

AN ANALYSIS OF DISPREFERRED RESPONSES EXPRESSED BY MEI LEE IN “TURNING RED” MOVIE

Aris Farhan Fahrudin¹, Zulaikah², Jelita³

Universitas Nurul Huda

e-mail: arisfarhan052002@gmail.com¹

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A B S T R A C T

This research aims to describe the types of dispreferred responses expressed by Mei Lee, the female lead character in Turning Red movie, and to reveal the functions of the dipreferred responses respon used by Mei Lee in the movie. This research used a descriptive qualitative approach. The data were the second part utterances spoken by Mei Lee. The dialogues between Mei Lee and the other characters in the movie were used as the context of the data. Meanwhile, the data source is Turning Red movie. The primary instrument of this research was the writer himself. The writer analyzed the data taken from the movie script as the secondary instrument. The results of this research are as follows. First, there are four of five types of dispreferred responses found in the movie. They are (1) assessment-disagreement, (2) invitation/offer-refusal, (3) question-no/unexpected answer, and (4) blame-admission. Question-no/unexpected answer dispreferred response is the main type performed by Mei Lee in the movie. This happened since he was a bit rebellious and hard to answer other characters' question because of situation. Second, there are four functions of dispreferred responses found in the Turning Red movie. All functions are based on the situational context in which the conversation occurs. The functions of dispreferred responses are (1) to express the speaker's disagreement, (2) to defend the speaker's argument, (3) to state the speaker's own reasons, and (4) to express the speaker's opinion. Mei Lee often uses dispreferred responses to express the speaker's rejection and to express the speaker's disagreement. These functions emerge as a result of Mei Lee's disagreement with the first speaker's opinion or assessment of her.

INTRODUCTION

This chapter consisted of: (1) Background of the Research, (2) Problem of the Research, (3) Limitation of the Probem, (4) Formulation of the Problem, (5) Object of the Research, and (6) Significance of the Research.

Background of the research

Language was a complex communication system used by humans to convey thoughts, ideas and feelings. This involved the use of words, sentences, and symbols that had specific meaning. Language was not only limited to verbal aspects, but also included nonverbal elements such as facial expression, body movements and voice intonation. (Dewi Kustanti, 2017) it was stated that language as communication tools between humans had the meaning of conveying ideas or human ideas and thought. Language could also influence people's attitudes and behavior. Language was the foundation of conversation because through language, ideas, information and feeling could be conveyed and understood. People used language to convey ideas, exchange information, express feeling, and establish social interactions.

In everyday life, humans will never be separated from communication and social interactions because of the nature of humans as social creatures. In the communication aspect, someone was expected to carry out a conversation. Conversation a verbal interaction between two or more people was a complex, pervasive, and consequential human behavior (Yeomans, 2023). When having a conversation, someone produces sentences or utterances. In the process of conversation, one must know the procedures to be followed. Word choice and response expectations would also be considered. Two people or participants in the conversation act as speaker and listener, where the speaker conveyed the meaning of the conversation and expects the listener to give or said the expected answer. Conversation included non-verbal aspects such as facial expressions, body movements, and voice intonation. All of this contributed to conveyed meaning and nuance in the conversation. According to (Liddicoat, 2022) Conversation was the way in which people socialized and developed and sustain their relationship with each other. When people converse, they engage in a form of linguistic communication, but there was much more going on in a conversation than just the use of a linguistic code. Much that was important in conversation was carried out by things other than language, including eye gaze and body posture, silences, and the real-world context in which the talk produced. The choice of words and the expectation of the answers would also be considered. Two persons, or so called the participants of the conversation were acting as the speaker and the hearer, in which the speaker delivers the purpose of the conversation and expects the hearer to give or said the expected answer. According to (Dubberly, H., & Pangaro, P., 2009), Conversation was the development of exchange between participants. Each participant was a “learning system”, that was a system that changes internally as consequence of experience. It was very complex this type of interaction was also quite powerful for conversation was the means by which knowledge exists delivered and new knowledge generated. Conversation was a requisite for agreeing on goals, as well as for agreeing upon and coordinating our actions.

Pragmatics was a subfield of linguistic research that focuses on the meaning communicated by a speaker and interpreted by a listener (Ika Alya Iqlima, 2016). Pragmatics focuses more on what lies behind the utterances, sentences, and dialogues from the first speaker to the second speaker. Pragmatics as a contextual meaning involved the interpretation of what people meant in a particular context and how the context influences what was said. One of the components of pragmatics was adjacency pairs.

Adjacency pairs were the automatic 2 sequences which consist of a first part and a second part. The first speaker (the speaker) and the second speaker (the hearer) would take turns as the conversation was going (Yule, 1996). Adjacency pair was a

fundamental element in conversational analysis. Basically, adjacency pairs were the pairs of utterances that were ordered in first and second parts, where the first part necessarily requires a particular or range of specific type for the second pair. Often, utterances were paired in accordance with the communicative function. For instance, usually a greeting was paired with a greeting response. Hence, when a speaker utters, Good morning, the expected paired response was Good morning. Adjacency pairs could become dispreferred responses when the responses given by the interlocutor do not match the expectations or social norms that applied in a conversation. This could happen for a variety of reasons, including disagreement, rejection, or confusion about the question or invitation asked.

Dispreferred Responses were responses that were unexpected by the first speaker. According to (Yule, 1996) dispreferred responses were a subsequent action that was structurally unexpected. Even though it was not expected by the first speaker, the second speaker could not avoid it by saying that they chose it because of their wishes. However, they still had to respond by considering the context and applicable social norms. The overwhelming impact of dispreferred responses was that more time and language are used. From a pragmatic point of view, Dispreferred Responses would represent distance and lack of connection in conversation. They typically involve indirectness or a form of avoidance, and they can make interactions feel less personal or engaging. For instance, if someone asks you about your weekend plans and you respond with a very vague or non-committal answer like “Oh, you know, just the usual,” it can create a sense of distance. From a social perspective, it was easy to see why participants in a conversation try to avoid creating a context for those who do not like the conversation. Conversations between those who were close would tend to produce fewer Dispreferred Responses than conversations between those who were still in social relationships. The amount of talk used to achieve a particular social action in a conversation was a pragmatic indicator of the relative distance between participants.

This research was conducted to provide additional information and insight regarding conversations in English, especially regarding preferred responses. Readers will be enriched through perspectives on preferred responses and their types and functions.

Based on the explanation above, the researcher aimed to carry out research entitled “An Analysis Of Dispreferred Responses Expressed By Mei Lee In “Turning Red” Movie”

RESEARCH METHODS

This chapter presents research methodology, it contained: (1) Method of Study, (2) Object of the Data, (3) Source of the Data, (4) Technique for the Collecting the Data, (5) Technique For Analyzing the Data.

Method of the Study

This study was a kind of qualitative research. According to (Monique Hennink et al., 2020) In broad terms, qualitative research was an approach that allows you to examine people's experiences in detail by using a specific set of research methods such as in-depth interviews, focus group discussions, observation, content analysis, visual methods, and life histories or biographies. Other theory stated by (Vibha Pathak et al., 2013) Qualitative method was used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non numerical data. The integration of qualitative research into intervention studies was a research strategy that was gaining

increased attention across disciplines. Overall, qualitative research plays an important role in the social sciences, humanities, and various other disciplines by providing rich and in-depth insights into human and societal phenomena.

This research would use descriptive research. According to (Atmowardoyo, 2018) Descriptive research was defined as a research method used to describe the existing phenomena as accurately as possible. The phenomena observed in descriptive research were already available. What was necessary for a researcher to do was collecting the available data through the use of research instruments such as test, questionnaire, interview, or even observation. On other theory stated that (Kelley E. Swartzell et al., 2007) Descriptive Research provides important information about the population or phenomenon being studied. Descriptive research seeks to explain what was common, prevalent, or already exists in a population. It does not attempt to predict or manipulate an outcome, as was done in experiments or inferential research. Descriptive research only aims to answer the questions, who, what, when, where, and how. Descriptive statistics help us better understand the data collected in research investigations and “help simplify large amounts of data in a way that makes sense.”

Based on several theories mentioned above, the researcher would be guided by the theory initiated by Monique Hennink and Kelley E. Swartzell as a guide for conducting research.

Source of the Data

The main data source for this research was the Turning Red movie, produced by Walt Disney Pictures and Pixar Animation Studios and distributed by Walt Disney Studios Motion Pictures. Written and directed by Domee Shi, produced by Lindsey Collins, and starring Rosalie Chiang and Sandra Oh.

Technique For collecting the Data

The benefit of data collection techniques was that they could obtain data. Understanding data collection techniques meant that researcher would obtain data that meets certain data criteria. In this research, the researcher would do the step as below:

1. Watch and analyze scene in movie “Turning Red” and observed the object of the research.
2. The researcher matched the dialogues in the movie and the movie script.
3. The researcher selected the relevant data from the movie and then classified them.
4. The researcher transferred the data into a data sheet.

Technique the Analyzing the Data

1. The researcher would analyze each datum taken from the movie script according to the theories in the literature review.
2. The researcher would re-analyze the data until the relevant data were reached.
3. The researcher would write the conclusion of the result.

RESULTS AND DISCUSSION

This chapter discussed the findings and discussion. The findings consisted of data presentation and data analysis based on the Dispreferred Responses in Turning Red Movie. The results of the analysis are discussed further in the next section.

Findings

In this findings reveals several key findings. First, Mei Lee's Dispreferred Responses often serve to avoid conflict or maintain social relationships with other characters, reflecting the social pressures she experiences as an adolescent. Second, the use of these responses demonstrates Mei Lee's discomfort in dealing with situations

involving changes in personal identity and family expectations. Third, these responses are often accompanied by complex verbal and non-verbal expressions, such as uncertainty and awkwardness, which add depth to Mei Lee's character and enrich the film's narrative. These findings highlight how the film uses dialogue and characterization techniques to depict the emotional and social dynamics of an adolescent in the process of finding her identity.





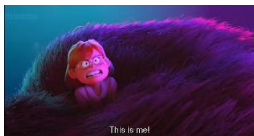
Table 1. Code types of dispreferred responses

No	Types	Code
1	Assessment – Disagreement	AD
2	Offer/invite-Refusal	OIR
3	Question – unexpected answer	QU
4	Blame – Admission	BA

A. Assessment – Disagreement

In this part, the researcher found 5 Assessment–Disagreement in “turning red movie. It could be seen in table 2.



Table 2 finding of Assesment-Disagreement dispreferred responses in Turning Red Movie

NO	SCRIPT	TYPES	TIME	
1	Ming lee : It's going to be okay. Mei lee : <u>it's not!</u> Will you just get out?	AD	17.37	
2	Miriam : Mei. It's gonna be okay. Mei lee : <u>No, i-it's not.</u> I'm a freak.	AD	33.17	
3	Miriam : Look at you! You're not the same feather-dustin', straight-A, goody-goody... You're such a rebel now Mei lee : <u>Guys, I can't be like this forever.</u> My whole family would freak.	AD	57.33	
4	Ming lee: It's okay. We can do it again. Mei lee :..... Ming lee: mei mei? Mei lee : <u>I'm keeping it.</u>	AD	69.59	
5	Ming lee : This isn't you! Mei lee : <u>This is me!</u>	AD	75.57	

B. Offer/invite-Refusal

In this part, the researcher found 2 Offer/invite-Refusal in “turning red movie. It could be seen in table 3.

Table 3 finding of Offer / invite-Refusal dispreferred responses in Turning Red Movie




NO	SCRIPT	TYPES	TIME	
1	Miriam : Wait! We're going karaokeing today. Priya : Come with us. Mei lee : <u>I... can't</u> . It's cleaning day.	OIR	04.46	
2	Miriam : We're all asking our parents tonight. Priya :We're making our stand. Abby : Yeah. You in or you out? Mei lee : <u>But I can't ask my mom</u> . I'm a furry ticking time bomb!	OIR	35.33	

C. Question – unexpected answer

In this part, the researcher found 8 Question–unexpected answer in “turning red movie. It could been seen in table 4.

Table 4 finding of Question- unexpected dispreferred responses in Turning Red Movie



NO	SCRIPT	TYPES	TIME	
1	Ming lee : Mei-Mei, what is this? Mei lee : <u>It's nothing. Just a boy</u> . He's no one.	QU	12.40	
2	Ming lee: Who is he? Did he do these things to you? Mei lee : <u>No! It's just made up, Mom!</u>	QU	12.45	
3	Ming lee: What have you done to my Mei-Mei? Devon : <u>Uh... Who?</u>	QU	13.15	
4	Ming lee: Now, is there anything else I should know about, Mei-Mei? Mei lee : <u>Nope. All good.</u>	QU	14.06	

5	Miriam : Why are you staring at Carter Murphy-Mayhew? Mei lee : <u>I wasn't.</u>	QU	21.36	
6	Miriam : What is with you? You're being weird. Mei lee : <u>I'm just really excited about math.</u>	QU	22.17	
7	Ming lee: Mathletes? Isn't it a little dangerous to join an after-school club now? Mei lee : <u>What's dangerous is an academic record with</u> a lack of extracurriculars.	QU	43.18	

D. Blame–Admission

In this part, the researcher found 2 Blame–Admission in “turning red movie. It could be seen in table 5.

Table 5 finding of Blame- Admission dispreferred responses in Turning Red Movie

NO	SCRIPT	TYPES	TIME	
1	Tyler : An overachieving dork-narc. Mei lee : <u>I accept and embrace all labels.</u>	BA	03.09	
2	Miriam : Mei, you threw us under the bus. Mei lee : <u>I know and I'm sorry.</u>	BA	72.02	

Discussion

After analyzing of the data was found that there were four types of Dispreferred Responses in script turning red movie there were Blame-Admission, Assessment-Disagreement, Question-No/Unexpected Answer, and Offer/Invite-Refusal.

1. Assessment-Disagreement

Assessment is the form of value to evaluate something. Sometimes, the way to assess something is not directly performed by the characters in the movie which lead to disagreement for the response. An example of assessment-disagreement can be seen in the dialogue between Ming Lee and Mei Lee below.

Ming lee: *It's going to be okay.*

Mei lee : *it's not! Will you just get out?*

The dialogue occurs when Ming Lee tries to calm Mei Lee who is panicking because her body has turned into a red panda. Ming Lee expresses that everything will be fine and there is nothing to worry about, but Mei Lee responds with disagreement.

Mei Lee is not sure that her being like that will be fine, and disagrees with Ming Lee's words.

In this data, disagreement is shown directly in the example because Mei Lee emphasizes it with "it's not!". The words expressed mean that Mei Lee responds negatively to Ming Lee's assessment of the situation he is in. Thus, it shows that direct disagreement is part of the dispreferred responses based on assessment-disagreement.

In another dialogue that shows disagreement being said directly by the second speaker, this occurs in the dialogue between Ming Lee and Mei Lee below.

Ming lee : This isn't you!

Mei lee : This is me!

The dialogue occurs when Ming Lee turns into a red panda because he is angry and disappointed with the behavior of his own child, Mei Lee, who cancels the ritual to release the red panda curse and prefers to go to the 4-Town concert with her friends, Miriam, Abby, and Priya. Ming Lee assesses Mei Lee that it is not her, but Mei Lee shows her disagreement by saying "it's me!" which makes Ming Lee even angrier.

In a conversation, the disagreement will follow the assessment as the second speaker shows that he or she does not agree with the first speaker. It is illustrated in the example of Miriam and Mei Lee's conversation below.

Miriam : Mei. It's gonna be okay.

Mei lee : No, i-it's not. I'm a freak.

This dialogue occurs when Mei Lee feels frustrated with her body condition that has turned into a red panda and she feels unsure about watching the 4-Town concert with her best friend, then Miriam tries to calm Mei Lee down but she responds negatively by giving her argument.

The next example occurs in the dialogue between Mei Lee and Miriam below.

Miriam : Look at you! You're not the same feather-dustin', straight-A, goody-goody... You're such a rebel now

Mei lee : Guys, I can't be like this forever. My whole family would freak.

The dialogue occurred when Miriam tried to convince Mei Lee not to perform the ritual to remove the red panda curse on her body, but Mei Lee responded negatively and argued that if she did not perform the ritual, her entire family would panic, especially her mother.

Next, the assessment-disagreement is also done by keeping silent for a moment and not responding to the first speaker's statement before finally giving a response of disagreement. An example of a dialogue between Ming Lee and Mei Lee is below.

Ming lee: It's okay. We can do it again.

Mei lee :

Ming lee: Mei Mei?

Mei lee : I'm keeping it!

The dialogue occurs when the ritual to release the red panda on Mei Lee's body fails, Ming Lee gives an assessment that it will be fine and invites her to do it again, but Mei Lee is silent for a moment before responding negatively and disagreeing to continue the ritual by saying "I'm keeping it!" which made Ming Lee, and his entire family who helped with the ritual shocked and couldn't believe what Mei Lee said.

2. Offer/Invite-Refusal

To invite someone means asking someone to come together to an event. Invitations sometimes happen naturally, or they happen with careful planning. The

example of the dispreferred response of invitation/offer-refusal found in Turning Red movie is presented by Miriam, Priya and Mei Lee in the dialogue below.

Miriam : *Wait! We're going karaokeing today.*

Priya : *Come with us.*

Mei lee : *I... can't. It's cleaning day.*

The dialogue above occurred when Miriam, Priya, Abby and Mei Lee were in front of the shop and were discussing a famous boyband group, namely 4-Town, then Mei Lee told them that she had to go home immediately but Miriam held her back and invited Mei Lee to join her to a karaoke place, but Mei Lee responded to the invitation negatively by saying "I... can't. It's cleaning day", this response is a refusal which is included in the Dispreferred Responses type Offer/Invite-Refusal. Other examples of dialogue found in Turning Red Movie below.

Miriam : *We're all asking our parents tonight.*

Priya : *We're making our stand.*

Abby : *Yeah. You in or you out?*

Mei lee : *But I can't ask my mom. I'm a furry ticking time bomb!*

The dialogue above occurs when Abby, Priya, Miriam try to cheer up Mei Lee who is frustrated with the red panda curse that is on her, and invite her to join their plan to ask her parents for permission to watch the 4-Town concert which will be held in a few weeks, but Mei Lee refuses the invitation by saying "But I can't ask my mom. I'm a furry ticking time bomb!", Mei Lee is worried because when her emotions are unstable she will suddenly turn into a red panda.

3. Question-No/Unexpected Answer

When someone is asking a question, she or he is expecting the answer to be preferred or with an answer that will fulfill her or his question. In dispreferred response, the second speaker is responding negatively through the question by giving a dispreferred or unexpected answer, or simply by giving no answer. The dialogue between Ming Lee and Mei Lee below is the example of question-unexpected answer.

Ming lee : *Mei-Mei, what is this?*

Mei lee : *It's nothing. Just a boy. He's no one.*

Ming Lee found a book under the bed in Mei Lee's room with an angry expression Ming Lee questioned the picture in the book to Mei Lee, with panic Mei Lee answered by saying "It's nothing. Just a boy. He's no one", The unexpected answer caused Ming Lee's anger to grow. The incident showed Questions-No/Unexpected Answer because Mei Lee did not answer as Ming Lee expected.

Another example of question-no/unexpected answer in dispreferred response can be seen in the dialogue between Ming Lee and Mei Lee. This situation occurs when Ming Lee asks again who the man in the picture is and takes whether the man really did what is in the picture and again Mei Lee gives an unexpected answer by saying "No! It's just made up, Mom!", in fact the picture is really just Mei Lee's imagination but that is not the answer that Ming Lee expected. The dialogue below.

Ming lee : *Who is he? Did he do these things to you?*

Mei lee : *No! It's just made up, Mom!*

The dialogue between Ming Lee and Devon below is another example of question-unexpected answer dispreferred response.

Ming lee : *What have you done to my Mei-Mei?*

Devon : *Uh... Who?*

This incident occurred when Ming Lee was trying to find out who and where the man in the picture was, then Ming Lee found the man named Devon in a minimarket, with full anger Ming Lee asked Devon what he had done to Mei Lee while showing the picture, Devon innocently answered "Uh... Who?", because Devon did not know who is Mei Lee.

Another example is found in the dialogue between Ming Lee and Mei Lee below.

Ming lee : *Now, is there anything else I should know about, Mei-Mei?*

Mei lee : Nope, All good

The dialogue occurred after Ming Lee humiliated Devon and he felt that he had protected Mei Lee from Devon, the man in the picture in Mei Lee's book, even though the picture was just Mei Lee's wild imagination. Mei Lee responded to Ming Lee's question with regret and shame.

The next example occurs in the dialogue between Miriam and Mei Lee.

Miriam : *Why are you staring at Carter Murphy-Mayhew?*

Mei lee : I wasn't

The situation above occurred when they were at school, Mei Lee looked at a man named Murphy, Miriam who realized this immediately asked Mei Lee, but Mei Lee responded negatively and avoided it even though Mei Lee was really looking at the man.

Next, Question-No/Unexpected Answer is also done by avoiding the question given by the first speaker. The following is an example of a dialogue between Miriam and Mei Lee.

Miriam : *What is with you? You're being weird.*

Mei lee : I'm just really excited about math.

At that time Mei Lee was still hiding the fact that she could turn into a red panda when her emotions were unstable, the dialogue took place at school Miriam realized that Mei Lee was acting strangely and then asked, Mei Lee gave an unexpected answer by evading and saying that she just felt excited about mathematics, Another example below.

Ming lee : *Mathletes? Isn't it a little dangerous to join an after-school club now?*

Mei lee : What's dangerous is an academic record with a lack of extracurriculars.

The next example occurs in the dialogue between Tyler and Mei Lee.

Tyler : *What are you wearing?*

Mei lee : Hey, Tyler. Happy birthday

The dialogue above occurred when Mei Lee came to Tyler's birthday party wearing a red panda costume, even though Tyler invited Mei Lee to entertain the guests who came in their original red panda form, with disappointment Tyler asked but Mei Lee's answer was beyond Tyler's expectations and where it was included in the category of Dispreferred Responses type Question-No/Unexpected Answer.

4. Blame-Admission

Blame is the act when people say or think that someone did wrong or that he or she is responsible for something bad happening. The act of blame leads to the expectation of denying the accusation or blame. Thus, the admission becomes a dispreferred responses. In this movie In this movie, the example of blame which leads to the admission is performed by Mei lee in the dialogue below.

Tyler : *An overachieving dork-narc.*

Mei lee : *I accept and embrace all labels.*

This dialogue occurs when Tyler sarcastically talks about Mei Lee as a girl whose behavior seems out of control. But unexpectedly, Mei Lee does not deny Tyler's statement and instead responds by saying "I accept and embrace all labels."

This data shows the admission response of the second speaker. As stated above, to be the preferred response, the second speaker should respond to the previous utterance with denial. However, Mei Lee clearly shows that she admission Tyler's statement by saying "I accept and embrace all labels". Another example of acknowledgement of error is shown in the dialogue between Miriam and Mei Lee in the dialogue below.

Miriam : *Mei, you threw us under the bus.*

Mei lee : *I know and I'm sorry.*

Mei Lee arrives after failing the red panda release ceremony from her body to join her best friends Miriam, Priya and Abby who are watching the 4-Town concert at SkyDome which has been planned for a long time, but Mei Lee's three best friends feel betrayed because when Mei Lee's mother accused them of being a bad influence on Mei Lee, she did not defend her best friend.

The dialogue above is categorized as blame-admission because Mei Lee does not deny the blame miriam puts on her.

After collecting the data, the researcher summarize the data into a table.

Tabel 2. Table frequency

No.	Type of slang word formation	Frequency	
		Data	Percentage(%)
1.	Question-No/Unexpected	8	47%
2.	Assessment - Disagree	5	29%
3.	Offer / invite refusal	2	12%
4.	Blame - Admission	2	12%
Total		17	100%

Based on discussion of dispreferred responses that were used in the shelected script turning red movie, there were 17 data collected in this result. From these data, Question-No/Unexpected Answer was type of dispreferred responses that mostly used in Turning Red movie, there were 8 dialogue data the writer found. After that, there was Assesment-Disagreement had 6 dialogue data. Then, Offer/Invite-Refusal had 2 dialogue data, and Blame-Admission had 2 dialogue data. It shows that from 17 data of dialogue formation in movie turning red, Question-No/Unexpected Answer is type of dispreferred responses that mostly used it is about 47%. After that Assesment Disagreement was the second type of dispreferred responses that mostly used with the percentage of 29%. Then, Offer/Invite-Refusal with the percentage of 12%, Blame Admission with the percentage of 12%.

CONCLUSION

The last part of this thesis presented conclusion and suggestion. The conclusion and suggestion given were based on thel result of the study, especially the result of an analysis of dispreferred responses expressed by mei lee in Turning Red movie, The conclusion and suggestion were as follows:

Conclusion

Based on the findings and discussion in Chapter IV, a conclusion can be drawn. The writer formulated the following conclusion. There are four types of dispreferred responses found in Turning Red. Namely dispreferred response (1) assessment-

disagreement, (2) invite/offer-refusal, (3) question-no/unexpected answer, and (4) blame-admission. Of the four types of dispreferred response, the dispreferred response in the form of question-no/unexpected answer is the main type that is often done by Mei Lee in the Turning Red movie. The relationship between Mei Lee and other characters is the main reason for the dispreferred responses found in this movie. Because Mei Lee is a character who looks a little rebellious, she often gives negative responses to the first speaker's assessment or opinion about her.

There are four functions of dispreferred responses found in the Turning Red movie. All functions are based on the situational context in which the conversation occurs. The functions of dispreferred responses are (1) to express the speaker's disagreement, (2) to defend the speaker's argument, (3) to state the speaker's own reasons, and (4) to express the speaker's opinion. Among the four functions presented in the findings, it can be seen that Mei Lee often uses dispreferred responses to express the speaker's rejection and to express the speaker's disagreement. These functions emerge as a result of Mei Lee's disagreement with the first speaker's opinion or assessment of her.

Suggestion

Due to her limited ability and time, the researcher only conducts a study on preferred responses found in Turning Red Movie. Thus, the researcher suggested that other researchers conduct a research in pragmatic field with different points of view and sources of data. There are many other topics regarding conversations that can be researched, such as cooperative principle, speech act, implicature, and politeness.

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