

An Analysis of Illocutionary Acts Uttered by Cooper in The Movie *Interstellar* by Christopher Nolan

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ABSTRACT

The movie *Interstellar* (2014), directed by Christopher Nolan, is regarded as one of the best science fiction films of all time with many utterances. Cooper, as the main character uttered so many assertive illocutionary acts as a part of speech act. This study examined the speech acts especially assertive illocutionary acts contained in the movie *Interstellar*, focusing on how the assertive speech acts contribute to the characters' intentions and the narrative's development. This research employed a qualitative research method based on Cresswell's framework, with analysis steps adapted from Sugiyono (2011) in Ciptaningrum (2017). The data came from the movie *Interstellar* (2014) which was directed by Christopher Nolan. The data were collected by watching the movie then identifying the assertive illocutionary act uttered by Cooper in the movie. The researcher found 126 occurrences of assertive acts, featuring the statements of fact, speculation, and explanations, providing essential context and information. This categorization highlights the diversity and function of illocutionary acts within the movie *Interstellar* especially in assertive illocutionary act, revealing the complex ways characters communicate intentions, emotions, and authority. The study suggests that analyzing speech acts in film dialogue can enrich understanding of character interactions and plot dynamics, illustrating the significance of pragmatics in cinematic storytelling.

INTRODUCTION

Movie is a type of literary work which contains moving images with sound to entertain people. Movie comes as an entertaining object to be enjoyed by people from all ranges of ages. Hornby (2006), stated that movie is an art of images that move in motion with sound that people can enjoy watching. In a movie, there are utterances that are spoken by the characters, whether it is in the form of word, clause, phrase, or even a complete sentence. This dynamic nature allows movies to engage audiences emotionally and intellectually, capturing attention across all age groups. Through moving images and sound, movies create a multisensory experience, immersing viewers in the narrative and bringing characters, emotions, and themes to life in ways that traditional literary forms cannot. It is supported by Bordwell (2017), whom said that movie communicates ideas and offers experiences that are driven by the characters in the story. Thus, movies are not merely a source of entertainment but also a complex literary work that combines visual artistry, sound, and language to engage and educate audiences in meaningful ways.

The utterances are uttered by a character in the movie that is meant to be received by other character(s). Utterance, as said by Saputro (2015) is a word or set of words that is said by someone with someone else as the receiver. However, in receiving the utterance, the receiver must be able to understand the certain context about the utterance. It is in line with Alsri & Rosa (2013) whom said that utterance is used in expressing someone's mind in communicating with others. In conclusion, utterance is an action of conveying messages from the speaker to the interlocutor in a specific context. According to Cutting (2002) context is a condition where both the speaker and interlocutor share the same

assumption of knowledge. Moreover, context affects how someone would act in a certain situation (Warsidi & Halim, 2023). It can be concluded that in a movie, there are utterances that are spoken by characters within a certain context that should be understood by other characters. Understanding context of an utterance holds significance in pragmatic analysis as it comprises the shared background knowledge between the speaker and listener, shaping how the listener interprets the speaker's message that is conveyed through an utterance. In addition to context, other factors such as the participants (speaker and listener) and the intent behind the speech also play crucial roles in communication.

In pragmatic analysis, context is often divided into several dimensions, including physical context (the setting where communication takes place), linguistic context (the surrounding text or discourse), and social context (the relationship and social roles of the participants). Levinson (1983) emphasizes the importance of context in pragmatics, stating that "utterances are shaped by the context of their use, and meaning is not fixed but varies according to the situation." This means that the same utterance can carry different meanings in different contexts, depending on the background knowledge and situational factors.

Every individual who employs language for communication generates utterances with intended meanings when transmitted to listeners. These utterances have the potential to influence the speaker to take action, referred to as a speech act. The term "speech act" is utilized to express a particular intention. Speakers are not merely conveying utterances; they are also imbuing them with functional significance. Other factors such as the participants and the intent behind the speech also play crucial roles in communication. The speaker's intent, as described in Austin's (1962) speech act theory, highlights the performative nature of language, where utterances are not only used to convey information but also to perform actions, such as promising, requesting, or apologizing. The listener's ability to identify and interpret the speaker's intent relies heavily on contextual clues, as Searle (1969) argues in his expansion of speech act theory, where he notes that understanding illocutionary acts (the speaker's intended meaning) requires considering the context of the interaction. Context is indispensable in pragmatic analysis as it provides the necessary background for interpreting utterances. Along with context, the roles of the participants and the speaker's intent contribute to successful communication. Experts like Levinson (1983), Austin (1962), and Searle (1969) underscore the importance of these elements, showing that meaning in communication goes beyond the literal words to include how utterances are shaped and understood within specific contexts.

The theory of speaking certain utterance in certain context is connected to the theory of speech acts. According to Nontje and Gidion (2019), research on speech acts has significantly contributed to understanding and explaining human language behavior in diverse situational contexts. When someone says something, they're not merely conveying information but also accomplishing an action. Speech acts is a way of someone delivering meaning to the receiver through utterances. Saputro (2015) supported the definition, as one said that speech acts as speaker delivering utterances in certain context to the receiver. Furthermore, Austin in Sataruno et al., (2023) said that speech acts is a form of action of performing utterances as a function of communication in a given situation. Furthermore, the intended action has meaning, which can be interpreted from what the speaker said (Pangemanan & Maru, 2019).

According to Tiwa et al., (2022), Sataruno et al., (2023), and Faza (2023), speech acts is divided into three types; locutionary, illocutionary and perlocutionary acts. Locutionary act is the action of performing word or set of words that has meaning in it. Illocutionary act is as the action of producing a meaningful of set of words. In line with Hutajulu (2019), whom stated that illocutionary act is the action of delivering specific perception based on the speaker's intention. Moreover, according to Rimbing, Maru & Tuna (2018), illocutionary acts are when an intention is tried to be conveyed from a speaker to a listener. Furthermore, in the theory of illocutionary act, it is divided into 5 types; representative, directive, commissive, expressive and declaration (Hutajulu, 2019). Perlocutionary act, according to Saputro (2015) as a reaction that is done as a result of an utterance. In conclusion, speech acts consist of locutionary, illocutionary, and perlocutionary acts. Locutionary acts express literal meaning, while illocutionary acts convey the speaker's intent, categorized into representatives, directives, commissives, expressives, and declarations (Hutajulu, 2019). Perlocutionary acts refer to the listener's reaction to the utterance (Saputro, 2015), highlighting the interactive nature of communication.

Just like any other movies, the movie *Interstellar* (2014) which can be considered as one of the best science fiction movies in all time, since all of the calculations of the events in the movie were done by scientists before they were applied in the movie. This science fiction movie contains utterances in it. Furthermore, *Interstellar* is a science fiction movie directed by Christopher Nolan and talks about the earth that is no longer habitable and requires another planet similar to earth in order for the living human to continue living. The main character, Cooper, then went out of earth in a mission of finding the new

home for the living human. Drawing on the contextual foundation of the study, the research endeavors to delve into the exploration and interpretation of the illocutionary acts depicted within Christopher Nolan's cinematic masterpiece, "*Interstellar*." The primary objective is to meticulously identify and analyze how characters, particularly Cooper, employ language to perform assertive illocutionary acts throughout the narrative. By closely examining these utterances, the study aims to uncover deeper insights into the characters' intentions, motivations, and the underlying dynamics that shape their interactions within the film's intricate storyline. Through this analysis, the research seeks to contribute to a richer understanding of how language functions as a tool for communication and meaning-making in cinematic storytelling, particularly within the realm of science fiction.

This study aims to examine the use of assertive illocutionary acts in the movie *Interstellar*, with a particular focus on how these speech acts reflect the main character's intentions and contribute to the development of the film's narrative. By analyzing the assertive acts performed by the protagonist, the research seeks to uncover how language is used to express belief, convey information, and build relationships within the storyline. The significance of this study lies in its contribution to the understanding of pragmatics in cinematic discourse, particularly how specific types of speech acts function within character development and plot progression. Moreover, it offers a focused perspective on assertive illocutionary acts in film, providing insights that may benefit scholars in linguistics, film studies, and discourse analysis.

METHOD

This study employs a qualitative research method, which is appropriate for analyzing linguistic phenomena through descriptive data. According to Barczak (2015) in Maru et al. (2023), qualitative research focuses on data presented in the form of words and sentences rather than numerical data. Bogdan and Biklen in Sumakul et al. (2023) further describe qualitative research as a method designed to construct explanations and interpretations using textual data, which aligns with the aim of this study. This research specifically uses a descriptive qualitative design, as it seeks to explore and describe the assertive illocutionary acts performed by Cooper in *Interstellar* (2014). Descriptive qualitative research is ideal for studying real-life events and phenomena in depth, as noted by Damopolii et al. (2019), making it suitable for uncovering the linguistic and pragmatic elements present in the movie.

The primary data source for this study is the movie *Interstellar* (2014), directed by Christopher Nolan. The data consists of Cooper's utterances, which are analyzed to identify assertive illocutionary acts. The main research instrument is the researcher, who actively engages in data collection and analysis. A laptop was used as a secondary instrument to repeatedly watch the movie and ensure accuracy in identifying relevant utterances. The data collection process followed Creswell's (2014) method, involving multiple viewings of the film and systematic note-taking. This technique allowed the researcher to carefully document Cooper's utterances, categorize them, and ensure all instances of assertive illocutionary acts were captured.

The data analysis was conducted using a step-by-step approach adapted from Sugiyono (2011:244) in Ciptaningrum (2017). First, the researcher categorized Cooper's utterances into five types of illocutionary acts: representatives, declaratives, directives, expressives, and commissives, focusing specifically on representatives. Second, each utterance was analyzed to determine why it fits a particular category of illocutionary act, with Austin's (1962) theory of speech acts as the guiding framework. Third, the researcher examined the meaning and intention behind each assertive illocutionary act in the context of the film. Finally, conclusions were drawn by synthesizing the findings to highlight the role of assertive illocutionary acts in Cooper's character and the film's narrative. This structured approach ensured a comprehensive and systematic analysis of the data.

FINDINGS

The analysis revealed a total of 126 assertive illocutionary acts in the movie *Interstellar*, which were categorized into various types based on their communicative functions. The most frequent types included 38 instances of reporting, 26 of explaining, and 22 of asserting. Other categories identified were suggesting (14 instances), refusing (8), identifying (6), speculating (2), and showing something (4). Additionally, there was one occurrence each of affirming, reflecting, declaring, clarifying, critiquing, and confessing. These classifications highlight the diverse ways assertive speech acts are used throughout the film to convey information, express belief, and support character interaction and narrative progression.

Assertive acts are used to convey information, express beliefs, or state facts, and they typically serve functions such as describing, reporting, or explaining events or ideas. These acts reflect the speaker's commitment to the truth or accuracy of the utterance. In the context of the film *Interstellar* by Christopher Nolan, assertive illocutionary acts performed by the main character, Cooper, play a crucial role in shaping the narrative and revealing his intentions. The following section provides an explanation of the various types of assertive acts used by Cooper, illustrating how each utterance contributes to the storyline, expresses his convictions, and drives the film's dramatic and emotional progression.

Asserting

Asserting involves making confident statements that establish facts or opinions, providing clarity or reinforcing beliefs. The data on asserting acts are summarized in Table 1.

Table 1. Asserting Acts

No	Utterance	Time	Explanation
1	<i>"There are no such things as ghosts, babe."</i>	00:03:52	Cooper asserts his belief in the nonexistence of ghosts, emphasizing a rational viewpoint. This statement sets a pragmatic tone for the conversation and reflects his inclination towards logic over superstition.
2	<i>"Well, it's not very scientific, Murph."</i>	00:04:00	Cooper asserts his stance on the lack of scientific basis for the claim made by Murph. This reinforces his commitment to rational thinking and skepticism towards unsubstantiated beliefs.
3	<i>"He should've planted corn like the rest of us."</i>		Cooper asserts his belief that conventional farming methods are more practical. This assertion reflects his frustration with those who deviate from established practices during a crisis.
4	<i>"It's an Indian Air Force drone. Solar cells could power an entire farm."</i>	00:06:47	Cooper asserts knowledge about the drone's origin and its potential utility. This assertion highlights his awareness of technological advancements and their implications for sustainable farming.
5	<i>"Yeah, we had a flat."</i>	00:10:00	Cooper confirms a prior event (a flat tire), conveying his acceptance of the situation without elaborating, illustrating a resigned acknowledgment of minor setbacks.
6	<i>"It's like we've forgotten who we are, Donald. Explorers, pioneers, not caretakers."</i>	00:15:48	Cooper asserts his frustration with their current situation, invoking a sense of nostalgia and identity. He conveys a longing for adventure and purpose, reinforcing the theme of human exploration.
7	<i>"It's not a ghost. It's gravity."</i>	00:20:54	Cooper challenges a misconception by providing a scientific explanation. This reflects his pragmatic approach and reliance on empirical evidence, emphasizing the themes of science and reason.
8	<i>"I think this is the end of the road."</i>	00:24:00	Cooper expresses a sense of finality regarding a situation, conveying his resignation and emotional vulnerability in the face of a difficult decision.
9	<i>"Wasn't near as cute, either."</i>	00:25:57	Cooper provides a subjective observation about someone or something, reflecting personal judgment, which hints at emotional attachment or nostalgia.
10	<i>"It's pretty clear you don't want any visitors."</i>	00:26:19	Cooper asserts a conclusion drawn from the observed behavior of another character, highlighting his perceptiveness and understanding of social cues.
11	<i>"Oh, that sounds cheerful."</i>	00:30:14	Cooper uses sarcasm to convey his skepticism about the optimistic tone of a previous statement, reflecting underlying tension in the conversation.
12	<i>"Sure, but he had to die in the first place."</i>	00:30:17	Cooper asserts a harsh reality, negating any positivity in a prior statement and emphasizing the inevitability of loss.
13	<i>"And the foundation's solid. We farmers, we sit here every year when the rains fail and we say: 'Next year.'"</i>	00:36:38	Cooper reflects on the harsh realities faced by farmers, emphasizing resilience while confronting the futility of waiting for change.

14	"This world's a treasure, Donald, but it's been telling us to leave for a while now."	00:36:52	Cooper asserts a belief about Earth's diminishing viability for human life, underscoring the conflicting emotions of attachment and the necessity to leave.
15	"It's hard leaving everything. My kids. Your father."	00:44:07	Cooper expresses the emotional difficulty of leaving behind his family, illustrating the struggle between duty and familial bonds.
16	"It's a perfect planet, and we won't find another one like her."	00:50:46	Cooper asserts the uniqueness of the planet, emphasizing the desperation and urgency of finding a new home for humanity.
17	"Uh... The Earth looks amazing from here. Um... You can't see any of the dust. Heh."	00:53:31	Cooper expresses his awe at the view of Earth, highlighting the contrast between the beauty of Earth and the grim realities on the planet.
18	"It's a sphere."	00:58:06	Cooper asserts a scientific fact about the Earth's shape, emphasizing even basic truths in the context of space exploration.
19	"Yeah, Doyle, we have a mission, and our mission Plan A is... to find a planet that can habituate the people that are living on Earth now. I am thinking about my family and millions of other families, okay? Plan A does not work if the people on Earth are dead by the time, we pull it off."	01:03:22	Cooper asserts the importance of the mission, emphasizing the urgency for survival and the personal stakes as a father.
20	"Oh, we are not prepared for this. You eggheads have the survival skills of a Boy Scout troop."	01:14:26	Cooper expresses frustration at the team's lack of readiness, revealing his leadership role and setting a tone of urgency and criticism.
21	"Honestly, Amelia... it might."	01:28:53	Cooper acknowledges the potential for an event or outcome, suggesting flexibility and the inherent unpredictability of their mission.
22	"If he takes control of that ship, we're dead."	02:01:48	Cooper emphasizes the high stakes if a specific individual gains control of the ship, serving as a warning and illustrating the danger of the situation.

Cooper's assertive acts of asserting in *Interstellar* serve to convey his rational perspective, practical beliefs, and urgency about the dire circumstances humanity faces. These assertions reveal his commitment to scientific reasoning, skepticism toward unverified claims, and a firm stance on critical issues. From the initial rejection of supernatural beliefs ("There are no such things as ghosts, babe") to his emotional expression of the harsh realities of leaving Earth ("It's hard leaving everything. My kids. Your father"), Cooper demonstrates a range of assertive acts that reinforce his logical, grounded, and action-driven character.

Throughout the film, Cooper frequently asserts facts and opinions with confidence, such as his belief in the non-scientific nature of certain claims ("Well, it's not very scientific, Murph") and his reflections on humanity's survival ("It's a perfect planet, and we won't find another one like her"). These assertive statements are not just reflections of his personal beliefs but also establish the thematic underpinnings of the film, which include human perseverance, scientific exploration, and the painful sacrifices required for survival. By firmly asserting facts like the uniqueness of Earth ("It's a sphere") and the importance of the mission ("Plan A does not work if the people on Earth are dead by the time we pull it off"), Cooper positions himself as a steadfast leader who is deeply committed to the task at hand, even as it demands tremendous personal and emotional costs. Cooper's assertive acts not only provide clarity in conversations but also emphasize key themes of the movie: logic, sacrifice, the search for truth, and the unrelenting drive for survival. His confident statements shape his character as someone who values reason, is highly perceptive of his surroundings, and constantly pushes forward despite overwhelming challenges.

Suggesting

Suggesting in assertives encourages certain thoughts or actions subtly, rather than demanding them, inviting open consideration. The data on suggesting acts are summarized in Table 2.

Table 2. Suggesting Acts

No	Utterance	Time	Explanation
1	<i>"Maybe that's because Grandpa's close to being one himself."</i>	00:02:08	This suggestion implies that Grandpa's aging or frailty makes him reminiscent of a ghost. It introduces a playful tone while also hinting at deeper family dynamics and the inevitability of loss.
2	<i>"Well, I guess that answers the old 'if I asked you to drive off a cliff' scenario."</i>	00:07:53	This statement suggests a sarcastic or rhetorical observation about risky behavior, implying that some choices lead to undesirable consequences. It encourages a discussion on decision-making and risk assessment.
3	<i>"Maybe some kind of signal? I don't know."</i>	00:09:03	Cooper suggests the possibility that the drone's behavior could be linked to a signal, demonstrating an open-minded approach to problem-solving. This speculative remark encourages further investigation and reflects his willingness to explore various explanations.
4	<i>"Yeah, you know what? Um, there's a game tomorrow night. She's going through a bit of a baseball phase. Her favorite team is playing. There's gonna be candy and soda and..."</i>	00:13:02	In this suggestion, Cooper proposes an idea to engage with his daughter, indicating a desire to connect through shared interests. This utterance demonstrates his understanding of familial bonds and the importance of nurturing relationships, especially during challenging times.
5	<i>"You know, you're taking a risk using ex-military security. They're old, and their control units are unpredictable."</i>	00:25:38	This statement serves as a suggestion regarding the potential risks involved in using outdated technology. Cooper emphasizes caution and awareness of the reliability of their resources. It reflects his protective nature and desire to ensure the safety and success of their mission.
6	<i>"You don't have the resources to visit all 12."</i>	00:33:08	This utterance suggests a limitation in their capabilities, highlighting the impracticality of a proposed plan. Cooper's suggestion serves as a critique of the strategy, indicating that their current approach is flawed.
7	<i>"One for you, one for me. When I'm up there in hypersleep, or... traveling near the speed of light, or... near a black hole... time's gonna change for me."</i>	00:39:24	In this suggestion, Cooper proposes a dual understanding of time and connection with his children, hinting at the relativity of their experiences. This reflects his desire to maintain a bond despite physical separation and temporal discrepancies.
8	<i>"All feeds going manual. Taking control."</i>	00:43:27	This suggestion indicates a shift in operational strategy, implying that Cooper is taking command of the situation. By asserting control, he implies that manual intervention is necessary for the success of their mission.
9	<i>"Well, we can't just drop down there without..."</i>	01:03:16	This suggestion indicates Cooper's caution and need for planning before taking action. By implying that there are considerations to be made before proceeding, he emphasizes the importance of strategy in their mission.
10	<i>"The only time I went down was when a machine was easing at the wrong time."</i>	01:06:59	In this suggestion, Cooper indicates that the failure of machinery is a critical factor that must be considered. He implies that careful operation and timing are essential for their safety, suggesting that they need to be vigilant in their actions.
11	<i>"You once said that Dr. Mann... was the best of us. And yet... Yet here he is."</i>	01:26:40	This utterance suggests a contrast between past praise for Dr. Mann and his current situation. Cooper implies that there may be a disconnect between Mann's reputation and his actions, urging a reconsideration of their trust in him.
12	<i>"Frozen cloud."</i>	01:34:55	This brief suggestion likely points to a potential environmental phenomenon or observation that Cooper is drawing attention to. It indicates his analytical mindset as he identifies elements of their surroundings that may require further exploration or consideration.
13	<i>"No... It's necessary."</i>	02:08:18	This statement suggests that a certain course of action is essential despite any potential objections. By using "necessary," Cooper communicates the importance of the decision at hand, indicating that he believes the action is crucial for their survival.

14	<i>"Not enough. But I have a plan. We let Gargantua pull us down close to her horizon. Then a powered slingshot around, launching us towards Edmunds' planet."</i>	02:13:21	In this statement, Cooper suggests a strategic plan to navigate their situation despite the limitations they face. By presenting a calculated approach to leverage gravitational forces, he communicates hope and resourcefulness.
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The assertive suggestions made by Cooper in *Interstellar* reflect his problem-solving mindset and protective nature, often serving to invite consideration and careful evaluation of their circumstances. These suggestions do not impose direct commands but instead subtly propose actions or viewpoints that require further contemplation. Cooper demonstrates an open-minded, strategic approach throughout the film, balancing caution with creativity and emotional sensitivity. His suggestions often touch on themes of family, responsibility, survival, and the realities of space exploration, highlighting his desire to connect emotionally with others while also navigating the scientific and practical challenges they face. Cooper's suggestions encourage collaboration, foresight, and adaptability, urging those around him to weigh risks and explore innovative solutions for the mission's success and for the survival of humanity.

Explaining

Explaining in assertives helps clarify concepts or processes, especially useful for complex topics or instruction. The data on explaining acts are summarized in Table 3.

Table 3. Explaining

No	Utterance	Time	Explanation
1	<i>"Cooper explains the situation regarding an incident, clarifying that it was not a major issue."</i>	00:06:05	This explanation aims to mitigate concern and present a more straightforward understanding of events.
2	<i>"Murphy's Law doesn't mean that something bad will happen. What it means is whatever can happen will happen."</i>	00:06:05	This explanation clarifies the concept of Murphy's Law, showing that it encompasses all possibilities, not just negative ones.
3	<i>"This thing needs to learn how to adapt, Murph..."</i>	00:09:29	Cooper explains the necessity for adaptation in technology or systems, emphasizing flexibility and progress in response to challenges.
4	<i>"If the house was built on magnetic ore... we'd have seen this the first time we switched on the tractor."</i>	00:15:35	Cooper gives a logical reason for why they did not notice the magnetic interference earlier, emphasizing empirical evidence in understanding their environment.
5	<i>"It's not Morse, Murph. It's binary. Thick is one, thin is zero. Coordinates."</i>	00:21:37	Cooper explains binary code to clarify the nature of the message, promoting accurate information over imaginative interpretations.
6	<i>"Kind of an accident. We sort of stumbled upon it. We were on a salvage run..."</i>	00:26:54	Cooper explains the random nature of their discovery, emphasizing chance and survival.
7	<i>"Yeah. Like, that we're getting out of here. And I don't mean in the trunk of some car."</i>	00:27:45	Cooper suggests an escape plan with urgency and a determination to leave, emphasizing resilience and hope.
8	<i>"The Lazarus missions."</i>	00:32:34	Cooper introduces the Lazarus missions, providing crucial information that helps the crew understand their objectives and the stakes.
9	<i>"This entire facility's a centrifuge. Some kind of vehicle. A space station?"</i>	00:34:03	Cooper explains his interpretation of the facility they are in, showing his curiosity and analytical thinking.
10	<i>"After you kids came along, your mom said something to me I never quite understood."</i>	00:37:38	Cooper reflects on a significant personal conversation, offering insight into his emotional state and responsibilities.
11	<i>"Okay. Ninety percent it is, Dr. Brand."</i>	00:44:39	Cooper acknowledges a decision regarding calculations, conveying teamwork and collaboration with Dr. Brand.
12	<i>"You know that some of the finest... solo yachtsmen in the world don't know how to swim?"</i>	00:56:25	Cooper uses an analogy to highlight the risks of exploration, emphasizing that even skilled individuals may not be prepared for all situations.

	<i>They don't know how. And if they go overboard, psst, they're done."</i>		
13	<i>"Can get you killed, like reckless driving."</i>	01:07:03	Cooper compares the risks of their mission to reckless driving, stressing the severity and need for caution.
14	<i>"No. When you become a parent, one thing becomes really clear. And that is that you want to make sure your children feel safe. And it rules out telling a 10-year-old that the world is ending."</i>	01:16:19	Cooper explains the emotional complexities of parenthood, focusing on protecting children and the difficulty of discussing harsh truths.
15	<i>"No, this wasn't a personal decision."</i>	01:30:48	Cooper clarifies that a decision was based on broader considerations, emphasizing the ethical dilemmas and necessity in their mission.
16	<i>"If you open the hatch, the airlock will depressurize."</i>	02:06:07	Cooper explains the safety consequences of opening the hatch, stressing careful decision-making in a critical situation.
17	<i>"Neither of us has time to worry... about relativity right now, Dr. Brand."</i>	02:13:39	Cooper emphasizes the urgency of their situation, suggesting that practical challenges must take precedence over theoretical concerns like relativity.
18	<i>"He's a robot. So, you don't have to ask him to do anything."</i>	02:14:29	Cooper clarifies TARS' autonomous capabilities, reassuring the crew about its reliability in their mission.
19	<i>"Newton's third law. You got to leave something behind."</i>	02:17:21	Cooper explains a fundamental principle of physics, emphasizing the inevitable sacrifices they must make.
20	<i>"Gravity... can cross the dimensions, including time."</i>	02:27:32	Cooper explains the concept of gravity transcending dimensions and time, emphasizing its importance in their mission.
21	<i>"No, they didn't bring us here at all. We brought ourselves."</i>	02:28:34	Cooper emphasizes human agency in their current situation, highlighting their control over their destiny.
22	<i>"Don't you get it yet, TARS? I brought myself here! We're here to communicate with the three-dimensional world. We're the bridge!"</i>	02:29:31	Cooper explains the purpose of their existence and mission, seeing themselves as a bridge to communicate with the three-dimensional world.
23	<i>"To save the world. All of this is one little girl's bedroom. Every moment. It's infinitely complex."</i>	02:29:59	Cooper connects their mission to his daughter's bedroom, emphasizing the complexity and personal stakes in their world-saving endeavor.
24	<i>"They have access to infinite time and space, but they're not bound by anything! They can't find a specific place in time."</i>	02:30:11	Cooper contrasts the capabilities of higher-dimensional beings with their inability to pinpoint a specific moment in time, highlighting the paradox and limitations in their understanding.
25	<i>"Don't you get it yet, TARS? They're not 'beings.' They're us. What I've been doing for Murph, they're doing for me. For all of us."</i>	02:33:35	Cooper explains that the higher-dimensional entities are extensions of humanity, emphasizing the theme of reciprocity and the interconnectedness of all humanity across time and space.

Cooper's assertive explanations throughout *Interstellar* serve as a vital means of clarifying complex ideas, providing insights, and ensuring clear communication in a high-stakes environment. His explanations range from scientific principles, such as binary code and Newton's third law, to deeply personal reflections on parenthood and survival. Cooper's ability to explain concepts like Murphy's Law, the nature of their mission, and the importance of gravity in their journey highlights his analytical mind and leadership. Through these explanations, he not only informs but also reassures his team, fosters collaboration, and connects abstract scientific theories to their practical realities. His explanations further demonstrate the balance between rational thought and emotional depth, showcasing how both are necessary to navigate the uncertain, perilous circumstances they face. Ultimately, Cooper's assertive explanations embody the themes of human agency, the quest for knowledge, and the interconnectedness of all things, both scientific and personal, in their effort to save humanity.

Speculating

Speculating involves forming hypotheses or guesses, highlighting curiosity or uncertainty. The data on speculating acts are summarized in Table 4.

Table 4. Speculating Acts

No	Utterance	Time	Explanation
1	<i>"I don't know. Maybe the sun cooked its brain or it was looking for something."</i>	00:08:59	Cooper speculates about the drone's malfunction, offering possible explanations. This speculation reflects his analytical thinking and willingness to consider multiple factors influencing the situation.
2	<i>"No. No, not yet. But one day. Not you and me. But people. A civilization that's evolved past the four dimensions we know."</i>	02:33:51	Cooper speculates about a future where humanity transcends its current limitations. His assertion suggests hope and progress, envisioning a time when people can evolve beyond the constraints of their four-dimensional existence. This forward-looking perspective speaks to the film's broader themes of evolution and the potential for human advancement. It highlights Cooper's optimism and belief in the possibility of growth and exploration beyond known boundaries.

Cooper's speculative statements in *Interstellar* reveal his curiosity, open-mindedness, and philosophical outlook. Through speculation, he demonstrates a willingness to explore multiple possibilities, whether considering the malfunction of a drone or envisioning a future where humanity transcends its current limitations. These moments of speculation reflect his analytical thinking, as well as his belief in the potential for progress and evolution beyond the known world. Cooper's speculating also highlights the theme of uncertainty, with the unknown serving as both a challenge and a source of inspiration throughout the film. His speculations underscore the hope and possibility of growth, reinforcing the overarching narrative of human perseverance and the desire to push the boundaries of knowledge and existence.

Reporting

Reporting conveys observed or known information, keeping listeners informed about relevant facts. The data on reporting acts are summarized in Table 5.

Table 5. Reporting Acts

No	Utterance	Time	Explanation
1	<i>"Delhi Mission Control went down, same as ours... ten years ago."</i>	00:08:47	In this reporting statement, Cooper provides factual information about a past event that has relevance to their current predicament. This context reinforces the idea that systemic failures are widespread and not isolated to their experience.
2	<i>"No, actually, sir, that's a surveillance drone. With outstanding solar cells. It's Indian."</i>	00:10:07	Here, Cooper reports factual information about the drone's identity and capabilities. This statement serves to clarify misconceptions, asserting his knowledge and reinforcing his role as a competent and informed character.
3	<i>"I still pay my taxes. Where's that money go? There's no more armies."</i>	00:10:31	In this reporting statement, Cooper reflects on the state of government funding and military presence, illustrating his concerns about resource allocation. This assertion connects personal responsibility to broader societal issues, highlighting his frustration with the current state of affairs.
4	<i>"Yeah, it's one of my old textbooks. She always loved the pictures."</i>	(00:11:45).	In this nostalgic reporting, Cooper references a textbook, implying a connection to his past and the memories of his loved ones. This statement enriches character development by revealing personal history and emotional ties.
5	<i>"Useless machines."</i>	00:12:16	Cooper quotes a term that carries historical significance, possibly referencing past technological failures or criticisms. This reporting highlights his critical perspective on technology and its perceived ineffectiveness.
6	<i>"One of those useless machines they used to make was called an MRI. If we had any of those left,</i>	00:12:25	This complex statement reports both a specific technological artifact (MRI) and a personal narrative about loss and regret. Cooper reflects on the past,

	<i>the doctors would've been able to find... the cyst in my wife's brain before she died instead of afterwards. Then she'd have been the one listening to this instead of me... which would have been a good thing, because she was always... the calmer one."</i>		emphasizing the importance of technology in saving lives. The emotional weight of this utterance deepens the audience's understanding of Cooper's motivations and the stakes involved in their mission.
7	<i>"I got you suspended."</i>	00:13:26	Here, Cooper reports a consequence of actions taken, revealing a direct and possibly regretful acknowledgment of the impact his decisions have on others. This statement indicates accountability and adds a layer of complexity to his character, suggesting he is aware of the repercussions of his choices.
8	<i>"I know what Morse code is, Murph. I just don't think your bookshelf's trying to talk to you."</i>	00:15:10	This statement reports Cooper's knowledge and skepticism about Murph's beliefs, highlighting a tension between his practical understanding of the world and her imaginative interpretations. It shows his role as a grounding figure, attempting to bring reason to a situation he perceives as unrealistic.
9	<i>"Well, we used to look up in the sky and wonder... at our place in the stars. Now we just look down and worry about our place in the dirt."</i>	00:16:40	This reflective reporting statement contrasts past aspirations with present realities. By reminiscing about a time when wonderment was a guiding force, Cooper underscores a sense of loss regarding human curiosity and exploration. This broader existential commentary enriches the narrative, showcasing the struggle between ambition and survival.
10	<i>"All right, it's a doozy."</i>	00:18:20	This brief assertion serves as a casual acknowledgment of a situation's complexity or difficulty. It conveys Cooper's acceptance of challenges, embodying a pragmatic attitude towards the difficulties they face.
11	<i>"Grandpa will be back in a couple hours, Murph."</i>	00:22:06	Here, Cooper reports on the expected return of Murph's grandfather, providing a sense of stability and normalcy in an uncertain environment. This statement reflects his role as a caretaker and his efforts to keep the family connected, reinforcing themes of family support amidst chaos.
12	<i>"I knew a Dr. Brand once. He was a professor."</i>	00:25:52	This statement serves as a narrative report about a past acquaintance, linking Cooper's present to his previous experiences. It adds depth to his character by illustrating his connections and knowledge of influential figures in the scientific community, reinforcing themes of legacy and the importance of intellectual relationships.
13	<i>"I don't know anything about you. I don't know anything about this place."</i>	00:26:31	This utterance is a straightforward report of Cooper's lack of knowledge regarding another character and the setting. It reflects his honesty and vulnerability, emphasizing the uncertainties they face in unfamiliar territory. This statement sets the stage for exploration and understanding, reinforcing themes of discovery and trust.
14	<i>"I heard they shut you down, sir... for refusing to drop bombs from the stratosphere... onto starving people."</i>	00:28:15	In this statement, Cooper reports on a past incident involving another character, providing context and highlighting ethical considerations in their mission. This utterance underscores the moral dilemmas faced by scientists and reinforces the theme of responsibility for one's actions, especially in relation to the greater good.
15	<i>"I barely left the stratosphere."</i>	00:30:43	This statement reports on Cooper's limited experience with space travel, emphasizing the constraints he faces in their mission. It conveys a sense of frustration and reflects on the broader challenges of space exploration,

			as it connects personal experience to the larger narrative of striving for the stars.
16	<i>"Yeah, over the Straights. My crash. Something tripped my fly-by-wire."</i>	00:31:38	In this report, Cooper recounts a personal experience involving an aircraft malfunction. This detail reveals not only his background but also the inherent risks associated with flight, linking personal history to the themes of danger and uncertainty in their current endeavors.
17	<i>"I need to fix this before I go."</i>	00:37:31	In this reporting statement, Cooper conveys urgency regarding an unresolved issue. This highlights his sense of responsibility and foreshadows the emotional stakes tied to his departure. It indicates a commitment to addressing critical matters before embarking on his journey, reinforcing his role as a father and leader.
18	<i>"Control here. Communication with ring module active."</i>	(00:47:13).	This reporting statement indicates the successful establishment of communication, crucial for the mission's progress. It serves to update the team on operational status and reflects the technical aspects of their journey, emphasizing the importance of coordination in their efforts to save humanity.
19	<i>"I know you'll get this message. Professor Brand's assured me he'll get it to you. Know that I love you."</i>	00:53:44	This reporting statement conveys important information regarding the message transmission and expresses Cooper's emotional connection to his loved ones. It highlights the reliance on technology to bridge the physical distance and emphasizes the emotional weight of his message, reaffirming his love and commitment despite the separation.
20	<i>"All right, which is here, just outside of Miller's planet."</i>	01:04:24	Here, Cooper reports a specific location related to their mission, indicating that they are on the verge of an important moment in their journey. This report provides essential context for the crew's actions and decisions, contributing to the narrative by situating them within the broader mission framework.
21	<i>"TARS kept the Endurance right where we needed her. But the trip took years longer than we anticipated. We no longer have the fuel to visit both prospects."</i>	01:25:31	Cooper reports on the status of the spacecraft and the consequences of their journey. This statement conveys essential information regarding their limited resources and the impact of time dilation on their mission. By providing this context, he highlights the stakes involved and the urgency of their decision-making, reinforcing the narrative tension.
22	<i>"No, our present situation is that there's very little chance of rescuing any others."</i>	01:38:25	Cooper reports on the grim reality of their circumstances, providing a factual assessment of their chances of rescue. This statement conveys a sense of urgency and reinforces the dire nature of their mission. By presenting this information clearly, Cooper emphasizes the need to prioritize their next steps based on the realities they face.
23	<i>"Your cue light's broken."</i>	01:47:24	Here, Cooper reports a technical issue regarding the cue light, which indicates a malfunction in communication or signal. This statement is straightforward and reveals the challenges they face in maintaining operational efficiency. It emphasizes the importance of clear communication in their high-stakes environment and reflects Cooper's attentiveness to the details that impact their mission.
24	<i>"CASE is headed down with the rest of the distillery equipment."</i>	01:47:50	Cooper reports on the status of CASE and its accompanying equipment, providing essential logistical information. This statement illustrates Cooper's role in monitoring the operational aspects of their mission and reinforces the theme of resource management in space exploration. By keeping track of equipment movements, he demonstrates the practical challenges they must navigate.

25	<i>"No air. Ammonia."</i>	01:57:49	This terse report communicates critical information about their environment, indicating a lack of breathable air and the presence of ammonia. This statement serves as a stark reminder of the dangers they face and the inhospitable nature of their surroundings. By articulating this fact, Cooper emphasizes the urgency of finding a safe environment and the constant threat to their survival.
26	<i>"The autopilot does."</i>	02:02:26	Cooper reports on the function of the autopilot, indicating its role in managing the ship's operations. This simple statement serves to clarify a technical detail and showcases Cooper's reliance on technology in their mission. It reflects the importance of automation in space travel and how it helps mitigate risks.
27	<i>"Moving slowly toward the Endurance."</i>	02:04:42	This statement reports the movement of a specific object, likely referring to the ship or another spacecraft. By providing this information, Cooper keeps others informed about their immediate environment and the dynamics at play. It underscores the importance of situational awareness in their complex and potentially perilous setting.
28	<i>"Twenty feet out. Ten feet out."</i>	02:09:14	Cooper provides a precise report on the distance to a target, likely referring to their proximity to another ship or object. This level of detail conveys urgency and emphasizes the need for accurate measurements in their operations. By communicating this information, Cooper helps the team maintain focus and ensure that they execute their tasks effectively.
29	<i>"Initiating spin!"</i>	02:09:21	This statement indicates the commencement of a critical operation involving spinning, likely for stabilization or maneuvering purposes. Cooper's report reflects his proactive approach and leadership in managing the ship's dynamics. It also serves to alert the crew to a significant change in their environment, which is essential for maintaining coordination among team members.
30	<i>"Locked. Easing up!"</i>	02:10:29	Cooper reports the status of a mechanism or system, indicating that it is now secure and that they are proceeding carefully. This statement suggests a moment of tension where careful actions are required, emphasizing the precision needed in their operations. It highlights Cooper's attentiveness to detail and reinforces the importance of communication during critical maneuvers.
31	<i>"Okay. The navigational hub has been completely destroyed."</i>	02:13:11	Here, Cooper provides a factual assessment of a significant failure in their equipment, which has dire implications for their mission. This statement not only reports a critical issue but also informs the crew about the challenges they must overcome. It emphasizes the precariousness of their situation and sets the stage for the need for innovative solutions.
32	<i>"The Lander's linkages have been destroyed..."</i>	02:14:01	This statement reports a critical malfunction that has significant implications for their mission. By informing the crew of the destruction of the lander's linkages, Cooper highlights a major technical issue that requires immediate attention. This kind of reporting is crucial in a high-stakes environment, as it enables the team to assess the situation and prioritize repairs or alternative actions to ensure their survival.
33	<i>"Sorry, you broke up a little bit there."</i>	02:14:33	In this instance, Cooper reports a communication issue, indicating that he did not receive the full message from Dr. Brand. This acknowledgment serves to keep the lines of communication open, stressing the importance of clarity and connectivity in their operations. It also

			conveys the technical challenges they face in a space environment, where signals can easily be disrupted.
34	<i>"This little maneuver's gonna cost us 51 years!"</i>	02:16:19	This statement reports the significant time dilation effect caused by their current actions, highlighting the drastic consequences of their maneuver. Cooper's expression of the time cost underscores the heavy burden of their decisions, revealing how space travel can alter perceptions of time and mortality. It emphasizes the stakes involved in their mission and serves as a sobering reminder of the reality they are facing.
35	<i>"Okay, I am nosing down. Approaching the event horizon."</i>	02:17:51	Cooper reports his actions as they navigate a complex maneuver involving a black hole. This detailed report provides the crew with real-time updates on their trajectory and ensures everyone is informed about the critical stages of their journey. It showcases Cooper's leadership and communication skills, essential for maintaining order and focus in a chaotic environment.
36	<i>"Portside, dipping down beneath it... to go through it. Heading towards blackness."</i>	02:18:00	Continuing from the previous statement, Cooper gives a precise account of their orientation and movement relative to the black hole. This level of detail is vital for the crew's situational awareness, helping them understand the gravity of their actions and the physics involved. The imagery of "heading towards blackness" evokes the dangers they face, enhancing the narrative of tension and uncertainty.
37	<i>"I have a visual of the event. It's all black."</i>	02:18:12	Cooper reports on his visual perception of the event horizon, describing it as "all black." This statement conveys the awe and danger of their situation, as approaching a black hole presents both existential threats and scientific wonder. By sharing this visual insight, Cooper helps the crew mentally prepare for the next stages of their journey, emphasizing the mysterious nature of space.
38	<i>"TARS, do you read me? It's all blackness. TARS! Do you read me? Over."</i>	02:18:22	This statement demonstrates Cooper's attempt to establish communication with TARS, expressing urgency and concern over the loss of visual clarity. By repeating the call for confirmation, he highlights the critical nature of maintaining communication in their perilous situation. The insistence on clarity showcases Cooper's reliance on technology and the importance of teamwork in navigating their challenges.

The reporting illocutionary acts in *Interstellar* provide important information, keeping listeners informed about both practical and emotional aspects of the narrative. For instance, Cooper reports on the failure of Delhi Mission Control, linking it to their own situation: "Delhi Mission Control went down, same as ours... ten years ago" (00:08:47), which not only provides historical context but also highlights the widespread nature of systemic failures. Similarly, in a conversation about a surveillance drone, Cooper states, "No, actually, sir, that's a surveillance drone. With outstanding solar cells. It's Indian" (00:10:07), providing factual clarification, reinforcing his knowledge and expertise. Reporting continues to play a key role when Cooper reflects on the allocation of taxes in a state of societal collapse: "I still pay my taxes. Where's that money go? There's no more armies" (00:10:31), revealing his frustration with the government's mismanagement. Reporting serves to deepen character development, such as when Cooper recalls the memory of a textbook: "Yeah, it's one of my old textbooks. She always loved the pictures" (00:11:45), which connects the character's past to present motivations. Furthermore, Cooper's statement "One of those useless machines they used to make was called an MRI. If we had any of those left, the doctors would've been able to find... the cyst in my wife's brain before she died" (00:12:25) highlights both technological failure and emotional loss, intensifying the stakes of his journey.

Cooper's remarks also express personal accountability, as when he admits, "I got you suspended" (00:13:26), showing an awareness of the consequences of his actions. He reports on a lack of belief in Murph's idea with: "I know what Morse code is, Murph. I just don't think your bookshelf's trying to talk to you" (00:15:10), underscoring a clash of perspectives between the two characters. Similarly, when reflecting on humanity's fall from grace, he states, "Well, we used to look up in the sky and wonder... at

our place in the stars. Now we just look down and worry about our place in the dirt" (00:16:40), giving a somber view on the loss of human curiosity in the face of survival. Cooper consistently provides key operational updates during their mission, such as, "Control here. Communication with ring module active" (00:47:13), and practical details like "CASE is headed down with the rest of the distillery equipment" (01:47:50). His reports on environmental hazards, such as "No air. Ammonia" (01:57:49), highlight the constant dangers faced in space exploration. As the narrative progresses, his reporting serves to relay critical decisions and technical challenges, such as when he says, "The autopilot does" (02:02:26), confirming the role of technology in their mission. Through these reporting acts, Cooper not only keeps his team informed, but he also uses these factual accounts to develop his character, shape the mission's progression, and emphasize the stakes involved in their survival. His reports become an essential tool in navigating both the external challenges of space and the internal struggles of grief, loss, and responsibility.

Identifying

Identifying in assertives serves to recognize or label things definitively, often providing important context. The data on identifying acts are summarized in Table 6.

Table 6. Identifying Acts

No	Utterance	Time	Explanation
1	<i>"And an engineer."</i>	00:11:06	Cooper briefly identifies a role or profession, which can imply the importance of engineers in the context of their mission. This concise assertion highlights the value placed on technical expertise in their quest.
2	<i>"Uneducated farmers."</i>	00:11:21	This statement categorizes a group of people based on their education, which may imply a critique of societal structures or the neglect of education in agricultural communities. Cooper's assertion carries an implicit commentary on the challenges faced by those who lack technical knowledge.
3	<i>"School says you're gonna follow in my footsteps. I think that's great."</i>	00:17:37	This identifying statement links his child's educational path to his own, indicating pride and expectation. It serves to reinforce familial connections and aspirations, positioning Cooper as a mentor who supports the ambitions of the next generation.
4	<i>"You're gonna be great at it."</i>	00:17:56	This encouraging assertion identifies a belief in Murph's potential, emphasizing Cooper's role as a supportive parent. It conveys confidence and sets a positive expectation for Murph's future endeavors, highlighting the theme of legacy.
5	<i>"Oh, you still think you're a Marine, pal? Marines don't exist anymore."</i>	00:25:15	In this identifying statement, Cooper confronts another character's self-perception. This statement challenges the notion of identity in a post-apocalyptic world where traditional roles have been diminished or altered. It reflects the struggle for identity and the impact of societal changes on personal perceptions.
6	<i>"And an engineer."</i>	00:11:06	Cooper briefly identifies a role or profession, which can imply the importance of engineers in the context of their mission. This concise assertion highlights the value placed on technical expertise in their quest.

The identifying illocutionary acts in *Interstellar* serve to establish context, highlight relationships, and emphasize themes of identity, legacy, and societal change. Cooper's brief statements, such as identifying roles, groups, and beliefs, often carry deeper implications about the value of technical expertise, the impact of education, and the shifting nature of identity in a post-apocalyptic world. For example, labeling people as "uneducated farmers" subtly critiques societal neglect of education, while identifying Murph's potential highlights Cooper's supportive role as a parent and mentor. Additionally, his challenge to another character's self-perception underscores the tension between personal identity and the changing world around them. Finally, the identification of Earth as "our home" reinforces the emotional bond to their planet and the collective responsibility that transcends individual identity. These

identifying acts are crucial in shaping the characters' interactions, their motivations, and the broader themes of survival and continuity in the face of societal collapse.

Refusing

Refusing asserts a denial or rejection, establishing boundaries or expressing disagreement. The data on refusing acts are summarized in Table 7.

Table 7. Refusing Acts

No	Utterance	Time	Explanation
1	<i>"No, professor, I don't."</i>	00:27:55	This refusal is a clear denial of something proposed by another character, showcasing Cooper's assertiveness and clarity of thought. It reflects his determination to stand firm on his beliefs or intentions, emphasizing the struggle between authority and individual perspective.
2	<i>"No, that does not make it wrong."</i>	00:36:25	This refusal directly counters an implied argument, asserting that a certain action or belief should not be deemed incorrect. This statement demonstrates Cooper's commitment to his principles, reinforcing the notion of moral ambiguity in their mission. It emphasizes the complexity of right and wrong in desperate circumstances, reflecting a deeper philosophical contemplation of their actions.
3	<i>"That's right, Murph. Murph, look at me. I can't be your ghost right now. I need to exist. They chose me."</i>	00:38:17	This refusal indicates Cooper's commitment to his mission over his desire to be present for Murph. He acknowledges the pain of not being able to fulfill his parental role while emphasizing the importance of his mission. This highlights the tension between duty and familial love, encapsulating the difficult choices he faces.
4	<i>"So alone. No, I mean them."</i>	00:50:37	This refusal reveals Cooper's emotional state, where he acknowledges his feelings of loneliness while also redirecting the focus to his children. It signifies an attempt to clarify his emotional burden, emphasizing that he feels more concern for their well-being than for himself. This statement reflects the depth of his connection to his family, indicating a sense of responsibility that transcends his own feelings.
5	<i>"Oh, yeah. Like swinging a periscope around."</i>	00:57:21	In this context, Cooper seems to refuse or dismiss a suggestion that might downplay the seriousness of their situation. His sarcastic tone reflects skepticism about an overly simplistic approach to a complex task. This refusal highlights his awareness of the gravity of their circumstances and the need for a more serious consideration of their actions.
6	<i>"No. But very efficient."</i>	01:08:17	In this context, Cooper refuses to agree with a prior assertion that might imply a lack of efficacy in their methods. His response reinforces his confidence in their approach, highlighting a belief that while the situation is challenging, their strategies are sound. This refusal indicates his commitment to the mission and his role in maintaining morale among the crew.
7	<i>"Love has meaning, yes. Social utility, social bonding, child rearing..."</i>	01:27:50	In this response, Cooper refuses to dismiss the significance of love, countering any implication that it is trivial. By outlining its various aspects, he defends its importance, indicating that emotions play a crucial role in human relationships and decision-making, even in the context of their scientific mission.
8	<i>"Bullshit."</i>	01:43:18	Cooper's outright refusal here conveys his disbelief or rejection of a previous assertion or suggestion. This strong reaction underscores his frustration and the emotional toll of their circumstances. By using such a blunt term, he communicates his lack of tolerance for

	what he perceives as inaccuracies or unfounded claims, emphasizing the tension in the dialogue.
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The assertive refusals in *Interstellar* reveal Cooper's unwavering commitment to his beliefs, his mission, and his values, even in the face of opposition or emotional turmoil. His refusals often serve to establish boundaries, defend his decisions, and challenge perspectives that he finds to be flawed or misguided. For instance, his denial of a professor's assertion (00:27:55) and his philosophical counter to moral judgments (00:36:25) highlight his clarity of thought and moral resolve. Additionally, his refusal to prioritize his familial responsibilities over his mission (00:38:17) illustrates the painful sacrifices he must make in the pursuit of a greater cause. Cooper's dismissals, whether sarcastic (00:57:21) or direct (01:43:18), emphasize his pragmatic and no-nonsense approach to their mission, while his defense of love (01:27:50) underscores his belief in the importance of human connection, even in the midst of crisis. Overall, these refusals reflect the complexity of Cooper's character as he navigates the tensions between duty, family, and the philosophical questions raised by their mission.

Showing Something

Showing something within assertives offers concrete information or illustration, often to support understanding. The data on showing something acts are summarized in Table 8.

Table 8. Showing Something Acts

No	Utterance	Time	Explanation
1	<i>"Those aren't mountains. They're waves. That one's moving away from us."</i>	01:09:59	In this statement, Cooper demonstrates his observational skills and knowledge of their environment. By clarifying that what appears to be mountains are actually waves, he emphasizes the unique and unpredictable nature of their surroundings on Miller's planet. This statement highlights the challenges they face and adds to the tension of their situation, illustrating Cooper's ability to interpret and react to their changing environment.
2	<i>"He's on the ground, and he's sending a very unambiguous message, telling us... to come to his planet." (01:26:53).</i>		Cooper reveals critical information about Dr. Mann's location and intentions. By describing the message as "unambiguous," he highlights the urgency and clarity of the communication, underscoring the importance of their next steps. This statement showcases Cooper's analytical thinking as he evaluates their situation and the implications of Mann's signal.
3	<i>"No! An incredible sacrifice is being made by the people on Earth who are gonna die! Because in his fucking arrogance... he declared their case hopeless."</i>	01:43:50	In this passionate statement, Cooper shows the gravity of the situation by highlighting the sacrifices made by those on Earth. By emphasizing the "incredible sacrifice," he conveys the moral weight of their mission and critiques the attitude of someone who has underestimated the stakes. This statement not only reveals Cooper's strong emotional investment in the mission but also serves as a call to recognize the human cost of their exploration.
4	<i>"Lazarus."</i>	01:38:16	The single-word reference to "Lazarus" likely alludes to the Lazarus missions, which are significant within the context of their exploration efforts. This term evokes the themes of hope, resurrection, and the quest for survival. By using it in this context, Cooper draws attention to the stakes involved in their mission and the necessity of finding a habitable planet for humanity's continuation.

These statements in *Interstellar* serve to provide critical information, illustrate key aspects of the mission, and highlight the stakes involved. Cooper's observations, such as identifying waves instead of mountains (01:09:59), demonstrate his acute awareness of their surroundings and his ability to navigate an unpredictable environment. His analysis of Dr. Mann's unambiguous message (01:26:53) reveals the urgency of their next steps, while his passionate expression of the sacrifices being made on Earth (01:43:50) underscores the emotional and moral weight of their mission. Furthermore, the use of the term "Lazarus" (01:38:16) symbolizes hope and the importance of their quest for survival, drawing

attention to the overarching themes of human resilience and the drive to secure humanity's future. These statements collectively showcase Cooper's role as both a leader and a reflective figure, constantly processing information to make informed decisions and highlight the mission's greater significance.

Affirming

Affirming asserts agreement or confirmation, often reinforcing beliefs or supporting another's statement, creating a sense of unity or validation. The data on affirming acts are summarized in Table 9.

Table 9. Affirming Acts

No	Utterance	Time	Explanation
1	"I can do this. I can do this."	02:27:53	Here, Cooper asserts his self-efficacy and determination to accomplish a critical task. This statement reveals his inner resolve and confidence in his abilities, serving as a motivational mantra in the face of daunting challenges. It illustrates the psychological toll of their mission, as Cooper must not only confront external dangers but also maintain his belief in himself to persevere.

The assertive affirming statement in *Interstellar* illustrates Cooper's inner strength and determination, as he repeats, "I can do this" (02:27:53). This affirmation not only underscores his self-efficacy but also reflects the psychological resilience required to face the overwhelming challenges of the mission. By affirming his belief in his ability to succeed, Cooper reinforces his commitment to the task at hand, creating a sense of self-validation that is essential for his survival and leadership. This statement encapsulates the theme of perseverance, highlighting the importance of maintaining confidence in the face of adversity.

Reflecting

Reflecting provides a thoughtful observation or introspective insight, encouraging deeper understanding or self-awareness. The data on reflecting acts are summarized in Table 10.

Table 10. Reflecting Acts

No	Utterance	Time	Explanation
1	"I thought they chose me. - But they didn't choose me, they chose her."	02:29:47	This reflection reveals Cooper's feelings of inadequacy and misunderstanding regarding his purpose. The contrast between his initial belief and the revelation that "they" chose Murph instead of him highlights themes of sacrifice and the significance of familial bonds. It underscores Cooper's emotional journey as he grapples with feelings of doubt and the weight of responsibility he carries, particularly in relation to his daughter.

The assertive reflecting statement, "I thought they chose me. But they didn't choose me, they chose her" (02:29:47), reveals Cooper's internal conflict and emotional turmoil. It highlights his initial sense of self-importance and the subsequent realization that his daughter, Murph, holds a more significant role in the mission. This reflection underscores themes of personal sacrifice, familial duty, and the weight of responsibility. Cooper's moment of self-awareness deepens the emotional complexity of his character, as he navigates the tension between his own aspirations and the greater purpose of their mission.

Declaring

Declaring presents a strong or formal statement, often establishing an official stance or viewpoint that invites acknowledgment. The data on declaring acts are summarized in Table 11.

Table 11. Reflecting Acts

No	Utterance	Time	Explanation
1	"Love, TARS, love. It's just like Brand said. My connection with	02:30:28	Here, Cooper declares the importance of love as a fundamental force that transcends time and space. By

Murph, it is quantifiable. It's the key!"	emphasizing that his connection with Murph is "quantifiable," he suggests that emotions can be measured and understood in scientific terms. This statement encapsulates the film's exploration of love as a powerful, guiding force, intertwining emotional and scientific perspectives in their mission.
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The assertive "declaring" statement, "Love, TARS, love. It's just like Brand said. My connection with Murph, it is quantifiable. It's the key!" (02:30:28), highlights Cooper's formal assertion of the significance of love within the context of their scientific journey. By framing love as a measurable force, Cooper emphasizes its profound impact on human connections and their ability to transcend conventional boundaries like time and space. This declaration aligns with the film's broader exploration of the intersection between emotional and scientific realms, portraying love as a pivotal element in their mission and human survival.

Clarifying

Clarifying in assertives helps resolve misunderstandings by refining information or adding precision, promoting clear communication. The data on clarifying acts are summarized in Table 12.

Table 12. Clarifying Acts

No	Utterance	Time	Explanation
1	"The watch. The watch. That's it."	02:30:41	In this moment of clarity, Cooper identifies the significance of the watch as a medium for communication across dimensions. By repeating "the watch," he emphasizes its crucial role in conveying messages to Murph. This statement reflects a pivotal moment in his understanding of the connection between time, love, and communication, illustrating the intertwining of personal and cosmic narratives.

The assertive clarifying statement, "The watch. The watch. That's it." (02:30:41), serves to resolve confusion by pinpointing the importance of the watch as a critical tool for cross-dimensional communication. Cooper's repetition underscores the clarity he gains about its role in conveying messages to Murph, highlighting the intricate connection between time, love, and the human experience. This moment encapsulates the film's exploration of how personal and cosmic elements intertwine, showing that even the smallest object can hold profound significance in their larger journey.

Critiquing

Critiquing involves analyzing or evaluating something critically, expressing judgments or identifying areas for improvement. The data on critiquing acts are summarized in Table 13.

Table 13. Critiquing Acts

No	Utterance	Time	Explanation
1	"It was never this clean, Slick. Heh. I don't care much for this pretending we're back where we started. I want to know where we are. Where we're going."	02:39:21	In this critique, Cooper expresses dissatisfaction with the sanitized version of life on Cooper Station. By saying, "I don't care much for this pretending," he indicates a desire for authenticity and a deeper understanding of their new reality. This statement reflects his struggle to reconcile the idealized vision of home with the complexities of their situation. It emphasizes the themes of nostalgia and the search for meaning in a world that has drastically changed, showcasing Cooper's yearning for clarity about their future.

The assertive critiquing statement, "It was never this clean, Slick. Heh. I don't care much for this pretending we're back where we started. I want to know where we are. Where we're going." (02:39:21), reveals Cooper's frustration with the illusion of normalcy on Cooper Station. His critique underscores a desire for authenticity, pushing against the idealized version of life that is being presented. It reflects his struggle to reconcile his past notions of home with the uncertainty of their present and future. This

statement highlights themes of disillusionment and the search for meaning in an ever-changing, unpredictable world.

Confessing

Confessing openly acknowledges a personal truth, often related to mistakes or secrets, fostering honesty and transparency. The data on critiquing acts are summarized in Table 14.

Table 14. Confessing Acts

No	Utterance	Time	Explanation
1	<i>"It was never this clean, Slick. Heh. I don't care much for this pretending we're back where we started. I want to know where we are. Where we're going."</i>	02:39:21	In this critique, Cooper expresses dissatisfaction with the sanitized version of life on Cooper Station. By saying, "I don't care much for this pretending," he indicates a desire for authenticity and a deeper understanding of their new reality. This statement reflects his struggle to reconcile the idealized vision of home with the complexities of their situation. It emphasizes the themes of nostalgia and the search for meaning in a world that has drastically changed, showcasing Cooper's yearning for clarity about their future.

The assertive confessing statement, "You told them I like farming. It was me, Murph. I was your ghost." (02:40:26), reveals Cooper's openness in acknowledging his secret role in influencing Murph's actions. This confession highlights the profound emotional connection between them and the lengths Cooper went to in order to guide and support her, even from a distance. It emphasizes themes of love, sacrifice, and the unbreakable bonds between family members, demonstrating how those connections transcend time and space. This moment underscores the pivotal role of Cooper in shaping Murph's journey and the enduring legacy of their relationship.

DISCUSSIONS

The findings reveal that assertive illocutionary acts in *Interstellar* serve as a cornerstone of Cooper's communication, allowing him to convey beliefs, clarify concepts, provide updates, and engage with others meaningfully. These acts play a crucial role in shaping the film's narrative, emphasizing Cooper's reliance on logic, his emotional connections, and his leadership in navigating the mission's complexities. Assertive acts in the film are multidimensional, spanning from straightforward reporting to nuanced reflections, each contributing uniquely to the story and character dynamics.

Asserting stands out as one of the most frequent forms of assertive acts in Cooper's dialogue. His statements, such as "It's not a ghost. It's gravity" and "Newton's third law. You've got to leave something behind," reflect his reliance on empirical evidence and logical reasoning. These utterances demonstrate his commitment to rationality, a recurring theme in his interactions with Murph, where he challenges her beliefs and encourages her to adopt a scientific mindset. Cooper's assertions also extend to philosophical reflections, such as "It's like we've forgotten who we are. Explorers, pioneers, not caretakers." This statement conveys his frustration with humanity's loss of ambition, encapsulating a broader critique of societal priorities.

Cooper frequently engages in reporting and explaining, both of which are key assertive illocutionary acts that reflect his leadership and mentoring qualities. His role as an informant is evident in statements like "No air. Ammonia" and "The navigational hub has been completely destroyed," which keep the team informed and emphasize the urgency of their mission. These reports also underscore the gravity of their situation, as seen when Cooper states, "This little maneuver's gonna cost us 51 years," illustrating the emotional and scientific sacrifices they face. Additionally, Cooper's ability to explain complex concepts, such as Murphy's Law ("Whatever can happen will happen") and Morse code ("It's not Morse, Murph. It's binary"), highlights his role as both a problem-solver and mentor. By simplifying abstract ideas, he fosters collaboration and clarity, driving the mission forward while mentoring others in the process.

Cooper's assertive illocutionary acts in *Interstellar* are deeply influenced by his emotional journey, as he reflects on his actions and confesses his struggles. Statements like "I was your ghost" and "They didn't bring us here. We brought ourselves" reveal his realization of his agency and interconnectedness, showing his vulnerability and emotional depth. These confessions not only bridge his rational leadership with his identity as a father but also highlight the emotional burden of his mission. His suggestions, such as "We let Gargantua pull us down close to her horizon," demonstrate a more collaborative approach,

inviting team discussions and balancing strategic risk with potential rewards. Furthermore, his critiques, like “I don’t care much for this pretending we’re back where we started,” challenge idealized notions of home, reflecting his need for authenticity, while affirmations like “I can do this” emphasize his self-belief and determination, serving to motivate himself and others despite overwhelming adversity.

The findings underscore the centrality of assertive illocutionary acts in shaping the narrative and character dynamics of *Interstellar*. Cooper’s use of asserting, reporting, explaining, reflecting, and critiquing reveals his logical mindset, emotional depth, and strategic leadership. While aligning with Searle’s theoretical framework and prior studies, the findings also highlight the versatility of assertives in cinematic storytelling. In *Interstellar*, assertive acts not only convey facts and beliefs but also inspire reflection, challenge assumptions, and deepen emotional connections—illustrating their multifaceted role in narrative and character development.

CONCLUSION

In *Interstellar*, the analysis showed Cooper’s use of assertive illocutionary acts 126 times, reflecting different aspects of his character and communication style. He asserted beliefs or facts 22 times, showing his rational perspective, and subtly suggested ideas 14 times. Cooper explained concepts in 26 instances to provide needed context, and speculated twice, reflecting moments of curiosity and uncertainty. He reported information 38 times, keeping others informed, while in six instances, he identified or labeled people and things. His refusals appeared eight times, where he established boundaries, and he showed information in four instances to help others understand better. Other types of assertive acts, such as affirming, reflecting, declaring, clarifying, critiquing, and confessing, occurred once each. Altogether, these acts revealed how Cooper balanced logic and emotion, embodying his roles as both a scientist and a father, and they underscored the film’s themes of resilience and human connection.

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COMPETING INTERESTS

The authors declare that they have no competing interests.

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