

## **SEMANTIC CAUSATIVES USAGE IN *FINDING NEMO* 2003 MOVIE**

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### **Abstract**

This study aims to investigate how semantic causatives are used in *Finding Nemo* movies based on Shibatani's theory. Semantic causative expresses a causal relationship between two occurrences or actions. This study used a qualitative descriptive method, where the data source was the *Finding Nemo* movie, and the data itself was in the form of written utterances. The data were collected by searching and downloading the movie, transcribing the utterances of the dialogue, and identifying the data. The data were analyzed by presenting, describing, interpreting, and concluding. Semantic causatives include state and action, transitivity, control, volition, affectedness, directness, intention, naturalness, and involvement. The result shows that using semantic causatives in *Finding Nemo* movies involves the causer and cause parameters: directness, intention, naturalness, involvement, control, volition, affectedness, and the verb parameters of state/action and transitivity. These parameters indicate the relationship between the cause and effect and causality in this movie. Semantic causality plays a significant role in shaping the narrative and the character's actions. Semantic causality is the relationship between cause and effect, and it is a fundamental storytelling element that helps drive the plot forward and create emotional engagement with the audience.

**Keywords:** finding nemo, cause and effect, semantic causative

## **INTRODUCTION**

In daily life, any events, incidents, and consequences are always related to cause and effect. It means that both cause and effect are interrelated. The principle of cause and effect is also called causality. Causality connects one process (the cause) with another process or state (the effect), where the first is partly responsible for the second, and the second is partly dependent on the first. Generally, a process has many causes, which are said to be causal factors, and all lie in its past (Langacker, 1987). An effect can be a cause of, or a causal factor

for, many other effects, which all lie in its future. Multiple philosophers have believed causality is metaphysically before notions of time and space.

Causality is an abstraction that depicts how the world develops; it is such a fundamental idea that it is more suitable to use to explain other notions of development than to use them to explain something more fundamental (Langacker, 1987). The idea is similar to those of efficacy and agency. As a result, a deeper understanding may be required. Because of this, causality is implied in the regular language's logic and structure. The concept of causality is known as causatives in linguistics.

As part of meaning and form, causative is used in grammatical descriptions to refer to the causal relationship between alternative sentence versions. In other words, in language typology, a causative is a form indicating that a subject causes someone or something else to do or be something or causes a change in the state of a non-volitional event (Gruber, 1976). All languages have ways to express causation but differ in the means. Some languages have morphological devices, such as inflexion, while others employ periphrasis with idiomatic expressions or auxiliary verbs and lexical causative forms. According to Shibatani (1976), a linguistic expression known as a semantic causative expresses a causal relationship between two occurrences or actions. This construction involves the agent (the doer) changing their status or position in an event. A patient (the one who receives the action) becomes the agent in a semantic causative formulation by persuading or forcing someone else to act. An example of a semantic causative construction is in the sentence, "I made him leave." In this sentence, the person is supposed to leave, but due to the influence or persuasion, he eventually leaves; in this context, "made" functions as a semantic causative that changes the agent's role in the action.

This study focuses on using semantic causative forms in *Finding Nemo* movies. *Finding Nemo* is a 2003 American computer-animated comedy-drama adventure movie produced by Pixar Animation Studios and released by Walt Disney Pictures. Directed by Andrew Stanton with co-direction by Lee Unkrich, the screenplay was written by Stanton, Bob Peterson, and David Reynolds from a story by Stanton. The movie stars the voices of Albert Brooks, Ellen DeGeneres, Alexander Gould, Willem Dafoe, and Geoffrey Rush. It tells the story of an overprotective clownfish named Marlin, who, along with a regal blue tang named Dory, searched for his missing son, Nemo. Along the way, Marlin learns to take risks and comes to terms with Nemo taking care of himself.

The plot starts when Marlin loses his wife and most of his children to a hungry barracuda. He swears to protect the remaining child, Nemo, so that nothing ever happens to him. When Nemo is finally old enough to go to school, Marlin has a hard time letting him go and embarrasses Nemo in front of his friends, spurring Nemo to go and touch a boat close to the reef. Before Marlin can chew Nemo out for disobeying him, Nemo is captured by a scuba diver and taken away. Marlin tries to follow the boat but quickly loses it and is forced to rely on a fish named Dory, who has short-term memory loss, to show him where it went. Meanwhile, Nemo learned all about dentistry in his new home, an aquarium in a fish tank in Sydney. As Nemo tries to help the other fish escape back to the ocean, Marlin must overcome his fears and fight his way past hungry sharks, fearsome fish in deep trenches, stinging jellyfish, whales, pelicans, and stupid seagulls. Along the way, Marlin will learn the value of friendship and that if he protects his child from everything, he will never experience anything, good or bad.

Some semantic causal types are state and action, transitivity, control, volition, affectedness, directness, intention, naturalness, and participation. In the following chapter, these forms are further explained in detail. Based on the preliminary study's findings, these types are presented in *Finding Nemo* movies and require more research. This study focuses on semantic causative forms that have not been studied in previous investigations and need further investigations. The preliminary study was conducted because *Finding Nemo* has more semantic causative forms in state and action, transitivity, control, volition, affectedness, directness, intention, naturalness, and involvement.

This study uses a qualitative descriptive design. Qualitative research is a type of research that seeks answers to a question in the form of words. It is systematically conducted and involves the collection of evidence. However, the uniqueness of qualitative research lies in producing findings that need to be determined in advance and also findings that may be applicable beyond the immediate boundaries of the study. The reason why the researcher uses a qualitative descriptive design is because the data are qualitative and to describe how semantic causatives are used in *Finding Nemo*.

## **FINDINGS AND DISCUSSION**

Semantic causative is a language which may have one or more different formal mechanisms for expression causation. For languages with only one, the semantic causative is

broad. For those with multiple, there is always a semantic difference between the two. Some semantic causatives are used in this study, including state and action, transitivity, control, volition, affectedness, directness, intention, naturalness, and involvement (Shibatani, 1976). The first data of the semantic causative can be seen in the following excerpt.

Data 1

Nemo: First day of school!

Marlin: Do not move. You will never get out of there yourself. I will do it.

The meaning of "don't move. You'll never get out of there yourself. I'll do it." means that Marlin is willing to risk his safety to save his son. He tells Nemo to stay still and trust him because he can only help him. Marlin's statement is also a reflection of his love for Nemo. Even though Nemo has been disobedient and put himself in danger, Marlin is still willing to do whatever it takes to protect him. It is evident that Marlin risks his life to swim through the shark-infested waters to save Nemo and that he never gives up hope of finding his son. In addition to its literal meaning, Marlin's statement can also be interpreted symbolically. The anemone that Nemo is trapped in can be seen as a metaphor for the world's dangers outside the reef. Marlin's willingness to save Nemo from the anemone represents his willingness to protect Nemo from the world's dangers. Marlin's statement to Nemo is a powerful expression of love and selflessness. It is a reminder that the most important thing in life is to protect the people we love, no matter the cost. The semantic causative refers to the utterance "You'll never get out of there yourself. I'll do it". Since Nemo was trapped in an anemone and could not escape, he needed his father's help.

The cause was the anemone, while the cause was Nemo. The verb parameter is the action verbs "get" and "do" (state or action). These two verbs are transitive because both are immediately followed by a noun and a pronoun (transitivity). From the causer parameter, the causer (the anemone) directly sets a trap for Nemo (directness). The result of trapping was achieved accidentally (intention). The activity happened naturally because Nemo was trapped in the anemone by chance (naturalness). Then, the anemone was not actively involved in making Nemo trapped in it (involvement). From the cause parameter, Nemo had no control over the anemone because he could not escape it (control). Then, Nemo took the action unwillingly since it occurred by chance (volition). Nemo was completely affected by the incident because he was asking for help from his father.

Data 2

Marlin: So that you know, he's got a little fin. If he's having trouble swimming, let him take a break. 15 minutes.

Nemo: Dad, it's time for you to go now.

The meaning of the dialogue in *Finding Nemo*: Marlin: "So that you know, he's got a little fin. If he's having trouble swimming, let him take a break. 15 minutes." Marlin is speaking to Mr. Ray, Nemo's teacher, on the first day of school. Marlin is overprotective of Nemo because of his deformed fin, and he is worried that he will be unable to keep up with the other fish. He gives Mr. Ray specific instructions on how to care for Nemo, including how long to let him swim before taking a break. Nemo: "Dad, it's time for you to go now." Nemo is telling Marlin to leave him at school. He is ready to be independent and start his own life. Nemo knows Marlin is worried about him, but he wants to show him he can care for himself. Mr. Ray: "We're going to stay together." Mr. Ray is reassuring Marlin that he will take care of Nemo. He is a responsible teacher, and he knows that Nemo is special. He promises to keep him safe and help him learn everything he needs to know. The contextual meaning of these dialogues is that they show the different relationships between Marlin, Nemo, and Mr Ray. Marlin is a loving but overprotective father. Nemo is a curious and adventurous son. Mr. Ray is a caring and responsible teacher. Together, they form a strong bond that helps Nemo grow and learn.

The dialogue between Marlin and Mr Ray also highlights the theme of letting go. Marlin struggles to let go of Nemo and allow him to be independent. It is a natural part of parenting, but it can be difficult for both parents and children. The dialogue between Nemo and Mr Ray shows that Nemo is ready to let go of his father and start his own life. Mr Ray's promise to keep Nemo safe and help him learn everything he needs shows that he is a trusted adult who can support Nemo in his journey.

The semantic causative refers to the utterance "he's got a little fin. If he's having trouble swimming, let him take a break for 15 minutes. Since Nemo has a little fin, he will have trouble swimming. The causer is Nemo's little fin, and the cause is Nemo. The verb parameters are the action verbs "get" and "take" (state or action). These two verbs are transitive because both are immediately followed by nouns (transitivity). From the causer parameter, the causer (Nemo's little fin) acted directly in moving his own body (directness). Then, the results were achieved intentionally since he consciously moved his fin (intention). The activity happened naturally as his fin moved in the water (naturalness). The little fin

actively moves Nemo's body (involvement). From the cause parameter, Nemo had control over his little fin (control). Then he moved his little fin willingly (volition). He was completely affected by moving his little fin (affectedness).

Data 3

Marlin: You can't swim well.

Nemo: I can swim fine, Dad, okay?

Marlin: No. It's not okay. You shouldn't be near here.

The meaning of the dialogue between Nemo and Marlin in the above dialogue is that Nemo is swimming too close to the edge of the reef, where a predator could catch him. Marlin is concerned for Nemo's safety because he knows he is not a strong swimmer. The situation is that Marlin is trying to protect Nemo from harm, but Nemo is feeling frustrated and wants to explore the world around him. This conflict is a central theme of the movie, as Marlin learns to let go of his overprotectiveness, and Nemo learns to be more responsible. The dialogue occurs early in the movie, before the scuba diver captures Nemo. Marlin is still grieving the loss of his wife and son, Coral, and Nemo's mother, and he is terrified of losing Nemo again. It is why he is so overprotective. On the other hand, Nemo is a curious and adventurous young fish. He wants to explore the world outside of the reef, even though he knows that his father does not want him to due to his inability to swim faster, and this is quite dangerous whenever a predator fish is around. This conflict leads Nemo to swim too close to the reef's edge, where the scuba diver captures him. The dialogue between Nemo and Marlin reflects their different personalities and motivations. Marlin is driven by his fear of losing Nemo, while Nemo is driven by his curiosity and desire for adventure. This conflict sets the story in motion and drives the characters to change and grow. The semantic causative refers to the utterance "You can't swim well. You shouldn't be near here." Since Nemo cannot swim well, he should be far from that place since it is too dangerous. The causer is Nemo's little fin, and the cause is Nemo. The verb parameter is an action verb, "swim" (state/action). It is intransitive since a noun or pronoun does not follow it. From the causer parameter, the causer (Nemo's little fin) acted directly in moving his own body (directness). Then, the results were achieved since he consciously moved his fin. The activity happened naturally as his fin moved in the water (naturalness). The little fin actively moves Nemo's body (involvement). From the cause parameter, Nemo had control over his little fin (control). Then he moved his little fin willingly (volition). He was completely affected by the act of moving his little fin

(affectedness). All of these parameters are similar to the ones in Data 2 above, that is, those related to Nemo's little fin.

Data 4

Mr. Ray: I can assure you, he's quite safe with me.

Marlin: But you have a large class and he can get lost from sight, if you're not looking.

This exchange above occurs in the early part of the film, shortly after Marlin, a clownfish, reluctantly agrees to let his son Nemo attend school for the first time. Mr. Ray is Nemo's teacher, and Marlin is expressing his concerns about Nemo's safety as he begins this new chapter in his life. Let us break down the meaning of this dialogue.

The context is Marlin's overprotectiveness; that is, Marlin is an overprotective father who has suffered a traumatic loss in the past. He lost his wife and most of his eggs in a barracuda attack, leaving Nemo as his only surviving child. This tragedy has made him extremely cautious and fearful for Nemo's safety. Nemo's First Day of School: Nemo is about to start school for the first time. It is a significant step in his young life. Marlin is understandably anxious about letting him go out into the world, especially because Nemo has a small, undeveloped fin (referred to as a "lucky fin" in the film), which Marlin believes makes him vulnerable. The situation is as Nemo gets ready for his first day of school, Marlin is visibly nervous and protective. Mr. Ray, the schoolteacher, is a friendly and laid-back character. When Marlin expresses his concerns about Nemo's safety, Mr. Ray reassures him, saying, "I can assure you, he's quite safe with me." Mr. Ray is confident in his ability to watch over the students and ensure their safety during the field trip to the drop-off. However, Marlin's response, "But you have a large class, and he can get lost from sight if you're not looking," reflects his deep-seated fears and scepticism about the world beyond their coral reef home. Marlin is worried that, given the size of the class and Nemo's small size, he might be overlooked or get into trouble.

This dialogue sets up a central conflict in the movie: Marlin's overprotectiveness versus Nemo's desire for independence. As the story unfolds, Marlin embarks on a journey across the ocean to find Nemo after he is captured by a diver and placed in a fish tank in a dentist's office. Throughout the film, Marlin learns to trust others and allows Nemo to explore the world while Nemo demonstrates his resilience and courage. In summary, the dialogue between Mr Ray and Marlin at the start of "*Finding Nemo*" highlights Marlin's overprotectiveness and anxieties about his son's safety as Nemo begins school. It sets the

stage for the film's central themes of trust, independence, and the bond between parent and child.

The semantic causative refers to the utterance, "You *have a large class, and he can get lost from sight if you're not looking.*" Since the class is large, Nemo can get lost in sight if the teacher does not keep guard. The cause is Mr. Ray, and the cause is Nemo. The verb parameter is a process verb "get" and an action verb "look" (state/action). Both verbs are transitive (transitivity). Mr. Ray taught his students about the deep and open ocean from the causer parameter, including Nemo (directness). The results of his teaching were achieved intentionally (intention). The activity happened fairly naturally because he taught his students without compulsion (naturalness). Then, he was actively involved in the teaching and learning process (involvement). From the causee parameter, the causee (Nemo) does not have full control over his activity at school because his father (Marlin) is very overprotective in making sure that Nemo is safe and sound during the school day (control). Nemo attended school willingly because he wanted to attend school (volition). Nemo was partially affected by his father's overprotective action because, as a young kid, he wanted to play around the ocean during the school day.

Data 5

Marlin : I can't read human.

Dory : Then we've got to find a fish that can read this.

Marlin, a clownfish, embarks on a journey across the ocean to find his son, Nemo, who has been captured by a diver and placed in a fish tank in a dentist's office. Dory, a friendly but forgetful regal blue tang fish, joins Marlin on this adventure. The specific context of this dialogue is that Marlin, the overprotective and cautious father, is on a mission to rescue his son Nemo, who has been taken away from the coral reef where they live and placed in a fish tank in a dentist's office. Marlin finds a piece of plastic with some writing (possibly a part of a discarded diver's equipment) and realizes it contains information about Nemo's location. However, there is a problem: Marlin cannot read human language or understand what the text on the plastic means. At this moment, Marlin feels desperate and frustrated because he has no idea how to interpret the writing on the plastic. He realizes this information could be the key to *Finding Nemo* but cannot understand it.

Marlin's cheerful and optimistic companion, Dory, responds with her innocence and determination. She suggests that if Marlin cannot read the writing, they should find another

fish that can. Dory's suggestion is based on her unwavering belief that they can solve any problem and find Nemo as long as they keep swimming and remain persistent.

This dialogue captures the essence of Marlin and Dory's dynamic throughout the film. Marlin is cautious and often overwhelmed by fear and doubt, while Dory is spontaneous, optimistic, and prone to forgetfulness. Together, they form an unlikely duo on this epic underwater adventure, and their contrasting personalities lead to comedic moments and heartwarming discoveries as they search for Nemo. Dory's response in this scene exemplifies her ability to inspire hope and optimism in Marlin, even in the face of seemingly insurmountable challenges. The semantic causative refers to the utterance "I can't read human. Then we've got to find a fish that can read this". Since Marlin and Dory cannot read human writing, they must find other fish to read human language. The causer is Marlin, and the cause refers to other fish that can read. The verb parameter is action verbs "read" and "find" (state/action). Both verbs "read" and "find" are transitive verbs since they are followed by a noun and pronoun (transitivity). From the causer parameter, Marlin, the causer, was directly looking for Nemo, his son, assisted by Dory, a blue tang fish (directness). Then, he was trying to find Nemo intentionally (intention). The attempt to find Nemo happened with effort because Nemo was placed in an aquarium in a dentist's office named Philip Sherman in Sydney (naturalness). Marlin was actively involved in the attempt to find Nemo (involvement). From the cause parameter, the causee, other fish that can read human writing control the activity of reading human writing (control). They read human writing willingly to help Marlin find Nemo (volition). They were completely affected by the activity of reading human writing because they wanted to help Marlin find Nemo (affectedness).

Data 6

The aquarium blue fish: Which one is it?

Nemo : I am from the ocean.

The Aquarium Blue Fish: The Ocean. The ocean! He still needs to be decontaminated. Jacques! Clean him!

In this scene, Nemo, the young clownfish, finds himself inside a fish tank in a dentist's office after being captured from the ocean. The aquarium blue fish is one of the inhabitants of the fish tank, and Nemo has just been introduced to this new environment.

Here is a detailed breakdown of the conversation:

The Aquarium Blue Fish character is one of the residents of the fish tank in the dentist's office. The fish in the tank are all familiar with their enclosed environment and are used to the routine of being cared for by the dentist. They also know the potential risks of introducing ocean fish into their closed system.

Which one is it?: The aquarium blue fish is inquiring about Nemo. Since Nemo is a newcomer to the tank, the fish is trying to identify which fish Nemo is among the existing inhabitants.

Nemo: In response to the question, Nemo introduces himself and where he is from. He simply says, "I'm from the ocean." It is a straightforward answer but may mean little to the fish in the tank, who have likely never seen or heard of the ocean. The Aquarium Blue Fish: The aquarium blue fish reacts with concern upon hearing that Nemo is from the ocean. The phrase "The ocean. The ocean!" is a dramatic response. The fish realizes that Nemo might carry unknown contaminants or diseases from the ocean that could harm the tank's established inhabitants. The fish are accustomed to a controlled environment in their enclosed ecosystem, and introducing an outside organism could disrupt their delicate balance. He hasn't been decontaminated yet: The line "He hasn't been decontaminated yet" reflects the fish's fear that Nemo could potentially introduce harmful elements into the tank. "Decontaminated" suggests a process to remove any foreign substances or organisms that could be harmful to the tank's current residents.

Jacques! Clean him!/: The aquarium blue fish calls for Jacques, another character in the tank who is a cleaner shrimp. Jacques is known for his meticulous cleaning habits and is considered an expert in maintaining the tank's hygiene. By calling Jacques to "clean him," the aquarium bluefish hopes to address the potential threat Nemo poses from the ocean by having Jacques inspect and clean him, ensuring he does not bring any contaminants into the tank. This humorous and tense exchange highlights the fish tank's self-contained world and the characters' concern for their well-being within that environment. It also sets the stage for Nemo's interactions and adventures with the tank's inhabitants as he attempts to find a way back to the ocean throughout the rest of the movie. The semantic causative refers to the utterance "I'm from the ocean. He hasn't been decontaminated yet. Jacques! Clean him!" Since Nemo came from the ocean, they must decontaminate and clean it. The cause is the ocean, and the cause is Nemo.

The verb parameter is action verbs "decontaminate" and "clean" (state/action). Both are transitive verbs followed by a pronoun (transitivity). From the causer parameter, the causer (the ocean) directly contaminated Nemo's body since he was from the ocean, while the others come from pet shops (directness). The results of contamination were achieved accidentally (intention). The activity of contaminating Nemo happened fairly naturally (naturalness). The ocean was not actively contaminating Nemo's body (involvement). On the other hand, from the causee parameter, Nemo, as the causee, did not have control over decontaminating his own body since he was the new aquarium member (control). He unconsciously decontaminated his body since it was not his wish (volition). He was completely affected by the action of decontamination since he came from the ocean, and also, he was a newcomer in the aquarium (affectedness).

## CONCLUSION

Based on analysis, it can be concluded that the use of semantic causatives in *Finding Nemo* movie involves the causer and cause parameters, that is, directness, intention, naturalness, involvement, control, volition, affectedness, and also the verb parameters of state/action and transitivity. These parameters indicate the relationship between the cause and effect and causality in this movie. The relationship between the cause and effect can be seen clearly when the causer, cause parameters, and verb parameters are elaborated in detail. On the other hand, in "*Finding Nemo*" movie, the semantic causative plays a significant role in shaping the narrative and character actions. Semantic causative is the relationship between cause and effect, and it is a fundamental storytelling element that helps drive the plot forward and create emotional engagement with the audience. Some implications of using semantic causatives in this movie include inciting incident and motivation, chain of events, character development, conflict and resolution, emotional impact, and themes of parental love and determination.

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