

CONCLUSION

Shouya Ishida's social identity in *A Silent Voice* transformed through three distinct stages: early in-group, out-group, and reintegration into the in-group. In the early stages of the film, Shouya's social identity is primarily defined by his role as a bully and a leader within his peer group. His actions against Shoko Nishimiya, a new student with a hearing impairment, are initially met with encouragement and validation from his classmates, reinforcing his sense of belonging and dominance within this in-group. This dynamic aligns with Henri Tajfel's Social Identity Theory, which posits that individuals derive their social identity from their group memberships and seek positive reinforcement through social comparison and group cohesion. Shouya's identity as a bully is reinforced by the positive feedback from his peers, who share a collective behavior of exclusion and bullying towards Shouko.

The exposure of Shouya's bullying behavior leads to a dramatic shift in his social identity, as he becomes ostracized and isolated by his peers. This transition to out-group status is marked by profound feelings of guilt, self-loathing, and social exclusion. The visual and narrative elements of the film effectively convey Shouya's isolation, using long shots and muted colors to emphasize his loneliness and emotional turmoil. Tajfel's theory helps to explain the psychological impact of losing group affiliation, as Shouya's expulsion from the in-group results in negative self-perception and distress. This stage is characterized by Shouya's internal struggle to come to terms with his past actions and his growing desire for redemption.

Shouya's path to redemption and social reintegration is facilitated by his efforts to make amends and form new, positive relationships. His willingness to befriend Tomohiro Nagatsuka, who also experiences social isolation, marks a significant step in his journey towards rebuilding his social identity. Several factors contribute to Shouya's decision to befriend Nagatsuka, including their shared experience of loneliness, Nagatsuka's acts of kindness and loyalty, and the need for unconditional acceptance. This new friendship provides Shouya with the support and encouragement he needs to transform his social identity from one defined by bullying to one characterized by empathy and personal growth.

The result of this research reveals that Shouya's social identity is constructed through interactions with peers, personal actions, and societal responses. Besides making use of the narrative aspect of the film, this research also analyzes the cinematography aspect to reveal the messages that the author and the director want to convey through the visual of the film because the visual elements contributed heavily on how the narrative story is delivered (Bordwell and Thompson 2008). The researcher suggests that other researchers also use Bordwell and Thompson's (2008) formal system analysis to analyze the narrative aspect of the film and Tajfel and Turner's social identity theory to study young adults' identity

formation and psychological well-being, for fostering their personal growth and enhancing social cohesion.