone is being polite; they have to show it. Politeness principles are guidelines for how to communicate without hurting someone's feelings. Robin Lakoff (1975: 64) says that "politeness is developed by societies to reduce friction in personal interaction".

Sociolinguistics talks about context but focuses more on the social and culture uses of language. Naibaho (2020: 29) defines sociolinguistics as a branch of study that explores language and its relationship with the social and cultural context where it is created. It explores how linguistic form and language use are influenced by social factors such as cultural tones, geographical locations, social class, gender, and ethnicity.

Sociolinguistics has always had its sights on the intersection of social class and language, particularly how communication reflects and creates power dynamics. The movie *Parasite* (2019), directed by Bong Joon-ho is a thrilling story that clearly depicts class conflicts and social invasion in today's society. As much as its actual meat of its social commentary lies in the low-key verbal interaction among characters. This study investigates how the lower-class Kim family linguistically negotiate their intrusion into the lives of the affluent Park family using the strategic function of language, speech style and politeness strategies.

This section shows an explanation of the uniqueness of the research, which is an important aspect to consider. Researchers have conducted several studies on the language and social class. Nevertheless, the research on *The Role of Language in Manipulation Class in Parasite* has never before been used or is not yet fully available. This finding aligns with previous research on the subject. One of them was written by Dewi Sri Kuwatiningrum. 2020, titled "Politeness Strategies Used by the Lower-Class Kim Family and the High-Class Park Family in *Parasite* Movie (2019)". This research discusses how social class influences the way each character



communicates. It highlights how language reflects social hierarchy and class-based interactions.

This finding aligns with previous research on the subject. The first is an article written by (Antonius Herujiyanto, 2015). The article analyzes the integration of intra-lingual and extra-lingual components such as tone, formality, and cultural expression in students' written assignments, particularly within the context of mass media communication. This cultural orientation is evidenced in students' politeness strategies contrasting with Brown and Levinson's positive and negative politeness model. In the analysis of students' assignments, the research illustrates language power use and stylistic preference, a clear aim of creating politeness, social harmony, and communicative purposes in journalistic writing.

Another finding that aligns on the subject, the second article written by (Nurul Hidayah and Lusiana Suciati Dewi, 2024). The article examines how different speech styles can affect in English language learning. Through this article, it shows how students used varying speech styles such as formal, consultative, and casual to participate in English learning activities, it highlights the latter as being responsible for language acquisition. This study concludes that students' speech styles significantly impacted their English proficiency. Appropriate speech styles used by teachers can enhance classroom engagement and contribute positively to students' language development.

Meanwhile, an article written by (Helena Verusha Ali, 2023). This research aims to examines gender-based differences in the use of politeness strategies during group discussion. It highlights the complexity of politeness strategies and underscores how gender and interpersonal relationships can influence communicative behavior in group discussion. This study also found that close friendships among participants influenced the degree of politeness, with females exhibiting less politeness than males contrary to previous research suggesting that woman are generally more polite.

Previous studies of speech style and politeness

strategies have focused on either of these, most likely in education, social life, or literary/media discourse. Herujiyanto (2015), for example, explored politeness in news reporting, Hidayah & Dewi (2024) spoke about speech style in English learning, and Ali (2023) studied politeness using a gender-based perspective in group discussion. While Dewi Kuwatinigrum (2020) did make a comparison of politeness strategies in Parasite (2019), it did not explore speech style per set but as a separate but related linguistic feature. This implies that there is a lacuna in in-depth studies embracing both speech style and politeness strategy in film discourse, more particularly when exploring how language indexes class and power relations.

Therefore, the purpose of this research is to understanding speech styles and politeness strategies that can significantly improve individual communication skills in various setting. This research bridges the identified gap by integrating Martin Joos's speech style theory with Brown and Levinson's politeness theory to analyze how Parasite (2019) language functions not just as a politeness expression device but also an instrument for class mobility, emotional regulation, and social manipulation. The convergence of these two theoretical frameworks in a single study of film dialogue presents a new approach, one which will give a fuller account of the way verbal interaction responds to and resist social inequality in narrative texts.

Speech styles

Speech style refers to the way individuals adjust their language depending on the context, audience, purpose, and level of formality in communication. According to Martin Joos (1967). Speech styles can be classified into five distinct levels: frozen, formal, consultative, casual, and intimate. As evidence to support this argument, Chaika (1982) states that speech style is not just affected by the formality of the context but also socially by age, status, gender, and familiarity of the speaker with the audience. She makes an observation that individuals habitually modify their speech, choosing a few words, phrases, and social positions. Speech style, therefore, plays a significant function in relationship maintenance, identity expression, and management of social norms. In line with this, Romaine (2000) focuses on

how speech styles are closely embedded in larger social structures and that speech styles are not just linguistic patterns but are also influenced by and are a reflection of regional and social dialectal variations. This implies that the way people speak is not only a function of personal choice but also an expression of their social and community identity. As such, speech style plays an important role in the maintenance of relationships, the expression of identity, and the management of social norms.

Other researchers elaborated Joos' hypothesis further, contending that speech style not only marks social distance but also a strategic choice in power management and relationship maintenance. For instance, Holmes (2013) states it is clear that choosing the correct type of speech style lies at the heart of successful communication and politeness as it serves as a marker of social norms and expectation awareness. Formal and consultative varieties are noted in business or formal relationships, whereas intimate and casual types are reserved for close relationships and kinship.

Politeness Strategies

Politeness strategies are also communicative techniques people use to maintain harmony, show respect, and avoid conflict when they are communicating. One of the strongest theories of politeness is that of Penelope Brown and Stephen Levinson (1987), which proposed that people use politeness strategies to mitigate face-threatening acts (FTAs). "Face" is applied to refer to an individual's self-perception, and it has positive face (needing to be liked and accepted) and negative face (needing to be left alone and free of imposition). Brown and Levinson believe that speakers choose strategies depending on threat to the hearer's face and the social context of the interaction.

Four politeness strategies have been identified by Brown and Levinson: bald on-record, positive politeness, negative politeness, and off-record. Bald on-record strategies are straightforward and explicit, employed in situations where the speaker is not concerned with annihilating the hearer's face (e.g., emergencies). Positive politeness strategies practice rapport-establishment using friendliness or commonality (e.g., compliments,

inclusive pronouns). Negative politeness strategies convey respect for the hearer's independence through hedges or indirectness (e.g., "Would you mind?"). Lastly, off-record strategies use indirect requests to avoid directly blaming the speakers for the FTA.

METHOD

This research focuses on how language maintain the social relationship between lower-class and high-class people. The descriptive qualitative method is an approach used in research to provide a detailed and systematic description of phenomena without manipulating the environment variables. According to Merriam and Tisdell (2016), descriptive qualitative research aims to "discover and understand a phenomenon, a process, or the perspective and worldviews of the people involved" (p. 6). It involves collecting rich, detailed data, often through methods such as interviews, observations, or document analysis, and presenting findings in narrative form. Specifically, a descriptive qualitative approach does not focus on theory building or testing but instead on summarizing specific events or contexts as they are observed or experienced.

Creswell (2018) describes qualitative research as a process of inquiry and arriving at the meaning that individuals or groups give to a human or social issue. It involves emergent questions and processes, data collected typically in the participant's setting, and an inductive analysis of data, with the researcher giving meaning to the data (p. 4). Qualitative research tries to construct meaning regarding how people live and make sense of their world, and thus it is best positioned to examine intricate social events. Key features of qualitative research include the researcher as a major instrument, several data sources, inductive analysis of data, and meanings of participants. Reflexivity, which involves the researcher considering the role of their background, culture, and experience in influencing the research, is also emphasized (2018: 43–44).

FINDINGS AND DISCUSSION

The researcher presents the findings and discussion to provide the answer to the research problems. The research centers on verbal communication between the Kim and Park families, and how speech style and politeness strategies index underlying social hierarchies and power relationships. In order to maintain depth and



concentration, the researcher applied Martin Joos's theory of speech style, particularly the formal, consultative, and intimate styles. Since these were most relevant to the situations where class negotiation and manipulation occurred.

The analysis is discussed in terms of both Joos's theory of speech style and Brown Levinson's theory of politeness, relating observed linguistic acts to more abstract sociolinguistics principles. Every example is explained in terms of the characters' motivations, class conflict context, and how their language reinforces or disaffirms social boundaries. Such findings are also contrasted with existing research to emphasize both similarities and differences, finally illustrating the distinctive ways language functions in this narrative to reveal class-based manipulation.

Speech Style and Formality

Consultative

Scene 1: Mr. Kim first day at work (00.38.34)

Mr. Park: This isn't a test or anything so you don't have to be nervous.

Mr. Kim: I understand. You're surrounded by people all day. I'm sure you want some peace in the car.

In this scene, Mr. Park and Mr. Kim are discussing on the first working day Mr. Kim is doing as a driver. Mr. Park is attempting to be informal by informing Mr. Kim that "this isn't a test," which is an effort to reduce social tension and take on a consultative speech form. Mr. Kim also responds respectfully and politely, addressing Mr. Park's status and attempting to be respectful of his comfort.

Scene 2: Da-song art therapy session (00.28.05)

Mrs. Park: When he was in first grade – I'm sorry. I don't know if I can talk about this right now.

Ki-jung: It's fine. We can talk about it later.

Ki-jung: Here. This lower section is what's called the 'schizophrenia zone' in psychology. It contains clues about the mental state of the child.

In this scene, Ki-jung as 'Jessica', shows the consultative speech style insofar as she guides Mrs. Park through what appears to be an expert psychological reading of Da-song's drawing. She is optimistic and assertive in speech and uses half-technical terminologies like "schizophrenia zone" and appealing to psychological tendencies. She is polite and empathetic in tone, particularly when she reprimands Mrs. Park's emotional reaction gently.

Scene 3: Ki-woo introduces Ki-jung as 'Jessica' (00.20.10)

Ki-woo: Someone just happened to come to my mind. Her name is-- Jessica.

Ki-woo: She studied applied arts at Illinois State and recently moved back to Korea.

Ki-woo: She also tutors, and she's known to have a very unique approach to teaching art. Most of all, she knows how to handle kids.

In this scene, Ki-woo as 'Kevin' introduces Jessica to Mrs. Park as a professional art teacher. The speech is very convincing to her to meet with Jessica. He goes out of his way to be consultative when speaking to Mrs. Park. Meanwhile, the insincere voice and fake credentials prove that there is room for language to be used as a social tool for manipulation of perception.

Formal

Scene 1: Ki-woo first tutoring session with Da-hye (00.17.25)

Ki-woo: I'm here to prepare you for the real thing. I'm not here to help you learn. I'm here to help you score.

In this scene, formal style can be seen in Ki-woo's (playing "Kevin") initial encounter with Mrs. Park. Formal speech is observed as he employs high-level vocabulary and avoids contractions or slangs. This restrained, cautious speech habit impressed Mrs. Park and helps Ki-woo maintain his fake upper-class façade. Formal and authoritative-sounding speech reflects how he presents himself as a stern and goal-minded academic tutor rather than a laid-back tutor.

Scene 2: Kim family hides under a table (01.27.52)

Mrs. Park: Like people poor smell?

Mr. Park: No. It's not that strong. It's more like

subtle aroma that seeps into the air –

Mrs. Park: Like old people smell?

*Mr. Park: No, no. How should I put it—
Maybe the smell of an old radish pickle? Or
that smell when you're washing a dirty rag?*

*Mr. Kim: (silently listening, hiding, face
tightening)*

In this scene, Mr. Park speak with informal and degrading language, comparing Mr. Kim smell to “old radish” and associating it with poverty. His words imply that poor people have an inherent and degraded identity. Mr. Kim, forced silently suffer, demonstrates extreme formal restraint. He cannot reply, protest, or event react. His silence being a reflection of his powerless position. This subdued formality, which is hammered out in fear.

Scene 3: Mr. Kim driving Mr. Park home (00.48.42)

Mr. Park: The care? What is this?

Mr. Kim: I just found out about them recently too. It's a membership-based total care company. Catering to families of VIP's like yourself. They provide maids, in home caregivers, also drivers like myself. From what I hear, they select only the best. The most experienced workers.

In this scene, by representing himself as a part of an elite, exclusive system, Mr. Kim manipulates language to enhance his credibility and blend into a higher social class, much like Ki-woo does in earlier scene. This interaction shows how formal styles can function as a tool for persuasion and social navigation, especially in hierarchical settings.

Intimate

Scene: During tutor session with Da-hye (00.23.55)

*Da-hye: You know she's your girlfriend,
isn't*

she?

Ki-woo: Come on. I just met her today.

In this scene, the intimate level appears in scenes of emotional closeness, such as between Ki-woo and Da-hye. Their private conversations and flirtations use indirect references, private cues, and reduced syntax, hallmarks of the intimate speech style. These lines demonstrate how intimate style often includes playful teasing, unfinished thoughts, and a reliance on shared understanding rather than explicit explanation.

Politeness Strategies

Positive Politeness

Scene 1: Ki-woo connects with Mrs. Park using Min-Hyuk's recommendation (00.15.10)

Mrs. Park: Min recommended you, after all. Da-hye and I were quite happy with him. Regardless of her grades. Do you know what I mean?

Ki-woo: Of course.

In this scene, Ki-woo employs positive politeness by identifying himself with somebody Mrs. Park already knows and trusts, Min-hyuk. In validating her emotional utterance (“Of course”), Ki-woo reaffirms mutual admiration and establishes a sense of ingroup membership. Such a move in Brown and Levinson's theory, reduces social distance and set up rapport. Mrs. Park's emotional language (“adore him”) invites Ki-woo to enter a personal connection, and he complies, opening the door to a cooperative trusting relationship.

Scene 2: Ki-woo builds Da-hye's confidence during tutoring (00.16.25)

Ki-woo (to Da-hye): I'm asking you. What does your gut say? Do you think number 24 is right?

...

A test is all about confidence. Attitude.

In this scene, Ki-woo using politeness strategies while he's teaching Da-hye. He offering Da-hye emotional support and confirming her feelings. His comment that tests are all about “confidence” and “attitude” is a covert compliment suggesting she can perform well. Brown and Levinson call this “giving gifts to the hearer” in the form of approval and backing. Not only does this make him a better tutor, but also emotionally invests Da-hye in him, which

makes it easier for him to manipulate the family.

Scene 3: Ki-jung claims Da-song shows sign of trauma (00.28.40)

Ki-jung: Did something happen to Da-song when he was in first grade?

Mrs. Park: I'm sorry. I don't know if we can talk

about this right now.

Ki-jung: You don't have to beat yourself up. These drawings are a record of Da-song's emotion. A black box in his mind. Would you like to open that box with me, Madame?

Mrs. Park: I want to open it.

Ki-jung: Then we'll need 4 two-hour sessions per week, and this is not a simple tutoring, It's an art therapy, right?

In this scene, Ki-jung as 'Jessica' expertly uses positive politeness strategies to persuade Mrs. Park to give her a stable and well-paid position. By using contrived concern for Da-song's psychological state, she creates a deep emotional bond with Mrs. Park. This act leaves Mrs. Park role as an anxious and sensitive mother and potentially positions Ki-jung as an authoritative expert. Thus, she not only orders her more sessions but also readily voluntarily offers to pay more without giving it a thought. This manipulation works in the premise of emotional proximity and bona fide concern, which are classic characteristic of positive politeness strategies of minimizing social distance and building trust.

Scene 4: Ki-jung recommending Mr. Kim as the new driver (00.36.13)

Ki-jung: My uncle had a driver who was like that. Mr. Kim. A real gentleman. Such a kind man. We used to follow him like an uncle.

Mrs. Park: But if you've known him so long, I'd feel much more at ease.

In this scene, Ki-jung's storytelling creates the illusion of an extended social network rooted in reliability and affection, which appeals directly to

Mrs. Park growing reliance on recommendations from people she trust. Mrs. Park's response demonstrates how completely she buys into the fictitious bond. This leads to her conceptualization of the "belt of trust", a phrase that metaphorically captures her desire to surround herself with vetted individuals. Ki-jung's manipulation works precisely because she embeds her father into that imagined social circle using positive politeness to stimulate intimacy, credibility, and shared values.

Negative Politeness

Scene 1: Ki-jung interviews with Mrs. Park (00.25.50)

Ki-jung (to Mrs. Park): I don't allow parents to sit in during lessons. In this scene, while this might normally be considered rude, Ki-jung assertiveness is masked by her confident, calm delivery, and formal tone, which align with negative politeness strategies. Negative politeness, for Brown and Levinson, is the expression of need for autonomy on the part of the hearer plus the imposition of an imposition. She maintains a professional distance, uses respectful body language, and implies that her rules are dictated by therapeutic best practice rather than preference.

Scene 2: During Ki-woo's first meeting with Mrs. Park. (00.14.27)

Mrs. Park: I don't care about the papers. I only wanted to see you because you were recommended by Min-hyuk.

In this scene, Ki-woo skillfully applies negative politeness to present himself as polite and safe, thereby earning Mrs. Park trust and being hired as the tutor. Instead of presenting himself or insisting qualifications, Ki-woo listened attentively, and let Mrs. Park steer the conversation. For example, when she says, "I don't care about the papers." this is an expression of negative politeness as behavior showing respect for the hearer's requirement of being independent and minimizing imposition. By abstaining from self-compliment and instead letting Mrs. Park decide after Min-hyuk recommendation, Ki-woo is being respectful of her right to accept or reject him. This deliberate withholding reduces Mrs. Park's social defenses and puts her in a position of

feeling superior, ultimately leading to her being hired against her will. Ki-woo's strategic use of respect, indirectness and formality is an example of how negative politeness can be used as a manipulative and persuasive strategy.

Bald-on-record

Scene 1: Ki-jung refuse mother sit in on the lessons (00.25.54)

Ki-jung (to Mrs. Park): Wait downstairs.

When Mrs. Park attempts to stay in the room, Ki-jung pushes herself by saying flat out, "wait downstairs" This clear and unadorned statement is a perfect example of a bald-on-record strategy, in which the speaker is performing a face-threatening act and doing it without softening or hedging it. Ki-jung impresses Mrs. Park rather than angering her. Mrs. Park takes Ki-jung's setting a firm boundary as a display of professionalism and self-control, attributes that she is proud of and expects in a tutor. This experience provides Ki-jung with greater mastery over the space, solidifies her constructed professional self, and allows her to play more freely in the Parks' residence.

Scene 2: After Da-song art therapy session end (00.35.50)

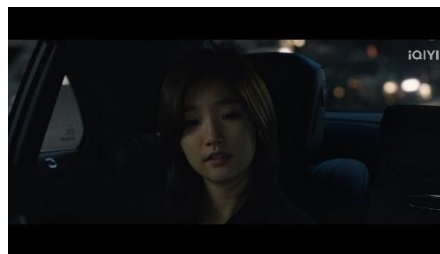
Mrs. Park: He took you home late at night? Revealing where you live?

Ki-jung: No. I got off at Hyewa.

In this scene, when Mrs. Park merely asks what happened on that night, Ki-jung gives a bald-on-record response: "No.". "I got off at Hyewa". Her brief, forceful answer avoids too much detail, thus increasing reliability. Bald-on-record can express sincerity or simple honesty.

Off-record

Scene 1: Yun driving Ki-jung home after session (00.30.35)



In this scene, Ki-jung arrange the Park family's chauffeur, Yun, Ki-jung uses off record politeness strategies cleverly so that she does not incriminate herself on record and turn into a prime suspect. Putting her underwear on the backseat of the car is an off-record strategy, a typical example of Brown and Levinson's theory of indirectness. Rather than accusing Yun directly, Ki-jung leaves the Park couple with a piece of incriminating evidence that leads them to make their own conclusions about Yun's behavior. The ambiguity of the event allows the Kims to escape blame for an act of face-threatening while nonetheless achieving the desired outcome: Yun's firing. Ki-jung manipulates Parks' perceptions in order to protect herself and push the family's invasion.

Scene 2: Ki-woo subtly recommends his sister, pretending she is an unrelated acquaintance (00.20.10)

Ki-woo: Just a moment. Someone just came to mind. What was her name? Jessica! Right, Jessica...

In this scene, Ki-woo proposes his sister Ki-jung in disguise as "Jessica," he use the off-record strategy to conceal his real motive under a guise and to push Mrs. Park toward the desired direction. Rather than revealing explicitly that he has a person in mind for the job, Ki-woo begins with a vague, informal statement. This indirectness, added to his feigned attempt at remembering the name, is a calculated kind of face-saving that allows Ki-woo to appear helpful without appearing manipulative. By never directly stating that "Jessica" is his sister, Ki-woo creates a socially permissible context for reducing the risk of suspicion. Such manipulation through backhanded speech preserves the Kims' secret and advances their entry further without spoiling Ki-woo's public image.



CONCLUSION

This research has identified and analyzed the efficacy of politeness strategies and style as social manipulation devices in the movie *Parasite* (2019). The lower-class family, the Kims, demonstrate that tactically and consciously applying speech can be employed to get in and gain access to the Park upper-class family. Through formal and consultative speech, the Kims are professional and dependable individuals, as the upper-class would expect. Intimate speech styles are used selectively to obtain familiarity and trust, especially in the face-to-face encounter. In addition to speech style, the Kim family also utilizes other strategies of politeness-positive, negative, bald-on-record, and off-record to control social distance, show respect, establish emotional rapport or evade direct conflict. These linguistic strategies are not mere conversational choices, but rather calculated attempts to manipulate impressions and negotiate social rank. Through the use of language instruments, the Kim family cleverly conceals their true selves as they climb the social ladder and become members of the wealthy Park family's world. By using strategic speech styles and politeness strategies, they construct a believable self that is accepted into the behavior and norms of the elite.

This research identifies the way language functions not only as a method of communication but also as a powerful instrument for persuasion, disinformation, and upward social mobility. This manipulation through language allows them to navigate social boundaries, gain trust, and secure economic opportunities without raising suspicion. The research successfully underscores the close and complex relationship between linguistic behavior and social structure, showing that the way individuals speak can serve as both a positioning. It not only illustrates how speech and politeness are used to reconstitute existing class divisions and power relations, but also to resist or subvert them. Most importantly, it confirms that language is not just a simple medium of communication, it is a powerful tool for identity.

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