

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the results of data analysis in chapter IV, Zootopia movie contains of many idioms and the research entitled “**An Analysis of Idiomatic Expression in Zootopia Movie Directed by Byron Howard and Rich Moore**” can be drawn a conclusion, as follows:

1. The first research question to categorize the idioms found in Zootopia movie. The researcher found out 94 data and categorized them into 4 types of idiom according to Boatner and Gates theory they are lexemic idiom which consists of verbal idiom, nominal idiom, adjectival idiom and adverbial idiom, phraseological idiom, frozen idiom and proverb idiom. For the first type of idiom, verbal idiom becomes the most often appeared in the script with the highest percentage 61.7% and it is followed by phraseological idiom who took second place with percentage 24.5%. The third type of idiom that often appeared is adverbial with the percentage 7.4% and followed by nominal 3.2% and adjectival idiom 2.1%. Proverb idiom took the last place to be the type of idiom that frequently used by the characters in Zootopia movie with the percentage 1.1% because there is only 1 datum found in the script. Furthermore, the researcher didn't find any frozen idiom in the movie script, it is because not all of idioms could be written in two ways. The frozen idiom is written in a one way in order to preserve its meaning.
2. The second research question is to describe the contextual meaning of the idioms found in Zootopia movie. The researcher used three dictionaries, they the 4<sup>th</sup> edition of American Idiom Dictionary by Boatner, Gates and Adam Makkai Dictionary (2004), NTC's English Idiom Dictionary by Richard and Betty (1998), and online web dictionary *thefreedictionary*. The researcher described 21 data out of 94 data as the representative. In order to know the contextual meaning, the researcher analyzed the whole sentence of the idiom and watched the movie to give a better description. This result indicates that the translator should not insist on using the idiomatic expression as the match, as this can lead the translation to be non-equivalent or lose its meaning. Because of the cultural and linguistic differences between the source and target languages, it is thought that translating an idiomatic

statement by its meaning is easier than translating it into an idiom in the target language text.

As an example is from datum 3, the idiom **gave up** derived from the phrase **give up** which has meaning as **to surrender** in this movie. It is used when Judy's parents gave up on their dream and they convey their daughter to surrender as well because it seems to be impossible to be a rabbit cop. The contextual meaning of idioms found in this research mostly had the same meaning as literal translation, but some were not. If this idiom translated literally, the meaning cannot be understood clearly by the students because it will produce different meaning. Furthermore, the literal meaning of this idiom in Indonesian is *memberi atas*.

## **B. Implications for Education**

The English language has become an International language which means it is used by all people around the world. This shows how important English is for everyone, especially in education field. Furthermore, the researcher aims to give contribution in the field of English education with the hopes this research can be a reference to the teachers or lecturers who teach English in the class. Considering how important English is, there are also some challenges to learn English language. One of the challenges is the vocabulary which as important as learning English language. There are billions of English vocabularies and it must be difficult to remember each words and that is the problem. The students may find the phrases or sentences while learning vocabulary that difficult to understand by grammar theories and it is called by an idiom which becomes one of the most significant aspects of English language.

The students can learn idiom through formal or informal circumstance. Lectures, academic articles, and business reports all contain idiomatic language considered as formal expression, while literature, music, and movie all contain informal expressions. This statement is also supported by Seidl and McMordie theory which saying the exact same. By studying English idiom, the students will be able to speak naturally like native speakers because they mostly inserted idioms in their daily conversation. Moreover, the students can understand what the native speakers say easily.

### C. Suggestions

The researcher can make the following recommendations based on the findings of this research, as follows:

1. For Teacher

Teachers must be able to establish an atmosphere and learning settings that are creative, imaginative, and directly oriented to students in order to increase the quality of English learning, particularly in the vocabulary subject. Students do not become bored while participating in learning as a result of the teacher's ability to manage, educate, design, and select the appropriate learning model that strives to achieve the required learning. Thus, the researcher suggests the teachers to use Zootopia movie as a learning tool. By using movie as a learning tool, the researcher believes that students will not get bored during the teaching and learning process and they will understand the contextual meaning quickly through a movie. Furthermore, there is frequently a moral value in the movie that students might emulate. Teachers can thus provide advice, moral value or support about idiomatic expression through subjects, books, comics, movies, and song using this method.

2. For Students

The researcher contends that idioms learned in English can be passed on through any media. Learning English, including as a student, does not have to follow a curriculum or be given through schools. Furthermore, numerous forms of entertainment, such as films, novels, and comic books, employ idiom terms to deliver advice to its fans. So that it can be an alternative model and new innovation in learning so that students do not get bored.

3. For other Researchers

The researcher hopes this research will serve as a reference and consideration for the development of various new studies, as well as the ability to conduct the same research with broader and varied variables.