CHAPTER II

REVIEW OF LITERATURE

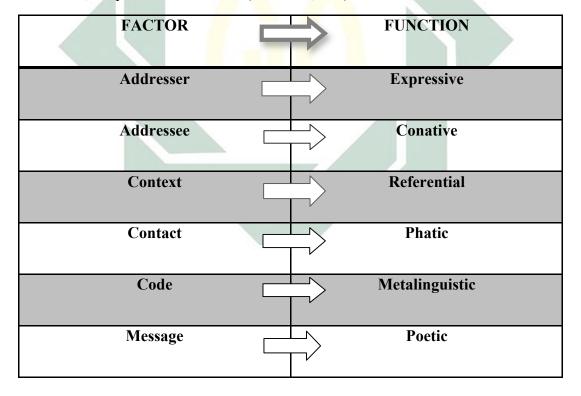
This chapter presents the review of research and literature related with the topic, which are the language functions used by schizophrenic character in Shutter Island movie. Literally, this chapter supports the concepts and backgrounds in the previous chapter. There are four points of sub-chapter here and the first is about language functions. It tells about the definition of language functions based on and Roman Jakobson's (1960) theory. The second sub-chapter is about related theory that underlie the occurrence of language functions. The three sub-chapter is about the definition about utterance. The last part is previous studies which have similarity and different with this study itself.

2.1 Theory of Language Function

According to Anthony Green in his book "Language Functions Revisited" Roman Jakobson is another influential figure in the functional description of language. Although working within the structuralist paradigm, unlike Bloomfield, Jakobson (1960) was concerned with the role of context in communication. His scheme, elaborating with Bühler (1990). All verbal communication entails an addresser directing a message to an addressee. For communication to be successful, addresser (speaker/writer) and addressee (hearer/reader) must share an understanding of the context; a common code, or language; and a 'physical and psychological connection' (channel), 'enabling both of them to enter and stay in communication'. (Jakobson 1960:353).

As cited in Linda R. Waugh in her book entitles "Poetics Today" according to Jakobson say that the ADDRESSER sends a MESSAGE to the ADDRESSEE. To be operative the message requires a CONTEXT referred to situation and condition (referential) who can understand by the addressee, then is a CODE fully, or at least have a related common to the addresser and addressee (decoder of the message) and finally is a CONTACT, a physical channel and psychological connection between the addresser and the addressee, enabling both of them to enter and stay in communication.

Table 2.1 Factors involved in verbal communication and their associated functions, adapted from Jakobson (1960:354, 357)



Each function predominates in certain kinds of speech event or text. However, any text is likely to fulfil a number of functions. Advertisements, for example, may seek to attract our attention (phatic function), convey information about a product (referential function), make use of alliteration or other forms of word play (poetic function) and convey positive feelings about the product (emotive function), but their primary purpose is to persuade us to buy (conative function). News reports, on the other hand are primarily referential, but may also involve alliterative (poetic), attention- getting (phatic) headlines or openings.

From the highlight of language functions above, so we can conclude that each of those six factors determines a different function of language. Moreover, the definition of language functions based on Jakobson's (1960) as these follow:

1. Expressive Function

The main of the expressive function is the mind of the speaker. Language is used by the speaker to express his/her feelings. Focus on the addresser (speaker) personal, expression of ideas, feelings, attitudes, or opinions. Aims at direct expression of the speaker's attitude toward what he is speaking about. It tends to produce an impression of a certain emotion, whether true or feigned. Therefore, the term "Emotive" launched and advocated by Marty, has proved to be preferable to "emotional". The purely emotive stratum in language is presented by the interjections (Jakobson, Linguistics and Poetics, p:4). Example: "I'm feeling great today", "I'm very gloomy tonight", "Wow, what a view!", "Oh no!", "Fantastic!", "Ugh!", and swear words used as exclamations.

2. Conative Function

The main of the conative function is the addressee (hearer). It seeks to affect the behavior of the addressee as a response. It is allocated or focused to the addressee or the hearer. Language is used to call upon the addressee (hearer) to act, think or feel, to react in the way intended by the utterances. Conative function is used for the purpose of causing overt actions and most commonly found in commands and requests. It is not normally considered true or false. For example: "Tom! Come inside and eat!", "Please help me!", "Shut up!", "I'm warning you!", "Clear the table.", "Open the door, please!".

3. Referential Function

It carries about information. It refers to the context. This referential function is associated with an element whose truth value (true or false status) is being affirmed or questioned. The "truth value test" becomes a test we can use to identify the referential function. In addition, the referential is also known as informative language function. It is about the communication of information and it is important for logic. Example: "At the third stroke it will be three o'clock precisely.", "The autumn leaves have all fallen now".

4. Phatic Function

There are messages primarily serving to establish, to prolong or to discontinue communication, to check whether the channel works ("Hello, do you hear me?"), to attract the attention of the interlocutor (conversation) or

to confirm his continued attention ("Are you listening?"). It is one of the most common speech acts in everyday interactions; it consists of greetings, complements, gossip and other. So we can conclude that this function is used for sociability. For greeting a friend, a speaker can say (hi/hello). As for greeting a stranger, the speaker can use (hello), but the more formal greetings between strangers are (good morning/afternoon/evening). So it is utterances to express solidarity and empathy with others. The use of such phrases as 'nice day today', or 'how do you do' is characterized by lack of any informative content and is intended to link people and make the coexistence peaceful and pleasant. The effort to start and sustain communication is typical of talking birds. Thus the phatic function of language is the only one they share with human beings. It is also the first verbal function acquired (getting) by infants. They are prone to communicate before beig able to send or receive informative communication. Examples: 'Hello', 'Lovely weather', 'Do you come here often?' or for practical ones 'can you hear me?', 'are you still there?' Hey, you... May I have your attention? How are you? Have a good weekend! See you tomorrow. Did you have a good Christmas? Isn't it hot today?

5. Metalingual Function

According to Jakobson in his book, this function plays an important role in our everyday language. Whenever the addresser and or the addressee need to check up whether they use the same code. Example: "I don't follow you."

- "What do you mean?" asks the addressee. This function focuses attention

on the code itself, to clarify it or renegotiate it. Metalingual function is also predominant in questions like "Sorry, what did you say?" where the code (message) is misunderstood and needs correction or clarification. This function informs about the code that is conveyed. Examples: Bone is known as "femur" and "will" with "shall" mean the same thing nowadays. Another example from Shakespeare diction, "What is't thou say 'st?" And the addresser in anticipation of such recapturing question inquires: "Do you know what I mean?" Imagine such an exasperating dialogue: "The sophomore was plucked ""But what is plucked?" "Plucked means the same as flunked." "And flunked?" "To be flunked is to fail an exam." "And what is sophomore?" persists the interrogator innocent of school vocabulary. "A sophomore is (or means) a second-year student." All these equational sentences convey information only about the lexical code of English; their function is metalingual (p:6).

6. Poetic Function

It is in which the particular form chosen is the essence of the message. Messages convey more than just the content. Poetic function always contains a creative 'touch' of or own. Utterances focus on aesthetic features of language. Using poetic features such as rhyming words, an-ear catching motto and alliteration. The word poetic does not refer to the ability to write poetry, but the ability to manipulate language in a creative way. With the use of jokes we can play with words and meanings simply for joy. Example: "Fred's friends fried Fritos for Friday's food", and in the advertising slogan

BEANZ MEANZ HEINZ would lose its point if it were paraphrased as 'If you are buying beans, you will naturally buy Heinz'.

After read the definition about each language functions based on Roman Jakobson (1960) above, the writer put those functions of language with the purpose, sentence or text types and the example in the table, in order to make easier to understand about language functions based on "Language Function Revisited" by Anthony Green (p:16) as follow:

Table 2.2 Theory of language functions based on Jakobson's (1960).

Function	Purpose	Sentence or text types	Examples
Expressive	Expressing emotions, attitudes and opinions.	Interjections	"Fantastic!" "Wow, what a view!"
Conative	Persuading addressing.	Imperatives and vocatives.	"Drink up!" "Hey, Joe!"
Referential	Informing and describing.	Statements and news reports.	"The autumn leaves have all fallen now"
Phatic	Making and sustaining contact.	Greetings and attention getting.	"Hi, how are you?" "Are you still there?"
Metalingual	Checking and repairing communication.	Language teaching and learning grammar books.	"Hegemony is not a common word"

Poetic	Word play and	Word play,	"Fred's friends fried
	rhyming.	alliteration,	Fritos for Friday's
		punning, and	food"
		rhyming poetry.	

2.2 Related theory that underlie the occurrence of language functions

According to Brown in his book entitle "Principal of Language Learning and Teaching" states that language functions are the realization of the language forms, which are the outward manifestation of language (Brown 1994: 231). Thus, language forms which are also the types of the sentence can be in the form of declarative, imperative or interrogative sentences. Declarative and imperative sentence are usually performed in the statements, which can be positive and negative, while interrogative sentences are presented in the form of question. As cited in Wisanto, 2002:4 sentences of each type when uttered tend to carry out typical linguistics act. The pattern is summarizing in the table below:

Table 2.3 Sentence type by uttering the sentences.

Sentences Type	Typical Linguistic Act performed By Uttering A Sentences Of This Type
Declarative	Asserting
Interrogative	Asking
Imperative	Ordering

However, those patterns will not always work. Language is used in more complicated ways. Those sentences types or language forms may have one or more functions depending on the context of the situation in which Alicia and dr. Rosen's utterances. Therefore according to Brown, the declarative sentences such as "I didn't like that casserole" could be agreement, disagreement, criticism, argument, complaint, apology or simply comment. Other declarative sentence such as "I can't find my umbrella" said by an adult who is late for work on a rainy day may be a worried request for all members in the family to look for the umbrella. Then, a sign on the street that says "One way" functions to guide the drivers and pedestrians to use the Street in only one direction (Brown, 1994:250).

The imperative sentences, which are usually to request and command, may be presented either in the form of statements or in the form of questions. This can be seen in the following sentences, "Please close the window" and "Is not it cold in here?" these two sentences have the same purpose that is the speaker asked the hearer to close the window.

The interrogative sentences are also not simply questions but may function as request for information, for action or for help. Thus, if the speaker says "Can you go to the movies tonight?" and the hearer answers "I'm busy" this response can be interpreted as a negative respond, "I can't go to the movies" (Brow, 1994)

However, it is not always easy to interpret the function of the language forms. Hatch (1992: 121); moreover, states that the problem with applying functions appeared because of the sentence meaning and speaker intention are not

always the same. Speaker intention maybe more or less, or actually the opposite of sentence meaning (as in sarcasm).

These language functions and form theories are hoped to guide the writer to analyze the language functions of the utterances, which occur in the conversation between Alicia and dr. Rosen in talking with John as schizophrenia sufferer.

2.3 Utterance

This theory used as the focus of this study on Alicia and dr. Rosen utterances. The language functions found are served in the utterance. Therefore, it is necessary to have the idea of what an utterance is. According to Hufford and Heasley, utterance is any stretch of talk; by one person, before and after which there is a silence on the part of that person. The utterance is the use by a particular speaker, on a particular occasion, of a piece of language, such as a sequence of sentences, or a single phrase, or even a single word (Huford and Heasley, 1984). For this investigation, the utterance are collected from Alicia and dr. Rosen in talking with John Nash as schizophrenia sufferer through their daily conversations and also the conversation between Alicia and dr. Rosen when doing communication, but the writer only analyses the utterances of Alicia and dr. Rosen in order to know the features of the way normal people speak with schizophrenia sufferer.

2.4 Review of Related Studies

The related studies are very important for the writer in doing the process of collecting and analyzing the data. They are used as a guidance or comparison to come to a better understanding of the object of investigation. Thus, the writer presents two studies that are closely related to the study the writer conducted.

Function Used In Teaching Two-Year Old Children At Ivy School Surabaya, (Sinantan, Winny. 2005) This study is a sociolinguistics study of language function focused on a teacher's instruction in "getting things done" language function used by an IVY teacher in teaching two-year-old children in the classroom situation in three meetings. "Getting things done" language function is essentially one of language functions that are used to manipulate and control the environment, to cause certain events to happen as well as to satisfy material needs. There are twenty-eight patterns of "getting things done" language function.

Sinantan referred to the theory of "getting things done" language function by Van Ek and Alexander, the theory of caretaker speech by Yule, Little wood, Dale, Clark and Clark, also the stages in language acquisition theory. In this research the writer used descriptive approach. The writer found that among twenty-eight patterns that have been stated by Van Ek and Alexander (1976), there were only six patterns used by the IVY teacher in getting two-year-old children to do something in a class situation.

A Study of Language Functions produced by the Hosts in the Questioning Sections in ANTV "Campur Campur" Talk Show, (Suhartono, Eva Ulrike. 2008). In this study, she discusses about language functions which are produced by the hosts in the questioning sections because the hosts have important rules since they have many things to ask to the guests, as a result there are many questioning sections found in the conversation. The writer uses theory of Language Functions, proposed by van Ek and Alexander (1976), which have already been reviewed in Hatch (1985). As questions relate to topics, the writer also uses topics as supporting theory to divide the questioning sections into fragments, in order to make them easier to analyze. The data of this research is "Campur-Campur" talk show in ANTV.

The writer was interested in the hosts' ways while the hosts were questioning the guest. After doing the analysis, the writer found six parts of the language functions that occur in hosts' utterances but language functions that mostly occur in hosts' utterances in the questioning sections are Imparting / Seeking Factual Information with categories Ask and Report, and Express / Discover Intellectual with categories Discover Agree and Discover Consider X Logical. Then, the writer concludes that the hosts produce more than one language functions in having conversation with guest, which sometimes the form and the function are the same or different.

Speech Function and Speech role in Carl Fredricksen's Dialogue on Up Movie. (Rehana, Ridha 2012). This study deals with Speech Function and Speech Role in Carl Fredricksen's Dialogue on Up Movie. The objectives of the

study are to find out the types of speech function and speech role which are used in the Carl Fredricksen's Dialogue on Up Movie. Rehana tries to find out the dominantly used in the whole dialogue and to reason the dominant speech function and speech role use in text.

In this study, Rehana used descriptive qualitative method. The data were collected from Carl Fredricksen's dialogue on Up movie which contains the speech function and speech role by applied documentary technique. The data then analyze based on the type of speech functions namely, statement, offer, question and command and speech roles namely, giving and demanding. The finding indicates that from four types of speech functions and two types of speech roles found in the Carl Fredricksen's Dialogue on Up movie, statement 150 sentences (55,7%), offer 4 sentences (1,4%), question 54 sentences (20%), command 61% (22,6%) and giving 154 sentences (57,2%), demanding 115 sentences (42,7%). Statement and giving is proved to be the most dominantly used in the whole utterances in Carl Fredricksen's Dialogue on Up movie because that is due to the fact that movie deals with the commodity of giving information rather than demanding goods and services.

Through these studies, the writer knows how to make the analysis of function of language that used by Alicia and dr. Rosen's utterances by applying the supporting theory that is about this study's topic. The difference of these studies and the writer are the theory in use to analyze, the object and statements of the problem and also on the review of related literature.