

The Representation of Anxiety in Inside Out 2 Can Effect the Languages Produces: A Psycholinguistic Study Based on the Sapir-Whorf Hypothesis

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Abstract

This paper is figure it out the emotional representation of new character anxiety in the animated film Inside Out 2 using a psycholinguistic analysis based on the Sapir-Whorf Hypothesis. This study seeks to explore interactions of language and emotion in expressing Riley's character in the film as she grows into adulthood. The Sapir-Whorf hypothesis asserts that language influences thought and behaviour to serves as a theoretical framework for studying characters' emotional expressions and language use. The study demonstrates that Riley's language and conduct alter dramatically when an apprehensive character appears, in accordance with the ideas of linguistic relativity and determinism. These findings indicate that Riley's language reflects his internal emotional state, particularly when anxiety dominates her perceptions, actions, and relationships with others. The study indicates that Inside Out 2 provides an excellent medium for exploring the complicated interaction between language and emotion to validating the Sapir-Whorf Hypothesis by demonstrating how language shapes and is shaped by emotional character experiences.

Keywords: Psycholinguistic, Sapir-Whorf Hypothesis, Language, Emotions, Inside Out 2



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INTRODUCTION

Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the "real world" is to a large extent unconsciously built up on the language habits of the group. We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation (Sapir 1929). Language is an inherent aspect of human existence. Humans would be unable to live their lives correctly and regularly without language. They cannot engage simply and effectively if they do not understand each other's languages, and in the lack of continuity, they are also unable to catch the mental expressions or wants expressed by their communication partners. Every human being experiences emotional feelings. Goleman (1996: 23) says that emotions refer to a typical feeling and thought, a biological and psychological state and a series of tendencies to act. Emotions can be expressed as affection, joy, wrath, or hatred. Emotions can elicit unique thoughts, imaginations, and behaviours in each individual. The link between emotions and behaviour is sometimes obvious. Emotions might drive us to engage in particular behaviours. The more intense the feeling, the more difficult it is to decide whether to express it and how. Chaplin (1995:163) argues that emotion is a condition that underlines the experience of action and psychological changes such as those that occur in fear, anxiety, or pleasure. Emotions play a key part in human life, influencing how we think, behave, and communicate. Crow & Crow (1958) define emotion as an affective experience that accompanies general inner adjustments and states of mental and physiological turmoil within a person, and this can be seen in his overt behaviour.

Warren (2013: 4), says that psycholinguistics is the study of the representations and mental processes involved in language use, including the production, understanding and storage of spoken and written language. Speech production and understanding are based on active information processes. The only approach to research speech production is to observe the speech while it is being said. Aside from movements, we can observe the speaker's expression during speech production. Psycholinguistics describes the psychological processes that occur when someone utters the sentences they hear while talking, as well as how people acquire language abilities. More specifically, he believes that psycholinguistics tries to explain the nature of language structure, and how that structure is obtained, used when speaking, and when understanding sentences in that speech. In essence, in communication activities there is a process of producing and understanding emotional speech (Chaer, 2003). Previous research on psycholinguistics in the film *Inside Out* was published in 2021 with the title "Psycholinguistic Image of Joy (In the Computer-animated Film *Inside Out*)."

Berezhna's research focused on the relationship between psychological archetypes in film characters and language factors. In this study, we only look at one of the characters, Joy (joy). The individualized emotion Joy Riley represents the caretaker archetype in the film *Inside Out*, as demonstrated through internal conversation and interactions with other characters.

In this study, researchers aimed to explore how the emotions of the new characters in the film *Inside Out 2 - Anxiety* by using a psycholinguistic technique to review how emotions and language are interconnected. Researchers are interested in how emotions and language are expressed in the animated picture, namely Riley's behaviour and actions. The purpose of this study is to investigate how the anxious character expresses emotions and effects the words and behaviours taken in the animated film *Inside Out 2* using a psycholinguistic approach. The interdependence of these emotional qualities can be investigated via hypothesis tests or linguistic relativity. To investigate how language influences a person's thoughts. According to Boas, Sapir, and Whorf's linguistic relativity hypothesis, people talk differently because they think differently. They think differently because their language allows them to convey meaningfully the world around them in a variety of ways. This theory was strengthened by Sapir and Whorf by stating that the structure of language, something that is used continuously, influences the way a person thinks and behaves (Kramsch, 2001: 11). The film "*Inside Out 2*" not only succeeds in portraying emotions in a fascinating and accessible manner for audiences of all ages, but it also depicts how these feelings interact and influence the main character's actions and decisions (Riley).

Against this backdrop, the film provides a solid foundation for psycholinguistic analysis, particularly in terms of how different emotions are represented in language and how language is utilized to transmit emotional experiences. The study of the link between emotion and language is an intriguing topic in psycholinguistics, a field of research that investigates the interaction between psychological processes and language use. Following the success and profound impact of the original film, the sequel "*Inside Out 2*" could expand on its intricate investigation of emotions and language. As a research object, "*Inside Out 2*" offers a one-of-a-kind opportunity to delve further into the new character's representation of anxiety for emotional and linguistic analysis in popular media. This film can serve as a window on how emotions alter as characters evolve, as evidenced in their use of words. Thus, this study seeks to examine the portrayal of emotions and language in the film "*Inside Out 2*" from a psycholinguistic standpoint. Furthermore, this research is never doing by anyone else. So, this is research will give the new information about psycholinguistics study which focus on the anxiety character representation in popular film *Inside Out 2*.

Review of Literature

Theoretical framework

Sapir and Whorf, said that no two languages have similarities to be considered as the same social reality. Sapir and Whorf outlined two hypotheses about the relationship between language and thought.

1. The first hypothesis is the linguistic relativity hypothesis which states that differences in general language structures are parallel to non-linguistic cognitive differences (non-linguistic cognitive). Differences in language cause differences in the thinking of people who use that language.
2. The second hypothesis of linguistic determinism states that structure language influences the way individuals perceive and understand the perception of the world. in other words, the structure of human cognition is determined by the categories and structures that already exist in the language.

Emotions

Emotions are reactions to stimuli from outside and within an individual, for example happy emotions encourage changes in a person's mood, so that physiologically he appears to laugh and sad emotions encourage someone to cry. According to Eckman (1972) there are six basic emotions in all human cultures. These emotions are happy, sad, disgusted, afraid, surprised and angry. According to King (2010), emotions are also related to behaviour, namely related to how someone shows their emotions, whether in verbal or nonverbal behaviour. Emotional behaviour is dominated by nonverbal aspects and facial expressions.

Language (Linguistics)

Linguistics is an empirical science. As an empirical science, linguistic studies start from objective and careful observation of repeated speech phenomena. As a science, linguistics has an object of study, namely language. Language itself is a phenomenon that is always present in every activity of human life. As a science, linguistics has an object of study, namely language. Language itself is a phenomenon that is always present in every activity of human life.

Psycholinguistics

Kridalaksana (in Lisnawati, 2008) defines that psycholinguistics is an interdisciplinary science, namely psychology and linguistics. Psycholinguistics studies the relationship between language and human behaviour and reason. Psycholinguistics examines how psychological processes take place when someone utters the sentences they hear when communicating and how language skills are acquired when communicating. Psycholinguistics includes cognitive processes that can produce meaningful and grammatically correct sentences from vocabulary and grammatical structures, including processes that make expressions, words, and so on comprehensible. Emmon Bach (1964) stated that psycholinguistics is a science that examines how speakers or users of a language actually form, construct or understand the sentences of that language.

Hypothesis

According to Whorf and Sapir, the problem of categorization in language influences human perception into the premise of thinking, as Whorf says: "We part with the natural lines created by our mother tongue. Categories and types that we isolate from the world of phenomena that we cannot encounter because these are all phenomena that are captured by the eyes of each observer. Instead, the world is presented as a kaleidoscopic flow of impressions categorized by the management of our thoughts, and this is the language system in our minds. We divide

nature, arrange it into concepts, sort out the necessary elements (Chandler, 2000). Whorf's conception guides social reality and the conditions of individual thinking about a problem and social process. Individuals do not live in an objective world, not only in the world of social activities as commonly understood, but are determined by certain language symbols which are a medium of social communication. No two languages are similar enough to represent the same reality. The world in which many people live Whorf as judged by the same world but with different characteristics. In short, it can be concluded that human worldviews are shaped by language because different languages mean different views of the world. Individuals selectively filter sensory input as programmed by the language used. In this way, people who use different languages also have sensory differences (Newman & Grace, 1999). The Sapir-Whorf hypothesis cannot be separated from what brands interpret as a language. Through the smallest language structures, words will be realized that language can influence a person's thoughts.

METHODOLOGY

This research uses a qualitative descriptive approach to analyze the depiction of anxiety in the animated film *Inside Out 2*. with a focus on the interaction between language and emotion which is influenced by the Sapir-Whorf hypothesis of linguistic relativity. This film was carefully chosen because it introduces a new character, Anxiety, whose interactions provide a unique opportunity for psycholinguistic analysis. Data were collected through repeated viewings, transcription of relevant dialogue, and detailed recording of verbal and non-verbal cues. Analysis was carried out using thematic analysis, where dialogue was coded and themes developed to explore how anxiety influences language and behaviour in the film. The findings of this research are interpreted within the framework of linguistic relativity and determinism which examines how the language used by characters shapes and reflects their emotional states. To ensure validity and reliability, this research combined triangulation and peer review by experts in linguistics and psychology.

FINDINGS AND DISCUSSION

The Sapir-Whorf approach, also known as the hypothesis of linguistic relativity, states that language influences the way humans think and their perception of the world. This hypothesis is divided into two main components: linguistic relativity and linguistic determinism. Linguistic relativity suggests that speakers of different languages will have different worldviews because of their language. Meanwhile, linguistic determinism states that language not only influences but also determines a person's thinking. Sapir and Whorf assert that the theory stating that the structure of language that is continuously used influences the way a person thinks and behaves. (Kramsch, 2001:11). As in Riley's early language that states:

| No. | Riley's early language before anxiety come |
|-----|---|
| 1. | I know! How great will next year be? Coach Robert's teams have been state champions every year. And Val Ortiz is the captain now. |
| 2. | All we have to do is be super awesome at camp, coach will put us on the team and we'll be Fire Hawks. |
| 3. | I know. You're the varsity captain. You set the all the time goal record as a junior. Your favorite color's red. And your skates are- |

All of Riley's initial statements indicate her obsession with Val Ortis, who is the captain of the popular ice hockey club - Firehawks and she is also obsessed with the ice hockey club itself. She was very enthusiastic when talking and interacting with Val and couldn't hide her love and admiration for that person. The language that emerged became the foundation for Riley's thoughts and actions. However, when anxiety arises within Riley, all her language and actions change drastically. This attitude is marked by the emergence of a very passionate anxiety and

an excessive obsession with something, especially regarding Val Ortis and his club. Riley has become someone who worries excessively about things. The new character, Anxiety, emerges as an emotion that arises when Riley transitions into adulthood. This feeling of worry arises and significantly affects Riley, both in actions and words. This character of anxiety appears in Riley's mind and soul, followed by bodily reactions that disrupt her activities. It is evident that Riley is struggling to cope with the anxiety caused by that anxious character. This anxiety also affects Riley's attitude and behaviour. Likewise, Riley's language and speech are influenced by the thoughts and emotions within her.

This anxiety is a new emotion that has emerged and is becoming increasingly dominant within Riley. This anxiety successfully overcomes the feeling of joy, which is the only emotion capable of defeating anxiety. Anxiety also transforms Riley's character into something different from herself. She felt forced because she was worried about something. Riley has also become more sensitive to various things and worries too much about situations, like when Val Ortiz was talking about Riley on the sidelines and Riley overheard, "Anxiety: Oh no, are they talking about us?". The anxiety that consumes Riley's mind worries their friends who are discussing Riley after they finish playing. At that moment, Riley, who was listening, suddenly felt sad as the emotion of sadness unexpectedly took over. Excessive worry makes us feel sad when we are unable to cope with that anxiety. Riley's infatuation intensifies as anxiousness takes over her emotions. She is becoming more enamored with the ice hockey club and Val Ortis. Motivating her to act based on her preconceptions. The prejudice is shown by the language that follows, which emerges in Riley's mind influenced by Anxiety. The following are the languages that have emerged:

Utterance 1

"If we can get Val on our side, everything will be great."

In the sentence that comes to Riley's mind, she expresses that there are prejudices or hopes that arise if she finds or is near Val. This happens because she is worried about not having friends and think of other ways to make new friends. The emotion of anxiety makes Riley's character more ambitious and a bit selfish because the anxiety that arises causes her to worry about things that have not yet happened. This is also what prompted Riley to choose to join Val's team. Her excessive worry about not having friends led Riley to make a significant decision to join Val's team and leave Bre and Grace behind.

Utterance 2

"We need to be that good every time. Let's run it again."

To prepare for the competition, emotional anxiety drives Riley to be ambitious about winning. By practicing, she believes it will bring her one step closer to victory. The sentence that arises from this situation is "Let's run again." That ambitious statement makes Riley even more enthusiastic, and she continues to train despite having to sacrifice her sleep.

Utterance 3

" See? As long as we like what they like, we have all the friends we need."

Riley kept thinking about the language that appeared in their mind, saying that if Riley managed to follow and enjoy the same things that Val and their friends liked. Riley will be able to be friends with them and not be alone. Riley's mind is constantly fixated on this initial pattern or her initial perception of herself. So, she keeps trying to get what she wants, which is to become their friend, and she will be just fine.

Utterance 4

"All we got to do is to sneak into her office and read it. Come on, Riley, move those feet."

The anxiety that arose within Riley about the upcoming match led Riley to consider stealing the coach's notebook and looking at its contents. It could even be said that anxiety brings out Riley's negative side and prevents positive things from emerging within her. The anxiety tormented Riley with endless ambition and fear. This sense of ambition makes him too harsh in his actions and thoughts.

Utterance 5

"Uh, don't worry. It's just that she knows that there's always room for self-improvement. She'll be fine."

Riley committed a crime by stealing and reading the coach's notes to see what he needed to improve during the game because controlled by her thoughts. One of the factors that drove her to go that far was the anxiety that made her want to perform at her best in front of her coach and friends. Anxiety denies this with words that seem to justify the actions. In the words, "this is not about who Riley is, but who she will become." That worry drove Riley to do something he shouldn't have done. The anxiety prevents Riley from being herself.

Utterance 6

"You have to score!"

The ambitious words and excessive anxiety made it difficult for Riley to control her emotions and behaviour. Anxiety pushes Riley too hard. So much so that she became confused and couldn't even control his anxiety when she was in a state of bewilderment. Her mind is very chaotic with words that force her to do his best. The language used at the beginning made Riley think that Dan had gone that far, supported by her restlessness. The emotion of anxiety affects the way Riley thinks and views what is in front of her (perception). Riley becomes ambitious in her speech while also worrying about things that have not yet happened and may not be true. Riley's initial language affects her way of thinking as she experiences a flood of apprehensive feelings. She also continues to be too concerned about something and performs actions that she believes are correct and can serve as an attempt to address the prejudices or misconceptions in her mind. Based on the research findings using the Sapir-Whorf hypothesis to examine the representation of anxiety emotions in language and the thoughts they evoke, it can be stated that:

1. Linguistic Relativity Hypothesis. Riley's language, shaped by her obsession with Val Ortiz and the ice hockey club, reflects how her emotions and perceptions of the world are heavily influenced by the language she uses. Her language, filled with enthusiasm and expectation, creates a worldview that is limited to admiration for Val and a desire to be part of her group. This illustrates how language can shape emotional experiences. The concept of linguistic relativity suggests that speakers of different languages will perceive the world differently based on the language they use.
2. Hypothesis of linguistic determinism. The language directs Riley to make decisions driven by the anxiety that dominates her thoughts. The language Riley uses not only reflects that anxiety but also shapes the way she thinks and acts. A language filled with fear and excessive ambition limits Riley's worldview, making her focus on worries and uncertainties. The language limits her to view the world through the lens of Anxiety, which affects her behaviour and decisions. In line with the idea of linguistic determinism, where language shapes thought and behaviour.

CONCLUSION

This research supports the Sapir-Whorf hypothesis by showing that language significantly shapes and reflects characters' perceptions of reality. Findings showed that Riley's language was influenced by her anxiety which changed her thoughts and actions to be more obsessive, ambitious, and sensitive. This change in language reflects the theory of relativity and linguistic determinism put forward by Sapir and Whorf which states that language not only reflects but also determines thought processes. The initial goal of this research is to understand the relationship between emotion and language, specifically how anxiety as a new emotional character in "Inside Out 2" affects Riley's behaviour. The research succeeded in proving that Riley's language, driven by her anxious emotions, caused real changes in her perception and interactions, thus confirming the theory that language and thought have a complex connection.

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