

Pragmatic analysis of compliments used by the characters in Zootopia movie and its application in teaching speaking at senior high school

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ABSTRACT

This study focuses on the compliments used by the characters in the Zootopia movie. Compliment is a speech act that frequently occurs in everyday conversation. The objectives of this research are to analyze the topic of compliments expression, responses to compliment, and to describe the application of complimenting expression used by the characters in teaching speaking. This research is a qualitative research. This research uses a pragmatic approach. The researcher takes data from movie and it is in form of script of film. To collect the data, the researcher did some steps: the first watching The zootopia movie and carefully checking both movie and script in order to have exact data. Then, to analyze the data, the researcher uses theory from holmes about topic of compliment and herbert about response of compliment. From the research result, the researcher finds four topics of compliments expressed by the character in the zootopia movie. They are expressions of appearance 3 data (15%), possession 3 data (15%), Skill or Abilities 11 data (55%) and personality 3 data (15%). There are two compliments response used by the characters in the zootopia movie, those are agreement 15 data (75%), and non-agreement 5 data (25%). The results of analysis of compliments that were used in the Zootopia movie can be applied in teaching speaking at Senior High School as instructional resources for the material about complimenting and congratulating others.

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1. Introduction

1.1. Background of The Study

As social creatures, human beings depend on the need to engage in communication within society. Language serves as an essential means for facilitating social interaction. It holds a significant role in human existence, as it enables the everyday exchange of thoughts, emotions, and sentiments, whether expressed through spoken or written forms. In the world, there exists a multitude of languages, with English being one of them. English, as a second language, finds extensive use in the context of global diplomacy and international affairs. The importance of learning English is the recognition that English is really important to learn. As a result, the government recommends that English be taught in Indonesian schools from elementary to university levels.

Pragmatics is a linguistic subfield that examines the application of language within specific contexts. It focuses on how humans use language to achieve certain purposes and express meaning that goes beyond literal interpretation. Pragmatics is important in communication because it facilitates effective and efficient communication between speakers and listeners. Compliment is a universal speech act that is widely employed in people's daily interactions across cultures. Dirgeyasa (2015) states that compliments have various purposes, such as conveying admiration or approval, and they can encompass praising the recipient's physical attractiveness, appearance, achievements, and personal qualities. They can also be used to just start a discussion and communicate.

Kosdian (2017) Click or tap here to enter text.highlighted in Rifa'at (2018) contends that among the four fundamental language abilities (listening, reading, speaking, writing), speaking appears to hold the utmost significance. This is evident as individuals proficient in a language are commonly labeled as 'speakers' of that language, suggesting that speaking encompasses mastery of all other language facets. Zaid & Sarjiyati (2018) highlighted the challenges in teaching speaking, particularly attributed to student factors. They noted that certain students lack motivation to engage in speaking the target language, while others exhibit reluctance or fear of making mistakes. Addressing these challenges requires implementing specialized strategies to encourage and facilitate their participation in using the target language for speaking activities.

According to Dewi (2016), several factors contribute to the potential lack of success in students' speaking skills. These include limited use of English outside the classroom or within their community, inadequate exposure to the language in their environment, a curriculum that emphasizes language structure and vocabulary enrichment over speaking skills, students' fear of making mistakes or feeling ashamed during speaking exercises, and a general lack of emphasis on English proficiency unless required for education in an English-speaking country or tourism purposes. Hadryanti & Narius (2016) identified several challenges in teaching speaking to senior high school students. Firstly, students display reluctance or hesitation to engage in English conversation. Secondly, they tend to revert to using their native language instead of English. Thirdly, there's a shortage of time allocated for English practice. Fourthly, the materials used for teaching often fail to meet the students' requirements. Lastly, there's a lack of engaging and captivating teaching media, making the learning process uninteresting for the students.

English teachers must seek innovative and engaging methods to effectively teach the language. One particularly compelling approach to enhance motivation and captivate learners' interest in speaking is utilizing movies as a teaching tool. This research focuses on the implementation and advantages of using movies as supplementary learning materials, especially in learning compliment expressions, offering a fresh perspective on addressing the challenges in language education. In this case, the researcher has selected the movie "Zootopia." "Zootopia" is a 2016 American computer-animated, buddy cop, action-comedy film produced by Walt Disney Animation Studios and released by Walt Disney Pictures. The movie revolves around a world where animals coexist without the intention of preying on each other. The story follows a young bunny named Judy Hopps, who leaves her family's farm to pursue her dream of becoming the first bunny police officer in Zootopia. During her time in the city, she crosses paths with a cunning fox named Nick Wilde, and they must collaborate when an incident jeopardizes Zootopia's harmony.

Zootopia is one of the best animated films, this can be seen from the ratings given by several well-known film review sites such as Rotten Tomatoes, Metacritic, and IMDB (Metacritic, n.d.; Rotten Tomatoes, n.d.; IMDb, n.d.). The film obtained a commendable 98% rating on the Tomatometer from critics and an audience approval of 92%. Additionally, its Metascore of approximately 78 reflected generally favorable critiques from industry experts. Notably, the IMDb rating of around 8.0 out of 10, derived from user reviews, further underlined its widespread appeal. Furthermore, Zootopia received significant recognition within the film industry, notably securing the Academy Award (Oscar) for Best Animated Feature in 2017 and clinching the Golden Globe Award for Best Animated Feature Film.

Therefore, this film can be employed as an instructional tool for enhancing speaking skills in educational settings that have already introduced speaking lessons. Based on the information provided, the researcher's objective is to analyze the compliments featured in the movie "Zootopia" to utilize them as instructional resources for improving oral communication skills.

1.2. Literature Review

Grice (1991) defined pragmatics as the study of meaning in context and argued that effective communication required speakers and listeners to adhere to specific cooperative norms and conversational maxims. Yule (1996) described pragmatics as the study of how people use language to communicate effectively in context. Pragmatics is also a study of language in use, especially how context influences meaning. Cutting (2002) notes that pragmatics is the study of how speakers use context to convey meaning beyond the literal meaning of words and how listeners interpret speech based on contextual information. Haugh & Culpeper (2014) define pragmatics as the study of how speakers use language to achieve their communicative goals, taking into account the context, the participants, and the social norms that govern communication. In conclusion, Pragmatics, within the field of linguistics, concentrates on how humans utilize language for effective communication within particular contexts.

Manes & Wolfson (1981) defined compliments as speech actions that give credit, praise, or other positive value to the person or people being addressed. Brown & Levinson (1987) identified compliments as an example of positive politeness that helps create and maintain social bonds. Dirgeyasa (2015) notes that compliments are a type of emotional speech act that can influence the hearer's thoughts and mood if it is utilized correctly and truthfully by the speaker and match the hearer's actual existence state. In summary, compliments are speech acts that offer positive value to the person being addressed. They play a variety of social responsibilities, including establishing and maintaining social bonds, showing gratitude, and fostering rapport. Compliments follow a pattern of spoken words that are affected by cultural and social standards.

According to Holmes (1955), common topics of compliments for both men and women include appearance, possessions, skills or abilities, and personality. Ishihara & Cohen (2010) identified several common topics of compliments, including appearance, achievements, possessions, skills or abilities, and personality traits. In summary, the statements above cover frequent topics of compliment such as appearance, possessions, skills or abilities, and personality traits. The choice of compliment topic can also be determined by elements including the speaker's and recipient's relationship, cultural norms, genders, and the context of the conversation. Understanding the cultural and social significance of compliments is critical for effective communication. Therefore, the researcher of this research decided to use four topics of compliments there are appearances, possessions, skills or abilities, and personality traits to categorize and analyze the topic of compliments based on the context of the Zootopia movie.

According to Brown & Levinson (1987), compliments have a variety of uses in conversations. Compliments help maintain a positive face and enhance the recipient's self-image, while also protecting their negative face by reducing potential impositions. They establish solidarity, strengthen social bonds, and ease potential face-threatening acts. Compliments also express positive affect and contribute to a positive and friendly atmosphere during an interaction.

Wu (2008) in Dirgeyasa (2015) concludes some functions of compliments. This function of compliment was adapted from (Herbert, 1990; Manes, 1983; Manes & Wolfson, 1981; Wolfson, 1983; Wu, 2008) Compliments serve several purposes, as outlined by the scholars. Here is a summary of the functions of compliment: Create and reinforce solidarity; Establish, confirm, and maintain solidarity; Replace gratitude, greetings, congratulations, and apologies; Soften face-threatening acts; Open and sustain conversation (conversational strategy); Reinforce desired behavior; Express admiration or approval;

According to Herbert (1986) in Nurhijannah (2021), Compliment responses are categorized to investigate how different speech communities behave when receiving compliments. Herbert categorized these responses into three groups, each containing twelve types. Compliment responses fall into three categories: agreement, disagreement, and other interpretations. In agreement, there are several types of compliment responses such as acceptances (appreciation token, comment acceptance, and praise upgrade) comment history, and transfers (reassignment and return). Within the category of non-agreement, there exist four types of compliment responses: scale-down, question, non-acceptance (which includes disagreement and qualification), and no acknowledgment. In the case of other interpretations, they carry clear and specific meanings. Instead of a straightforward compliment, it might be a request or something else entirely. Therefore, the researcher of this research decided to use three main responses to the compliment there are agreement, non-agreement, and Other-interpretations to categorize and analyze the compliments responses based on the context of the Zootopia movie.

Wartenberg (2007), describes movies as a medium of representation that combines moving pictures and sounds to produce works of art that express meaning and elicit an emotional reaction. According to Barsam & Monahan (2018) Movies are defined as a sequence of moving pictures, generally accompanied by sound, that convey a story or offer an artistic vision or message. Bordwell & Thompson (2008) Movies are defined as a set of moving images, frequently followed by sound, that convey tales or express a vision or argument. They continue to say that movies are a sort of visual communication that may be utilized to entertain, educate, convince, or inspire people. In conclusion, movies often known as films are a kind of visual media that combines elements such as storytelling, acting, cinematography, and sound to create a narrative or portray a certain message

Gee (2003) argues that video games and movies are immersive, interactive, and engaging, which makes them powerful tools for language learning. Anderson & Freeman (2016) emphasizes the importance of using authentic materials such as movies to promote language learning. Kabooha (2016) emphasizes that movies serve as potent instructional aids for enhancing students' language skills. The research found that participants exhibited favorable attitudes regarding the incorporation of movies within classrooms to bolster their English proficiency. According to Madiyoh & Putro (2018), authentic short movies have the potential to spark students' interest and motivation in language usage. Drawing from these viewpoints, it can be inferred that leveraging media, specifically English movies, holds potential for integration into the learning process. Sabouri et al. (2015), as cited in Faliyanti & Arlin (2018), asserts that films represent a crucial extension of language acquisition technology utilized for teaching English at various educational levels, including elementary, secondary, and university-level schools. As per Khan (2015), film's visual nature serves as a facilitator for language learners, offering an optimal visual context that aids comprehension and understanding.

In conclusion, Films or movies can be excellent tools for learning and education. They may engage learners by providing visual and auditory stimulation, making learning more fun and memorable. Furthermore, films can stimulate critical thinking, analysis, and interpretation. Educators may create a more immersive and engaging learning experience by including films in the learning process, which can motivate and encourage learners to explore new topics and seek lifelong learning.

According to Bordwell & Thompson (2008) there are three types of movies or films. There are documentaries, fictional and animated. A documentary film is a non-fictional film that tries to offer factual information, provide an objective account of genuine events, or shine a light on a certain subject or issue. A fictional film, often known as a narrative film, is a sort of motion picture that portrays a mostly fictional or imagined plot or narrative. An animated film, often known as an animation or cartoon, is a kind of animated motion picture that creates the appearance of movement by using techniques such as sketching, painting, or computer-generated imagery (CGI).

According to Mey (2001) speaking involves the use of language in context for communication. He explains that speaking requires the production of language, the interpretation of meaning, the recognition of social and cultural norms, and the ability to use language strategically to achieve communicative goals. Brown (2007) argued that speaking is a complex process that involves not only the production of sounds but also the ability to comprehend and use language in a variety of social and cultural contexts. According to Yule (2010), speaking refers to the way in which people use language in actual conversation and other communicative situations. In conclusion, speaking is a productive skill that produces and transmits information by giving ideas to the listener in a certain situation. Speaking requires the production of language, the interpretation of meaning, the recognition of social and cultural norms, and the ability to use language strategically to achieve communicative goals.

According to Brown (2007) there are five fundamental categories of speaking, which are outlined as follows: Imitative is the ability to simply imitate a word or phrase or possibly a sentence; Intensive is the production of short stretches of oral language, designed to demonstrate competence in a narrow band or grammatical, phrasal, lexical, or phonological relationship (such as stress, intonation, and rhythm); Responsive allows interaction and test comprehension but at some limited level of very short conversations, standard greetings, small talk, simple requests and moments, etc; Interactive, The difference between responsive and interactive speaking is in the length and complexity of interaction, which sometimes includes multiple participants; Interactions can take two forms transactional or interpersonal language. The purpose of transactional language is to exchange specific information, while interpersonal language is carried out more to maintain social relationships; Extensive The

teacher gives the students extended monologues in the form of oral reports, speeches, and storytelling. From the explanation above the researcher can conclude that speaking has five basic types, they are imitative, intensive, responsive, interactive, and extensive.

According to Nuan (2003), Educators can utilize specific classroom strategies to enhance students' motivation for learning speaking skills. These techniques are Jigsaw, Role plays, Simulations, and Contact assignment: jigsaw activities are a bidirectional or multidirectional information gap. Each person in a pair or group has some information the other persons need; Roleplaying is a great way to practice speaking in the relatively secure setting of the classroom. Students receive specific roles in the target language for role-play; Role-plays are simplified compared to simulations. The atmosphere for language practice in a simulation is relatively realistic because of the use of objects and papers; In contact assignments, students are sent outside the classroom with the explicit goal of interacting with others in the target language.

1.3. Review of The Previous Study

The first previous study is a thesis entitled 'An Analysis of English Compliment in the Movie of Mean Girls'. Conducted by Firmansyah (2006). In this study, the focus was on analyzing English compliments in the movie "Mean Girls." The research was carried out as a descriptive qualitative study. To gather data, the researcher employed a checklist and tabulation, and the collected data were analyzed using descriptive analysis techniques.

The second previous study is entitled 'Compliments in the novel entitled P.S. I Love You. Conducted by Styanti (2010). In this study, the focus was on analyzing compliments within the novel "P.S. I Love You." The research was carried out as a descriptive qualitative study and specifically focused on dialogue containing compliment expressions.

The third previous study is entitled 'Compliment Responses Used by Students of English Department of Semarang State University'. Conducted by Al Fatah (2011). This study, conducted by Al Fatah in 2011, focused on examining the responses to compliments by students in the English Department at Semarang State University. The research employed a descriptive qualitative approach and collected data through a Discourse Completion Test (DCT) to elicit compliment responses from the participants.

The fourth previous study is entitled 'An Analysis of Compliment and Their Responses in the Film Entitled Letter to Juliet (A Pragmatics Approach)' Conducted by Murti (2013). This study, took a pragmatic approach to analyze compliments and their responses in the film "Letter to Juliet." It falls under the category of descriptive qualitative research. Total sampling was employed as the data collection technique, encompassing all conversations containing compliments and their corresponding responses in the film.

There are similarities and differences between the previous study research above and this research. Similar findings are compliment expression, the type, function, and response used are almost the same. The differences between the previous study researchers above and this research are the object of the study. The researcher of this research analyzes Zootopia films, whether analyze Mean Girls film, Letter to Juliet, and P.S. I Love You Novel.

1.4. Research Question

Based on the research background, the problem statement is as follows:

1. How many topics of compliments do the main characters of the film Zootopia use?
2. What are the compliments responses used by the main character in the film Zootopia?
3. How is the application of compliments expression used by the characters in the Zootopia movie for teaching speaking?

1.5. Contribution of The Study

This study leads to the development of authentic teaching materials and practical classroom strategies aimed at improving EFL students' speaking skills. By using a popular movie, the study boosts student engagement and motivation. It effectively bridges the gap between pragmatic theory and classroom practice, offering a model for integrating theoretical insights into teaching. The study also informs curriculum development and promotes cultural awareness, providing valuable resources for enhancing speaking skills in EFL contexts.

2. Method

2.1. The Research Methods

The researcher conducts the study using descriptive qualitative research. The descriptive approach is used to obtain information about the current state and situation. When doing research, this approach discusses the characteristics of the current situation and inquires about the reasons for certain events.

According to Creswell & Creswell (2018), Qualitative research is an approach used to explore and understand the significance that individuals or groups attribute to a particular social or human context. The research procedure involves formulating questions and methods, collecting data within the participants' surroundings, analyzing the data in a bottom-up manner, moving from specific observations to overarching themes, and interpreting the meaning of the data. The format of the final written report can be adjusted as needed.

Based on the statement above, qualitative methods were employed to aid the researcher in portraying the details. The analysis will yield a depiction of the research achieved through observations of individuals or groups. Qualitative methods, specifically the descriptive approach, represent the most effective strategy for the researcher to analyze the data.

2.2. Subjects

The main subject of this study is nonverbal and verbal compliments expression. Verbal compliments are conversations and utterances spoken by the characters in Zootopia films that feature compliments in the form of words, phrases, and sentences. Nonverbal expressions, such as body language, facial expressions, smiles, eye contact, touching, and intonation, were used by the characters to reinforce their compliments. The entire dataset was derived from the English subtitles of the film Zootopia.

2.3. Data Collection Techniques

Researchers employ systematic approaches and tools to acquire information and data for their studies, constituting data collection techniques. These methods play a crucial role in the research process, facilitating the acquisition of valuable insights, the discovery of patterns, and the exploration of the complexities inherent in the subjects being studied. The following are several steps in data collection techniques by researchers:

1. Searching and reading the synopsis of the Zootopia film.
2. Determining the main source and English subtitles of the Zootopia film.
3. Watch the Zootopia film carefully.
4. Finding scenes, utterances, or subtitles that relate to compliment expressions.
5. Giving code for each data.

2.4. Research instrument

Bogdan & Biklen (1998) assert that qualitative research primarily relies on the natural environment as the primary data source, with the researcher serving as the principal instrument. In this role, the researcher fulfills multiple functions, including designing the study, collecting data, analyzing information, interpreting findings, and reporting outcomes (Moleong, 2001).

The researcher, as a human instrument, selects the informant as the data source gathers and analyzes the data, and concludes. As a result, the researcher is the instrument of this study. The data was gathered, identified, categorized, evaluated, and concluded by the researcher. However, the researcher also needs certain supporting instruments, such as a laptop or personal computer, internet access, and a headset to assist with data collection.

2.5. Data analysis techniques

After collecting the data, the researcher took some steps to analyze them. The steps are as follows:

1. Classifying compliment strategies and the ways of expressing complimenting.
2. Describing and discussing the compliment expressions.
3. Describing the application of compliments as a compliment strategy expressed by the character in the film entitled Zootopia and its application for teaching speaking.
4. Drawing a conclusion based on the analysis.

3. Findings and Discussion

In this research, researchers used the four main compliment topics of Holmes (1955) and Ishihara & Cohen (2010) theory to classify and analyze the data. The four main compliment topics are appearance, possession, skills or abilities and personality. The findings of the research can be seen in the table below:

Table 1. Findings Topic of Compliments

Topic of compliments	Frequency	Percentage
Appearances (App)	3	15%
Possession (Pos)	3	15%
Skill or abilities (SoA)	11	55%
Personality (Per)	3	15%
Total	20	100%

Based on the table above, the researcher may conclude that there are four topics of compliments based on its topic found in Zootopia movie. The four topics of compliments are Appearances, Possession, Skill or abilities, and Personality. Mostly found the topic of compliments is Skill or abilities.

The percentage of the compliments found in Zootopia movie based on its topics is found from the count below:

$$\begin{aligned} \text{Appearance} &: \frac{3}{20} \times 100\% = 15\% \\ \text{Possession} &: \frac{3}{20} \times 100\% = 15\% \\ \text{Skill or abilities} &: \frac{11}{20} \times 100\% = 55\% \\ \text{Personality} &: \frac{3}{20} \times 100\% = 15\% \end{aligned}$$

The appearance deals with personal appearance such as a physical appearance. It can be found in data 229, 477, and 894. The data discuss the Speaker's positive value at the addressee's physical appearance. In these data, the speakers employ polite adjective cute, sweet and verb love to reflect positive comments. It is used to express something good.

The possession deals with personal belongings or profession. It can be found in data 47, 877, and 1066. The data discuss the speaker's positive value at the addressee's personal belongings or profession. In these data the speakers employ polite adjective better, fluffy and verb love. It is used to express something good.

The topic of Skill or abilities includes the categorical reference to skill, talent of the personal qualities and taste. The data of the Skill or abilities are 89, 114, 134, 924, 938, 1050, 1111, 1122, 1174, 1318, and 1521. The speakers employs polite adjective awesome, proud, clever, hot, pretty and noun hero.

The compliment on personality traits only happens in the situation in which set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaption to, the intrapsychic, physical and social environments. The topic of personality traits can be found on the data 337, 1038, and 1356. The speakers employ the polite adjective great, cool and sentence you are so much more than that.

The detail information can be seen in the table below:

Table 2. Findings Compliment Response

Topic of compliments	Data number	Percentage
Appearance (App)	229, 477, and 894	15%
Possession (Pos)	47, 877, and 1066	15%
Skill or abilities (SoA)	89, 114, 134, 924, 938, 1050, 1111, 1122, 1174, 1318 and 1521	55%
Personality (Per)	337, 1038, and 1356	15%
Total	20	100%

Based on the calculation above, Skill or abilities is the most dominant topic of compliments found. The percentage of Skill or abilities is 55%. Then followed by appearance with percentage of 15%, Possession with percentage of 15% and the last is personality in percentage of 15%. There is found more Skill or abilities topic of compliments than others because in *Zootopia* movie the characters have done to do something awesome or they are success through something difficult.

Table 3. Total Compliment Expression

Compliments response	Frequency	Percentage
Agreement (agr)	15	75%
Non-agreement (non-agr)	5	25%
Other interpretations (oth)	-	-
Total	20	100%

In this study, researchers used Herbert (1986) theory to classify and analyze data. There are three main responses to compliments, there are agreement, non-agreement and other interpretation. Based on the table above, the most frequent response found is agreement.

The percentage of the compliments found in *Zootopia* movie based on its response is found from the count below:

$$\text{Agreement} : \frac{15}{20} \times 100\% = 75\%$$

$$\text{Non-agreement} : \frac{5}{20} \times 100\% = 25\%$$

Most of the addressees respond to the compliment by agreeing the compliment. Most of them agree the compliment by appreciation token, including verbal and non-verbal agreement.

There are 15 data showing response of acceptance. They are data 47, 89, 114, 134, 337, 477, 877, 924, 1038, 1050, 1066, 1122, 1174, 1356, and 1521. Based on the data 47, 89, 134, 337, 447, 877, 1066, and 1521 the addressee response to the compliment by saying 'Yes! Your dad, me... your 275 brothers and sisters. We're changing the world! ; Well, he was right about one thing. I don't know when to quit; Guys...I've been working for this my whole life.; Well, that is high praise.; thank you.; hey.; and thank you, ma'am. In the data 924, 1050, 1122, 1174, and 1356 the addressees no response to the compliment but just by smiling which can be classified as agreement. In this context, giving smile is a non-verbal language to represent the expression "thanks".

In the data 114 the addresses response to the compliment by coming forward and stand on the podium can be classified as agreement. Also, in the data 1038 which the addresses respond to the compliment by looks away embarrassed can also be classified as agreement.

There are 5 data showing response of non-agreement. They are data 229, 894, 938, 1111, and 1318. Based on those data, the addressee response to the compliment by saying 'You probably didn't know, but a bunny can call another bunny "cute"... but when other animals do it...it's a little.; My child, we may be evolved, but deep down...we are still animals.; It's me! Did you think it was real? It looks so real! It's not, it's just a new app.; how dare you; I'm not a hero.

The researcher did not find any data showing response of other-interpretation. There for there are 0 data that showing response of other-interpretation.

The detail information can be seen in the table below:

Table 4. Detailed Compliment Expression

Data number	Topic of compliment	Responses
47	Possession	Agreement
89	Skill or abilities	Agreement
114	Skill or abilities	Agreement
134	Skill or abilities	Agreement
229	Appearances	Non-agreement
337	Personality	Agreement
477	Appearances	Agreement
877	Possession	Agreement
894	Appearances	Non-agreement
924	Skill or abilities	Agreement

938	Skill or abilities	Non-agreement
1038	Personality	Agreement
1050	Skill or abilities	Agreement
1066	Possession	Agreement
1111	Skill or abilities	Non-agreement
1122	Skill or abilities	Agreement
1174	Skill or abilities	Agreement
1318	Skill or abilities	Non-agreement
1356	Personality	Agreement
1521	Skill or abilities	Agreement

The table shows the responses of the addressees toward the compliment. The addressees respond to the compliments in various ways. In responding the compliments, most of the addressees accept or agree the compliments. There are 15 data (75%) show agreement responses, including verbal and non-verbal agreement. There are 5 data (25%) show non-agreement. There are no data found show other interpretation.

The findings shows that the Zootopia movie have variety of compliments. The characters of the movie have many ways of giving compliments to the other characters. The findings above can be used as materials for learning speaking, especially for Senior high school student.

The Zootopia movie can be used as the media to teach speaking on tenth grade students of senior high school. It can be applied in basic competence of the basic expression in social interaction for the sake of life. The indicator is student learn about compliment expression. The Zootopia movie can help student's vocabulary, pronunciation, and expression in the material of complimenting. The form of the application in this sub chapter is lesson plan.

Subjects: English

Semester: 1

Class: X

Basic competencies:

3.2 analyzing social function, text structure, and linguistic elements of interpersonal oral and written interaction texts that involve the act of giving congratulations, compliments, and the response, according to the context of its use

4.2 compile simple oral and written interpersonal interaction texts that involve the act of giving and congratulations, compliments, and responding by paying attention to social function, text structure, and language elements that are correct in context

Subject matters: congratulating and complimenting others

Time allocation: 1x2 JP

Sessions: 2

Learning method: PJBL

Learning resource: Internet, *Zootopia* Movie

Learning steps

Introduction

1. Students and teachers start by praying together.
2. Students are greeted and carry out attendance checks together with the teacher.
3. Students together with the teacher discuss the agreement that will be implemented in learning.
4. Students are given an explanation regarding modes, models, media, methods, descriptions of activities during 2 meetings, as well as the type of assessment that will be carried out. Students are expected to study the material independently and, if necessary, seek additional material from other sources.
5. Students and teachers discuss through trigger questions:
 - a. Someone just say that you are beatifull/handsome/goodloking, how do you feel?
 - b. How do you prasi someone?

Core activities

<ol style="list-style-type: none"> 1. Through questions and answers, sharing and discussion, students explain the results of literature studies or browsing about compliments. 2. Students receive general exposure to knowledge about compliments by the teacher. 3. Students study further material about compliments expression. 4. The students watch some Zootopia movie clips relating to the compliment expressions and responses carefully. 5. The students identify expressions related to the compliment expressions and responses 6. The students and their groups mimic expressions related to the compliment expressions in the Zootopia movie 7. The student identify the language features of compliments expression and responses. 8. With the guidance and direction of the teacher, the students questioned the compliments expressions and responses in Zootopia movie that had not been understood 9. The students question other things related to compliments expressions and responses. 10. With the guidance and direction of the teacher, student ask, among other, compliment in English or Indonesia 11. Students form discussion groups. 12. Students in groups discuss and create transactional text using the guidelines given by the teacher. 13. The students make transactional text about compliments expression 14. Students with teacher guidance analyze the transactional text that have been presented.
<p>Closing</p> <ol style="list-style-type: none"> 1. Students can ask the teacher things they don't understand 2. Students communicate the obstacles they face while working 3. Students receive appreciation and motivation from the teacher. 4. The teacher explains the material that will be studied at the next meeting

Fig. 1. Lesson Plan

4. Conclusion

Based on the research findings and discussion, the researcher make conclusion that can be described as follows: First, there are four topics of compliments found in Zootopia movie. There are 3 data (15%) of appearance, 3 data (15%) of possession, 11 data of skills or abilities (55%), and 3 data of personality (15%). The result of the analysis shows that 20 data found. Second, there are two responses of compliments found in Zootopia movie. There are 15 data (75%) of agreement, and 5 data (25%) of non-agreements. The result of the analysis shows that are 20 data found. Third, the application of this study can be applied in the teaching speaking in the X grade senior high school first semester which proper in expression of congratulating and complementing others on syllabus of K13 in basic competence 3.2 the material which closely related with expression of complimenting. Teacher can use utterances contain compliment expression in the Zootopia movie in teaching compliments expression.

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