

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

2.1.1 Speech Act

Language is not only used to describe something but also to do something. Every utterance has three dimensions, known as locutionary acts, illocutionary acts and perlocutionary acts. Locutionary acts are an act of producing meaningful sounds or words. While illocutionary acts are the speaker's intention in producing the utterance, such as requesting, promising, apologizing. Also, perlocutionary acts which are the effect that the utterance has on the hearer, such as persuading, frightening, or comforting (Austin, 1962: 94-101).

2.1.2 Illocutionary Acts

Illocutionary acts are an aspect of speech act theory because they represent the speaker's intention in communication. According to Searle (1969: 23-33), illocutionary acts are used whenever the speaker produces utterances that aim to achieve a specific function, such as requesting, advising, or expressing sympathy. The fundamental difference between illocutionary acts and locutionary acts is that locutionary acts focus on literal meaning, while illocutionary acts concern the meaning behind the utterance, unlike perlocutionary acts that deal with the effect on the hearer. Furthermore, Searle (1969: 66) redefined Austin's theory and categorized illocutionary acts into five types, namely assertives, directives, commissives, expressives, and declarations. This categorization makes it easier to

identify the function of language in different contexts. In addition, illocutionary acts can be categorized as direct and indirect, which may be expressed literally or non-literally, depending on the context in which the utterance is made. In illocutionary acts there is also a categorization of direct and indirect speech. Direct speech is characterized by structured markers or force, while indirect illocutionary acts are based on the speaker's shared background knowledge with the hearer, as well as conversational principles, to successfully serve as an illocutionary force. (Searle & Vanderveken, 1985: 74-75)

2.1.3 Expressive Acts

Expressive acts are a type of illocutionary act that serve to express feelings and attitudes. Through expressive acts, speakers express a psychological attitude toward the situation described by the propositional content of the utterance. (Searle & Vanderveken, 1985:38). The purpose of expressive illocutionary acts is to demonstrate appropriate emotional expression, convey empathy, and build closeness through emotional alignment between speaker and listener. Searle and Vanderveken (1985) classify expressive acts into several things, namely apologizing, thanking, condoling, congratulating, complaining, lamenting, protesting, deploring and boasting. For example, statements such as "I understand this is hard for you" and "I'm sorry for what you've been through" can be considered expressive acts because they convey the speaker's emotional state to the listener.

2.1.4 Assertive Act

Assertive acts is an utterance in which the speaker presents a proposition as a description of the actual state of affairs in the world of utterance. (Searle and Vanderveken, 1985:37). The purpose of an assertive act is to provide information, explain a situation, clarify facts, argue, or describe something the speaker believes. This assertive act is part of an effort to ensure that the listener believes and understands what the speaker means. Searle and Vanderveken (1985) classify assertive acts into several forms, such as asserting, informing, reporting, claiming, clarifying, denying, accusing, and stating. For example, utterances such as "You are the 67th patient" and "Rachel Solando has been found" can be categorized as assertive acts because they contain explanations of information or what the speaker believes.

2.1.5 Directive Act

Directive acts is the speaker's attempt to persuade the listener to carry out the action represented by the propositional content. (Searle & Vanderveken, 1985:37). The purpose of directive illocutionary acts is to influence, instruct, request, or encourage the hearer to perform an action, either through words or actions, in accordance with the speaker's intention. Searle and Vanderveken (1985) classify directive acts into several categories, such as asking, requesting, ordering, permitting, suggesting, warning, and requiring. For example, utterances such as "Why are you here?" and "Take the pill, Marshal" can be categorized as directive acts because they attempt to get a response or action from the hearer.

2.1.6 Commissive Act

Commissive act is the act in which the speaker commits to carrying out the action represented by the propositional content. (Searle & Vanderveken, 1985:37). The purpose of commissive illocutionary acts is to express what the speaker wants to do, their intention, a promise, or a commitment in the future. With commissive acts, speakers place themselves in a situation that requires them to do something in response to a certain situation. Searle and Vanderveken (1985) classify commissive acts into several types, namely promising, offering, committing, vowing, and guaranteeing. For example, utterances such as “I’ll gather everyone after dinner” and “I’ll find a way to resolve this” can be categorized as commissive acts because they indicate a commitment made by the speaker to perform an action in the future.

2.1.7 Declaration Act

The declaration point refers to how, simply by successfully performing the speech act itself, the speaker directly creates or changes the state of affairs described in the propositional content (Searle & Vanderveken, 1985:37). The purpose of declaration is to perform a declaration to the effect that one hereby terminates one's tenure of a position. Searle and Vanderveken (1985) classify declarative act into forms, which are declare, resign, adjourn, appoint, nominate, approve, confirm, disapprove, endorse, renounce, disclaim, denounce, repudiate, bless, curse, excommunicate, consecrate, christen, abbreviate, name, and call.

2.1.8 Therapeutic Communication

Therapeutic communication is verbal or nonverbal communication that focuses on the recipient's needs and aims to promote healing and change. Therapeutic communication also encourages the exploration of feelings and fosters an understanding of behavioral motivation (Townsend, 2011: 119). According to Stephen Robbins and Phillip Hunsaker, cited by Pavlova (2024), there are three categories that must be possessed in order to be able to talk to patients; first is leadership, referring to the ability to deal with conflict, each meeting must be effective, build and encourage change, then second are the communication process contains delivering messages, listening, and providing appropriate feedback, and third motivation which having goal setting, future expectations, and persuasion.

In the context of schizophrenia, therapeutic communication is important because the emotional state of a schizophrenia patient can be unpredictable. In the study by Siregar et al. (2021), there are at least three important variables that will help in communicating with schizophrenia patients effectively and efficiently. The three are: building trust for communication to run perfectly, the client must be able to fully trust the doctor, second is troubleshooting with constructive coping, meaning that nurses must have problem-solving skills. It is important to understand the patient's problems and ensure that the language used is not offensive. After understanding the patient's problems, must then offer advice, solutions, or constructive coping strategies. and third are giving appreciation. Patients with schizophrenia will be happy when given appreciation, even for the smallest things.

2.2 Research Method

2.2.1. Type Of Research

This study uses a descriptive qualitative approach. Creswell (2009) states that qualitative research is an approach to explore and deepen understanding of the meaning of groups or individuals related to social and human problems. This qualitative approach is necessary because it is appropriate for providing detailed descriptions of the meaning of utterances in communication. Explanations of the context in data analysis will also be provided, as well as looking at the pattern of illocutionary acts day by day clarified using felicity conditions for utterances made by the hospital and other patients to Daniels.

2.2.2. Data and Data Source

The data from this study consists of verbal expressions uttered by hospital staff, primarily, and patients as supporting data based on the Shutter Island movie which is watched through the website <https://uflix.cc/movie/shutter-island-2010?api=stream2>. The population for this research are utterances containing illocutionary acts which have therapeutic function. From this population, purposive sampling was conducted by selecting utterances that illustrate the five illocutionary acts according to Searle and Vanderveken (1985), and these utterances fulfill one of the three functions of therapeutic communication identified by Siregar et al. (2021): building trust, troubleshooting, or giving appreciation. These utterances were clearly identified as part of the treatment process that illustrates the progression of therapeutic communication in the film. Furthermore, the utterances

were not ambiguous, and their context was clear. Then, the full data are presented in appendix section.

2.2.3 Method Of Collecting Data

In collecting the data, this study used the non-participant observation method. Non-participant observation is a research method in which the observer is not directly involved in the situation being studied but acts only as an observer (Ary et al., 2010: 646). Therefore, the observer in this study examined and recorded the dialogue and interactions from the film *Shutter Island* without directly participating in the interactions. The steps taken by the researcher in collecting data were firstly, the researcher watched the film repeatedly and obtained a transcript of the film from <https://scrapsfromtheloft.com/movies/shutter-island-transcript/>, which was then transferred to Google Docs. Second, while watching, the researcher added the speaker's name to the transcript file and highlighted each considered illocutionary act with a color, providing a note for its subclassification based on the approach by Searle and Vanderveken (1985). Third, the researcher also highlighted considered utterances that contained therapeutic communication based on Siregar et al (2021).

2.2.4 Method Of Analyzing Data

According to Creswell (2009), qualitative research is used to interpret the meaning of data. Qualitative researchers also gather information and understand the participants' contexts, and interpret them based on the researchers' own experiences and backgrounds. In this research, the collected data will be analyzed through systematic steps:

1. First, the researcher identifies each utterance to determine its illocutionary act and label its subtype based on Searle and Vanderveken's (1985) explanation to decide whether each utterance valid or not based on felicity conditions explanation. Each data unit will be marked with a different color according to its illocutionary act in the Google Docs transcript.
2. Second, the researcher observes the therapeutic communication patterns spoken by the hospital containing illocutionary acts and highlights it using therapeutic communication reference for schizophrenia patients by Siregar et al. (2021) which are building trust, troubleshooting and giving appreciation.
3. Third, from the highlighted units, The researcher examined the patterns of interaction that occurred throughout the film and aligned them with the theory of illocutionary acts and therapeutic communication to determine whether the two concepts collaborated well in this therapeutic process.
4. Fourth, the researcher identified phases, which led to the identification of four phases, each with its own characteristics and specific patterns of therapeutic communication.
5. Fifth, the researcher will present the data along with the corresponding numbers and create a table followed by an explanation based on the analyzed data.
6. Sixth, a conclusion drawn based on analyzed data.