

CHAPTER I INTRODUCTION

1.1 Background of The Study

People, as a human being, need one another to their life. By their very nature as social entities, humans have a profound need to interact and collaborate with others in daily life. This involves sharing thoughts, feelings, and goals, as well as working together to achieve desired outcomes. Communication is the process of conveying information, ideas or feelings from one to another through various channels, media, or methods, whether verbally, in writing, or non-verbally. Christina (2024:29) communication is an indispensable activity in human life, as it facilitates the sharing of information, knowledge, and other vital matters.

Communication itself is not far from the term of language. Language is the most important communication tool for humans. Through language, individuals can convey thoughts, feelings, and intentions to others. One aspect of language that is interesting to study is speech acts, namely actions carried out through speech. Austin (1962) and Searle (1980) introduced the concept of speech acts as part of pragmatics, namely the study of meaning in the context of language use. In pragmatics, expressive speech acts are one type of speech act used to express the speaker's feelings or attitudes towards something. Examples of expressive speech acts include gratitude, apology, praise, or congratulations. Analysis of expressive speech acts is important because it helps understand how language reflects emotions and social relationships between individuals.

Film, as a form of narrative art, provides a rich medium for exploring the use of language. Dialogue in films not only serves to convey the story but also reflects the social dynamics and emotions of the characters. One interesting animated film to analyze from a speech act perspective is *Toy Story 3*. This film, released by Pixar Animation Studios in 2010 and directed by Lee Unkrich, is a sequel to the previous two films and is known for its emotional story and deep characters. In *Toy Story 3*, characters such as Woody, Buzz, and their friends face various situations that trigger strong emotions, such as separation, friendship, and sacrifice. These situations provide many opportunities to analyze the expressive speech acts used by the characters.

In the context of linguistic research, the study of speech acts in films has several benefits. First, this analysis can provide insight into how characters in the film express emotions and build relationships with other characters. Research can also help identify patterns of language use that may reflect cultural or social norms. For example, films often reflect certain cultural or social norms and provide insight into how certain societies use language.

Toy Story 3 is an ideal example for this study because the film combines entertainment with carefully designed dialogue. The characters in this film face conflicts and challenges that trigger expressive speech acts, such as



expressions of fear, anger, happiness, or sadness. For example, the scene when Woody tries to convince his friends to stay together shows various expressive speech acts that reflect the dynamics of their relationship. By analyzing this dialogue, we can understand how expressive speech acts are used to express complex feelings and build an emotional narrative.

Research on expressive speech acts in *Toy Story 3* is also relevant because it can contribute to the study of pragmatics and film linguistics. Most previous pragmatics studies have focused more on natural conversation data or written texts, while film dialogue offers a unique source of data because it is designed to convey certain messages to the audience in an effective way. In addition, animated films such as *Toy Story 3* are often aimed at a wide audience, including children and adults, so the use of language in this film must be able to reach various age groups and backgrounds. This adds to the complexity and uniqueness of the use of language in the film.

The reason for choosing this research title is because *Toy Story 3* is the highest-grossing film in the *Toy Story* series and the second-highest-grossing Pixar film. Furthermore, according to Rotten Tomatoes, it was also crowned the best film of 2010. The film's commercial and critical success makes it an intriguing case study for analyzing expressive speech acts in the context of animated films. *Toy story 3* not only offers an emotional narrative and rich characters, but is also an ideal medium to explore expressive speech acts in an in-depth context. The film depicts a variety of complex emotional situations, such as friendship, loss, and sacrifice, all of which trigger a variety of expressive speech acts. In addition, the dialogues in the film are carefully designed to create a strong emotional impact on the audience, making it an interesting subject for linguistic research. This study aims to explore more deeply how language is used to express emotions and build interpersonal relationships in the context of narrative art.

Thus, this study aims to analyze expressive speech acts in *Toy Story 3* to identify the types of expressive speech acts used, the contexts in which they are used, and how they contribute to the development of the story and characters in the film. This study also explores how expressive speech acts in the film reflect universal cultural values and emotions, thereby providing deeper insight into the relationship between language, emotions, and narrative art.

1.2 Identification of The Study



Based on the background of the problem above, the problem can be identified as follows:

1. Several expressive speech acts present in the *Toy Story 3* movie are not yet fully examined.

2. The types of expressive speech acts most frequently used in *Toy Story 3* are still understudied.

3. The limited number of studies on expressive speech acts in animated films, particularly in the context of *Toy Story 3*, makes it an interesting and relevant area for research.

particularly *Toy Story 3*, necessitates a more in-depth analysis.

4. The previous studies on expressive speech acts in animated films are limited, making it necessary to conduct a more extensive and in-depth on *Toy Story 3*.

1.3 Scope of the Problem

The cope of this study specifically limited to analyzing expressive speech acts in the animated movie *Toy Story 3*. This research focuses on identifying and analyzing expressive speech acts in *Toy Story 3*.

1.4 Research Question

In accordance with the background of study as well as the identification and scope of problem, the writer proposed the research questions below:

1. What kinds of expressive speech act are found in the movie *Toy Story 3*?
2. What form of expressive speech act appears most frequently in the movie *Toy Story 3*?

1.5 Objective of The Study

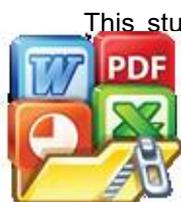
In connection with the problem formulation above, the writer concludes that some of the objectives of the researcher are:

1. To identify expressive speech act present in the movie *Toy Story 3*.
2. To identify the most frequent expressive speech acts in the movie *Toy Story 3*.

1.6 Significance of The Study

Based on the research objective above, this study is significantly contributes to the understanding of expressive speech acts in animated films, specifically *Toy Story 3*, by expanding knowledge of various speech acts and providing for linguistics and communication researches and practitioners

1.7 Sequence of The Writing



This study consists of five systematic chapters, divided into introduction, methodology, analysis, suggestions and conclusions. The first chapter, covers the background of study, identification of problem, objective of study and sequence of the writing. This chapter focuses on selecting the movie as the object of study and examines the scope of the limitations to be studied.

The second chapter is the literature review section which discusses previous research relevant to the research topic and supporting theories used in this research. The third chapter explains the research methodology used in this research. This chapter covers the research design, data collection methods, data analysis, and data analysis procedures for this research. This section focuses on the methods and steps that the author will take in conducting this study.

The fourth chapter is the core chapter of this study. This chapter contains the analysis and discussion of the research results, this chapter explains the presentation of data and analysis results obtained from the research based on the framework of thinking that has also been explained in the previous chapters. Chapter five, the conclusion, which is the last chapter of this research, contains the conclusions of the research results, answers to the problem formulation and suggestions for further research.



CHAPTER II LITERATURE REVIEW

2.1 Previous Studies

In this chapter, the researcher would like to put some theories related to the problems of the study to support this research. The first previous research was written by Asiah M, Asdar, and Nursamsilis Lutfin, 2024 "*An Analysis of Expressive Speech Acts in Online Discussions through WhatsApp Groups*", examined expressive speech acts in online teacher-student conversations via WhatsApp groups. The study identified various expressive speech acts, including apologizing, tempting, motivating, hoping, praising, expressing gratitude, thanking, congratulating and criticizing. Both studies share a common focus on expressive speech acts using qualitative methods. However, a significant difference lies in the research objects: online WhatsApp group discussions versus character dialogue in the movie *Toy Story 3*, resulting in distinct characters and contexts.

The second previous was written by Isnaniah (2015) "*An Analysis of Speech Acts by Woody Pride in the Movie Toy Story 3*", utilizes the same research object and qualitative methodology as this study. However, the focus differs significantly, as Isnaniah's research concentrates on analyzing Woody's speech acts, whereas this study explores expressive speech acts in the film.

The third previous was written by Risa Dewi Rahmawati (2012) "*An Analysis of Expressive Speech Acts Used in Crazy Rich Asian Movie*", the similarities between this study and mine are to describe the types of illocutionary acts, specifically expressive speech acts, and employing film analysis for data collection. However, the studies differ in film selection: Risa Dewi Rahmawati analyzed "Crazy Rich Asian," whereas this research focuses on *Toy Story 3*. The different genres yield differing character dialogues.

Based on previous studies, the author identifies similarities and differences with this research. Some studies share similar objects "*An Analysis of Expressive Speech Acts in Online Discussions through WhatsApp Groups*" and "*An Analysis of Expressive Speech Acts Used in Crazy Rich Asian Movie*", while others share similar focuses "*An Analysis of Speech Acts by Woody Pride in the Movie Toy Story 3*". These previous studies serve as references for understanding expressive speech acts analysis in films, significantly contributing to this research. The primary distinction between this study and previous ones lies in the genre and situational



Related Theories

communicative contexts. It explores how context, implied meaning, intentions, assumptions and social norms impact meaning interpretation and effective communication. "Pragmatism" comes from the Greek word *pragma*, which means "action" or "affair". The word "pragmatic" has been used in English since the 1500s, and the word "pragmatism" was first used in print in 1898.

According to Yule (1996:3) pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. *Pragmatics is the study of speaker meaning*". Yule also explains that these are the four areas that pragmatics is concerned with. To understand how it got to be that way, we have to briefly review its relationship with other areas of linguistic analysis.

First, *Pragmatics is the study of contextual meaning*. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they're talking to, where, when, and under what circumstances.

Second, *Pragmatics is the study of how more gets communicated than is said*. This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. We might say that it is the investigation of invisible meaning.

Third, *Pragmatics is the study of the expression of relative distance*. This perspective then raises the question of what determines the choice between the said and the unsaid. The basic answer is tied to the notion of distance. Closeness, whether it is physical, social, or conceptual, implies shared experience. On the assumption of how close or distant the listener is, speakers determine how much needs to be said.

"An Analysis of Expressive Speech in the Movie *Toy Story 3* indicates the potential to develop a theory of pragmatic studies that focuses on how animated characters express their emotions through speech. Aryadi, D., et, all. (2024) This theory can argue that expressive speech in animated films serves as a window to understand the complexity of character emotions and the dynamics of relationships between characters.

Basic assumption of the theory includes as:



ated Characters as Social Agents: Animated characters, though not human, can be considered as social agents who have emotions, desires, and goals.

uch as the Main Expressive Tool: Speech is one of the main tools used by animated characters to express themselves and interact with other characters.

- c. **Visual and Audiovisual Context Affects Interpretation:** The visual (facial expressions, body movements) and audiovisual (music, background sound) contexts in animated films play an important role in strengthening or modifying the meaning of expressive speech.

Example of Application in *Toy Story 3*, we can analyze how Woody expresses fear and sadness when faced with the possibility of being abandoned. His utterances, such as "No, no, no!" and "I can't lose Andy!" combined with his sad facial expression and restless body movements, create a strong impression of the emotions he is experiencing. Pragmatic studies theory that focuses on expressive speech in animated films offers an interesting perspective for understanding how fictional characters communicate and interact. By analyzing expressive speech, we can gain a deeper understanding of the emotional world of the characters and how those emotions are communicated to the audience.

2.2.2 Speech Act

Speech acts refer to the act of conveying utterances to an interlocutor with a specific purpose. Through speech acts, speakers can perform various actions such as asking, requesting, commanding, or refusing within the spoken sentence. Speech acts are a branch of pragmatics, studying language in communication. Speech acts can take the form of sounds, words, phrases, sentences, and discourse. In this context, speech acts are categorized into three main categories: locutionary, illocutionary, and perlocutionary acts.

According to Yule (1996:47) actions performed via utterances are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request. Danurdara, M. I., & Arifin, F. (2023:11) the utterance is not merely a verbal expression, but an action that aims to express emotions, influence others, and change the situation.

Speech act theory offers a highly relevant framework for analyzing how animated characters in the film *Toy Story 3* express their emotions through utterances. If we view utterances not merely as a collection of words, but as actions that have goals and consequences, then we can dig deeper into the meaning of each spoken dialogue.

Speech Acts and Context: The analysis considers the context in which the speech act is uttered, such as the social situation, the relationship between the characters, and the goals to be achieved. For example, the utterance "I'm hungry" have a different meaning if it is uttered in a dinner situation or when facing danger. In



acts, nonverbal roles refer to aspects such as intonation, facial dy movements also play an important role in conveying the cts. For example, a trembling tone of voice when uttering sad the impression of the emotion that is intended to be conveyed. with Human Communication: The analysis compares the way express emotions through speech with the way humans do in

real life. This helps us understand the universality and specificity of emotional expression through language.

2.2.3 Locutionary

Locutionary act refers to the act of uttering words with correct grammatical structure and lexical meaning. Simply put, it is the act of uttering sentences that are linguistically understandable. In the context of an animated film like *Toy Story 3*, the study of locutionary acts focuses on the literal analysis of the dialogue spoken by the toy characters.

Example in "Toy Story 3":

When Woody says, "I don't want to go to daycare," this is an example of a locutionary act. This sentence is grammatically correct and has a clear meaning. It can understand that Woody is expressing his disapproval of the plan to take him to daycare.

According to Yule (1996:49), locutionary act is the basic act of utterance, or producing a meaningful linguistic expression. If you have difficulty with actually forming the sounds and words to create a meaningful utterance in a language (for example, because it's foreign or you're tongue-tied), then you might fail to produce a locutionary act. Austin (1962:143) states that locutionary speech acts must meet truth conditions and require sense and reference to be understood. The reference relies on the speaker's knowledge at the time of the utterance. Sadock (1974:8) defines locutionary acts as "communicative acts," whereas Habermas (1998:122) views locution as the act of stating a fact or situation.

How do locutionary acts in *Toy Story 3* contribute to building relationships between characters. The act of literally saying words, or locutionary acts, is the foundation for building the dynamics of relationships between characters in *Toy Story 3*. Through dialogue, it can be seen that how the characters get to know each other, understand each other, and form bonds. For example, the conversation between Woody and Buzz Lightyear, which was initially full of disagreement, slowly turns into a dialogue full of understanding and mutual support, showing the development of their relationship. In addition, locutionary acts also play a role in creating conflict and resolution, and expressing the emotions underlying their relationship. In short, locutionary acts in *Toy Story 3* play a very important role in building relationships between characters, creating complex nuances, and reflecting the development of



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speech acts are speech acts that convey the speaker's intention in their utterance. In illocutionary speech acts, the speaker not only performs a specific action, such as requesting, ordering,

or offering. Yule (1996:49) The illocutionary act is performed via the communicative force of an utterance.

Illocutionary Act Study in *Toy Story 3*: Understanding the Intention Behind the Words. As have discussed before, an illocutionary act is an action or intention that the speaker wants to convey through his/her speech. In the context of an animated film like *Toy Story 3*, illocutionary act analysis allows us to dig deeper into the thoughts and feelings of the toy characters. Examples of Illocutionary Acts in *Toy Story 3*:

- a. Buzz Lightyear when he says, "I'm a Space Ranger, I'm not afraid of anything": Buzz's illocutionary act here is to show his courage and strength. He wants to reassure his friends, especially Woody, that they will be fine. However, behind his words, there is also doubt that he tries to hide.
- b. Lotso when he says, "I'll take care of you all": Lotso's illocutionary act is to create an image as a kind and caring leader. However, behind his words, there is an intention to control and manipulate the other toys.

Types of Illocutionary Acts in *Toy Story 3* Based on the examples above, it can be seen that the film *Toy Story 3* is rich in various types of illocutionary acts. Some of the common types found are:

- a. Assertive: Woody often uses the illocutionary act assertive to express beliefs or provide information, for example when he explains Andy's history to the new toys.
- b. Directive: Buzz Lightyear often uses the illocutionary act directive to give orders or suggestions, for example when he makes an escape plan from daycare.
- c. Commissive: The characters often make promises or commitments, for example when Woody promises to always protect his friends.
- d. Expressive: Most of the dialogues in this film contain the illocutionary act expressive, which is to express feelings such as joy, sadness, anger, or fear.

The Importance of Analyzing Illocutionary Acts. Analyzing illocutionary acts in animated films like *Toy Story 3* has several benefits, including Understanding Characters by understanding a character's illocutionary acts, we can dig deeper into the character's motivations, personality, and development. Appreciating the Story Analyzing illocutionary acts helps us understand the plot better.

2.2.5 Perlocutionary Act



Perlocutionary speech acts are speech acts that have a specific effect on the listener or audience. This effect can be a change in the listener's behavior. A perlocutionary act is the effect or impact that speech acts have, such as convincing, scaring, or making someone act.

In the context of *Toy Story 3*, perlocutionary acts are seen in various scenes where a character's dialogue has an emotional or behavioral impact on other

characters and the audience. For example, in the scene where Woody gives an enthusiastic speech to his friends when they are in a dangerous situation, his speech not only gives his friends confidence but also encourages them to unite against the challenges. This shows the perlocutionary effect of increasing morale and solidarity among the characters.

The perlocutionary effect is also very strong in the final scene of the film when Andy, who is going to college, decides to give his toys to Bonnie. This scene conveys a deep message about separation, growth, and appreciation for the past. Andy's act of talking to Bonnie while handing over the toys not only affects Bonnie who feels happy and appreciated, but also creates a deep emotional impact on the audience, such as a sense of emotion and nostalgia. The dialogues in this scene reflect how speech can produce powerful emotional effects, both in the character's world and for the audience.

2.2.6 Classification of Illocutionary Act

Thiselton, A. C. (2020) if we compare speech to an arrow, then the locutionary act is the arrow itself (the words spoken), the illocutionary act is the purpose of releasing the arrow (the intention behind the speech), and the perlocutionary act is where the arrow lands (the effect caused by the speech).

According to Searle (1979:12) The basic categories of illocutionary acts. In so doing, I shall discuss briefly how my classification relates to Austin's.

- Assertive. The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition.
- Directives. The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something.
- Commissive. Austin's definition of commissive seems to me unexceptionable, and will simply appropriate it as it stands with the caveat that several of the verbs he lists as commissive verbs do not belong in this class at all, such as "shall", "intend", "favor", and others.
- Expressive. The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content.



3, every sentence spoken by the toy characters has a certain context or on the situation as a whole. For example, when Woody goes to daycare," the intention is to express his fear (illocutionary act) that his friends become worried and try to find a solution

Examples of Perlocutionary Acts in *Toy Story 3*: When Lotso pretends to be a friend, his goal is to gain the trust of the other toys (illocutionary act). The

effect is that the toys become complacent and unaware of Lotso's bad intentions (perlocutionary act).

When Andy gives his toys to Bonnie: This action causes great sadness to Woody and his friends (perlocutionary act).

2.2.7 Expressive Speech Acts

In this study, various forms of expressive speech acts will be discovered. It will be examined using Searle's theory. According to Searle (1976:30), there are various types of expressive illocutionary acts, including the following:

1. Expressive of Thanking

Searle (1976:14) according to the definition, thanking is an expression of appreciation for something—a verbal demonstration of the speaker's attitude of gratitude and goodwill.

2. Expressive of Apologizing

Searle (1976:14) apologizing is defined as an expression of regret. The speaker is expected to rationally defend, explain, disprove, or offer justifications.

3. Expressive of Congratulating

According to Searle (1976:14), congratulating is an expression of happiness. To express your happiness for someone else's accomplishment or success, or to express your own sense of accomplishment. Congratulating is a way for the speaker to express the joy over happiness for the listeners' fortunate circumstances.

4. Expressive of Greeting

Searle (1976:14) a greeting is a way of expressing welcome. Humans consciously make their existence known to one another through the act of greeting. When you meet someone, you say or do something friendly.

5. Expressive of Wishing

Searle (1976:14) wishing is defined as a statement of hope or desire for something that is unlikely to happen but that one wishes could. The speaker's hopes and desires turn into reality when they are expected to.

6. Expressive of Attitude

According to Searle (1976:14), attitudes are defined as feelings or opinions about something. It is a common practice for speakers to express criticism in this way. Criticism, whining, and expressing disapproval with or disliking the listener's attitude.



Expressive speech acts are a type of illocutionary act used to express the notions, or attitudes towards a particular situation. In the movie *Toy Story 3*, expressive speech acts are often used by characters to convey gratitude, fear, or anger.

the Use of Expressive Speech Acts in *Toy Story 3*:

Acts of Gratitude

One example of an expressive speech act is when Jessie and her friends managed to escape from a dangerous situation at Sunnyside daycare. Jessie expressed her gratitude to Woody for leading them out of danger. Statements such as "Thank you, Woody! Without you, we wouldn't have made it" reflect sincere gratitude and show Woody's leadership dynamics in the group.

2. Expression of Sadness

A very emotional scene occurs when the toys, including Woody and Buzz, face the possibility of their lives ending in the incinerator. In this situation, their dialogues reflect a deep sense of despair and sadness. For example, Rex expresses, "This is the end for all of us..." This statement not only reflects fear and helplessness but also strengthens their bond of friendship as they hold hands.

3. Expression of Happiness

When the toys are finally rescued from the incinerator by a mechanical fork controlled by an alien toy, they show deep expressions of happiness. Dialogues such as "We're safe! We're really safe!" uttered by Hamm and Slinky Dog reflect an emotional outburst of joy and relief.

4. Expression of Anger

In the scene where Lotso, the leader of Sunnyside, betrays Woody and his friends, Buzz shows anger by saying, "How could you do this to us? We trusted you!" This expression of anger shows deep disbelief and frustration at Lotso's betrayal.

5. Expression of Fear

Another scene that shows expressive speech acts is when the toys find themselves trapped in a dumpster that is moving towards the incinerator. Phrases such as "What are we going to do? We have no way out!" from Mr. Potato Head show intense fear and a pressing situation.

6. Expression of Nostalgia and Emotion

At the end of the film, when Andy gives his toys to Bonnie, expressive speech acts appear through Andy's emotional utterances, such as "They are my best friends. Please take good care of them." This utterance reflects Andy's love and appreciation for his childhood represented by the toys. On the other hand, Bonnie shows happiness and enthusiasm by saying, "Thank you, Andy! I will take care of them!" which reflects her appreciation for the precious gift.



Expressive speech acts in **Toy Story 3** plays an important role in themes of the film, such as friendship, sacrifice, and acceptance. Emotional expressions not only illustrate the dynamics of the film between the characters but also allow the audience to feel deeper into the story. For example, the gratitude shown by the characters through cooperation and solidarity, while the expressions of sadness and anger in the scene provide a lesson about the importance of cherishing past

memories. Thus, expressive speech acts in *Toy Story 3* not only serve to build the narrative but also create a strong emotional experience for the audience.

2.2.8 Film

Film theory is the discipline that studies the basic elements that make up a film, including narrative, cinematography, directing, editing, and the emotional impact that the film creates. A film, also known as a movie or motion picture is a work of visual art that simulates experiences and otherwise communicates ideas, stories, perceptions, emotions, or atmosphere through the use of moving images that are generally, since the 1930s, synchronized with sound and (less commonly) other sensory stimulations. The word "cinema" is borrowed from the French cinema, an abbreviation of Cinematographe (term coined by the Lumière brothers in the 1890s), from Ancient Greek meaning "recording movement". The word is today usually used to refer to either a purpose-built venue for screening films, known as a movie theater in the US; the film industry; the overall art form of specifically just filmmaking.

The moving images of a film are created by photographing actual scenes with a motion-picture camera, by photographing drawings or miniature models using traditional animation techniques, by means of CGI and computer animation, or by a combination of some or all of these techniques, and other visual effects.

According to Yuyun (2011:133-137) as technology advances and audience demands increase, filmmakers have become more diverse. To illustrate the variety of films produced, they can be categorized as follows:

1. Theatrical films, specifically action films.
2. Non-theatrical films, which encompass documentary, educational, and animated films.

Before the introduction of digital production, a series of still images were recorded on a strip of chemically sensitized celluloid (photographic film stock), usually at a rate of 24 frames per second. The images are transmitted through a movie projector at the same rate as they were recorded, with a Geneva drive ensuring that each frame remains still during its short projection time. A rotating shutter causes stroboscopic intervals of darkness, but the viewer does not notice the interruptions due to flicker fusion. The apparent motion on the screen is the result of the fact that the visual sense cannot discern the individual images at high speeds, so the impressions of the images blend with the dark intervals and are thus linked together to produce the illusion of one moving image. An analogous optical soundtrack (a series of spoken words, music, and other sounds) runs along a portion reserved for it, and was not projected.

Modern films are usually fully digital through the entire process of production, and exhibition. In the context of *Toy Story 3*, film theory can show how these elements contribute to conveying a message, building up to creating a deep cinematic experience for the audience.



2.2.9 Toy Story 3

Toy Story 3, released in 2010, is a 2010 American animated film produced by Pixar Animation Studios and directed by Lee Unkrich. It is the third installment in the Toy Story franchise and continues the story of the toys who have become an integral part of Andy's childhood. The film is known for its emotional storyline, stunning visuals, and relatable messages for all ages.

There are 30 characters involved and speaking in this film, some of whom are Woody, Jessie, Buzz, Lotso, Barbie, Ken, Andy, Bonnie, Slinky, Mr. Potato Head, Mrs. Potato Head, Rex, Dolly, Andy's Mom, Trixie, and other characters.

a. Synopsis of Story

The film begins with Andy, now 17 years old, preparing to go off to college. His toys, including Woody, Buzz Lightyear, Jessie, and others, face uncertainty about their futures. Andy decides to keep Woody in his room while the other toys will be stored in the attic. However, a misunderstanding makes the toys believe that they have been thrown away, so they decide to donate them to Sunnyside Daycare.

At Sunnyside, the toys are initially happy because they will be played with by young children. However, they soon realize that Sunnyside is not a safe place, especially since it is led by Lotso, a manipulative and cruel teddy bear. Woody, who initially tries to return to Andy's house, decides to help his friends escape Sunnyside after learning the truth about Lotso.

The toys' adventure culminates when they are nearly destroyed in the incinerator, but are eventually saved by alien toys. In the end, Andy gives all of his toys to a little girl named Bonnie, creating an emotional moment that touched the hearts of many viewers.

b. Main Themes

Friendship and Solidarity: The film highlights the importance of friendship and teamwork. The toys always come together to face challenges, even in the most difficult situations.

1. **Change and Growth:** The story of *Toy Story 3* focuses on the inevitable changes in life, such as separation and growth. Andy's separation from his toys is symbolic of the transition to adulthood.

2. **Sacrifice:** Several scenes, especially when the toys face danger in the incinerator, show the value of sacrifice for the common good.

3. **Childhood Memories:** The film evokes childhood memories of toys, especially through the emotional connection between Andy and his toys.



c. Main Characters

1. Woody: A loyal leader who always puts his friends first. Woody plays a key role in rescuing the toys from Sunnyside and ensuring they get a better place.
2. Buzz Lightyear: Woody's loyal friend who also shows courage and solidarity. Buzz has a humorous moment when he is reset into "Spanish Mode."
3. Jessie: A brave and spirited cowgirl. She shows concern for her group and plays a role in several escape plans.
4. Lotso: The main antagonist who has a tragic backstory. Lotso started out as a loving toy, but became manipulative after feeling betrayed by his owner.
5. Andy: A toy owner who is in the midst of his transition into adulthood. Andy's decision to give his toys to Bonnie reflects his maturity and compassion.
6. Bonnie: An imaginative little girl who becomes the new owner of Andy's toys.

Animation and Visual Techniques *Toy Story 3* uses advanced animation technology that gives incredible detail to the characters and environments. The toys' facial expressions reflect their emotions very well, while settings such as Sunnyside Daycare and the trash can are designed with detail that creates an atmosphere that fits the story.

Music and Sound The music composed by Randy Newman adds emotional depth to the film. Songs such as "We Belong Together" not only support the mood of the scenes but also reinforce the themes of friendship and nostalgia. The voice actors such as Tom Hanks (Woody), Tim Allen (Buzz), and Joan Cusack (Jessie) give stunning performances, making the characters feel alive and authentic. Grossing animated films of all time. The combination of a powerful story, stunning visuals, and a profound message make *Toy Story 3* one of the best animated films ever made.

Cultural Impact *Toy Story 3* is not only entertaining but also teaches valuable lessons about life. The film teaches the importance of accepting change, appreciating past memories, and understanding the value of friendship. For many viewers, especially those who grew up with the Toy Story franchise, the film is an emotional experience that reminds them of their own childhood. Overall, *Toy Story 3* is a perfect blend of humor, adventure, and deep emotion, making it one of the most unforgettable

