

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research identifies five key emotion regulation strategies employed by Riley in *Inside Out 2*: situation selection, situation modification, attentional deployment, cognitive change (reappraisal), and response modulation. Cognitive reappraisal emerges as the most frequent strategy, particularly for managing anxiety and social pressure through reinterpretation of situations. Riley flexibly applies these strategies based on contextual demands: situation selection and attentional deployment to alleviate immediate discomfort, situation modification to adapt social interactions, and response modulation to control emotion expression in sensitive scenarios demonstrating her adaptive emotion toolkit.

These strategies profoundly influence Riley's emotion development, yielding both positive and dual effects. Cognitive reappraisal fosters emotion control, self-awareness, and stronger social relationships. While situation selection and response modulation provide short-term relief, their overuse can suppress emotion expression and limit social opportunities. Throughout the film, Riley evolves from avoidance-based approaches to more adaptive, cognitively oriented strategies like reappraisal, marking her growing maturity in handling complex emotions such as anxiety and insecurity, culminating in a balanced regulatory approach by the story's end.

Pedagogically, these findings offer valuable insights for educators and counselors, highlighting the importance of teaching cognitive reappraisal to adolescents for resilient emotion development. By modeling Riley's progression in classrooms or therapy, strategies can be practiced to enhance emotion flexibility, reduce avoidance, and promote healthier social interactions, bridging theory to practical emotion literacy training.

In addition, this study also demonstrates the pedagogical value of animated movies in English language education. The emotional interactions and communication patterns

presented in *Inside Out 2* can support the development of students' listening and speaking skills through authentic dialogue, emotional expression, and contextual communication. The movie provides meaningful examples of how emotions are expressed both verbally and nonverbally, which may help students improve listening comprehension, pronunciation awareness, and communicative confidence. Therefore, this study suggests that animated movies can be used not only as entertainment media but also as supportive teaching materials for promoting emotional awareness and communicative competence in English learning contexts.

5.2 Suggestion

Based on the findings and limitations of this research, several suggestions can be proposed for future studies.

First, considering that this study analyzed only 18 out of 23 identified scenes, future research is encouraged to include a more comprehensive dataset by analyzing all relevant scenes or even the entire movie. This would provide a more complete representation of emotion regulation processes and reduce potential data limitation.

Second, since this research focuses solely on one main character, future studies may expand the scope by examining multiple characters or conducting comparative analyses across different movies. This broader approach would enhance the generalizability of findings and provide deeper insights into how emotion regulation is represented across various narrative contexts.

Third, to address the limitation related to subjectivity in qualitative interpretation, further researchers are recommended to incorporate additional analytical approaches, such as mixed methods, triangulation with multiple researchers, or quantitative validation. These approaches may increase the reliability and objectivity of the findings.

Finally, from a pedagogical perspective, movies such as *Inside Out 2* can be utilized as effective learning media to support students' emotion development. Educators are

encouraged to integrate such films into classroom activities to promote emotion awareness, emotion regulation skills, and critical thinking. By connecting theoretical concepts with visual and narrative representations, students can gain a more meaningful and engaging learning experience.

For English teachers and educators, this study suggests the use of animated movies such as *Inside Out 2* as supplementary teaching media in listening and speaking activities. The movie contains authentic conversations, emotional expressions, and social interactions that can encourage students to practice listening comprehension, pronunciation, discussion, and critical speaking skills. In addition, integrating emotional themes into classroom activities may help students develop emotional awareness, empathy, and confidence in communication. Therefore, movies can function as both language learning media and emotional learning resources in English language teaching.