

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aims of this study was to investigate the different types of politeness strategies utilized by the characters in the *Elemental: Forces of Nature* movie and to analyze the film's educational implications. The findings indicated that the characters employed a range of politeness strategies throughout the dialogue. This study based on Brown and Levinson's theory, which includes four main strategies: bald-on record, positive politeness, negative politeness, and off-record. These strategies were utilized to manage social interactions, express empathy, resolve conflict, and encourage collaboration among the diverse elemental characters, reflecting their cultural and personal differences.

In terms of educational impilcation, this movie *Elemental: Forces of Nature* is not only entertaining but also educationally rich. It can be effectively integrated into language, character, and civic education to enhance students' communication skills, emotional awareness, and cultural sensitivity. From a language education perspective, this film is rich in examples of pragmatic functions of language, particularly polite and impolite speech acts. Through various interactions, for example between family members, customers and shopkeepers, government officials, and romantic interests. This film illustrates how language is used to express empathy, maintain relationships, manage conflict, and handle emotional breakdowns.

This study contributes to the field of pragmatics by demonstrating that animated movies, often overlooked in linguistic research, can serve as rich sources for analyzing politeness strategies. The use of film as data highlights how fictional dialogues mirror authentic communication patterns, thus

broadening the context of politeness research. This study has a limitation, the data were drawn from a single animated movie, which may not represent broader discourse practices.

Despite these limitations, the study offers a novel perspective by showing that popular media particularly animated movies can be used not only for entertainment but also as authentic material for pragmatic studies in English as a Foreign Language (EFL) contexts. This highlights the potential of integrating media-based content into both research and classroom practice.

B. Suggestions

1. For Educators

Teachers are encouraged to integrate movie dialogues into classroom activities to foster pragmatic awareness and enhancing students' speaking skill through the dialogue from the movie. Teachers can use selected scene from the film to prompt discussions about how characters use language to maintain relationships and handle social dynamics.

2. For Language Learners

Students should develop **self-reflection** on their communication style and pay attention to pragmatic choices in interaction. By analyze the dialogue in the film to identify and practice various politeness strategies and then role-playing and script rewriting based on the film can enhance learners' pragmatic skills, speaking skill and cultural sensitivity.

3. For Future Researchers

Future studies could explore comparative research between animated movies and live-action films to identify similarities and differences in politeness expression. Cross-cultural studies may also provide insight into how politeness strategies vary in different cultural

contexts. Moreover, further investigations into impoliteness strategies could enrich the understanding of pragmatic phenomena in film discourse.