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Presupposition in the Character of Judy: A Pragmatic Analysis of the Zootopia Movie Script

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ABSTRACT

Background: A well-grounded and accurate assumption helps in selecting appropriate lexical variations before expressing a statement in communication. Movies serve as an effective medium for this purpose, as they reflect real-life situations. In pragmatics, presuppositions allow listeners to recognize implied meanings and better understand communicative intentions.

Aims: This study examines the use of presuppositions in the *Zootopia* movie script by applying George Yule's (1996) theory of presupposition. It aims to identify the types of presuppositions expressed in the dialogue, analyze the educational character values demonstrated by the main character, and interpret the meanings conveyed through presuppositions in the movie script.

Methods: The study employed a qualitative content analysis design. The data were collected from the dialogues of the main character in the *Zootopia* movie script.

Results: A total of 106 presuppositional instances were identified. Existential and factual presuppositions were the most frequently occurring types. Additionally, five educational character values were found: (1) peacemaker, (2) curiosity, (3) discipline, (4) responsibility, and (5) hard work.

Implication: The interpretation of presuppositions allows audiences to gain deeper insights into the underlying meanings of the dialogue. Through movie scripts, viewers can not only engage with the storyline and character development but also grasp the film's core messages and objectives. Future research should extend beyond presuppositions to explore a broader range of linguistic phenomena.

Keywords: *Movie script; main character; pragmatics; presupposition; Zootopia*

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1. INTRODUCTION

Pragmatics is a study of meaning and the way to relate that speech to any provided situation by Leech (1983) ([Razzakberdiyevna, 2023](#)). Chen (2014), believes pragmatics is one of the most lively fields of linguistics. The study of pragmatics is primarily concerned with meaning and its definition as well as different communicative tasks that are provided by the speaker in a way that a reader or listener can interpret. Hymes (1971) in Young et al (2005) Make the case that pragmatics can be defined as the speaker's awareness of when, what, and how much to communicate. The guidelines of pragmatics are culturally

specific, and one learns to interpret the meaning of a speaker who is being hostile, sarcastic, overly formal, or courteous through social communication experiences. The more important aspects of pragmatics have indicated that it is the study of meaning that is related to the situation of speechmaking. This is partially to do with the understanding that the speaker and the listener need to be adequately informed (McNally, 2013).

In linguistic studies, the basis of speech is discussed as presuppositions. The presupposition is one of the core components of pragmatics that analyzes the statements a speaker makes. Intended speech act must be applicable in the circumstances, or to be felicitous (Ge, 2011). Khaleel (2010), argues that presupposition refers to the unexpressed facts of a proposition bedded in a judgment or utterance. It drives speakers to have more implied meaning to their listeners than what is spoken (Yudi, 2023). As people communicate daily basis, they often make use of suppositions to summarize, speed up, clarify, and simplify conversations. Effective communication depends on listeners or readers understanding what the speaker said based on their embedded presupposition. Following that, Lihan (2020), states presuppositions are extant in the speaker's cognitive sphere only if the audience understands them. Similar information must be mutually honoured as a verity by both the speaker and audience or at least has to be accepted as true (Colomina-Almiñana, 2018). This allows the listeners to come up with various presumptions, relying on the speaker's brief description as their main provider of information. Presuppositions refer to a statement that is taken as one-sided or assumed to be true in a judgment when making statements about other information (Jannah, 2022). Furthermore, Yule (1996), has divided presupposition into six types of presupposition types, namely existential presupposition, factive presupposition, non-factive presupposition, lexical presupposition, structural presupposition, and counterfactual presupposition. The objective of the classification together is to offer and unveil the validity of the classification (Saeed, 1995). Based on the explanation of the meaning of presupposition given previously, it can be seen that the definition of presupposition is a temporary conclusion or assumption of the speaker before saying something so that what is being said can be captured by the addressee.

The phenomenon of presupposition is also evident in the movie. Presupposition can be employed to analyze the contextual aspects of a movie. Movies are thought of as a form of media that captures people's social lives (Kristy et al., 2020). As we may have noticed, movies are also an interpretation of phenomena that occur in real life, particularly when it comes to characters in movies having conversations to share ideas, just like in real life. Therefore, the movie allows viewers to understand the storyline at any time and from any location by viewing a depiction of the entire setting that the theatre presents (Astikasari & Masykuroh, 2022). Moreover, strengthening a person's character may also be achieved by using engaging media, such as movies, because the narrative in movies is incredibly gripping and carries numerous messages for the audience (Yulistianti, Wibowo, Himawati, et al. 2023). This Zootopia movie has a story that is meaningful to the listener or reader. Moreover, this movie includes educational character values. Thus movies can provide us with meaningful values.

Character values raised through movies can influence audiences based on what they see. A good character in a movie can be an attraction and characteristic of the movie. Therefore, it is necessary to show examples of storylines in movies whose actors have good character values. According to Esianita & Widyawati (2020), there are 18 types of character educational values based on Kementrian Pendidikan Nasional (KEMENDIKNAS), including religiosity, honesty, tolerance, discipline, hardworking, creativity, independence, democracy, curiosity, national spirit, patriotism, highly regard achievement, friendly/communicative, peacemaker, good reader, environmental care, sociality, responsible. The value of character education is one type of message contained

in the movie. Wahyuni et al. (2023) show that there are character education values found in Ali dan Ratu-ratu Queens movie in the form of independent values, religious values, and teamwork values. The conversation that passed in the movie can serve as a good illustration of the value of character education because it reflects the complex case of character education that's necessary to discover what the main actors are trying to convey in their dialogue. Moreover, Esianita & Widyawati (2020) found a total of 15 character education values in the Aquaman movie they reviewed, however, the educational values that frequently appear in the movie are responsibility and peacemaker. Meanwhile, we can learn more using movie scripts as additional media for automatic discovery and annotation of scenes and human actions in videos (Duchenne et al., 2009). In this case, the movie script is an important element in the movie because the script covers the conversation spoken by the characters in the movie (Hilmi et al., 2018). Thus based on the explanation above, the authors want to use one of the movies that contains the points mentioned. As evidence, we can find presuppositions expressed by the main character in the *Zootopia Movie*.

This discrepancy in the literature underlines the need for further research that explores how the meaning of an utterance can lead listeners to interpret it in different ways. Many messages are implied, and the listener needs to understand well what the main character of the movie means. We simply witness the effects of the main character from her or his point of view (McGann & Schwartz, 1988). A good story was given. The character values carried by the main characters in the movie also allow the audience to recognize the real message. Eder (2010), states when main characters relocate externally, we generally assume it is because of some internal process. Earlier studies conducted by Astikasari & Masykuroh (2022) provide substantial perspective into the implicit assumptions that shape the dialogue of the characters and affect how the audience understands it.

1.1 Research Gap and Novelty

This study seeks to contribute to the understanding of how implicit meanings in utterances can lead to misinterpretations between speakers and listeners, while also exploring how a character in a movie script conveys educational character values. Unlike previous research that primarily focuses on presupposition as a linguistic phenomenon, this study examines presuppositions in the context of a movie script, making them more accessible and impactful to the audience. By analyzing the utterances of the main character, this research highlights how presuppositions shape meaning and enhance audience comprehension. Additionally, through an in-depth examination of dialogues, this study identifies the presence of implicit assumptions embedded within conversations and their role in fostering meaningful communication. The findings are expected to provide insights into how listeners interpret presuppositions and how these interpretations contribute to character education. This study offers a novel perspective by integrating pragmatic analysis with character education, bridging the gap between linguistic research and pedagogical applications.

1.2 Research Question

This study explores the role of presuppositions in shaping understanding within movie dialogues, emphasizing their function in conveying implicit meanings in everyday communication. By analyzing the utterances of the main character, this research aims to provide a linguistic analysis of presuppositions, offer insights into how they help mitigate misinterpretations in communication, and demonstrate how character values can be conveyed through dialogue. To achieve these objectives, the study addresses three key

research questions: (1) What types of presuppositions are conveyed by the main character in the movie script dialogue? (2) What educational character values are reflected through the main character's utterances in the movie script? (3) How are the intended meanings of presuppositions represented in the movie script?

2. METHOD

2.1 Research Design

This study employed a qualitative content analysis research design. Content analysis is a systematic method for interpreting written materials or content. Krippendorff (2004), content analysis as a research method that allows for the inference of meaning from texts through procedures that are reliable, reproducible in various contexts, and valid. This study emphasizes a qualitative approach as it describes the pragmatic phenomena contained in the movie script. It focuses on the kinds of presuppositions and the intents of presuppositions. Furthermore, it is to find the value of educational characters represented by the main characters in the movie script. The descriptive analysis offers a comprehensive overview of these phenomena concerning the theoretical framework of the utterances.

2.2 Research Objects

The objects of this study were Judy's expressions, the central character in the Zootopia movie script, sourced from *imsdb.com*. Meanwhile, this study looked at the various types of presuppositions expressed by the main characters, the character education values communicated through these characters, and describes the meaning contained in the different types of presuppositions found in the Zootopia film script.

2.3 Research Instruments

The data in this study were the data collected in the form of dialogue utterances and the description of behaviour by the main character in the film Zootopia. While the source of data attained in this study thorough documentation comes from the Zootopia movie script which can be accessed on the platform *imsdb.com*. The data in the present study, in the form of dialogues or utterances from the main character in the Zootopia movie script, contained presupposition and the character's educational values. However, in this study, the authors cannot control the participants and are unable to directly interview the people in the movie. Thus the authors are crucial in obtaining, developing, and investigating data from utterances to identify presuppositions and character educational values in the movie script.

2.4 Research Procedures

The authors processed the data through non-interactive (Sutopo, 2002). The authors are not involved in the interaction. The study procedures involve several carefully designed sequences: (1) downloading the Zootopia movie script from the *IMSDb* website; (2) watching the movie, attempting to understand it thoroughly, discovering some essential details to support this study and then looking for utterances that are applicable for the project; (3) reading and observing utterances in the movie script; (4) classifying the types of presupposition conveyed by the main character, the educational character values performed by the main character, and the intents of the presuppositions represented in the Zootopia movie script.

2.5 Data Analysis

The data analysis technique used in this study is content analysis. The essential aspect of content analysis is how the results of the analysis can be implied to anyone from the meaning that has been revealed. The purpose of content analysis is to interfere. Interference is obtained from identification and interpretation. During the analysis phase, the subsequent steps are undertaken: (1) breaking up the Zootopia movie transcript from the IMSDb website; (2) classifying data based on type; (3) identifying the presupposition based on its type; (4) developing the data by displaying detailed information in a table, such as consisting of the total amount for each type of presupposition. The way to calculate the percentage of each type of presupposition was as follows:

$$\frac{\sum \text{Certain Types of Presupposition}}{\sum \text{All Data}} \times 100\%$$

(5) concluding the data what, are the different kinds of presuppositions, kinds of educational character values, and the intended meaning that are identified in various situations by the main characters in their dialogue in the movie Zootopia.

3. FINDINGS AND DISCUSSION

3.1 Findings

This study addresses three main research problems, each of which is explored through a detailed analysis. The solutions to these issues are outlined in the following findings and discussion.

The Types of Presuppositions that Speakers Convey in the Dialogue

The first objective of the study conducted by the authors is to find out the various kinds of presumptions used by the main cast in the Zootopia movie script. The authors succeeded in discovering that in every dialogue that occurs through events experienced by the main character within the Zootopia movie, the authors categorized several kinds of presuppositions. As a result, 106 utterances were discovered by the authors and used as the analysis study's limitation data. The authors then looked into the kinds of presuppositions that were employed in the statements. To analyze the presuppositions in the main character's script for the Zootopia movie, the authors discovered six different sorts of presuppositions. Existential, factive, non-factive, lexical, structural, and counter-factual presuppositions are among them.

Table 1 Type of Presupposition

No	Presupposition	Total of Utterances	Percentage
1	Existential	33	31%
2	Structural	11	10%
3	Factive	33	31%
4	Non-Factive	12	11%
5	Lexical	17	16%
6	Counter-Factual	1	1%
Total		106	100%

This table shows the percentage of each kind of presumption used to dissect the supereminent character in the Zootopia movie script. They were 31% for existential

presupposition, 10% for structural presupposition, 31% for factive presupposition, 11% for non-factive presupposition, 16% for lexical presupposition, and 1% for counter-factual presupposition. The main characters in the storyline for the Zootopia movie are the most prevalent kind of assumption. The categories of presuppositions and percentages employed are shown in Table 1, where the existential and factual presuppositions represent 31% of the data. According to the findings, the presence of real entities and certain verb/sentence constructions are considered one of the main features of the active and existential presuppositions types that the authors identified in the dialogues of the main character in the Zootopia movie.

The Kind of Educational Character Value by the Main Character and Intended Meaning of Presupposition Represented as Found in the Movie Script

The second objective of this study was to analyze the educational character values that are performed by the main characters in the Zootopia film script. From the lines of dialogue, the authors identified several educational character values from the utterances in the scenes in which Judy acted in the movie. The educational character values portrayed by the main character Judy Hopps contain peacemaker, curiosity, discipline, responsibility, and hard work. Judy portrayed these character values nicely during the movie so that in the end they can be conveyed to the audience, they can exemplify these character values. It is a positive thing if the listeners can imitate and adapt the educational character values in real life.

The third objective, the authors want to reveal the inferred meaning of the suppositions represented by the main actors in the movie script. The interpretation of these suppositions. The meaning of the presuppositions embodied by the primary characters in the script for the movie, Zootopia. In this Zootopia movie, the authors aim to discover the meaning formed in the dialogue performed by the main characters in the Zootopia movie. The inferred meanings in statements expressed by the main characters in their exchanges throughout the movie help the audience understand more deeply what the inferred intentions that occur in conversations in the Zootopia movie.

Peace Maker Character Education Value

Peacemaker, politeness, words, and deeds that lead others nearby to feel joy and comfort in their existence. This character makes the audience feel comfortable and not eager to fight. For example, the line below shows that in the movie, Judy will prove to the world by being a police officer she wants to make the world a better place.

Datum 2

Young Judy: Judy rips off *her muumuu*, revealing a police officer uniform. (Transcribe by The Internet Movie Script Database)

The utterance over is distributed as the existential presupposition since it is set off by the expressions “*muumuu*” and “*a police officer livery*”, which are pointers of an existential presupposition. In this statement, Judy takes off her livery, she needs the audience to know that she is wearing a livery. The audience will not only that Judy has a common livery, but she has a police officer livery. Because it implies the presence of an object in one's possession, this statement is distributed as an existential presupposition. The utterance interpreted that *Judy had taken off his muumuu officer uniform*.

Curiosity Character Education Value

Curiosity is when someone is inquiring to seek new knowledge and the motivation that drives someone to solve a problem or even a dream. For example, in the speech snippet

below Judy explains that whatever dreams we have can be achieved in the city of Zootopia.

Datum 3

Young Judy (continue dialogue): But just 211 miles away stands *the great city* of Zootopia! (Transcribe by The Internet Movie Script Database)

The statements above are classified as existential presuppositions, which are triggered by the phrase "*the great city*." It is considered an existential presupposition because the speaker conveys that *the great city exists*, which is supported by the word Zootopia afterwards.

Discipline Character Education Value

In discipline, a person adheres to the order of norms and regulations. Discipline by striving to work properly to fulfil the duties assigned. The example below is when Judy arrests Nick for selling food without a license and false advertising.

Datum 26

Judy Hopps: You are *gonna wanna refrain* from calling me Carrots... (Transcribe by The Internet Movie Script Database)

The statement above is categorized as a factive presupposition since it contains the phrase "*gonna wanna refrain*," which is a factive presupposition marker. The phrase "*gonna wanna refrain*" indicates that Judy told Nick he *regretted* calling her Carrots (a vegetable).

Peacemaker Character Education Value

Peacemaker politeness, words, and deeds that lead others nearby to feel joy and comfort in their existence. This character makes the audience feel comfortable and not eager to fight. For instance, the utterance delivered by Judy that she keeps her words by understanding the feelings shared by her friends in the city of Zootopia. Judy also experiences the same thing as her friends - the city of Zootopia is filled with annoying predators.

Datum 12

Judy Hopps: I *know* plenty of bunnies who are jerks. (Transcribe by The Internet Movie Script Database)

The statement above is distributed as a factive presupposition since it bears the word "*know*", which is a factive presupposition marker. The word "*know*" carries us the data that is inferred to be a fact, spread by a new fact or phenomenon indicating the fact that should exist. The word "*know*" is used in the statement to mean that Judy knows that *bunnies are jerks (the bunnies are annoying)*. Words know represent data in a statement are verbs to carry a clear meaning to a statement which guides us to understand that Judy formerly knew some *bunnies in his area who were jerks*.

Responsibility Character Education Value

Responsibility is to carry out a chore or job earnestly, by the obligation and will be penalized if it is not completed. For instance, in the lines below, when Judy is on duty to find the missing townspeople, she strives hard and also works together with her partner Nick, and finally, they find Mr. Manchas even though he is in a faint.

Datum 75

Judy Hopps: Mr. Manchas. (He is *still* feral, on all fours and pacing in a cell).
(Transcribe by The Internet Movie Script Database)

The forenamed statement is placed as a lexical presupposition since the word “*still*” acts as a lexical presupposition marker. The use of the word “*still*” is a specific phrase to presume a variety of previous statements. The utterances presuppose that *Mr. Manchas was feral on all fours and pacing in his cell*.

Responsibility Character Education Value

Responsibility, carrying out a chore or job earnestly, by the obligations, and possibly accepting a sanction if it is not completed. For instance in the line of dialogue below. Judy explicitly says to Nick that they are working on a real case. They have obligations that must be completed, therefore, they also work well together in the case.

Datum 51

Nick: I would never impede your pretend investigation.

Judy Hopps: It is not a *pretend* investigation! (Transcribe by The Internet Movie Script Database)

The sentence above belongs to a non-factive presupposition. The word “*pretend*” serves as a cue that indicates a non-factive presupposition. The word “*pretend*” indicates that an unreal thing exists because it only lies within the realm of the mind. Judy's statement is based on a non-factual supposition, which indicates that the statement is believed to be true *Judy is in a real investigation*.

Hardworking Character Education Value

Hard work is an attempt to do anything alongside hard work to accomplish a task or goal. Hard work will not stop before the goal is achieved and will always prioritize the results obtained. For illustration, in the utterance below, Judy works hard on a case and eventually discovers new facts and solves the problem.

Datum 101

Judy Hopps: How did you know *where* to find us? (Transcribe by The Internet Movie Script Database)

The statement above is a structural presupposition. The use of the interrogative phrase “*where*” indicates the structural presupposition. The use of the word “*where*” gives us an understanding someone has found Judy in that time by describing words in the utterances. Judy's utterance is predicated on a structural presupposition, as it is assumed that Judy *wonders about the time Bellwether finds them*.

Hardworking Character Education Value

Hardworking, striving to do anything accompanied by hard work to achieve targets or goals. Hard work will not stop until the target is achieved and will always prioritize the results obtained. In the snippet below Judy is still trying to find a suspect who has frightened the Manchas, the howlers (the wolves). Judy eventually finds evidence that the howlers have been haunting the Manchas all along.

The statement over is distributed as a counter-factual presupposition since it contains the word “*if*,” which serves as a counter-factual presupposition marker. The word “*if*” implies that what is hypothecated is not only untruthful but also contrary to data. Judy’s statement rests on a counter-factual presupposition because it hypothecates that the fact that *they set up Manchas formerly gone*.

3.2 Discussion

The Types of Presuppositions

The first objective of this study is to investigate various kinds of presuppositions stated by Judy Hopps as the main character in the Zootopia movie script. Grounded on the result above, the authors discovered six kinds of presupposition. Those listed are existential presuppositions, structural presuppositions, factive presuppositions, non-factive presuppositions, lexical presuppositions, and counterfactual presuppositions (Yule, 1996). The present study revealed six kinds of presuppositions stated by the main character in the Zootopia movie script. The authors discovered that 106 utterances had been gathered and recognized as bearing presuppositions out of the total data. Among those, existential and factive presuppositions had the most results for 33 data (31%), followed by lexical presuppositions with 17 data (16%). Non-factive presupposition 12 data (11%) were detected. Structural presupposition followed with 11 data (10%). Counter-factual presupposition produced 1 data (1%). In summary, the types of presuppositions that the authors present the most in this movie are existential and factual presuppositions as evidenced by the frequency of speaker utterances.

This discovery gave us a comprehensive understanding of the story's unsaid factors. To help inordinate the duplication of information about the same type of presupposition and to illustrate the forms of presupposition that are set up in this movie, the authors only used eight data points out of the aggregate in the discussion section. The results of this study correlate strongly with the conclusions reached by Solehah et al., (2022) regarding the similarity of this study to the previously published studies in the description of the kinds of presumptions. Both researchers highlight the various kinds of presupposition that have been identified in the study. The difference in the present study compared to other existing studies is in the findings in the form of data, data sources, and the final results of the study. This study not only focuses on finding and analyzing the various kinds of presuppositions but also describes what implied meaning of the presuppositions expressed by the main character in the Zootopia movie script.

The Character Educational Values

The second objective of this study is to uncover the educational values embodied by the main character in the Zootopia movie script. Moral value is a measure of whether or not a person’s behaviour is in the view of society (Mahrudin, Hidayat, 2023). According to Singh (2019), character education is defined by it is intentionality and states to insemminate ethical values similar to caring, honesty, fairness, responsibility, and respect for self and others. The value of character education in the Zootopia movie script starts with the main character Judy Hopps, a police officer who intends to live with dreams and make the world better. The dream is intended to prove to Judy's parents that she who was originally just an ordinary person also able to conquer the world with her dreams, those are called core ethical values because the person can pursue her performance targets (Singh, 2019). This also aligns with a person’s “character,” which refers to the disposition and habits that

determine the way that person typically responds to desires, fears, challenges, opportunities, failures, and successes (Pala, 2011). In the Zootopia movie script, the more dominant value is the value of hard work and responsibility, because in the movie the main character has big dreams and the desire to pursue dreams. This is the statement according to (Wahyuni et al., 2023). The character values have a positive impact on the audience.

The Implied Meaning of Each Type of Presupposition

The third objective of this study is to reveal the intended meaning of the types of presupposition in the Zootopia movie script. Advanced to the following part, which offers a thorough examination of each presuppositional type set up in the "Zootopia" movie script. A presupposition is an utterance that contains the pieces of information that the speaker assumes (or acts as if she assumes) for her utterance to be meaningful in the current context (Potts, 2015). The authors provide each meaning founded in the result of various kinds of presuppositions stated by the main character in the Zootopia movie. The dominant presuppositions in this study are the existential and factive presuppositions. Existential presupposition is an important character in the movie with several unique expressions. The expressions conveyed when communicating with other characters found that many of them used implied meanings. In that case, Judy used the phrase "the great city," which was classified as an existential presupposition. It is considered an existential presupposition because the speaker conveys that the great city exists, which is supported by the word Zootopia afterwards. The expressions are in connection with the meaning of each presupposition, such as notifying, leading, asking, excusing, and demanding existence to indicate each of the situations she is dealing with and to show someone or thing existing in that situation (Yule, 1996). In the factive presupposition, in her utterances, Judy employs factive type expressions to reveal the truth and imply her sensitivity through a series of verbs that are connected to things and situations according to the events that we can know from the pieces of evidence and give visible meaning. Judy uses the word "know" in her statement. The word "know" means that Judy confirmed she knows a lot of bunnies are jerks (the bunnies are annoying). We can have false beliefs about the actual world and true regrets based on those false beliefs (Lauri, 2016). Her purpose is to awaken a person on matters relating to life and actions that have never been realized.

Following that, for the lexical presupposition, Judy aimed to impart the meaning implicit in her utterance, as well as to add an element of wit and compare the first and subsequent meanings that are still the same without any change. Judy used the use word "still" as a specific phrase to presume a variety of the statements made before. The utterances presuppose that Mr. Manchas was feral on all fours and pacing in his cell. Following that for non-factive presupposition, Judy performed her responsibilities as a civil servant, while her assumptions were incorrect as they could be identified from some of the verbs. Judy used the word "pretend". Judy's statement is predicated on a non-factive presupposition, meaning that it is assumed Judy is in a real investigation. Next, structural presupposition asks for clarification about things to do, explains certain ways to achieve a goal, and is also a statement to judge and criticize others. Judy used the word "where" to give us an understanding someone has found Judy in that time by describing words in the utterances as it assumed that Judy wonders about the time Bellwether found them. The last is counter-factual when Judy serves to create humour by showing things that are contrary to reality and habits that do not make sense. Judy used the word "if" to carry us the presumption that what is hypothecated is not only untruthful but is the contrary of what is true. Judy's statement rests on a counter-factual presupposition because it is hypothecated that the fact they set up Manchas formerly gone.

4. CONCLUSIONS

This study has uncovered six kinds of presupposition stated by the main character in the Zootopia movie script. Those presuppositions were counterfactual, non-fictive, lexical, existential, factual, and structural. The type of existential followed by fictive presupposition is predominantly stated by the main character in the Zootopia movie script because those types of presupposition give us information that In the sequence of events in Zootopia movie, the main character always shows the various places where things happen and shows objects. The main character also indicates that the event that has been passed is a fact stating a new fact or phenomenon showing that the fact he is working on does exist and occur in the Zootopia movie. The authors also discovered five educational character values in the Zootopia movie script, they were; peacemaker, curiosity, discipline, responsibility, and hardworking.

The meaning from each utterance stated by the main characters in the Zootopia movie script allows the audience to understand more deeply and implied meaning. The main character in the Zootopia movie script makes many hidden statements from the dialogue that occurs in the movie. A movie script can describe a lot of things in a short time to make the audience feel close to the scene while watching and reading. It is not only the scenes that can be enjoyed in the movie, but the listener can capture the idea, objective, and intention of the movie. However, this study is only focused on one aspect of linguistics in pragmatics, specifically the discussion of presupposition in the Zootopia movie. It is to be expected that future studies will utilize more varied linguistic aspects.

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