CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research problem and the research findings of the data analysis, the conclusion can be seen as follows:

1) By analyzing the percentage distribution of argumentation elements in the film "Passengers" (2016), it can be concluded that the argumentation structure tends to be balanced and complex. The main claim and data dominate with percentages (36%) and (37%) respectively, indicating that this film focuses on presenting a core message supported by a variety of evidence or information. Even though the percentage is smaller, the warrant element (4%) remains present, providing a basis or reason that connects the claim and the data. Backing plays an important role with the percentage (15%), providing additional support to the warrant and strengthening the moral basis in the character's decision making. Qualifiers (2%) provides nuance on the extent to which the claim applies, while rebuttal with a percentage (6%) shows awareness of possible counter-arguments and responds to them. Overall, this percentage distribution reflects the filmmakers' efforts to present a balanced and in-depth argumentation structure. The film not only features claims and data as core elements, but also enriches the viewer's experience by providing additional support, nuance, and responses to potential contentions. Thus, this complex argumentative structure increases the film's narrative depth and provides an additional dimension to the message it wishes to convey to the audience.

2) Based on the percentage distribution of types of argumentation in the film "Passengers" (2016), it can be concluded that the argumentation structure of this film is very diverse and complex. Types of argumentation C-D dominate with a percentage (50%), indicating that presenting claims together with data is the main approach in building arguments. Furthermore, the C-D-B type of argumentation with a percentage (23%) shows a tendency to provide additional support for claims and data, which can strengthen the persuasiveness of the argument. The presence of the C-D-R type of argumentation (12%) indicates awareness of potential counter-arguments or contradictions to claims and data. Meanwhile, the C-D-W-B and C-D-W-Q types respectively have a percentage (6%) and (9%), showing complexity in the argumentation structure with the addition of warrant, backing and qualifier elements. This adds dimension to the basis of the argument and provides a deeper nuance to the audience's experience. Thus, the film "Passengers" effectively combines different types of argumentation to create a rich and interesting narrative. This varying percentage distribution reflects the filmmakers' efforts to present a balanced argument, respond to potential counter-arguments, and provide depth and complexity to the message they want to convey through their story.

B. Suggestion

After analyzing the arguments in the film Passengers (2016) using Toulmin's theory, Researchers provide suggestions to readers to the role of visualization in supporting arguments, as seen in films, should be used as a model

to teach students about the importance of presenting persuasive and interesting data. Language education can integrate technology and visual media to train students to present information in more effective and engaging ways, while increasing their understanding of the power of visuals in persuasion.

Focused on teaching argumentation skills by integrating various types of argumentation, including argumentation patterns that can be taken for example from films. Students can use films as visual learning material to understand how the elements of argumentation are combined effectively. This will give students a deeper understanding of the complexities of constructing and responding to arguments.

Incorporating additional elements of argumentation, as seen in film analysis, can provide a basis for studying the nuances of argumentation. Students who are skilled at presenting arguments by considering the extent to which claims apply and responses to counterarguments will become more critical and reflective readers. Using films as learning material can also provide additional benefits for readers. Film analysis can open discussions about language and persuasion in a broader context, helping students apply their skills to real-life situations. Thus, the integration of films into the language curriculum can increase student motivation and produce readers who are more knowledgeable and skilled in analyzing and building arguments.