

THE POWER OF CHARLIE COMMUNICATION ON ILLOCUTIONARY AND ELLIE RESPONSES ON PERLOCUTIONARY ACTS THROUGH “THE WHALE” MOVIE SCRIPT

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Abstract

This study aims to find out the illocutionary and perlocutionary acts in the movie *The Whale*, focusing on the communication between the father, Charlie, and his daughter, Ellie. This research used John Searle's (1979) speech act theory as its theoretical framework. The data source is *The Whale* movie script, it uses descriptive qualitative research method and note-taking. The findings show 67 utterances of illocutionary acts, with assertive being the most frequent (23 occurrences) and commissive the least (8 occurrences). The most frequent perlocutionary effect was emotive (38 occurrences), while the least frequent was cognitive (8 occurrences). The analysis highlights that Charlie expresses his thoughts honestly, conveying beliefs, hopes, and explanations about his past life. In contrast, Ellie's responses to Charlie's words evoke emotional perlocutionary effects, including anger, frustration, confusion, and cynicism. Their interaction is laden with emotional tension, which illustrates how speech acts shape their complex relationship. This research emphasizes that dialogue serves not only as a means of communication, but also as a powerful tool to reveal deeper meanings, enrich characterization, and provide a stronger emotional experience for the audience.

Keywords: *Illocutionary, Perlocutionary, John Searle, and Communication.*

1. INTRODUCTION

The relationship between a father and daughter can be rich and multifaceted, shaped by many aspects of emotional connection, nurturing, and development. The bond formed in early childhood can provide a sense of security, trust, and emotional stability, which helps foster a daughter's sense of self-worth. However, some potential outcomes could affect if a father absent during his daughter's early childhood. It can have significant drawbacks on her emotional development for example, daughter getting stubborn, naughty, daughter neglects father's command.

The power of the father's words holds significant influence in shaping a child's life as they grow, forming their moral, social behavior, and emotional resilience. A father may issue directives or express that aim to guide or educate his daughter (Pierce et al., 2014). According to Searle (1969) classification, these acts can include assertives, directives, expressives, and commissives, each serving a specific communicative function. The illocutionary force of a father's words can thus be seen as a tool for instilling values, providing guidance, or expressing care, which are fundamental

in a nurturing relationship (Saragi et al., 2019).

Research in the father and daughter relationship field has shown that the quality of communication significantly impacts emotional development and behavioral outcomes. For example, research shows that positive father involvement correlates with higher self-esteem and better emotion regulation in daughters (Diniz et al., 2021). In contrast, lack of communication or negative interactions can lead to problems such as anxiety and behavioral problems (Abraham & Feldman, 2022). These findings underscore the importance of examining the nuances of father-daughter communication, especially through the lens of speech act theory.

A pragmatic analysis of illocutionary and perlocutionary acts in this context provides valuable insights into how language and communication impact interpersonal relationships particularly in the complex bond between a father and a daughter. By analyzing the main character's use of speech acts in *The Whale*, we can explore how words carry authority, influence, and emotional weight.

Moreover, exploring illocutionary and perlocutionary acts in this context can offer broader insights into how a father communicates his expectations and values to his daughter. The effectiveness of these communicative acts can shape how daughters interpret and respond to their father's guidance, ultimately influencing their behavioral patterns and emotional responses (Amalia, 2021). By examining these speech acts, researcher can uncover the subtleties of father-daughter interactions, demonstrating how the power of a father's words can either strengthen or undermine a daughter during her formative years.

Research highlights the importance of linguistic analysis in understanding the impact of particular utterances, where each utterance can generate different perlocutionary power (Jimmi et al., 2019). In the context of father-child relationships, this suggests that the words chosen by a father can have significant consequences, both in building a positive relationship and in creating tension.

This phenomenon usually occurs in real life but is also raised in literary works and movies because it is usually inspired by real life as a reflection of the dynamics of family relationships. One of the literary works that was analyzed is the power and responses in *The Whale* script movie, which tells the life of a man named Charlie, who struggles with severe obesity and tries to mend his tenuous relationship with his daughter, Ellie. In this movie, the relationship between a father and his daughter is a complex and emotional main theme.

In addition to previous research, the study by Kartika et al., (2023) titled *Depicting the Reflection of Power on Illocutionary Acts of Japanese Prime Minister Shinzō Abe's Speech on Covid-19* offers a relevant comparison by analyzing how power dynamics manifest in political discourse through illocutionary acts, utilizing John Searle's theory and a quantitative approach. While both studies focus on the power of illocutionary acts, they differ in data sources and methodologies—one examining political speeches and the other exploring familial relationships.

The objective of the current research is to analyze the illocutionary and perlocutionary acts in the film *The Whale*, specifically how the father's words influence his daughter's emotional development and behavioral responses. This study aims to reveal the

complexities of their communication, illustrating how a father's language can either foster understanding and acceptance or lead to conflict, thereby contributing to the broader discourse on the significance of communication in shaping interpersonal relationships within families.

2. LITERATURE REVIEW

Pragmatics is a branch of linguistics that studies how context affects meaning in communication. According to Leech, pragmatics focuses on meaning related to the speech situation, which is not only in the form of lexical meaning, but also the meaning that arises from the interaction between the speaker and the listener in a particular context. Leech, in his work entitled "Principles of Pragmatics" published in 1983, explains that understanding meaning in language cannot be separated from the social and situational context in which the utterance occurs. Therefore, pragmatics helps us understand how people use language in everyday life and how meaning can vary depending on the communication situation at hand (Alduais et al., 2022).

Speech Act

A speech act is defined as an utterance that performs a function in communication to achieve a goal such as providing information, making a statement, asking a question, giving an order, or expressing an emotion (Wardana et al., 2019). This concept emphasizes that language is not only a means of communication, but also a tool to perform actions that can influence the beliefs, feelings, and actions of the listener.

Illocutionary Act

Illocutionary speech acts are actions performed by the speaker when saying

something, the purpose of the utterance is that the speaker uses the utterance to do more than just convey information (Sembiring & Ambalegin, 2019). The speaker expresses his or her intention through the spoken sentence, which can be a request, a statement, or a command. Searle (1979) work "Expression and Meaning", developed a classification of illocutionary acts into five main categories.

The following is an explanation of the five categories of illocutionary acts according to Searle, the first is assertives is a type of speech act that aims to state or inform something in accordance with reality. In this category, there are several forms of utterances, such as stating, describing, claiming, reporting, explaining, concluding and predicting.

Second is directives aim to make the interlocutor perform an action that expects a response from the listener. There are 5 subcategories, namely requesting, commanding, suggesting, advising, warning, and questioning. The third is commissives are actions that relate to promises or commitments. The speaker is responsible for fulfilling what has been promised. There are 5 subcategories namely, promising, offering, swearing, guaranteeing, and the last one is threatening. The next is expressive is used to express feelings or emotions, the speaker conveys a felt reaction. Searle identifies several expressive subcategories, which include: Congratulating, thanking, apologizing, condoling, praising, and blaming.

And the last is declaratives are statements to change the situation simply by being spoken, usually in formal contexts such as announcements. There are 2: The first institutional declarations are utterances within the context of a specific institution and have

the power to change status or conditions based on the rules of that institution. And second is non-institutional declarations are utterances that are not bound to a formal institution but still have the effect of changing status or conditions in a particular social context

Perlocutionary Act

Perlocutionary Act is the effect of an utterance on the listener after the utterance is delivered. In the book 'Linguistic communication and Speech Act Theory' written by Bach & Harnish (1979) perlocutionary act is defined as the effect or impact produced by an utterance on the listener. Perlocutionary can be divided into three main categories: The first is cognitive effects relate to how the utterance can affect the listener's understanding and knowledge, some of the effects that occur are, belief formation, doubt and acquiring knowledge (Susanto, 2022).

The second is motive effects, perlocutionary emotional effects include how speech can cause emotional reactions in listeners. Speech that touches or moves someone's heart can produce various emotional responses, such as: Happiness, sadness, and anger. And finally, behavioral effects are concerned with how an utterance can encourage the listener to do something. This can include: Direct action this effect occurs when the listener reacts immediately, verbal responses occur when the listener answers and responds. Long-term action This effect occurs when an utterance makes the listener consider and then change a decision in the long term.

3. RESEARCH METHOD

This study employs a descriptive qualitative method to analyze the illocutionary and perlocutionary acts of the two main characters, Charlie and

Ellie, in the movie *The Whale*. This approach allows for an in-depth exploration of the nuances in their communication and the impact of their speech acts. The primary data source for this research is the movie script of *The Whale*, focusing specifically on the dialogues between Charlie and Ellie.

The selection of these characters was made through purposive sampling, emphasizing dialogues that significantly illustrate the power and effects of their speech acts. To collect data, the researcher utilized note-taking techniques to systematically record relevant dialogues from the film. This method ensures that the information gathered is reliable and can be effectively utilized for analysis, as noted by (Jorm, 2015).

The data analysis process consists of four steps. First, the researcher carefully watches *The Whale* to familiarize themselves with the content and context. Subsequently, the researcher identifies and examines the strength of the illocutionary acts and the responses to specific perlocutionary acts, aligning with approaches taken by other researchers in film analysis (Fitriani et al., 2020). Third, utilizing John Searle's theory, the researcher identifies the illocutionary forces in the dialogues and the corresponding perlocutionary responses. Finally, after analyzing the collected data, the researcher synthesizes the findings to draw conclusions regarding the impact of the characters' communication.

The results of the research will be presented through a comprehensive analysis that includes direct quotations from the film to illustrate key points. This approach will provide clarity and support for the conclusions drawn regarding the power of speech acts in the father-daughter relationship depicted in *The Whale*. By connecting

these elements, the study aims to offer valuable insights into the complexities of communication within familial relationships.

4. RESULT AND DISCUSSION

Based on the analysis of illocutionary acts in Charlie's dialog, only 4 illocutionary categories were found, namely assertive, directive, commissive, and expressive. His statements serve to express emotions, provide information, make requests, or commit to certain actions. The most frequently used illocutionary act is assertive, as Charlie often states opinions, beliefs, and facts about his life and relationship with Ellie.

On the other hand, Ellie's responses show various perlocutionary effects, which are categorized into cognitive effects, emotive effects, and behavioral effects. Her reactions often involve emotional outbursts (emotive effects), sarcastic comments (cognitive effects), and actions influenced by Charlie's words (behavioral effects).

Table 1. The frequency of illocutionary acts Charlie

Classification of Searle Illocutionary 1979	Illocutionary Act subtypes	Frequency
Assertive	1.Stating	14
	2.Explaining	8
	3.Predicting	1
Directive	1.Questioning	7
	2.Requesting	12
	3.Suggesting	2
Commissive	1.Offering	3
	2.Promising	2
	3.Guaranteeng	3
Expressive	1.Praising	11
	2.Apologizing	3
	3.Thanking	1
Total		67

Table 2. The frequency of perlocutionary acts Responses Ellie

Perlocutionary Effect	Frequency	Total
Cognitive effects	8	67
Emotive effects	38	
Behavior effects	21	

Assertive

1) Stating

Charlie: *"Sometimes. She really only tells me things about you."*

Ellie : *"Why?"*

(38:08-38:16)

Charlie uses an assertive speech act by stating that his ex-wife only talks about Ellie to him, which reflects his belief in the situation. His words not only convey information but also show that the only thing he wants to know is Ellie's life. Ellie's response of asking "Why?" shows a cognitive effect where she begins to think about the reasons behind her father and mother's actions. She is still curious about her father's motives and concerns. This shows that Charlie's assertive communication has an effect on Ellie's thinking, although it does not automatically improve their relationship.

Clear statement reflecting his belief on this issue, which indicates the clarity of the assertive speech act, which involves a statement of fact or belief. This is in line with Yule's classification of assertive speech acts that include statements of fact or personal belief-which shows a strong connection between inner thoughts and communicated expressions (Indah Jatiningtyas et al., 2024). It is found 14 uses of stating because many of the dialogs contained direct statements from Charlie to Ellie. Charlie often expresses his thoughts about his life, his regrets, and his hopes. This makes many of his

dialogue emphatic and meaningful statements.

2) Explaining

Charlie: Your mother. She sent it to me. four years ago. I wanted to know how you were doing in school. So she sent it. And it's the best essay. I've ever read.

Ellie is struggling to hold on to her anger, she looks away from Charlie.

Ellie : why are you fucking with me like this?

(01:48:43-01:48:53)

In this conversation, Charlie's illocutionary act is assertive, he explains something as a fact. Charlie's words cause an emotional reaction in Ellie, namely anger and frustration. She feels confused and may not believe that Charlie really cares about her. Ellie shows emotive responses, namely, feeling disturbed, suspicious, and emotional after hearing Charlie's statement. There are 8 explanations in Charlie's dialog to Ellie, where Charlie tries to explain something to his daughter in more detail. When Charlie explains why he left his family, he tries to make Ellie understand the reason behind his decision. He also explains about the essays he kept and how they helped him emotionally. In these moments, Charlie tries to make Ellie understand his feelings and the situation he is in.

3) Predicting

Charlie (cont'd) I'm going to go to the bathroom, but when I'm done I'll work on—

Ellie : I'm not helping you to the bathroom.

Charlie: I didn't ask you to help.

(37:37-37:47)

The illocutionary action in Charlie's speech "I'm going to go to the bathroom, but when I'm done I'll work on—" is included in the predicting category because Charlie states something that will happen in the future, namely his plan to go to the bathroom and then continue his work. By using the phrase "I'm going to go", Charlie shows that he has decided on his action and predicts what will happen next. Ellie's response includes cognitive effects. Ellie experiences a change in her way of thinking. She interprets Charlie's words as a request for help, even though this is not what Charlie meant. This shows that Charlie's words triggered a misunderstanding in Ellie's mind, which then led to Ellie's self-defense response.

Directive

1) Questioning

Charlie: your mom okay with you coming here?

Ellie : I didn't tell her she would've freaked out. Why don't you just go to the hospital?

(20:55-21:03)

In this conversation, Charlie asks the illocutionary question "Your mom okay with you coming here?" which directly asks for information, but can also implicitly reflect concern or attention to Ellie's situation. When Ellie hears this question, the focusing effect is an emotive effect. Charlie's question can trigger uncomfortable feelings in Ellie because it touches on the sensitive topic of her relationship with her mother. This can be seen from Ellie's response which immediately explains that she didn't tell her mother because her mother would overreact. This answer suggests that Ellie may feel pressured or upset about her mother's expectations and reactions, and that

Charlie's question contributes to these feelings, albeit without the intention of making her feel this way.

It is found 7 questions in Charlie's dialog to Ellie, where he tries to understand his daughter's feelings through questions. Charlie asks Ellie why she is always angry after explaining that she only wants to help Ellie. In addition, Charlie also asks questions to encourage Ellie to value herself more. These questions show Charlie's efforts to communicate with his daughter and understand her feelings more deeply.

2) Requesting

Charlie: "Ellie, please don't go-"

Ellie : Turns around and looks at Charlie
(01:17:21-01:17:23)

In the sentence "*Ellie, please don't go-*", Charlie performs a directive illocutionary act, which is asking or pleading with Ellie to stay. His speech shows fear and desperation, as he does not want to lose the last chance to repair his relationship with Ellie. In other words, Charlie is not only expressing his feelings but also trying to influence Ellie's actions not to leave. This statement indicates an emotional urge and a plea for a relationship, which illustrates the nature of directive acts to request or command (Sukmawati, 2022).

Ellie's response of stopping and turning her head towards Charlie indicates a behavioral effect. Initially, Ellie wants to leave, but Charlie's plea makes her pause, indicating that she still has consideration or emotional attachment to her father. Although Ellie tries to keep her distance emotionally, her actions show that there is a part of her that still wants to understand or even accept Charlie's existence.

It is found 12 requesting in Charlie's dialog to Ellie, where he asks for something in order to be closer to his daughter. Charlie asks Ellie to read her essay after she explains how much it means to her. Charlie also asks Ellie to spend more time with him, hoping to improve their relationship. These requests reflect Charlie's great desire to reconnect with Ellie before his time is up.

3) Suggesting

Charlie: just think about the poem for a while, and write something. Be honest, tell me what you really think.

Ellie : you want me to write what I really think?

Charlie: yes. Really.
(40:15-40-19)

In the sentence "*Just think about the poem for a while and write something. Be honest, tell me what you really think,*" Charlie performs the illocutionary act of suggesting because he suggests Ellie to think about the poem and write her opinion honestly. This is a directive speech act, because Charlie is trying to encourage Ellie to perform an action, but without forcing her. By emphasizing honesty ("*Be honest, tell me what you think.*"), Charlie wants Ellie to feel free to express her thoughts. Ellie responds with hesitation: "*You want me to write what I really think?*" This shows a cognitive effect, as Charlie's words make Ellie think and question whether Charlie really wants to know her true opinion. This hesitation suggests that Ellie may not be used to someone who really wants to hear her opinion, or she doubts whether Charlie is serious about his request. Although Ellie does not act directly, her response shows that she is

processing and considering Charlie's suggestion.

It is found 2 instances of suggesting in Charlie's dialog to Ellie, where he makes suggestions for the good of his daughter. Charlie suggests Ellie write something more honest, after he explains how important writing is in expressing feelings. Charlie also suggests Ellie to be more open to others, hoping she can find happiness. These suggestions show Charlie's desire for Ellie to live a better life.

Commissive

1) Offering

Charlie: There's stuff for sandwiches in the kitchen.

Ellie gets up, goes to the kitchen. She is about to open the fridge when she stops, turns around, and goes back to Charlie.

Ellie : I'll make you one, but it's gonna be small. And I'm only using turkey or chicken, and no mayonnaise.

(01:02:48-01:03:03)

In the sentence "There's stuff for sandwiches in the kitchen.", Charlie performs the act of offering because he offers food to Ellie indirectly. This is a directive speech act, where Charlie does not explicitly tell Ellie to eat, but tells her that there is food available. This action shows his concern for Ellie and is a subtle way of offering something without being pushy. Ellie initially responds to Charlie's offer with the physical act is that behavioral effect with getting up and walking towards the kitchen ("Ellie gets up, goes to the kitchen."), which shows a behavioral effect, as Charlie's offer influences her actions. However, before opening the fridge, she suddenly stops and turns back to Charlie. This shows that even

though she accepted the offer indirectly, something is still bothering her, perhaps a feeling of doubt or a desire to interact further with Charlie before actually accepting his offer.

It is found 3 offering in Charlie's dialog to Ellie, where he offers something as a form of attention and an attempt to get close to his daughter. One example is when Charlie offers schoolwork help after explaining that he believes Ellie is actually smart and talented and also offers his savings to help Ellie in the future, hoping that it can help her live a better life.

2) Promising

Charlie: it'll be good, I promise

Ellie : you have it?

Charlie: it's almost done. You can wait while I finish it?

Ellie looks at the door, annoyed.

Finally she relents, comes inside and sits on the recliner. She pulls out her phone.

(43:39-44:01)

In the sentence "It'll be good, I promise," Charlie performs the illocutionary act of promising because he gives Ellie a promise that the essay. This is included in the commissive speech act, because Charlie commits to perform an action in the future, namely completing the essay. In addition, when Charlie says "It's almost done. Can you wait while I finish it?", he also shows an indirect form of promise, because he implies that he will finish the essay if Ellie is willing to wait. Ellie is initially annoyed (looking towards the door, upset), which shows that she does not fully believe Charlie's promise. However, she eventually responds with action, the re-entering, sitting in the chair, and taking out her cell phone.

This shows a behavioral effect response, because even though Ellie

does not explicitly accept Charlie's promise, she still chooses to wait, which means that Charlie's words successfully influence her actions. The behavioral effect describes the change in her actions when processing with the complexity of the communication. action imbued with resistance and contemplation (Liu et al., 2023). It is found 2 times promising in Charlie's dialog to Ellie, where he makes a promise to show his sincerity and love. Charlie promises Ellie not to lie again after explaining how much he wants to rebuild trust with his daughter

3) Guaranteeing

Charlie : everything I have, all the money I have in the bank.

Ellie stares at him. pause. Charlie relents.

Charlie (cont'd): a hundred and twenty thousand. pause.

Ellie looks at him, doubtful.

(23:52-23:54)

In the sentence "Everything I have, all the money I have in the bank.", Charlie commits the act of guaranteeing because he guarantees that all the money he has will be given to Ellie. This is a commissive speech act, as Charlie fully commits to a future action, which is to give away all his money. When he then emphasizes the amount ("120,000"), he further reinforces his assurance to make Ellie believe that he really means it.

Ellie responds by staring at Charlie in silence ("Ellie stares at him. Pause."), which shows a cognitive effect, as Charlie's assurance makes her think and consider whether the offer is real or not. Ellie's silence and hesitation reflect that she does not immediately accept or reject, but rather is processing the information and possibly questioning the motives behind Charlie's assurance.

It is found 3 guaranteeing in Charlie's dialog to Ellie, where he gives assurances to convince his daughter. Charlie convinces Ellie to help him graduate from college, giving all his money and finishing Ellie's essay.

Expressive

1) Praising

Charlie: it's really good to see you, you look--beautiful. how's school? you're a senior, right?

Ellie : (look at him) since when did you care?

(21:12-21:13)

In this conversation Charlie praised Ellie for her appearance. This is included in the expressive speech act, because Charlie expresses his feelings of pleasure and admiration towards Ellie. By saying that Ellie looks beautiful, he is not only expressing his opinion but also trying to create a warmer atmosphere between them. Ellie responds skeptically, "Since when did you care?", which shows that Charlie's words have a cognitive effect to Ellie.

This response shows that Ellie does not immediately accept Charlie's praise positively but rather questions his sincerity. This shows that Charlie's words make Ellie think and reflect on their relationship, but with suspicion or cynicism. There are 11 compliments in Charlie's dialog to Ellie, where he praises his daughter to show his pride and love. Charlie says that Ellie is very smart, beautiful, and wonderful. Charlie also praises Ellie's writing by saying that her writing is very honest and strong, as a form of recognition of her abilities. Charlie tries to rebuild their relationship by giving her daughter encouraging words.

2) Apologizing

Charlie: "I'm just sorry, Ellie. I'm so, so sorry."

*Ellie: Silence and looks down
(01:00:14-01:00:18)*

Charlie uses expressiveness to convey a deep apology to Ellie. This is not just empty words but really shows how much he regrets his past decisions. Ellie's response, although non-verbal, shows the emotive effect-she no longer fights back with harsh words or sarcasm, but instead remains silent and looks down, which shows that Charlie's words are starting to touch her emotions. This becomes a pivotal moment in their dynamic relationship, where Ellie slowly begins to respond with more emotion than anger. It is found 3 times apologizing in Charlie's dialogue to Ellie, he apologizes as a form of regret for his past and regrets his decision he also apologizes for feeling that he has disappointed Ellie, hoping to make amends before it is too late. shows how much Charlie's guilt and his desire to repair his relationship with his daughter.

Thanking

Charlie: (Smiling) Thank You.

Ellie Turns Around, Goes Back to the kitchen. She pens up the fridge, takes out cold cuts, mustard, bread. she pens a Jar of mustard, finds a bread knife. Charlie looks at her, smiling.

(01:03:54)

In the sentence (Smiling) Thank you," Charlie performs the illocutionary act of thanking because he expresses gratitude to Ellie. This is included in the expressive speech act, because Charlie expresses his appreciation for Ellie's act of being willing to make food for him. It also shows that Charlie wants to build a better relationship with Ellie by

appreciating every little effort she makes. Ellie response with a behavioral effect, which is to continue her activities without giving a verbal reply to Charlie's thank you. She still goes to the kitchen, opens the fridge, and starts preparing the food, which shows that even though she does not explicitly reply to Charlie's thank you, she still performs an action that matches the intent of the interaction. This response could indicate that Ellie is beginning to accept Charlie's existence, despite still maintaining an emotional distance. This interaction demonstrates how gratitude and non-verbal responses can contribute to meaning formation and relationship context (Lestari & Mutiaraningrum, 2023)

5. CONCLUSION

Based on the research on the dialog in The Whale movie script, the researcher found four types of speech acts with a total of 67 utterances used by the main character, Charlie. The most dominant speech act is assertive with a total of 23 utterances which shows Charlie's effort in stating beliefs or facts to Ellie. While the least found is the commissive speech act with a total of 8 utterances. However, these speech act categories still play a role in building communication dynamics between father and daughter.

In the context of illocution, Charlie's speech shows that assertive speech acts are most often used in his communication with Ellie. Charlie tries to explain his feelings and give wishes or requests to his daughter, but often the intent of his words is not received as he expected. Although he wants to improve his relationship with Ellie, the way he speaks more often reflects sincerity and regret rather than generating the response he wants. In terms of perlocution, Ellie's response to Charlie's

speech shows that emotive effects are the most dominant, then cognitive effects and behavioral effects.

This suggests that although Charlie is trying to rebuild a relationship with his daughter, his communication more often triggers a negative emotional reaction compared to a change in attitude or actual action from Ellie. Overall, this study highlights how speech acts can affect interpersonal relationships, especially in the context of emotionally charged father-daughter relationships. The results also provide insight into how language can reflect and reinforce in a relationship.

Future research should explore intervention aimed at improving communication skills among parents, focusing on effective ways to convey emotions and intention to their children. In addition, workshops or counseling sessions that support the development of their father-child relationships. By exploring the nuances of communication, families can work to foster emotional well-being and strengthen their bond.

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