AN ANALYSIS OF ENGLISH COMPLIMENTS IN THE MOVIE OF
“MEAN GIRLS”

A PAPER

Submitted to the Faculty of Adab and Humanities in partial accomplishment of the requirements for the Degree of Strata 1 (S1)

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JAKARTA
2006
THE APPROVAL SHEET OF BOARD EXAMINERS

A paper entitled *An Analysis of English Compliments in the Movie of “Mean Girls”* was examined by examination board of faculty of Humanities State Islamic University (UIN) Syarif Hidayatullah Jakarta on July 17th, 2006. It has been accepted as a partial fulfillment of the requirements for acquiring the degree of Strata 1 (S1) in English Letters Department.

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ABSTRACT

Man Firmansyah, “An Analysis of English Compliments in the Movie of Mean Girls,” the English Letters Department, the Faculty of Adab and Humanities, State of Islamic University Syarif Hidayatullah, Jakarta 2006.

This paper discussed about English compliments based on the movie of “Mean Girls” by Mark S. Waters, which are represented by American teenagers when they use this compliments in their social lives. In this research, the writer quotes some theories of Nessa Wolfson, Janet Holmes and other related theories concerning the English compliments.

The writer used check list and tabulation to collect data, and the data analyzed through descriptive analysis technique. The data that related to this research are collected from the movie scripts of “Mean Girls” by Mark S. Waters, and other articles of compliment which are available from the library of UIN Syarif Hidayatullah and from the other libraries. From this analysis found 10 kinds of compliment utterances in English that used in the movie of “Mean Girls”. Besides that, the writer describes the types of compliment responses are used in the movie.

Finally, the writer hopes that this study will be useful for all students of English Literary Department. The writer hopes that this study will have more knowledge about the compliment utterances and their responses, especially from the movie of “Mean Girls”.
7. Thanks to all of the writer’s best classmates of English Letters Department, especially for Adjie, Dina, Barry, Eva, Tatu, Mabul, Wildan, Mail, Ummah, Linda, Kasysyaf, and many others for their friendships, supports and suggestions all the time.

May Allah, the Almighty bless them all, Amien. The writer realizes that, this paper is not fully perfect. Therefore, the writer would like to accept any constructive suggestion to make this paper better.

Jakarta, July 2006

The writer

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CHAPTER I
INTRODUCTION

A. Background of the Study

Language has an important role in relationship among human being in everywhere Bahasa adalah salah satu ciri yang paling khas manusiawi yang membedakannya dari makhluk makhluk yang lain.¹ It could be either causing or solving agent of social conflict among society. Bahasa adalah salah satu unsur semesta kebudayaan disamping enam unsur lainnya.² The six elements of culture is art, religion, knowledge system, social organization, economic system, and technology system which have been developing, transforming and maintaining the civilization, and also generating the politic, economic, social and religion institution from generation to generation.

Any discussion of the relationship between language and society, or of the various functions of language in society, should begin with some attempt to define each of these terms. Let us say that a society is any group people who are drawn together for a certain purpose or purposes. By such a definition society becomes a very comprehensive view is because of the very different kinds of societies we must

consider in the course of the various discussions that follow.³ We may attempt an equally comprehensive definition of language; a language is what the members of a particular society speak. However, as we will see, speech in almost any society can take many very different forms, and just what forms we should choose to discuss when we attempt to describe the language of a society and the 'competence' term for knowledge of the language.

Chomsky stated the 'competence' term for knowledge of language referred to the ideal speaker-hearer’s knowledge of his language and performance for the actual use of language in concrete situation.⁴ With competence, speaker could arrange grammatical coherent sentence and also could knowing grammatical odds inside the sentence or speeches.

Dell Hymes stated that the speaker not enough to have good understanding in linguistics competences, but also must have linguistics knowledge broadly than that.⁵ This knowledge is so called by Hymes as communicative competence, which is the ability of the speaker to resulting appropriate speeches rather than just fit in grammatical speeches only. So according Hymes, competences are including grammatical competence and sociolinguistic competence.

Ngan-Woo (1985), as cited by Holmes, stated that in Polynesia culture, verbally responses often assumed not proper. The proper response is to accept it with

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generosity. Azman in his research about compliment expression of Malaysian students in New Zealand found that Malaysian students tend to reject rather than accepted the compliment. He adds that there are also a few percentages of accepted responses were became evidence that reveal New Zealand culture adoption which is accepted compliment. It means that Malaysian culture in compliment responses tend to reject. It confirmed Nababan’s opinion above because Malaysia and Indonesia was one group that is Malay Polynesia group.

One of fundamental function of language is for communication. In communication need and necessity of the speaker not only to send the message, but more than that. Beside to send the message, need and necessity of the speaker are to keep or maintain social relationship among participants, thus speaker must have well understanding both the form and function of utterance, and have linguistic knowledge.

In utilizing language, speaker must be able to fit the utilize language according situation based on non-language factors might involved. These factors are so called situation context including as follows:

a. Role of social relation of participant
b. Place
c. Time
d. Former or following situation of the speeches.

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7 Ibid

e. Background, both physically and social

f. Psychology condition of speaker.

Linguistic approach that analyzed language from functional view is called functionalism. One of discipline of studied from this functional approach is studied about speech acts. This studied initiated by Austin (1962) through his journal ‘How to do things with words’. This speech acts study than follow by other linguist experts like Searle, Leech, Fraser and also Bach and Harnish.

One of the studied about speech act that interesting the writer is studied about compliment expression. This compliment expression study, we could learn about everything credited by speaker.

From discussions above, then the writer is interested in analyzing the compliment from the sight of the movie “Mean Girls” (see annexes 1, The synopsis of the “Mean Girls” movie). This movie was the greatest movies in box office especially in American and shown on theater in 2004. “Mean Girls” movie is reflection of reality knowledgeable about what’s, how’s, and why’s of American teenagers when they use this compliments in their social lives.

B. Focus of the Research

This study discussed English compliments based on the movie of “Mean Girls”. It covered compliment utterances and compliment responses.

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In this research, the writer quotes some theories of Nessa Wolfson, Janet Holmes and other related theories concerning the English compliments. Then, the topic of the study is “An Analysis of English Compliments in the Movie of Mean Girls”.

C. Research Questions

Based on the statement above, the discussion in this research reveals from questions below:

1. What are the compliments utterances used in the movie of “Mean Girls”?
2. What types of compliment responses are used in the movie?

D. The Objective and Significant of Study

1. In the objective of this research, the writer wants to understand the compliment utterances in English that used in the movie of “Mean Girls”. Besides that, the writer wants to know what types of compliment responses are used in the movie.

2. This research might have some beneficiaries for all students of English Literary Department, who are expected to have more knowledge about the compliment utterances and their responses, especially from the movie of Mean Girls.
and responding to the linguistic device in a standard way and therefore stabilizes the
device. What is often called the "conventional use" of a linguistic device corresponds
to this stabilizing direct proper function. Thus the stabilizing direct proper function of
a given word is to contribute its conventional meaning to the meaning of the
utterances in which it is used.

One of fundamental function of language is for communication. By the
language, speaker could verbally interact with other member of society. *Komunikasi
merupakan bentuk interaksi sosial karena komunikasi berkaitan dengan fungsi
bahasa dalam tingkah laku.*

**B. Language and Culture.**

Language as communication systems is one of the seven universe elements of
culture. Language involved in many cultural aspects. Culture could develop and
spread by language. *Menurut Nababan Bahasa adalah 'yang mesti ada' atau 'sine
qua non' bagi masyarakat dan bagi kebudayaan.***

Benjamin Lee Whorf gave his opinion about relationship between language as
one of culture and civilization element, and what so called ‘linguistics relativity’ or
‘hypothesis Sapir-Whorf’ (Edward Sapir was his teacher). Hypothesis Sapir-Whorf
stated that language not only giving codes for process of proclaim ideas and our
needs, but more to be shaper influence that make people view the world with many

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p.69
certain ways, aimed mind and human behavior. In another words, language form and structure shaping are the way of thinking of the speaker, thus determine the speaker how to view this world.

This view often called strong version from hypothesis Sapir-Whorf. The weak version of this hypothesis is that language form and structure could little bit influencing the way of think and the behavior.

It could be concluded that language tends to influence the way of thinking and behavior of someone and because the way of think and behavior are creating culture, thus language could influence the culture. Pendapat yang merupakan lawan dari kebudayaan mempengaruhi bahasa bukan sebaliknya. Thus the culture of one community is reflected from the language. More precisely, culture value of one community utterance or society is reflected on values related to their speech behavior. The last opinion will be the base of this study.

C. Compliment Utterances

Memurut Kamus Besar Bahasa Indonesia, pujian adalah pernyataan yang tulus akan kebaikan atau keunggulan seseorang atau sesuatu. Similar with definition above, Janet Holmes stated that: “a compliment is a speech act which explicitly attributes credit to someone other than the speaker, usually the person addressed, for

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some 'good' (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer\textsuperscript{16}.

From two definitions above the conclusion is compliment is speech containing positive evaluation addressed by speaker to hearer.\textsuperscript{17} Manes added, the compliment is reflection of culture value because containing valuing and agreed expression or compliment about the work, appearance, or feel of someone else.

The main function of compliment is to create or reinforce the solidarity between the speaker and the hearer. Holmes, Ylanne and Wolfson also have similar opinion. Wolfson (1983), in another his journal added that compliment is “social lubricants” utilize for building and maintenance relationship among interlocutor.

Then, Herbert stated that the same functions of compliment also possessed by compliment responses. Someone who gets the compliment shows solidarity to the complimentary, by accepting the compliment and avoiding to self-compliment or self proud.\textsuperscript{18}

The term of pragmatic first introduced by Charles Morris in 1937, as cited by Levinson discussion about semiotic, is discipline that studied about signs and tokens. Morris divided language studied into three kind consist of; syntax, that formal studied about relation among language signs; semantic, studied about relation between

\textsuperscript{16} Holmes, Janet. 'Compliment & compliment responses in New Zealand English', Anthropological Linguistics, 1986, p.485
\textsuperscript{17} Wolfson, Nessa. 'Sociolinguistics and Language Acquisition, Rowley, Mass: Newbury House, 1983. p.220
\textsuperscript{18} Ylanne-McEwen, Virpi. 'Complimenting behaviour: A cross-cultural investigation.' Journal of Multilingual and Multicultural Development, 1993, p.23
language signs with object referred by those signs; and pragmatic, studied about relation between language elements with person who used the language.  

Geoffrey Leech, one of language expert had been studied about utilizing of language, said that pragmatic has two side. First side is pragma-linguistic that related to grammar, including phonology, morphology, syntaxes, and semantic. Second one is socio-pragmatic that related to sociology.

Pragmatic is one of discipline in linguistic, including: utterance function, i.e. mean of spoken utterance, thus pragmatic could classify into functionalism. Analyses unit of pragmatic is speech act.

Austin suggested there are three kinds of act related to utilizing utterance i.e. locutionary act, illocutionary act, and prelocutionary act. Locutionary act is act of speaker in saying or resulting utterance which has literal mean that could translate directly from dictionary, for example, by saying “it’s hot in here,” speaker clarified that the room feel hot, and this is a literal mean from the speech.

Illocutionary act is act of speaker while saying the utterance, for example, by saying “it’s hot in here,” speaker clarified something to do something, i.e. to ask the listener to do something to reduce the temperature of the room by opening the door or window.

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Prelocutionary act is utterance effect reveal from listener due to action had been done by speaker, for example, by hearing “it’s hot in here,” listener is willing to open the door or window so the room become cooler.

In event of communication, utterance revealed might have one of varied illocutionary power. Searle (1975) mention the categories utterance into five, as follow:

1. Representative. Utterance meant by speaker to declare his/her involvement about truth of an event, situation or things. Example: clarifying, concluding, reporting, and mentioning.


3. Committed. Utterance which binding the speaker to realize words that had been said by. Example: ensuring, promising, threatening, and swearing.

4. Expressive. Utterance meant by speaker to show emotion or responses related to situation or condition. Example: compliment, congratulating, complaining, and criticizing.

5. Declaration. Utterance meant by speaker to changing condition of an object or circumstance outside him/herself. Example: allowing, canceling, legitimating, and deciding.

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In this study, the focus of consideration is act of compliment, which included to expressive category. Act of compliment covering the compliment utterances and compliment responses.

Corpus used to analyze consists of 517 compliments utterances and compliment responses. The main idea of this study is norms of compliment among society in New Zealand. When the students asked to write 20 compliments they have heard without any censors or selection. They wrote as quick and as accurate as possible every single word used in compliment with detail context. From 686 compliments they have collected, only a few compliment utterances obtained and the result are similar with Holmes.

According Manes and Wolfson, the regularity of compliments utterances make possible for most people from different background to minimize the utterance differences in order to build understanding among each other. 23

The five adjectives often used in compliment utterances are:

1. nice
2. good
3. love
4. pretty and
5. gorgeous

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These adjectives covered two thirds from all adjectives used by New Zealand respondent. What Wolfson found in United States affirms the pattern. He noted 80% compliments depend on semantically adjective with positive value. Two thirds of those data are: nice, good, beautiful, pretty, and great.\(^{24}\) He also found from corpus consisting 686 compliments, there are 72 different adjectives.

Another lexical form is verb. The verbs often appear are systematically verb with positive value, as in adjective. The verb; “like, love, enjoy, admire, and impressed by”, are dominated and even “like” and “love” attain 90% data in New Zealand and 86% data in United States. One interested to be noted is the word ‘like’ appears two times a lot than ‘love’.

D. The Types of Compliments Responses

Janet Holmes, lecturer and researcher from Victoria University of Wellington, New Zealand, in 1986 has studied about compliment. Her studies covered function and structure of compliment and also sociolinguistics aspects from compliment behavior.

Holmes classified compliment responses into three main categories, i.e. accepted, rejected, and deflected. Each has sub categories as follows:

A. Accepted (agree to take offered).

1. Appreciation or agreement token. Agreement token is respond that explicitly accept the compliment. Appreciation token include; “thanks,

\(^{24}\) *Ibid*, p.236
thank you, thank you so much”. And agreement token include; “mm, yes, yea, right”. Non-verbal respond have agree indication like smiling also include this category.

2. Agreeing utterance. Respond that explicitly agree of positive value of compliment. Examples; “I think its lovely to”.

3. Downgrading utterance. Respond that implicitly accept the compliment by reducing substance or power of the compliment, example; “it’s not too bad, is it”.

4. Return compliment. Respond that return the compliment to the person who give the compliment, example; “you’re looking good too”.

B. Rejected (refuse to accept).

1. Disagreeing utterance. Utterance that shows the responder are disagree with the compliment, example; “I’m afraid I don’t like it much”

2. Question accuracy. The listener respond that implicitly rejected the credit give by opposite person, by asking accuracy of compliment, examples; “is beautiful is the right word?”

3. Challenge compliment’s sincerity. Respond that asking the point or sincerity of the compliment, its mean that the credit are rejected by listener, example; “you don’t really mean that”.

C. Deflected (turn from the intended course or aim).

1. Shift credit. Respond that shifting the credit to another person, example; “my mother knitted it”.
2. Informative comment. Respond by giving information semantically that relevant with the compliment, example; “I bought it at the vibrant knits place”

3. Ignorance. Respond that ignoring the compliment and change the topic. In conversation this respond is sometimes unsatisfied, example; “it’s time we were leaving, isn’t it”

4. Legitimate evasion. Respond showed due to the following utterance that enables the listener to avoid necessity to respond the compliment.

   Context: two girls with friendship relation after say hallo each other in a school.

   R: Oh my God! I love your Skirts. Where did you get it?

   D: It was my mom's in the 's. Vintage.

5. Request reassurance/repetition. Example: “do you really think so”

   Holmes’s study also shows that topic revealing related to compliment include appearance, ability or performance, possession, and personality or friendship. Holmes compared her data with Wolfson’s data in United States. Wolfson (1983) as cited by Holmes, explain that compliment topics are fall into two main categories, i.e. appearance and ability related.25

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E. Speak Politeness Theory

Brown and Levinson (1992) and Leech (1983) are linguist expert had studied about politeness of speak. Their theories based on the same observation, that in real communication, speaker does not have to always follow Grice Cooperative Rule that covered quantity maxim, quality maxim, relation maxim, and car maxim, but also have to fulfill social demand. The differences between both of them are how to those experts viewing the form of politeness. Brown & Levinson saw politeness as the result of strategic choice, whereas Leech saw it as the result of social rule realization.

According Brown & Levinson, compliment is act of speech that could utilize as tool of positive politeness. The positive –and also negative- politeness defined as form of redressed action to overcome potential disturbances towards the face-threatening act (FTA). FTA refers to speech that could threaten either speaker or hearer’s face. Compliment might softening FTA by paid attention either positive face or willingness of the hearer. However, compliment could be assumed as FTA. Compliment could be classified as speech act of threatening as long as it has implication that showing the desire of the speaker towards something has belong the hearer. “Mean Girls” is one of the movie which is can take the sample about compliment. Examples when expression of admiring goods or something could be an obligation to the hearer for giving it to the speaker.

Regina: what an unusual bracelet. It's beautiful

Cady: please take it.

Based on the context above, speaker (Regina) feels embarrassed when she proposed bracelet that she admire it. This is not supposed to be if someone knowing the norms of culture related to compliment.

Pragmatic failure such happened above shows that studied about speech act particularly studied about inter cultural compliment need to carry out thus will eliminate misunderstanding and social interaction among society could be maintained.

Other that has same interesting, as compliment is the compliment responses. Writer had an observation that shows Indonesian people tend to reject or at least reduce the power of compliment accepting from speaker. It is very rare to found responses which openly accept the compliment. Nababan said that in Indonesian culture, if somebody tells us “nice shirt”, generally we will reject it by saying, for example, “oh, it’s very cheap or oh, this is an old one”²⁸

Utterance act could be threatened either to speaker’s and hearer’s face. Brown & Levinson called that kind of utterance act as face-threatening act (FTA). FTA could be reduced or eliminated by strategic choice. The strategies are as follows:

a. Treat the FTA bald on record

b. Treat the FTA using positive politeness

c. Treat the FTA using negative politeness

d. Treat the FTA by softening (off record)

e. Treat nothing to the FTA

Politeness in compliment covering compliment utterances and compliment responses include into positive politeness.

Leech based the speak politeness theory on politeness principle consisting six maxims, example:

1. Tact maxim
2. Generosity maxim
3. Approbation maxim
4. Modesty maxim
5. Agreement maxim, and

In discussion about politeness principle, Leech used ‘self’ and ‘other’ term. ‘Self’ is referring to speaker, while ‘other’ is referring to hearer and someone else too, either inside or outside the utterance situation.

The explanations of politeness principle stated by Leech above are as follow:

1. Tact maxim.
   a. Minimized cost to other. i.e. “Let me add you to pay the bill.”
   b. Maximized significant to other. i.e. “You can pay the bill just half from the price.”

2. Generosity maxim.
   a. Minimized significant to self. i.e. “He is generous with his money.”
   b. Maximized significant to other. i.e. “She gave her money to help her family from the national debt.”

3. Approbation maxim.
   a. Minimized humble to other. i.e. “You have got enough score in math.”
   b. Maximized compliment to other. i.e. “I know you cleverer than them.”

   a. Minimized compliment to self. i.e. “I have a simply eyebrows”
   b. Maximized humble to self. “I’m wearing the ugly oldest shirt now!”

5. Agreement maxim.
   a. Minimized disagree between self and other. i.e. “I think your shoes have same bad colors with mine’s.”
   b. Maximized agree between self and other. i.e. “Our car’s was the greatness modification!”

   a. Minimized antipathy between self and other. i.e. “We made this hotter food together and we have to eat together now!”
b. Maximized sympathy between self and other. i.e. “We have to 
patiently face these problems.” 30

From the six maxims above, approbation maxim are related to compliment, while compliment responses are related to modesty and agreement maxim.

F. The Movies Script

According to Oxford Dictionary a script movie is written form includes the dialogs of story in movies. From the dialogs it self we can analyze the language by using the linguistics approach in communication form. As we know that Khaidir said 
komunikasi merupakan bentuk interaksi sosial karena komunikasi berkaitan dengan 
fungsi bahasa dalam tingkah laku.31

Schank (1977) used script theory as the basis for a dynamic model of memory. This model suggests that events are understood in terms of scripts, plans and other knowledge’s structures as well as relevant previous experiences. An important aspect of dynamic memory is explanatory processes (XPs) that represent stereotyped answers to events that involve anatomies or unusual events. Schank proposes that XPs are a critical mechanism of creativity. 32

30 Ibid. p. 167
The central focus of Schank's theory has been the structure of knowledge, especially in the context of language understanding. Schank (1975) outlined contextual dependency theory which deals with the representation of meaning in sentences. Building upon this framework, Schank & Abelson (1977) introduced the concepts of scripts, plans and themes to handle story-level understanding. Later work (e.g., Schank, 1982, 1986) elaborated the theory to encompass other aspects of cognition.33

In Schank's theory, all memory is episodic, i.e., organized around personal experiences rather than semantic categories. It means that the dialogs of the movie script could be analyzed from the sight of linguistics. Generalized episodes are called scripts -- specific memories are stored as pointers to scripts plus any unique events for a particular episode. Scripts movies allow individuals to make inferences needed for understanding linguistics of the dialogs by filling in missing information (i.e., schema).34

"Mean Girls" by Mark S. Waters, like the writer said before, this movie was the greatest movies in box office especially in America. This movie is one of the special movies which could analyze from the movie script. The dialogs of this movie majority are discussed about compliments, how they used it and what kinds of the responded from the complimented are. The writer could analyzed from the dialogs, when the speaker choose kinds of compliment utterances and automatically the writer

34 Ibid. p.25
knows the types of compliment responses from the movie script in the movie of “Mean Girls” by Mark S. Waters
CHAPTER III

THE IMPLEMENTATION OF THE RESEARCH

In this chapter, the writer describes about research methodology and research process.

A. Research Methodology

1. Context of the Research

This research is about “Compliments” which are found in the movie of Mean Girls directed by Mark S. Waters; this study has applied the library research, through this research it is expected that the readers know more about compliment and discourse for thus they speak in polite-form for social interaction among participants. For the reason above, the writer used some theories as the basis of exploring the study of compliment, some theories are:

- Nessa Wolfson (an empirically based analysis compliment utterances in American English)
- Janet Homles (explain about compliment itself and compliment responses in New Zealand English)

The writer also gives some additional references, such as:

- P. Brown and S.C. Levinson (explain about politeness and using it)
- Nababan (explain about human society and culture)
- J.L. Austin in his article “How to do things with word” (explain about the phases in speech act), and
• John R. Searle (explain about kinds of act when someone speaks)

Through those theories and references, it is expected that the readers will have some beneficiaries in understanding about compliment.

2. Methods of Data Collection

The data that related to this research are collected from the movie scripts of “Mean Girls” by Mark S. Waters. Like the writer said before, this movie was the greatest movies in box office especially in American and shown on theater in 2004, many criticisms gave attention to this movie and they like it from the dialogs of the movie and the whole story of this movie. For more to know about the story of this movie, we can see it in annexes one in the synopsis of the “mean Girls” movie. In the synopsis of this movie explained how the story goes, the setting and the characters of the players in the movie of “Mean girls”. This movie toke the duration in two hours, and the setting was toke primarily in the North Shore junior high school in America.

“Mean Girls” movie is reflection of reality knowledgeable about what’s, how’s, and why’s of American teenagers when they use this compliments in their social lives. The data also related to this research are collected from other articles of compliment which are available from the library of UIN Syarif Hidayatullah and from the other libraries.
3. Data analysis

The collected data from the movie scripts analyzed through descriptive analysis method, which is depicting and representing of compliment in the movie of “Mean Girls” by Mark S. Waters. “Descriptive analysis is a research that has meaning sense to get description about situations or events, from this meaning, that is basic of accumulation in descriptive ways that the only looking for described relation.”

The others experts of research had an opinion that descriptive analysis is that research used some survey, and propose of surveys are:

1. Looking for fact of information that described all of indication.
2. Identified problems or to get justification of events and practices that go on.
3. To made of comparison and evaluation.
4. And, to find out of problems or same situation, to learning them and to made a plan and to take a decision in a feature.

Therefore, the study begins by collecting and analyzing the sources, and considerate with the theories (mentioned above), than taking the result as the main point of the movie “Mean Girls” by Mark S. Waters. The last step is the result as main point of the movie “Mean Girls” (the compliments) categorized on five of propositions, they are: name of actress/actor, position, compliment utterances, meaning, and types of compliment.

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In the movie of “Mean Girls” by Mark S. Waters has many kinds of compliment, even in this movie just represented by American teenagers when they use this compliment in their social life. The writer gave one example bellow from the movie of “Mean Girls”, this dialogs take in the classroom before the lesson begin.

Cady is a new student in that class having chat with his a new friend name Damian:

**Damian**: “Is that your natural hair color?”
**Cady**: ‘Yeah.’
**Damian**: ‘It’s gorgeous.’
**Cady**: ‘Thank you.’
**Damian**: ‘See, this is the color I want.’

The dialogs above are examples of compliment utterances and compliment response in the movie of “Mean Girls”. The speaker is Damian and the hearer is her new friend Cady, he told her that her natural color was gorgeous because he likes the color and he want his hair same with that Cady color hairs. Damian used the word gorgeous as compliment expression him to Cady, and she answer thank you as compliment respond. In this case Damian as the speaker shows his positive emotion of what he likes of something that he wanted, uses compliment types with gorgeous, and Cady as the hearer from his compliment, she accepted (appreciation token) used word thank you. So Damian used gorgeous for Cady natural hair color and to respect her as his new friend in the classroom.
B. Research Process

1. The Chronology of the Research

The research process is conducted through the following steps:

1. The writer collected the data that are found in the movie and the script of Mean Girl's by Mark S. Waters.

2. Selecting the data that are related to the compliment found in the movie and the script.

3. Categorizing the compiled data of the study. Analyzing the categorizing data of compliment in who and whom they spoke to (relationship), compliment utterances, compliment responses, and the meanings.

4. And the last step is getting some description of findings, suggestions, and its conclusions in the form of a report-study.

2. Time and Venue

The research has been started from odd semester in academic year 2006. The research has been done at the Department of English Letters and Humanities, Syarif Hidayatullah State Islamic University Jakarta.
CHAPTER IV

THE MAIN FINDINGS

As explained on an Introduction chapter, the data that used in this research are collected from the movie of “Mean Girls” script by Mark S. Waters. This movie was the greatest movies in box office especially in American and shown on theater in 2004. “Mean Girls” movie is reflection of reality knowledgeable about what’s, how’s, and why’s of American teenagers when they use this compliments in their social lives (see annexes one).

In this chapter, the writer wants to illustrate two ways discussions, they are: description of data and data analysis.

A. Description of Data

In this description of data, the writer discusses the compliment used in the movie “Mean Girls” directed by Mark S. Waters. Here, the writer tries to tabulate the collected data through the following propositions:

a. Who & whom they spoke to (Relationship)

b. Compliment Utterances

c. Compliment Responses

d. The meanings
In this discussion, the writer limits himself to describe 10 examples. All of this tabulated data, which is containing in 10 examples has represented and described when the player of this movie used the compliment. From this tabulated data we can know what kinds the compliment utterances when they used to someone or something and we can saw what types of compliment responses are used in the movie. The tabulated data are described as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Who &amp; whom they spoke to (Relationship)</th>
<th>Compliment Utterances</th>
<th>Compliment Responses</th>
<th>The Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Damian to Cady (Friend)</td>
<td>Gorgeous</td>
<td>Thank you</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>Regina to Cady (Friend)</td>
<td>Really pretty</td>
<td>Thank you</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Regina to Cady (Friend)</td>
<td>I love your bracelet, Where did you get it?</td>
<td>My mom made it for me</td>
<td>Deflected</td>
</tr>
<tr>
<td>4</td>
<td>Cady to Regina (Friend)</td>
<td>Really nice</td>
<td>I know, right?</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>Regina to Amber (Friend)</td>
<td>So adorable</td>
<td>Thank you</td>
<td>Accepted</td>
</tr>
<tr>
<td>6</td>
<td>Gretchen to Cady (Friend)</td>
<td>That was the best it ever went!</td>
<td>That was awesome</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>Regina to Cady (Friend)</td>
<td>Really good eyebrows</td>
<td>Thanks</td>
<td>Accepted</td>
</tr>
<tr>
<td>8</td>
<td>Janis to Cady (Friend)</td>
<td>You smell like a baby</td>
<td>Thanks</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>Cady to Karen &amp; Gretchen (Friends)</td>
<td>Awesome!</td>
<td>I know right?</td>
<td>Accepted</td>
</tr>
<tr>
<td>10</td>
<td>Aaron to Cady (Friend)</td>
<td>You look great. New clothes?</td>
<td>Thanks</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
B. Analysis of Data

From the tabulated data that are put from the table above, the writer tries to classify and analyze them by categorizing them into the meanings of compliment responses and obtain the kinds of compliment utterances. Based on the writer’s classification; they are ten kinds of compliment utterances that are used in this movie. They are:

1. gorgeous
2. pretty
3. love
4. nice
5. adorable
6. best
7. good
8. like
9. awesome
10. great

There is also one example here used compliment directive utterance (mean by speaker to make listener to do something), like the writer explain before in chapter two about compliment utterances, which is the statement from the speaker suggesting to the listener (used compliment utterance) to follow the instruction of the speaker. For the compliment responses, they almost accepted it but there’s also deflected and
rejected from the compliment utterances of *love* and *nice*. To get more illustrations; the writer tries to analyze the data one by one as follows:

1. **Gorgeous**

   The first data, like the writer has explained before, these dialogs take in the classroom before the studies begin. Cady Heron is a new student in that class having chat with his a new friend name Damian:

<table>
<thead>
<tr>
<th>Damian</th>
<th>‘Is that your natural hair color?’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cady</td>
<td>‘Yeah.’</td>
</tr>
<tr>
<td>Damian</td>
<td>‘It’s gorgeous.’</td>
</tr>
<tr>
<td>Cady</td>
<td>‘Thank you.’</td>
</tr>
<tr>
<td>Damian</td>
<td>‘See, this is the color I want.’</td>
</tr>
</tbody>
</table>

   The dialogs above are the examples of compliment utterance and compliment response in the movie of “Mean Girls”. The speaker is Damian and the hearer is her new friend Cady, he told her that her natural color was *gorgeous* because he likes the color and he want his hair same with that Cady color hairs. Damian used the word *gorgeous* as compliment expression him to Cady, and she answer *thank you* as compliment respond.

   In this case Damian as the speaker show his positive emotion of what he likes of something that he wanted, used compliment types with *gorgeous* it means beautiful, and Cady as the hearer from his compliment, she accepted; appreciation token, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes, Cady used the words *thank you*. Damian used *gorgeous*; treat the face threatening act! FTA used positive politeness. This is the same with what Brown and Levinson said that compliment is act of speech that could utilize as
tool of positive politeness. So Damian used gorgeous for Cady natural hair color and to respect her as his new friend in the classroom. Cady as a new student from Africa and Damien as a senior, for the first time make relationship as friends it was reflected like in hypothesis of Sapir-Whorf stated that language not only giving codes for process of proclaim ideas and our needs, but more to be shaper influence that make people view the world with many certain ways, aimed mind and human behavior.

2. Pretty

The second data take the dialog in the cafeteria of school, when Cady for the first time eat together with her new friends. It was much better if we see the complete dialog from the start they know each other.

Regina: Why don't I know you?
Cady: I'm new. I just moved here from Africa.
Regina: What?
Cady: I used to be home-schooled.
Regina: Wait. What?
Cady: My mom taught me at home...
Regina: No, no. I know what home-school is. I'm not retarded. So you've actually never been to a real school before? Shut up! Shut up!
Cady: I didn't say anything.
Regina: Home-schooled. That's really interesting.
Cady: Thanks.
Regina: But you're, like, really pretty.
Cady: Thank you.

From the dialogs above, Cady as the new student from Africa in that school was very welcome with her new friends. The statement of language as

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communication systems is one of the seven universe elements of culture, like the writer explain in chapter two about language and culture, was totally true about it and proved that language involved in many culture aspects.

Cady Heron is 16th years old teenage girl which never socialization before with many friends, Regina as her new friend can make her comfortable with the neighborhood of the school. Like we can see when Regina surprised about Cady home school before, she really interested of Cady stories about it. This situation described that culture value of one community utterance or society is reflected on values related to their speech behavior.38

Regina also said the compliment utterance to Cady used pretty, treat the face threatening act/ FTA used positive politeness, and because of Cady is a beautiful white girl even she has lived in Africa with her parents. This is the same with what Brown and Levinson said that compliment is act of speech that could utilize as tool of positive politeness.39 As compliment responds, Cady accept it with used words thank you, appreciation token, for what Regina said to her, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes.

3. Love

From the third and the fifth data, the compliment utterance of *love* has used it for twice. Let see first from the third data:

Regina : *Oh, my God, I love your bracelet. Where did you get it?*
Cady : *Oh, my mom made it for me.*
Regina : *It's adorable.*
Gretchen : *Oh, it's so fetch.*
Regina : *What is “fetch”?*
Gretchen : *Oh, it's, like, slang. From England.*

From the dialog above, for the compliment utterance Regina used the word *love* because the bracelet that’s wearing by Cady it’s very beautiful. But Cady deflected; legitimate evasion, respond showed due to the following utterance that enables the listener to avoid necessity to respond the compliment, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes, she said “*Oh, my mom made it for me.*” After that Regina back respond it with the compliment utterance used the word *adorable* to make it sure that the bracelet very lovely. Unfortunately Cady didn’t give the respond because Gretchen, her friend cut the conversation between Regina and Cady. Gretchen said *fetch*, which is her friends no one understand what’s the meaning of *fetch* itself. Like Gretchen explain in the dialogs that the word *fetch* it’s like slang from England, but there’s no explanations and rules in compliment utterances to using the words of slang.
4. Nice

Regina George is beautiful teenage girl and she was got everything, she was had a great car, and she was have a big house. When Cady and her friends invited to her house, Cady for the first time see it, she really surprise and very interested of Regina house. Like we can see from the dialogs bellow:

Cady : Your house is really nice.
Regina : I know, right?

Regina very proud and happy of her house, that’s why she said, “I know, right?” Regina accepted the compliment utterance nice, appreciation or agreement token, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes, respond that explicitly accept the compliment, like Cady said in the dialogs “Your house is really nice”, treat the face threatening act! FTA used positive politeness. This is the same with what Brown and Levinson said that compliment is act of speech that could utilize as tool of positive politeness.40

The compliment utterance using the word nice always not responds with agreement token, it all depends of the situations. Like we can see from the dialogs bellow when Cady get score from the test of math she was not satisfied, even her teacher give her compliment for the score:

Mrs. Norbury : Nice job, Cady.
Cady : I don’t think so!
Aaron : Kind of seems like you get it.

40 Ibid
The types of compliment response of Cady said in the dialogs above were rejected; disagreeing utterance, utterance that shows the responder are disagree with the compliment, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes.

5. Adorable

From the dialogs bellow the writer got two compliment utterances and compliment responses:

Regina : Oh, my God! I love your skirt. Where did you get it?
Amber : It was my mom's in the 's. Vintage.
Regina : So adorable.
Amber : Thanks

From the dialogs above, have same kinds from the dialogs before; Regina used the word love because the skirt wearing by Amber it's very beautiful. And than Amber deflected it; legitimate evasion, respond showed due to the following utterance that enables the listener to avoid necessity to respond the compliment, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes, Amber said: “It was my mom’s in the 's. Vintage” And than Regina back respond it with the compliment utterance used the word adorable again like she said to Cady in the dialogs before, to make it sure that the skirt was very lovely, treat the face threatening act/ FTA used positive politeness. This is the same with what Brown and Levinson said that compliment is act of speech that could
utilize as tool of positive politeness. And the differences from the dialogues before the third data, Amber, as a hearer made the compliment respond because Regina has succeeded to make it sure how lovely the skirt wearing by Amber, and she said thanks; appreciation token, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes, respond that explicitly accepted for the compliment.

6. Best

At the Christmas show, Cady and her friends bring jingle bell songs and the songs became pretty good, then they were compliment each other:

Karen : That was the best it ever went!
Cady : That was awesome.

From the dialogues above, it's not too far for the explanation from the dialogues before when Cady and Aaron compliment each other. Karen as the speaker used compliment with the word best, treats the face threatening act! FTA used positive politeness, same with what Brown and Levinson said that compliment is act of speech that could utilize as tool of positive politeness. And then Cady as the hearer used compliment respond with the word awesome, return compliment, respond that return the compliment to the person who give the compliment, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes.

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41 Ibid
42 Ibid
7. Good

When Cady and her friends, which is include Regina, Gretchen, and Karen, after show a dance to the song of "Jingle Bell Rock," for the North Shore High School winter talent show, they did very well and they happy for that. And than Kevin who has watched their show, he was compliment to Cady for succeed of their show, let's check the dialogs bellow:

Kevin : Hey, good job, Africa.
Cady : Thanks.

Like Manes and Wolfson,43 said that the regularity of compliments utterances make possible for most people from different background to minimize the utterance differences in order to build understanding among each other. Kevin Gnapoor was from India and Cady was from Africa, from different background they had build understanding among each other. Kevin compliment to Cady with the word nice, treat the face threatening act/ FTA used positive politeness, same with what Brown and Levinson said that compliment is act of speech that could utilize as tool of positive politeness.44 And then Cady respond the compliment thanks; appreciation token, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes, respond that explicitly accepted for the compliment.

There was another compliment used word *good*, like when Cady came to Regina house, Regina and her friends give her make over with make up. When Regina saw Cady’s eyebrows, she said to her:

Regina : *You have really good eyebrows.*
Cady : *Thanks.*

From the dialogs above, has same explanation from the dialogs before. But different situation and the object of the compliment, in this situation when Cady’s friends give her make over with make up, Regina compliment to Cady because she has *good* eyebrows, treat the *face threatening act* FTA used positive politeness, same with what Brown and Levinson said that compliment is act of speech that could utilize as tools of positive politeness. And then Cady respond the compliment *thanks*; appreciation token, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes, respond that explicitly accepted for the compliment.

When Cady got a bad grade she ask Aaron to be her tutor in her house to check out the lesson. At that time Cady was listen to Aaron explanation, and finally Cady compliment to Aaron, as we can see in dialogs bellow:

Cady : *So, what did you get for this one?*
Aaron : *Well, the first time I did it, I got a zero.*
Cady : *(Wrong)*
Aaron : *But then when I checked it, I got...one.*
Cady : *(There you go.)*
Cady : *I got one too.*
Aaron : *Yeah, you have to check it because sometimes the product of two negative integers is a positive number.*

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*45 Ibid*
Cady : Yeah, like negative four and negative six.
Aaron : That's right. That's good.
Cady : Well, you're a good tutor.

When Aaron compliment to Cady with the word good, treat the face threatening act/FTA used positive politeness, same with what Brown and Levinson said that compliment is act of speech that could utilize as tool of positive politeness.\(^{46}\) Cady back respond the compliment from Aaron with the word good; return compliment, respond that return the compliment to the person who give the compliment, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes. Cady felt that Aaron had teach her very good and can make her happy too from what Aaron explain about the math, even the true Cady understand a lot about the math, but she just happy because Aaron stay together with her.

8. Like

When Cady visit Janis at her shop, Janis ask her to come to the art show and then Janis smell Cady’s perfume:

Janis : Hey, I’m having an art show. So why don’t you take a night off from your double life. I want you to see it.
Cady : Coolness.
Janis : What is that smell?
Cady : Oh, Regina gave me some perfume.
Janis : You smell like a baby.
Cady : Thanks.

\(^{46}\) Ibid
Janis said the compliment utterance to Cady used *like*, treat the *face threatening act* FTA used positive politeness, and same with what Brown and Levinson said that compliment is act of speech that could utilize as tool of positive politeness,47 because of Cady's perfume smell like a baby. As compliment responds, Cady accept it with used words *thanks*, appreciation token, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes, Cady as responses that explicitly accepted for what Janis said to her.

9. Awesome

When Karen and Gretchen saw Cady’s beautiful outfit at Cady’s party, they compliment her by saying:

<table>
<thead>
<tr>
<th>Cady</th>
<th>: Hey, guys.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen &amp; Gretchen</td>
<td>: You look awesome!</td>
</tr>
<tr>
<td>Cady</td>
<td>: I know, right?</td>
</tr>
</tbody>
</table>

Cady very beautiful girl and awesome (like her friends compliment to her) of what she wearing on, that’s why she said, “*I know, right?*” Cady accepted the compliment utterance *awesome*, appreciation or agreement token, like the writer explain in the chapter two about the types of compliments responses classified by Janet Holmes, respond that explicitly accept the compliment, like Karen and Gretchen said in the dialogs “*You look awesome!*” treat the *face threatening act* FTA used.

47 *Ibid*
positive politeness, same with what Brown and Levinson said that compliment is act
of speech that could utilize as tool of positive politeness.\textsuperscript{48}

10. Great

For the last of compliment is the word \textit{great}, when Cady’s got drunks at her
own party in her house and she was looking for a private room there she met Aaron
while he was hiding from Regina’s chase. Then he said surprisingly:

Aaron : \textit{Hey.}
Cady : \textit{Hey.}
Aaron : I’ve been looking for you everywhere.
Cady : \textit{Me too.}
Aaron : You look great. New clothes?
Cady : \textit{Thanks.}

Karen and Gretchen were the first friends whose compliment for beautiful
Cady’s outfit, and then when Cady met Aaron he was compliment too about her new
clothes. Aaron compliment to Cady used the word \textit{great}, treat the \textit{face threatening}
\textit{act}/ FTA used positive politeness, same with what Brown and Levinson said that
compliment is act of speech that could utilize as tool of positive politeness.\textsuperscript{49} And then
Cady respond the compliment \textit{thanks}; appreciation token, like the writer explain in
the chapter two about the types of compliments responses classified by Janet Holmes,
respond that explicitly accepted for the compliment.

Those are some examples of compliments analyses from the sight of the
movie “Mean Girls” whether they are accepted, rejected, or deflected.

\textsuperscript{48} Ibid
\textsuperscript{49} Ibid
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

A conclusion from the main findings, that the writer limits himself to compile 10 of the compliments, and the writer tabulates and classifies the data into who and to whom they spoke to (the relationship), compliment utterances, compliment responses and the meanings, then analyses them.

Good conversations are each speaker of communication must know of the character and the status in her/his society. That is important to know because, in a certain of situation the character and the relationship between who and to whom they spoke to, are being important parts of who must the first speaker and what kind of the compliment responses are utilized. But in this study, all of the speakers and hearers are teenagers when they used the compliments in their social lives.

The analysis of the compliments that are found in movie of “Mean Girls” directed by Mark S. Waters, is focusing on: the communications that happens in two of the speakers based on who and to whom they spoke to (their relationship), compliment utterances, compliment responses and the meanings.

The writer concludes, in complimenting someone, the speaker should use suitable compliment utterances to the other speakers, and they must choose word of compliment based on theories that are appropriate in using them, so the hearers can
use what kinds of compliment respond are utilized by them. In the data tabulation, the
writer found that the teenagers used the compliment utterances just say what they
want to say about something beautiful, and they not choose word of compliment
based on the mentioned theories. It could be concluded that the compliment the
teenagers used is just to make the way of they think and they create their own culture
of applying compliments in their social lives.

B. Suggestions

In this study, the writer has some suggestions as follows:

1. In using the politeness of compliments, the teenagers should study inter
cultural compliment differences, thus they will apply better social interaction
among of them.

2. Through this study, the writer hopes that this paper can be useful for all of the
students who want to study in depth about the use of suitable compliments.

3. Finally, the writer hopes that this study will be useful for future improvement
of studying compliments in the English Department, especially in the Faculty
of Adab and Humanities, UIN Jakarta.
BIBLIOGRAPHY


ANNEXES 1

The Synopsis of the "Mean Girls" movie was taken from www.orama.com/moviescripts/m/mean-girls-script-lindsay-lohan.html.

Directed at a knowing, zippy clip by Mark S. Waters, "Mean Girl" is a smashing satire surprisingly knowledgeable about the what's, how's, and why's of teenage life. The story rests on a coming-of-age foundation wherein Cady Heron (Lindsay Lohan) home-schooled by her missionary parents in Africa, is introduced to an institutionalized setting in the U.S. for the first time in her life at the age of sixteen. It's a jungle in Africa, and Cady -- pronounced "Katy" not "Catty" -- Heron should know. Recently arrived in America after living in Africa, Cady finds out on her very first day in school that students can be just like wild animals. But Cady isn't entering kindergarten; she is a very smart junior in high school, having previously been home schooled in the bush by her mother. Her first day is a disaster, as she does not have the first idea how her classmates interact with each other based on their place in the popularity stratosphere, and she ends up eating lunch quietly in a bathroom stall. Cady's second day is a little better, wholly unfamiliar with the culture of a middle-class suburban school, is befriended by a Lebanese-American, Janis Ian (Lizzy Caplan), a Goth girl who is ridiculed as a lesbian, but isn't, and Damian (Daniel Franzese), a gay guy who proudly left the closet years ago, and they give her a tour of the school's different groups, they are the jocks, ROTC guys, preps, JV jocks, cool Asians, varsity jocks, unfriendly black hottest, girls who eat their feelings,
girls who don't eat anything, desperate wannabes, burnouts, sexually active band geeks, and the worst "The Plastics". Janis and Damian warn Cady about this "Plastics", the coolest girls in the place and so named because they resemble Barbie dolls, they are brought into their circle, turns from naïf to fellow gossip, and must find her way back again to some balance.

The social leader and great in using the compliment of their class is a take-no-prisoners queen bee named Regina George (Rachel McAdams) materialistic teen royalty whom everyone loves to hate, she always accompanied by her two bitches-in-waiting, Gretchen Weiners (Lacey Chabert) and Karen Smith (Amanda Seyfried). Gretchen totally rich, her dad invented toaster strudel. She knows everybody's business. She knows everything about everyone. Karen is the dumb-as-a-stone blonde who claims to have "ESPN," bragging that her boobs can predict rain. Well, they can if it is currently raining and she is outside. Regina reigns supreme by cutting down everyone else.

Janis Ian despises no one more than Regina George, who has been hurt more than once, when Regina and her two minions, the insecure Gretchen Weiners and supremely ditzy Karen Smith, invite Cady to join their exclusive club, Janis sees it as the perfect way for an outsider to get dirt on them and sabotage their faux-happy existence. Convincing Cady to go deep undercover as a "Plastic," Cady is supposed to find dirt on Regina and use it against her. Soon Cady becomes less and less like her old friends and more and more like her evil new ones. Cady is only too happy to go along with Janis' plan when she sees what a vicious backstabber Regina can be. The
longer she hangs out with the Plastics, however, Cady sees herself slowly turning into them, and the very type of person she can't stand. In some of the movie's more original moments, the students start acting out the same animal behaviors that Cady once observed in the wild out on the savanna. The fountain in the local mall, for example, is transformed into an animal watering hole.

Unfortunately things start to go awry when Cady, having infiltrated the group, becomes as 'plastic' as the others. Things start to get complicated when Cady starts to like Aaron, an ex-boyfriend of Regina’s and Regina can’t let that happen. However things take a definite turn for the worse when Regina gives her poison pen diary to the Principal and accuses Cady of writing it.

Finally, the story has earned the right to slow things down and narrow in on Cady's transformation from a naïve girl into a wiser young woman. When the school's female population run out of control after Xerox’s of a hateful book (burn book) of put-down's featuring them is released in the hallways, Ms. Norbury (math teacher) calls for an intervention in which each of them must apologize for something they have said or done to another student. The tone of the sequence, and the love and care and sincerity put into it, holds a kind of incendiary beauty. The same could be said about the climax at the spring dance, which goes a different route from the average prom finale, and a lovely final sequence that proves kids are more intelligent than some might think, with even the most hopeless cases having the power to change for the better.
ANNEXES II

“MEAN GIRLS” SCRIPT

Damien: (sit down beside Cady on the classroom)
   Is that your natural hair color?

Cady: Yeah.

Damien: It's gorgeous.

Cady: Thank you.

Damien: See, this is the color I want.

Janis: This is Damian.
   He's almost too gay to function.

Cady: Nice to meet you.

Regina: Wait. Sit down. Seriously, sit down. Why don't I know you?

Cady: I'm new. I just moved here from Africa.

Regina: What?

Cady: I used to be home-schooled.

Regina: Wait. What?

Cady: My mom taught me at home...

Regina:
   No, no. I know what home-school is. I'm not retarded. So you've actually never been to a real school before?
   Shut up.
   Shut up.

Cady: I didn't say anything.

Regina: Home-schooled. That's really interesting.

Cady: Thanks.
Regina: *But you're, like, really pretty.*

Cady: *Thank you.*

Regina: *Oh, my God, I love your bracelet. Where did you get it?*

Cady: *Oh, my mom made it for me.*

Regina: *It's adorable.*

Gretchen: *Oh, it's so fetch.*

Regina: *What is "fetch"?*

Gretchen: *Oh, it's, like, slang. From England.*

Cady: (just arrived to Regina house)

*Your house is really nice.*

Regina: *I know, right?*

Gretchen: *Make sure you check out her mom's boob job. They're hard as rocks.*

Regina: *I'm home! Hey, Kylie.*

Kylie: *Hey.*

Regina’s Mom: *Hey, hey, hey! How are my best girlfriends?*

Gretchen: *Hey, Mrs. George. This is Cady.*

Regina’s mom: *Hello, sweetheart.*

Cady: *Hi*

Mrs. Norbury: *Nice job, Cady.*

Cady: *I don’t think so!*

Aaron: *Kind of seems like you get it.*
Regina : *Oh, my God! I love your skirt. Where did you get it?*
Amber : *It was my mom's in the 's. Vintage.*
Regina : *So adorable.*
Amber : *Thanks*

Karen : *That was the best it ever went!*
Cady : *That was awesome.*
Regina : *(Aaron want to kiss her) Lip gloss.*
Kevin : *Hey, good job, Africa.*
Cady : *Thanks.*

Regina : *Ok. You have really good eyebrows.*
Cady : *Thanks.*

Cady : *So, what did you get for this one?*
Aaron : *Well, the first time I did it, I got a zero.*
Cady : *(Wrong)*
Aaron : *But then when I checked it, I got...one.*
Cady : *(There you go.)*
Cady : *I got one too.*
Aaron : *Yeah, you have to check it because sometimes the product of two negative integers is a positive number.*
Cady : *Yeah, like negative four and negative six.*
Aaron : *That's right. That's good.*
Cady : *Well, you're a good tutor.*

Janis : *Hey, I'm having an art show. So why don't you take a night off from your double life. I want you to see it.*
Cady : Coolness.

Janis : What is that smell?
Cady : Oh, Regina gave me some perfume.
Janis : You smell like a baby.
Cady : Thanks.

Cady : Hey, guys.
Karen & Gretchen : You look awesome!
Cady : I know, right?

Aaron : Hey.
Cady : Hey.
Aaron : I've been looking for you everywhere.
Cady : Me too.
Aaron : You look great. New clothes?
Cady : Thanks.