ANALYSIS THE FUNCTION OF ILLOCUTIONARY ACTS USED IN ATLAS MOVIE AND CORRELATION IN SOCIAL AND EMOTIONAL LEARNING (SEL)

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Abstract

This research was aimed to analyse the function of illocutionary acts used in ATLAS movie and analyze the relation with educational framework social and emotional learning (SEL). The object of the study was the movie on the Netflix platform entitled ATLAS. It applied qualitative research and analyzed the data by taking note and document analysis. The finding shows four functions of illocutionary acts based on Leech theory found in ATLAS movie. This study found 465 utterances used by the main characters in the film. This study found the relationship between Leech theory about the function of illocutionary acts and Social and Emotional Learning (SEL). The result of the study shows that the collaborative function has a prevalence of 63.6%, making it the most frequently used function by ATLAS as the main character. This is followed by the competitive function at 22.4%, then the conflictive function at 9.9%, and the least frequently found is the convivial function at 4.1%. And the functions itself have a relation with SEL.
Keywords: Illocutionary Acts, ATLAS Movie, Netflix.

INTRODUCTION

Pragmatics is one of the subfields of linguistics (Sihombing et al., 2021). Pragmatics itself can be defined as the study that examines how language is used in communication to convey or interpret meaning beyond the literal words in order to achieve specific communicative goals such as intentions, emotions, and social interactions. Pragmatic is a branch of linguistics which includes 5 things; namely deixis, cooperative principles, implicature, presupposition and speech acts (Peramita et al., 2024). Speech acts is the moment when speakers expect an action or response from the listener after a conversation. Speech act itself is very fundamental in human communication because it learn how to use language, such as giving information

Speech acts is the moment when speakers expect an action or response from the listener after a conversation. Speech act is a communicative action in which the speaker embeds a specific intention behind the words spoken. (Siregar, 2021) people often have specific meanings and intentions when they speak to their interlocutors, conveyed indirectly. In other ways (Putra et al., 2022) state speech act is part of the pragmatic field of science, which contains interpretations of a speech spoken by a speaker to his speech partner. Speech act is very fundamental in human communication because they learn how to use language, such as giving information, asking questions, giving commands, making promises, and so on.

Austin (1962) classifies speech act into 3 types: (1) Locutionary act, (2) Illocutionary act, (3) Perlocutionary act. Locutionary act is a sentence that directly has meaning, illocutionary act is a sentence that has meaning in its utterance, perlocutionary act is a sentence that has an impact from the conversation. Ratri & Bram (2022) state locutionary acts can be described as having a surface definition or a

real definition without the hidden meaning of the utterance. Illocutionary act is a derivative of speech act when the speaker wants to obtain something when they make an utterance. It can be an act of stating, promising, apologizing, threatening, predicting, ordering, asking, and so on (Riztya & Rahmani, 2022). In other ways, (Nur Ariesta & Simatupang, 2019) states Illocutionary act is a part of speech act that aims to make the recipient of the message do

something as intended by the speaker. Illocutionary speech act is a sentence conveyed by someone, both in spoken or written form, that carries a specific implied meaning, and it is expected that the reader or listener will respond to the uttered sentence. The embedded meaning is not explicitly stated within the sentence. This concept is referred to as illocutionary speech acts. (Maulidiyah et al., 2021) state perlocutionary is a conversation or sentence which the speaker tries to convince the listener to do as they are told.

The main theory that will be used as the basic theory is coming from Leech (1983) This theory has been used by other researchers previously. One of them was by Enos et al., (2022) in his research entitled "Analysis of Illocutionary Act Performed by The Main Character in Nightbooks Movie" Other previous researcher was Sofyan et al., (2022) with his research title of "Types and Functions of Illocutionary Acts on Inter-Character Dialogue in TILIK Short Films". Leech (1983) stated that there are four functions of illocutionary acts, namely competitive, convivial, collaborative, and conflictive.

First type by Leech (1983) is competitive. State the first category of illocutionary function is competitive. This type of illocutionary behavior is designed to compete with social goals, as it is classified as negative politeness, which aims to soften impolite expressions of the speaker's needs by increasing expressions of politeness. Namely, it involves making a polite request. This category can take various forms such as ordering, demanding, begging, and asking, among others. One of the examples as stated by Atlas (06:48) is in the sentence 'I need coffee'.

The second category is convivial. This category aligns with social goals as its function is to express positive sentiments through conviviality. Its forms can include expressions of gratitude, congratulations, greetings, and more. One of the examples as stated by Atlas (26:19) in in the sentence 'You are right. I'm sorry'.

The third category is collaborative. This category lacks a specific purpose in fulfilling social goals. The collaborative function does not involve politeness or support the social goal as politeness is irrelevant. Its function is to assure the speaker of the truth of the stated proposition. Examples of this include asserting, reporting, announcing, and instructing. One of the examples as stated by Atlas (26:36) in in the sentence 'There's always a thing that you don't see coming'.

The last category is conflictive. This category is highly contrary or opposed to the social purpose as it does not involve politeness at all and is intentionally offensive. Its forms can include threatening, accusing, cursing, and reprimanding. One of the examples as stated by Atlas (49:41-49:43) in in the sentence 'No digging around in my personal memories'.

Basically, the use of illocutionary acts is commonly found in everyday conversations. A simple example is when our phone's battery is low, and we tell our friend about it, expecting them to lend us their charger. Illocutionary acts can also be found in social media platforms like WhatsApp, YouTube, Instagram, and so on. In this research, the focus was on illocutionary acts present in a Netflix film titled "ATLAS".

This short film was released in 2024 and directed by Bred Payton. The genre of this movie is Sci-Fi and action. This movie got 5.6/10 in IMDb rating. This film tells a story about AI in the future, where AI is no longer just a tool to help with human tasks but has transformed into humanity's enemy. This story begins when Atlas's mother creates an advanced AI robot named Harlan. This robot has its own mind and operates independently. However, problems arise when Atlas connects himself to Harlan using a Neural Link. The Neural Link is a device that connects the thoughts of an AI robot with the thoughts of the human using it. Atlas does this because he wants to be like Harlan, who is greatly cared for by his mother. After Atlas uses the Neural Link and connects with Harlan, Harlan takes an unexpected action. He suddenly controls the mother because she also uses a Neural Link connected to Harlan. Harlan then kills

his mother and leaves Earth, planning to destroy the world and create a new one where AI robots are the masters and humans are their companions.

The learning process for children is not solely about academic learning. The academic learning process should be aligned with social and emotional learning. The process by which someone acquires, develops, and applies emotional knowledge, whether it be skills or attitudes(emotional), aimed at achieving individual or group goals. SEL is the ability of students to manage emotions, achieve positive goals, show empathy for others, build positive relationships, make responsible decisions, and take responsibility. SEL is the process for learners where they are required to manage emotions, hone skills to achieve specific goals, and build good social relationships in the learning environment (Váradi, 2022).SEL itself consists of 5 sub points, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Bullying, stress, shyness, introversion, and insecurity are evidence that social and emotional learning is crucial. Bullying is a concrete example of the lack of SEL learning from an early age. Bullying occurs because the student is unable to control emotions, lacks empathy for others, cannot build positive relationships, and is unable to make wise and responsible decisions. Bullying does not only occur in the school environment but can also happen in the community, workplace, and even within families. Penalizing the perpetrators of bullying is not a solution to this problem. Early SEL learning is a better approach to prevent bullying from occurring.

School readiness and educator competence are crucial factors in the effective implementation of SEL in the school environment. Teachers are key actors in the application of SEL in school learning activities, and therefore, they must possess the competence to implement SEL in the learning process. Research has found that the ability to manage SEL in preschool-aged children is crucial for long-term academic success and life outcomes. Teachers play a key role in this process (Ferreira et al., 2021). On the other hand, the developmental transition from childhood to adolescence presents its own challenges in the implementation of SEL in the school environment. During this period, students often overlook the importance of SEL for their long-term academic development. At this moment, they are unaware that their ability to control emotions, build relationships, and take responsibility for their decisions will significantly impact their future lives. The early adolescent years and the transition to middle school bring many challenges for students and have negative impacts on their academic and social lives. This period is marked by and evident in the increased risk of mental health issues (Green et al., 2021). Based on the explanation above, good SEL management skills will influence students' academic achievement.

In conducting this research, several previous studies related to illocutionary acts, especially the analysis of their functions, have been very helpful and supportive in completing this research. One of them is from Ratri & Bram (2022) entitled "Illocutionary Acts and Contextual Utterances in the Movie Raya and the Last Dragon". In this research Ratri and Bram chose 'Raya and the Last Dragon Movie' as the object of the research. This movie is set in a world where humans and dragons initially live in peace and harmony, but their tranquility is disrupted by the arrival of the monster 'Druun'. Eventually, Raya and the dragon unite to defeat the monster. This movie was released in 2021.This study explored the types and contexts of utterances in the movie Raya and the Last Dragon. Data, consisting of 31 utterances, were collected from the movie transcript and analyzed using content analysis to classify illocutionary act types and contextual utterances. Results showed the movie characters used all five illocutionary acts, and the most dominant illocutionary act was the assertive type, which occurred 13 times.

The second study is from Sofyan et al., (2022) entitled "Types and Functions of Illocutionary Acts on Inter-Character Dialogue in TILIK Short Films". This research also

utilizes Leech's theory on the functions of illocutionary acts. The film was released in 2018 and is a short film that has won many awards. It tells the story of the daily lives of mothers in an area filled with gossip every day. In this study, Sofyan and his colleagues found 21 utterances based on the functions of illocutionary acts expressed by the characters in the film.

From the two previous studies mentioned above, this research also employs Leech's theory of the functions of illocutionary acts. Additionally, the object of this study is also a movie, although its title and genre are different. On the other hand, the research conducted by Sofyan and colleagues used a short film as their research object, whereas this study used a movie with a duration of almost 2 hours. Furthermore, the previous research focused solely on the functions of illocutionary acts, while this study not only focuses on that but also seeks to find its connection with Social and Emotional Learning.

METHODS

In conducting research, choosing the research method to be used is crucial in determining the results of a study. Generally, there are two types of research methods: quantitative and qualitative research methods. In this study, the researcher will use qualitative descriptive research method as the approach for analysis. According to (Hutajulu & Herman, 2019) Qualitative researchers seek to understand phenomena by focusing on the big picture rather than breaking them down into variables. The goal is to obtain a broad overview and a deep understanding, rather than conducting numeric analysis of the data.

The data for this study is sourced from a Netflix video. The data that will be used in this study is the conversation containing illocutionary speech acts that occur among the actors in the movie "ATLAS."In the data collection technique, the researcher will use documentation analyze. According to (Bowen, 2009) Document analysis is a systematic process of reviewing or evaluating documents - both in print and electronic formats (computer-based and transmitted via the Internet). This data collection technique involves collecting transcripts of conversations that occur between actors or characters in the film "Summer Bus" and analysing them in detail to identify the illocutionary speech acts used. There are several steps to collect the data. The first one, the researcher watched the movie several times. After that,the researcher takes note to write the utterance that is delivered by the main character. This step repeated several times to ensure that the recorded dialogue was indeed the dialogue spoken by the main character.

After completing the data collection stage, the researcher proceeds to the next step, which is to analyze the data and classify it into the four functions of illocutionary acts. The researcher begins by entering the collected data into a table. After that, the researcher analyzes each utterance to classify it based on the existing functions by creating four new columns in the table. The next step is to check the appropriate column to indicate that each data finding is in the correct function.

In analyzing its function, this study uses Leech's grand theory, which classifies functions into four categories: competitive, convivial, collaborative, and complicit. On the other hand, to understand the connection with SEL, this study employs Green at al (2021) theory, which states that SEL is the ability of students to manage emotions, achieve positive goals, show empathy for others, build positive relationships, make responsible decisions, and take responsibility. This theory categorizes SEL into five components: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The analysis of SEL is carried out by examining the plot, atmosphere, setting, and especially the dialogues within the film, and then relating these elements to aspects of Social and Emotional Learning. As Schmälzle & Grall (2020) note, a film has an effect on its audience. It creates a profound experience after watching, which can impact their psychological state. Similarly, in this case, the plot, atmosphere, setting, and dialogues in the film Atlas will influence students as its audience. To understand this relationship more deeply, the following

exposition will provide detailed explanations.

FINDINGS AND DISCUSSION

Based on Leech theory there are 4 function of illocutionary acts there are collaborative, competitive, convivial and conflictive. Those function was found in ATLAS movie and can be seen as below.

1. Competitive

And please remove your Neural Links (23:33)

I need to find the rescue pod (41:00)

Analysis:

Based on Leech theory, competitive is the function of illocutionary acts that used to conflict with the interest of the speaker so that's why this act need higher levels of politeness strategies to reduce the potential conflict with listener. In several scenes in the film, ATLAS often does not use politeness when asking for commanding or demanding. This often causes unwanted conflicts to occur. That is why the use of politeness is very important when asking for commanding or demanding. Example of competitive is commanding, requesting and demanding.

2. Convivial

You're right. I'm sorry. (26:19)

Thank you for keeping me save. (01:43:44-01:43:46)

Analysis:

Based on Leech theory, convivial is used when speaker want support or please the listener. That's why this act often involve polite and friendly behavior. Types of convivial are inviting, offering, and congratulation. Based on the example above, Atlas apologized because her actions were too excessive when warning the crew before explore the planet. And the second example, Atlas thanked to Smith for always taking good care of Atlas. When Atlas saying those 2 utterances, she uses politeness strategy.

3. Collaborative

When you thought I found Harlan in your code, you checked to make sure that I didn't. (13:42-13:46)

My mom did the same thing to me when I shoplifted gum in the sixth grade. (13:51-13:53)

Analysis:

Based on Leech theory, collaborative function is focuses on cooperating with the listener to achieve common goal. This function is also used just to share information between speaker and listener. There is no direct conflict of interest between the speaker and the listener. Based on the example above, Atlas just shared information to Casca about her past when her mother was still alive. And she just says that she found Harlan in Casca codes when he makes sure that Atlas can hack his CPU. This function also requires a politeness strategy to avoid conflict between the speaker and listener.

4. Conflictive

Don't give me shit about this right now, okay? (01:19:47-01:19:50)

I don't need your damn permission. (01:03:52-01:03:54)

Analysis:

This function is contrast to other functions, in this function the speaker does not prioritize politeness strategy when using it. Usually this function is used to show disagreement or dissatisfaction about something, so this function is very vulnerable to the emergence of conflict between the speaker and listener. The examples of this function are criticizing, accusing and blaming. Based on the example above, Atlas shows impoliteness using impolite t words like shit or damn. Atlas argued with Smith, where Smith did not allow Atlas to go closer to Harlan's headquarters.

Relation with Social and Emotional Learning

1. Competitive Acts and Self-Awareness

Self-awareness is described as the ability to recognize one's own emotions, evaluate self-confidence and self-efficacy, and identify strengths and areas for development. Skills in the area of self-awareness involve "understanding emotions, goals, and personal values." This includes an accurate assessment of one's strengths and limitations, having a positive mindset, and possessing strong self-confidence and optimism (Gimbert et al., 2023). Based on the explanation above, the relationship between self-awareness and the competitive function is that students can control their emotions when requesting help or commanding someone to do something properly and correctly. When students can control their emotions in asking for help or giving commands, the likelihood of conflict decreases, and the chances of achieving their goals in making requests or demands increase.

2. Convivial Acts and Social Awareness

The ability to take the perspective of people with different backgrounds or cultures and to empathize or feel compassion" is a prerequisite for competence in the social awareness area. It also entails becoming aware of societal standards regarding behavior and identifying resources and assistance from the community, school, and family (Gimbert et al., 2023). Social awareness is the ability to socialize or put oneself in the shoes of people from different backgrounds and cultures, where we put ourselves in their place. Sometimes, students are unable or simply do not care about the words they utter to others. In such situations, the listener is bound to feel uncomfortable or even offended. This highlights the importance of putting ourselves in the shoes of others when communicating, ensuring that our words do not cause offense. As exemplified by the concept of convivial, which aims to please the listener, this connection with self-awareness is paramount. We must be able to empathize with our surroundings when speaking.

3. Collaborative Acts and Relationship Skills

Relationship skills encompass the ability to cultivate healthy, positive, close, and goal-oriented connections, adhering to prevailing social norms. The "tools they need to establish and maintain healthy and rewarding relationships and to act in accordance with social norms" are provided by relationship skills to educators. In order to be competent in this area, one must be able to collaborate, listen intently, communicate clearly, resolve conflicts in a positive way, and ask for assistance when necessary (Gimbert et al., 2023). Collaborative functions and relationship skills in SEL are intertwined in fostering healthy communication and establishing positive connections with others. To cultivate sound relationships, we also require effective communication with our partners. This entails demonstrating respect towards our partners, which serves as a cornerstone for building healthy relationships through effective communication. By nurturing these skills, we can forge strong bonds with others and achieve shared goals.

4. Conflictive and Responsible Decision Making

The capacity to decide how to engage with others on a personal or societal level while taking safety, social norms, ethics, and repercussions into account is known as responsible decision-making (Gimbert et al., 2023). Conflictive functions explain how words influence situations of conflict. Conflict situations include criticizing, accusing, blaming, and arguing. Responsible decision-making refers to the ability to be accountable for the decisions we make. Students should be taught to always take responsibility for their decisions so that in the future, they will analyze their actions before taking them. Based on the above definitions, these two theories are related because using the right words in conflicts can help achieve mutually agreed-upon solutions. Sometimes, using the wrong words can escalate the conflict.

CONCLUSION

Based on the author's analysis and findings, the functions of illocutionary acts according to Leech's theory can be found in the film ATLAS. The researcher found that the collaborative

function has a prevalence of 63.6%, making it the most frequently used function by ATLAS as the main character. This is followed by the competitive function at 22.4%, then the conflictive function at 9.9%, and the least frequently found is the convivial function at 4.1%. Based on these percentages, it can be explained that the film contains only a small amount of conflict when viewed from the perspective of its functions. This is further supported by the fact that the film features more battle scenes.Additionally, these functions can also be connected with social and emotional learning theory, as seen from the analysis above.

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