

**THE ILLOCUTIONARY ACTS PRODUCED BY APHASIA
SUFFERER IN *MY BEAUTIFUL BROKEN BRAIN* MOVIE**

THESIS



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“*MY BEAUTIFUL BROKEN BRAIN*” MOVIE

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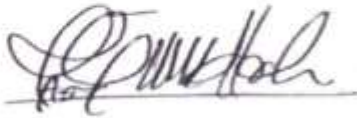
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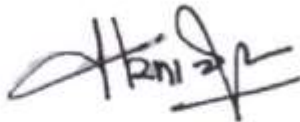
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ABSTRACT

Novela, F. (2022). *The Illocutionary Acts Produced by Aphasia Sufferer in My Beautiful Broken Brain Movie*

Advisor: Raudlotul Jannah, M.App.Ling.

Keywords: aphasia, illocution, psycholinguistic, speech act.

This research investigates the language production produced by Lotje Sodderland as a person with aphasia in the movie *My Beautiful Broken Brain*. This research used the theory of types of aphasia and symptoms of aphasia by Ardila (2010 & 2014) and the theory of the illocutionary act by Searle (1979). This study aims to determine the type of aphasia experienced by Lotje and how Lotje produces illocutionary speech acts. Therefore, there are two problems in this study: (1) What are the types of aphasia that Lotje Sodderland suffers as the main character in *My Beautiful Broken Brain* movie? (2) How does aphasia sufferer produce illocutionary acts in *My Beautiful Broken Brain* movie?

This study uses a qualitative descriptive research method because this research focuses on word production by Lotje Sodderland. The data of this research are in the form of words, phrases, and sentences spoken by Lotje Sodderland in *My Beautiful Broken Brain* movie. The subject of this study was Lotje Sodderland who had aphasia. The researcher takes sentences, words, or phrases produced by the research subject as research material to answer the first problem in this study. In addition, for the second problem, the researcher only chooses sentences that contain illocutions when the research subject interacts with her surroundings. The research instrument is the researcher herself. She is an essential instrument in this research because she examines the research data. The researcher collected data by downloading the transcript of the movie *My Beautiful Broken Brain* to make it easier to analyze the types of aphasia, and the illocutionary acts used by the subject of this research.

As a result, the researcher found that Lotje suffered from Broca aphasia with the discovery symptoms of Broca aphasia such as repetition, naming, phonetic deviation, verbal paraphasias, agrammatism, and non-fluent against a total of 105 datums that were found by the researcher in the sentence production conducted by Lotje Sodderland. The researcher found that Lotje Sodderland had difficulty in producing illocutionary acts because of limited vocabulary due to aphasia. In addition, she has difficulty in composing sentences, experiences repetition of words and sentences that are ungrammatical, and stammers when producing illocutionary acts.

ABSTRAK

Novela, F. (2022). Tindak Ilokusi yang Diproduksi oleh Penderita Aphasia pada Film *My Beautiful Broken Brain*
Pembimbing: Raudlotul Jannah, M.App.Ling.

Kata kunci: afasia, ilokusi, psikolinguistik, tindak tutur.

Penelitian ini mengkaji produksi bahasa yang dihasilkan oleh Lotje Sodderland sebagai penyandang afasia dalam film *My Beautiful Broken Brain*. Penelitian ini menggunakan teori jenis dan gejala afasia oleh Ardila (2010 & 2014) dan teori tindak ilokusi oleh Searle (1979). Penelitian ini bertujuan untuk mengetahui jenis afasia yang dialami Lotje, dan bagaimana Lotje menghasilkan tindak tutur ilokusi. Oleh karena itu, ada dua permasalahan dalam penelitian ini: (1) Apa saja jenis afasia yang diderita Lotje Sodderland sebagai pemeran utama dalam film *My Beautiful Broken Brain*? (2) Bagaimana cara penderita afasia menghasilkan tindak ilokusi dalam film *My Beautiful Broken Brain*?

Penelitian ini menggunakan metode penelitian deskriptif kualitatif karena penelitian ini berfokus pada produksi kata oleh Lotje Sodderland. Data penelitian ini berupa kata, frasa, dan kalimat yang diucapkan oleh Lotje Sodderland dalam film *My Beautiful Broken Brain*. Subjek penelitian ini adalah Lotje Sodderland yang mengalami afasia. Peneliti mengambil kalimat, kata, atau frase yang dihasilkan oleh subjek penelitian sebagai bahan penelitian untuk menjawab masalah pertama dalam penelitian ini. Selain itu, untuk masalah kedua, peneliti hanya memilih kalimat yang mengandung ilokusi ketika subjek penelitian berinteraksi dengan lingkungannya. Instrumen penelitian adalah peneliti itu sendiri. Ia merupakan instrumen penting dalam penelitian ini karena ia meneliti data penelitian. Peneliti mengumpulkan data dengan mendownload transkrip film *My Beautiful Broken Brain* untuk memudahkan dalam menganalisis jenis-jenis afasia, dan tindak ilokusi yang digunakan oleh subjek penelitian ini.

Hasilnya, peneliti menemukan bahwa Lotje menderita afasia Broca dengan ditemukannya gejala-gejala afasia Broca seperti pengulangan, penamaan, penyimpangan fonetik, parafasia verbal, agrammatisme, dan tidak lancar terhadap total 105 datum yang ditemukan oleh peneliti. dalam produksi kalimat yang dilakukan oleh Lotje Sodderland. Peneliti menemukan bahwa Lotje Sodderland mengalami kesulitan dalam menghasilkan tindak ilokusi karena keterbatasan kosakata akibat afasia. Selain itu, ia mengalami kesulitan dalam menyusun kalimat, mengalami pengulangan kata dan kalimat yang tidak gramatikal, dan terbata-bata saat menghasilkan tindak ilokusi.

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CHAPTER I

INTRODUCTION

This chapter introduces the background of study, objectives of study, significance of study, scope and limitation of study, and definition of key terms.

1.1 Background of the study

A language is a communication tool for speaking or writing to one another. Bickerton (1996) states that language is an essential tool when humans want to express thoughts using various languages when speaking or writing with other people. In other words, a language is a tool for conveying ideas, by saying or writing the words so that the communication process will occur. Hence humans' mind has interrelated of language to be conveyed. Septianto (2020) argues that a good state of mind can have an effect on a person's ability to convey ideas clearly. So the point is the condition of the brain greatly affects the performance of the mind to manage and process ideas, if the brain is in good condition, then the ideas received will be processed clearly, on the contrary if the brain is injured or disturbed then it will hamper processing ideas.

People who have brain damage showed abnormal social interaction. They have difficulty in expressing the correct and good structured words and pronunciation. Therefore, according to Blumstein (2016), they usually lose some vocabulary and have memory problems. This occurs in the tissue of brain humans' that functions as language processing are disrupted. In addition, Tatman (2005) argues that language disorder can involve problems in communication, such as difficulty in pronunciation. People with language disorders will have difficulty in

developing language normally, either in speech or in writing.

American Speech-Language-Hearing Association (1993) reports that difficulty understanding or using written or spoken symbols is a language disorder phenomenon. This disorder can affect the patient in the form of language (morphology, syntax, and phonology), language function (pragmatics), and language content (semantics). As a result of the occurrence of language disorders, someone who experiences the disorder will experience limitations in interacting and communicating with surrounding. Field (2003) states that there are two types of language disorders, including developed and acquired. In developing, someone has a language disorder because there are disorders since a newborn. Meanwhile, in acquiring, someone experiences a language disorder which is caused by surgery, aging, stroke, or accident.

According to Schwartz (2014), language disorder can be caused by brain damage due to the occurrence of cerebral hemorrhage, stroke, and trauma. This disorder is in the human brain tissue, which has the function of producing language. Hence, aphasia patients face difficulties in producing; what they want to reveal. Khanum (2014) argues that people with aphasia understand and know what they want to say but also have difficulty with their words. Often they do not recognize the words they use. This disorder is caused because there is disrupted in the brain so that patients had an impact on the aspect of communication.

In aphasia, the patient can have the potential to interfere with written and spoken language, as well as reading comprehension. The addition to recent previous studies on types of aphasia (i.e., Syarifah, 2020; Septianto, 2020;

Panggalih, 2014), there are seven types of aphasia, including Anomic aphasia, Global aphasia, Broca aphasia, Transcortical Motor aphasia, Transcortical Sensory aphasia, Conduction aphasia, and Wernicke's aphasia. Anomic aphasia affects the patient to a repetition of words when speaking and difficulty finding the right words or phrases. Global aphasia is a severe expressive and receptive language disorder in which people with Global aphasia typically communicate using facial expressions, intonation, and gestures. Broca's aphasia affects word repetition, and has bad phrases when speaking. Transcortical sensory aphasia affects the patient usually repeat questions more often than they answer them.

The next type of aphasia is transcortical motor aphasia (dysexecutive) affects the patient in strong phrase repetition skills and has difficulty answering questions spontaneously. The next is conduction aphasia affects the patient having difficulty repeating phrases and finding the right words. The last type is Wernicke's aphasia, which affects the patient in bad repetition of words or phrases. These types can help researchers to find out which area the patient is affected and can help doctors to provide therapy to the patient.

Although people with aphasia have language disorders, they are still able to communicate with other people. So it can happen speech acts committed by the sufferer. According to Yule (1996), a speech act is an utterance that generally creates an action. It can be concluded that the use of speech acts to act on something, such as someone who wants to do something without any physical movement first, but from his speech for an action.

Paltridge (2006) classifies speech acts into perlocutionary, locutionary, and

illocutionary. The perlocutionary act is a speech act used to influence the interlocutor. The locutionary act is a speech act to state something. The illocutionary act is a speech act that serves to provide information and do something. Language disorders of aphasia and speech acts in the process of communication or interaction that occur in people have attracted the interest of scholars to investigate its topic.

Many studies on aphasia have been conducted by researchers. In 2019, Budiarsa, Saparwa, and Wardana conducted a study on a patient aged seventy years old with Broca's aphasia. They focused their research on the phonological errors performed by the patient. The results showed that the patient's speech was categorized as severe. Phonological errors occur due to the absence of proper coordination between phonological representations and phonetic realizations due to the loss of linguistic messages in Broca's area.

A study conducted by Nasir, Setyowati, and Tampubolon (2019) analyzes language disorders in people with aphasia in the theory of everything movie. This study aimed to find the types of aphasia and the influence of aphasia on the main character's life. Researchers analyzed the data using Vasic's theory about language disorder and used theory by Windsor about the influence of aphasia. The results of this study indicate that there is Broca's aphasia and Wernicke's aphasia in the main character in the film. He could not speak clearly because of the diseases, but his intelligence was still good.

Other research on aphasia was also carried out by Syarifah in 2020, she conducted a study that focused on the word production from Broca aphasic in a

film entitled "My Beautiful Broken Brain". The researcher conducted the study used Reason's theory and Gall's theory. The results of this study show that twenty utterances represented some of the difficulties experienced by the research subject.

Further research on people with aphasia was conducted by Septianto (2020), he analyzed the language and phonological errors of the main character as a patient from aphasia in a film entitled "*The Possibilities are Endless*". The researcher used the aphasia theory by Ardila and Lass theory about the phonological error. The result of the research showed that the type of aphasia happened to the main character is Broca's aphasia, which is the most dominant non-fluent, and repetitive, which is due to a phonological error.

There are few studies on speech acts of aphasia sufferers that have been conducted by researchers. In 1982, Guilford and O'Connor conducted a study of speech acts in people with aphasia. This study focuses on the way of communication carried out by sufferers of Wernicke's and Broca's aphasia that occurs through conversation and image stimulation. The results of this study are expressive and informative speech in the two types of aphasia that have been researched, so patients are able to communicate with expressive and informative speech acts.

Other research on speech acts in aphasia sufferers was conducted by Karima in 2019. This research focuses on examining the speech of Broca's aphasia sufferer. The purpose of this study was to obtain a description of illocutionary speech acts based on performative verbs, direct speech, or indirect speech, and

obtain the level of speech validity. The results of this study indicate that the "state" and "request" utterances tend to be used by a sufferer of Broca's aphasia.

Based on previous studies, there are similarities in research that focus on aphasic language disorders. In addition, these studies have many differences. Some studies use movies about aphasia as their data source, and other studies use aphasia patients as their data source. Furthermore, another difference is in the research objectives, some studies want to find the types of aphasia, want to find speech acts in aphasia sufferers.

Several studies on aphasia above show that research on aphasia and its relation to other aspects, such as types of speech acts on aphasia sufferers, is still relevant and significant to do. However, as far as the researcher is concerned, very few studies of speech act on sufferers of aphasia. Therefore, this study focuses on the illocutionary speech acts of a person with aphasia in the film entitled *My Beautiful Broken Brain*. In previous studies, there were analyses used that film as a data source, but previous studies only looked for difficulties when people with aphasia produced words. Thus, in this study, the researcher focused more on illocutionary speech acts on a sufferer of aphasia in the *My Beautiful Broken Brain* movie.

My Beautiful Broken Brain is a 2014 documentary movie about the life of 34-year-old Lotje Sodderland after she suffered a hemorrhagic stroke due to a congenital vascular disorder that gave rise to Broca's aphasia. Aphasia can result in complete loss of the ability to read, write, and speak coherently.

According to the researcher, this movie is very suitable when analyzed

illocutionary on a sufferer of aphasia because this is very interesting. This film provides viewers with a clear picture of the hard life of Lotje Sodderland, who struggled to restore her condition and her ability to speak. So, the audience of this film can also feel the struggle of Lotje Sodderland.

Moreover, the researcher uses the theory proposed by Ardila (2010 & 2014) to answer the research question regarding the types of aphasia, and the research problem of how Lotje produces illocutionary speech acts using the theory proposed by Searle (1979). This research aims to analyze the types of aphasia and how the illocutionary speech acts produced by Lotje Sodderland as the main character in *My Beautiful Broken Brain* movie.

1.2 Problems of the study

1. What types of aphasia that Lotje Sodderland suffers as the main character in *My Beautiful Broken Brain* movie?
2. How does aphasia sufferer produce illocutionary acts in *My Beautiful Broken Brain* movie?

1.3 Significance of the study

This research is expected to provide an understanding of the theory and its application in the study of psycholinguistics and pragmatics field, especially in patients with aphasia. In addition, this research can also add to the study of psycholinguistics and pragmatics analysis, particularly regarding illocutionary acts performed by aphasia sufferer.

Besides that, this research is expected to provide new knowledge for the

English Literature study program regarding the production of illocutionary acts in aphasia sufferers. The results of this study can be used as a reference source, especially in terms of illocutionary speech acts in aphasia sufferers to those who are interested in psycholinguistics and pragmatics field.

1.4 Scope and Limitation of the study

In this study, the researcher analyzed the types of aphasia and the production of illocutionary act in a person with aphasia as the main character in *My Beautiful Broken Brain* movie, Lotje Sodderland. The researcher limits the subject of the research only to Lotje Sodderland. The speech taken is devoted to Sodderland's speech when talk to someone and when she talks to the camera so that the condition of Sodderland's language skills can be known and the illocutionary acts applied by Sodderland as an aphasia sufferer. The limitations are intended to make the researcher focus on the types of aphasia and the production of illocutionary acts found in the research subject. In addition, to support this study, the researcher used the theory by Ardila (2010 & 2014) to find types of aphasia and the theory by Searle (1979) to find the illocutionary acts.

1.5 Definition of key terms

- Aphasia: Aphasia is a neurological term used to describe a language disorder that affects a person's speech production or comprehension and the ability to read or write.
- Language Disorder: Language disorder is a disorder that involves the

processing of information. A problem experienced by patients may involve aspects of grammatical, morphological, pragmatic, phonological, or other linguistic aspects.

Speech act: pragmatic elements that study how sentences are used not only to present information but also to perform.

Illocutionary act: the act of doing something with a particular purpose and function in speaking activities.



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CHAPTER II

REVIEW OF LITERATURE

This chapter includes related theories that are relevant to the research. Researcher provides several related theories which include language production, language disorders, brain and language, types of aphasia, speech acts, and the film *My Beautiful Broken Brain*.

2.1 Language Production

According to Richards and Schmidt (2013), language production can be defined as the process of creating and expressing meaning through both spoken and written language, which is abstract and physical. However, sometimes people tend to disrupt the concept of language production with speech production. Therefore, differences must be clearly defined. Language production refers to the spoken and written forms, while speech production refers only to the articulation or forms of speech-language.

In language production, it is usually associated with doubts and pauses (Indah, 2018). It is undeniable that sometimes people can make mistakes when producing language because this has to do with how to plan language production.

According to Field, J (2004) there is several stages of the concept required in language production as follows:

1. Conceptual: the process of recognizing abstract propositions to be conveyed.
2. Syntactical: designing the structure of words that will be formed into sentence.
3. Lexical: the choice of words that is most suitable to be used. When a word appears, the phonological and morphological information is followed.

4. Phonological: after the abstract information is summarized then it is converted into sound.
5. Phonetic: here the selected features are prepared so that the speaker can adjust the form of his articulation.

2.2 Language Disorder

People with language disorders experience problems in daily conversation and have limitations in communication. Language disorders can affect spoken and written language ability in people with aphasia. Language disorders can be acquired from early childhood development or obtained as a result of surgery, stroke, accidents, and aging. In some instances, it has a real impact on their speech and writing skills in communicating with those around them (Field, 2003, p.53).

According to American Psychiatric Association (2013), Language disorders are when someone has difficulty using & learning written, sign language, and spoken. In general, people with this disorder can have different language abilities, which will cause limitations in interacting and communicating with people around them. According to Leutuang (2008), individuals with language disorders afford to produce speech correctly but cannot understand it well.

According to Field (2004), language disorders need to be studied for two basic reasons. The first is to understand difficulties experienced by people with language disorders in linguistics and compare them with normal language mastery. Furthermore, the second is theoretical, studying deviations from language acquisition, both from adults and children. This can find out more about how normal language acquisition capacity develops. Language disorder is a

disorder that involves the processing of information, a problem experienced by patients may involve aspects of grammatical, morphological, pragmatic, phonological, or other linguistic aspects (Dulm, 2002).

Tatman (2005) said that language disorders could be characterized by disturbances in verbal and nonverbal abilities in understanding and using words in appropriate contexts. Moreover, he classified the characteristics of language disorders as follows: cannot understand the meaning of sentences, difficulty processing sounds into syllables, Use of words that are not in context, difficulty expressing ideas and thoughts, and improper use of limited vocabulary.

Furthermore, according to Syarifah (2020), a language disorder is also known as a speech disorder, refers to communication and oral motor function issues. Apart from that, some causes of speech and language disorders are physical disorders like cleft lip, brain injury, neurological, drug abuse, mental retardation, and many others. ("National Information Center for Children and Youth with Disabilities", n.d)

2.3 The Brain and Language

The human brain is also known as the source of consciousness or cognitive thoughts. The brain is a device of cognitive processes associated with perception, interpretation, imagination, memorization, and essential language that may or may not be realized by someone. Khanum (2014) said that the brain and language are interrelated because if the work system in the brain is hampered and disrupted caused by injury, it will cause interference with the language production process.

Septianto (2020) states that the brain has unique system that allows people

to find topics or ideas to share with listeners. The first phase of oral communication starts from the linguistic phase. This phase is known as the selection phase, where linguistic elements accordance with the idea or topci that occurs in brain of the human. Then, the next phase is the human brain rotates motor nerves and sends stimulation to the speech muscles, which is called the physiological phase.

In 1863, as a French surgeon, Paul Broca performed head surgery and was the first to discover what is now called the (left or right) hemisphere of the brain. There were nineteen cases that arose due to brain lesions on the left side of the head and slightly below the upper ear (frontal lobe) of the twenty language disorder patients he treated. Then in 1874, Carl Wernicke a doctor demonstrated Paul Broca's earlier findings, a language disorder associated with brain damage that occurs in various areas of the brain. It occurs in the left brain area above and behind the left ear (posterior part of the temporal lobe).

These two areas are called Broca's and Wernicke's area after their discoverers, Paul Broca and Carl Wernick (Traxler, 2012).

Fromkin, Rodman, and Hyams (2011) said that the cerebral hemispheres leave the brainstem, which is connected to the spinal cord. The cerebral hemispheres preserve connections with each other through a bundle of fibers well-known the corpus callosum. The brain and spinal cord are called the central nervous system of the human body. According to Khauman (2014), the cortex is the surface of the brain known as the part that presents knowledge about language and becomes the center of the human organ by receiving messages conveyed

through all the sense organs to act.

Cowles (2011) stated that there are two areas in particular that seem especially important for language, namely the location on the front of the brain in the frontal lobe which includes Broca's area, and an area roughly below, and behind the ear towards the back of the temporal lobe called Wernicke's area. Broca's area is concerned with speech production, while Wernicke's area is concerned with the auditory understanding of speech sounds. This is partly due to disruptions that arise in the production or understanding of language when there is brain damage in this particular area.

According to Shultz (2009), the process of spoken language spontaneously starts from an idea that develops in the human brain, and Wernicke's picks up words and sentence structures. These are sending to Broca's area by the arcuate fasciculus, and then Broca's area formulates a plan of action. The plan is sent to the primary motor cortex. And then, the primary motor cortex purifies and send it to cranial nerves for speech muscles by the pyramidal system.

2.4 Aphasia

According to Fromkin, Rodman, and Hyams (2011), aphasia is a neurological term used to describe a language disorder that affects the production or comprehension of speech and writing or reading skills. Often, Aphasia is consequence by the presence of brain injury and the most commonly from a stroke. Nevertheless, brain injury from aphasia usually can also arise from head trauma, brain tumors, or infections.

Furthermore, Aphasia is classified into two groups: Broca's and Wernicke's

aphasia. Broca's aphasia is expressive aphasia that occurs due to damage to Broca's area. Broca's is characterized by an impaired ability to produce language. Besides that, Werneckie's is receptive aphasia that occurs due to damage to the Wernecke area. Wernicke's aphasia is characterized with impaired ability to understand language (Steinberg, 1993).

As stated by Ardila (2014), abnormal conditions that affect parts of the human brain embroiled in language may cause aphasia. Nevertheless, the particular symptoms of a language disorder depend on the specific brain area affected. This is divided into seven types; global aphasia, broca's aphasia, conduction aphasia, transcortical motor aphasia, & anomic aphasia, Wernicke's aphasia, and transcortical sensory aphasia (Traxler, 2012).

According to Obler and Gjerlow (1999), they categorize each type of aphasia as follows:

Table 2.1. Types of Aphasia

Aphasia	Speech	Comprehension	Repetition	Labeling	Lesion
Broca	Non-fluent	Good	Poor	Poor	Anterior
Wernicke	Fluent	Poor	Poor	Poor	Posterior
Conduction	Fluent	Good	Poor	Poor	Arcuatefasciculus
Anomic	Fluent with circumlocution	Good	Good	Poor	Anywhere
Global	No capable	Poor	Poor	Poor	Large
Transcortical motor	Little	Good	Good	Not bad	Outside in frontal lobe
Transcortical sensory	Fluent	Poor	Good	Poor	Outside in parietal lobe

Source: Obler and Gjerlow, 1999 p.40

2.4.1 Broca's Aphasia

People with Broca's aphasia are usually caused by damage to the frontal lobe of the brain. They often speak briefly, reasonably, but effortful in producing words. They usually ignore small words like "is," "and," "that." Broca's aphasia sufferers can understand what other people say quite well. Because of this, they are easily frustrated and often aware of their difficulties. They often experience weakness of the right side or paralysis of the arms and legs because the frontal lobe is also essential for motor movement.

According to Fromkin et al. (2011), Broca's aphasics are also called agrammatic aphasics. People with Broca's aphasia often have difficulty understanding complex sentences where comprehension relies exclusively on the syntactic structure and cannot rely on real-world knowledge. Broca's aphasia is characterized by speech that is shortened but meaningful and also occurs in writing. Under these conditions, grammatical changes are often lacking, as in the examples of the third-person present tense „-s“ (Mary wants candy for Mary wants candy) and the auxiliary „be“ (Joe coming for Joe is coming) (Steinberg & Sciarini, 2006).

In severe cases, sentences can be as short as one word (noun). In short, according to Ardhila (2014), Broca's aphasia can be said as a state of loss of the ability to integrate elements of language. Patients with Broca's aphasia present with language disorders and distortions.

2.4.1.1 Repetition

Repetition is one of the main factors of the aphasia classification. This factor

may lead to limitations in auditory-linguistic short-term memory, difficulties the phase of speech production, deteriorations in semantic, syntactic understanding, and phoneme recognitions. Ardila (2014) suggested that this symptom is flawed in four areas; non-words, words, sentences, and syllables as larger aspects. In specific aphasia groups, this symptom could be low or high. Still, Broca-type, deficits occur in the level of speech production, grammatical comprehension deficits, and use of elaborate syntax.

2.4.1.2 Naming

Difficulty naming is common deficit in aphasia. Almost all kinds of aphasia interfere with this symptom. Nevertheless, certain features of the deficits of this symptom may differ significantly among dissimilar types of aphasia. The way of searching the correct words is disrupted (named distraction or failure). In this case, Broca's aphasia has trouble naming an object even if they find out what the thing is. Ardila (2014) classifying into several aspects of the naming deficit in patients with Broca's, as follows:

1. Confrontation (line drawing and photos)
 - Action and object (verb and noun)
2. Define something or objects

2.4.1.3 Phonetic Deviation

They shape to erroneously generated phonemes that are still identifiable. The most common phonological deviation occurs in Broca's aphasia.

2.4.1.4 Verbal paraphasias

They form meaningful unit substitutions into language. here are some possibilities:

- a) **Formal:** the words that are replaced are similar but have different meanings depending on the phonetic composition. The word substituted has a different meaning, but the word replaced sounds very similar. Often they can also be called as phonetic paraphasia. (e.g., cat>can)
- b) **Morphemic:** Broca's aphasia sufferer tends to use bound morphemes incorrectly. It makes the word it has produced generally meaningless or non-sense. (e.g., badish)
- c) **Semantic:** There are replacing words and replaced words, both of which are words (replacing and replaced) that are semantically related. (e.g., cat>dog)
- d) **Unconnected:** Sometimes, Broca's aphasia sufferer tends to produce words that irrelevant to the current locale. The phrasing in this irrelevant delusion is truly disturbing. (e.g., apple>pencil)

2.4.1.5 Agrammatism

A grammatical disorder, also known as agrammatism. The grammatical disorder is a disorder of the grammatical structure of language that occurs in Broca's aphasia, which is characterized by a decrease in the omission or use of grammatical morphemes. Agrammatism has some characteristics, especially when it comes to choosing the right word that fits the entire sentence. As follows: 1)

People with Broca's aphasia have agrammatism which indicates a loss of fluency in connecting words with phrases when they speak. 2) Missing inflection and syntax in sentences. 3) Loses melody and rhythm even in producing short phrases. Reducing grammatically correct sentences is an expected deficit that occurs during speech. As well as, the syntactic rules that arrange words into higher units make the proper degeneration of sentences into 'word stacks'. Therefore, sufferers tend to produce a lot of grammatical errors when speaking. In addition, they experience more stress and try hard to string words together in the right way according to the context. People with Broca's aphasia have maximum difficulty in using (and understanding) morphemes, mostly in conjunctions and affixes.

2.4.1.6 Non-Fluent

According to Ardila (2014), Non-fluent symptoms have to hinder grammatical deficits, such as thematic role processing; patients with fluent aphasia have lexical-semantic deficits that impede the processing of their thematic roles. This will have an impact on the colloquial processes of people with Broca's aphasia. They tend to speak limited words, slowly and with difficulty. Pauses are the most common symptom in every sentence they make. Pauses occur due to word processing that occurs of the brain in the language area. Pauses within a few seconds are classified as supportive symptoms of Broca's aphasia resulting in poor speech.

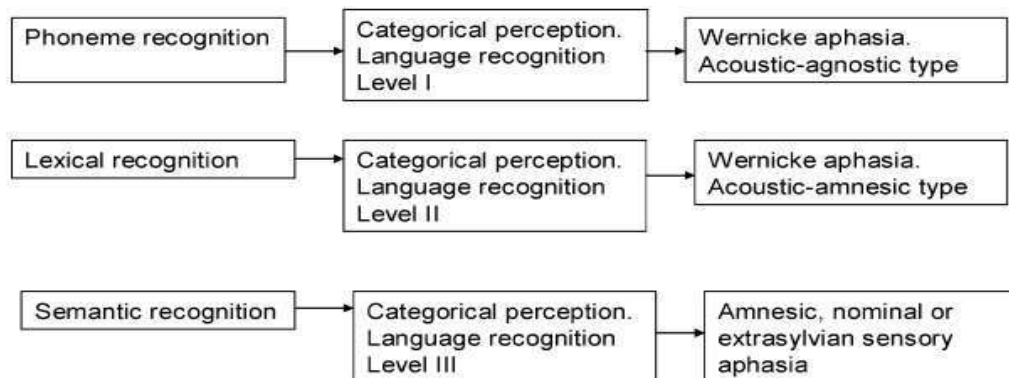
Symptoms of poor fluency are characterized by a buzzing sound such as *paused, errrr, ummm, eyyy, or asshhh*, which usually occurs during speech. This is also evidence of impaired language processing in the left hemisphere of the

brain. People with Broca's aphasia have difficulty speaking completely and correctly and tend to speak enough but not enough. Wheezing in the middle of a sentence is also a symptom of this lack of fluency. Pauses are also the most common symptom of poor fluency.

2.4.2 Wernicke's Aphasia

Wernicke's aphasia is caused by damage to the temporal lobe on the side of the brain. People with this aphasia tend to be able to speak long meaningless sentences and add unnecessary words. In Wernicke's aphasia, the defect level occurs in meaningful words (nouns). The choice of words and phonemes is inadequate but the syntax of the language is well-preserved or even overused (paragrammatism). This type of aphasia is a syndrome that is characterized by a disturbance in the way of choosing words (Yule, 2017).

Steinberg and Sciarini (2006) stated that patients with Wernicke's aphasia usually assign substitute words for the correct word based on associations, sounds, and other similar features. For example, the word 'chair' can cause the following in some patients: 'shair' (similar sound), 'table' (association), 'throne' (related meaning), 'wheel-base' (?) and 'You sit on it . It is. . . '(word loss). People with this disorder have problems remembering words and associating words with certain meanings; word semantics may not be normal. At least three different deficits underlie Wernicke's type of aphasia: (1) phonemic discrimination disorder (auditory-verbal agnosia); (2) verbal memory impairment; and finally (3) deficits in lexical/semantic associations (Ardila, 2010).



Source: Ardila, 2010

2.4.2.1 Syntagmatic paraphasias

Paraphasia does not always refer to one word. Alternating can result in more specific language units (e.g., fish aquarium – lion's den). (e.g., the aquarium of fish – the cage of lion).

2.4.2.2 Circumlocution

When they can't find the name of the objects or things that are intended, aphasia sufferer may displace names with convoluted words (e.g., pencil->to write). Typically, circumlocution refers to an object's function and to object composition (for example, a pencil-> long wooden thing with something inside).

2.4.2.3 Neologism

Occasionally, the targeted word has changed so significantly that it cannot be recognized. (e.g., pen->basket).

2.4.2.4 Jargon

This symptom refers to the overflow, fluent, and clear output of language that means nothing to the listener. Occasionally, the three different types of jargon are further differentiated based on the kind of language disorder that dominates in the

patient, resulting in an inability to understand speech. There are three types of jargon: phonetic, neologistic, and semantic.

2.4.2.5 Paragrammatism

Paragrammatism is the use of erroneous or incomplete grammatical structures, which are found in certain forms of speech disorders. Paragrammatism refers to verbal output that violates the normative rules of the morpho-syntactic convention. This symptom is a result of lack of strategic adaptation, and computational redundancy leading to morphological errors. (e.g., “The child is playing in the yard”-> “The, I mean one, is now on, there outside, taking something to play on that, over there”). This is because: excessive use of grammatical words, wrong choice of grammatical words, and there is no limit to the definition of sentences.

After discussing the types and characteristics of Broca's and Wernicke's aphasia, it can be concluded in the following table.

Table 2.2 A Comparison of Broca’s Aphasia and Wernicke’s Aphasia

Broca’s Aphasia	Wernicke’s Aphasia
Effortful speech and lots of pauses	Effortless speech and fluent
Hardly in any syntax	Syntactically structured
Few function of words or affixes	Function words
Mainly concrete nouns	Many general nouns
Good comprehension	Impaired comprehension
Word output is limited, four words or less per speech	Lack of awareness
Poor repetition	Empty and incessant speech

Source: Ardila (2010)

2.4.3 Conduction Aphasia

Traxler (2012) said that Conduction aphasia is usually characterized by a complete ability to understand spoken and written language, as well as a complete ability to produce fluent grammatical speech, but a marked inability to repeat word-for-word forms of phrases and sentences. Conduction aphasia sufferer usually experience problems in connecting language understanding with language expressions. For instance, when asked to take a pen, they understand and recognize the object then take it. However, if asked to name the object they even explain the function of the object such as a pen is a tool for writing so they will label the pen as writing (Indah, 2017a, p.93).

2.4.4 Anomic Aphasia

The area of anomic aphasia lesion is in the temporoparietal cortex or the substantianigra. This aphasia type is usually characterized by naming objects and searching for appropriate words. People with anomic aphasia are able to speak fluently and spontaneously. besides, their ability to repeat and understand things is pretty good (Laksmidewi, 2014, p.19).

2.4.5 Global Aphasia

This type of aphasia is caused by injury to the language processing areas of the brain, including areas known as Wernicke's and Broca's areas. This area of the brain is essential for understanding spoken language, accessing vocabulary, using grammar, and producing words and sentences. Global Aphasia patients cannot read or write, but they can fully retain intellectual and cognitive abilities that are

not related to language and speech (National Aphasia Association, 2019.).

2.4.6 Transcortical Motor Aphasia

This type is caused by a stroke or brain injury near Broca's area. Therefore, Broca's area can be isolated from other brain areas even though it is not directly damaged. People with transcortical motor aphasia have difficulty to speak spontaneously and difficulty to say what they want to say. Nevertheless, they are able to repeat a long sentence fluently (Indah, 2017).

Transcortical Motor Aphasia, also known as Dsyexecutive syndrome. This type can be associated with executive function defects that specifically affect the human brain in language. Although, the executive purpose can be interpreted as difficulty in appropriately arranging the sequences of language. Ardila said that the ability to produce language precisely and actively seemed to be impaired while lexicon, semantics, phonology, and grammar were preserved.. He summarized at least three characteristics of Dsyexecutive syndrome in his journal.

1. In extra-Sylvian (transcortical) motor aphasia, it can be said that there is a defect in verbal initiative rather than in language knowledge.
2. The prefrontal cortex does not participate in basic cognition but instead participates in metacognition
3. Have the general characteristics of the prefrontal syndrome (ie, dysexecutive), particularly regarding verbal processing. Therefore, it can be said that the prefrontal (disexecutive) syndrome affects verbal processes.

2.4.7 Transcortical Sensory Aphasia

The last type is Transcortical Sensory Aphasia. This type is caused by injury to the part of the brain around Wernicke. Patients with this type of aphasia do not understand what other people are saying but can speak fluently. Although they can repeat words or sentences that other people say, they do not understand the meaning of the word (Indah, 2017).

2.5 Speech Act

The speech act is a pragmatic element that involves the speaker, audience, and the context being discussed. The theory of speech acts was presented by an English philosopher, John L. Austin, in 1962. Then it was developed by another philosopher, namely Searle, in his book *Expression and Meaning Studies in the Theory of Speech Acts* in 1979. According to him, in all lingual interactions, there are speech acts. Austin said that when people using language, they are not only make propositional statements about objects, entities, states, etc., but also fulfill functions like requesting, introducing, refusing, ordering, etc.

Lingual interaction is not just a symbol, word or sentence, but more precisely when it is called a product or result of a symbol, word or sentence in the form of speech act behavior. Another definition is presented by Yule (1996), he said that speech acts is an actions performed through speech. Nunan (1993) also states that a speech act is something a person does through speech. He also said that identifying speech acts can be done if the researcher knows the context of the speech.

Meanwhile, Mey (1993) states that human language is only limited to sound

and meaning. Mey also said that when someone speaks something subconsciously, they also do something that accompanies the sound and meaning of what is said. They are not realizing that language is also an action.

2.5.1 The classifications of Illocutionary Acts by Searle

In 1979, John R. Searle proposed five types of illocutionary, including: Representative/Assertive, Directive, Commissive, Expressive, and Declarative.

2.5.1.1 Representative / Assertive

According to Searle (1979), representative or assertive refers to speech acts that describe certain circumstances or events such as affirmations, statements of facts, claims, conclusions, and reports. Therefore, assertive testing can be done by questioning whether the utterance can be said to be true or false. Yule (1996) says that representative is a type of speech act that states what the speaker believes to be the case. By doing assertiveness or representation, speakers make words according to beliefs that are considered facts by the world community. For instances:

(a) Leaves are green

(b) It was a cold snowy day

Sentences (a) and (b) show that the speaker represents the world according to what people believe. In sentence (a), the speaker expresses his belief that the leaf should be green. Whereas in sentence (b), the speaker expresses his or her opinion that the weather is cold and snowy that day based on what he or she believes. in this case, the speaker makes the world conform to the world by

performing a representative act.

2.5.1.2 Directive

According to Searle (1979), a directive is a speech act used to tell the listener to do something. He added types of directive speech such as commanding, requesting, forbidding, inviting, and suggesting. Another definition from Yule (1996) states that a directive is a speech act that a speaker uses to get someone to take an action. It can be said that the speaker uses directive speech intending to express what he or she wants.

Leech (1983) defines a directive as the intention of the speaker to produce some effect through the actions of the listener. For instances:

- (a) Would you make me a cup of coffee
- (b) Defrost!

In sentence (a), the speaker utters an interrogative sentence, which intends to make the listener do something the speaker wants. The speaker asks someone to make coffee for him. The speaker does not expect the listener to answer a question with a 'yes' or 'no' answer, but rather the act of making him a cup of coffee. The last example in sentence (b) is a command sentence to make the listener act as the speaker wants, ordering someone to melt the ice.

2.5.1.3 Commissive

Commissive is a speech act that makes the speaker perform an action in the future. According to Searle (1979), commissive actions include promising, swearing, volunteering, offering, threatening, and refusing. In addition, Kreidler

(1998) says that the predicate of commission is a verb that can be used to do or refuse to commit to some future action. For examples:

- (a) We will be right back
- (b) I am going to love you till the end

The sentence above is a future action performed by the speaker. The context in the speech above is a promise which shows it as a commissive act.

2.5.1.4 Expressive

Speakers often express their feelings to listeners when they talk to each other. Thus, the speaker has performed an expressive action. Expressiveness is an act of expressing what the speaker feels, such as praising, congratulating, apologizing, regretting, and criticizing (Searle, 1979). The following is an example of an expressive action:

- (a) I'm so sorry
- (b) congrats on your new house
- (c) I am grateful for your kindness

In sentence (a), it represents sympathy, in a sentence (b) used to congratulate someone for her or his new house, and the last sentence (c) can be used to appreciate someone.

2.5.1.5 Declarative

Declarative is a speech act produced in a certain context that can change the conditions of the world. According to Yule (1996), declarative is a speech act that can change the world through speech. Declarative speech acts can be carried out

appropriately, and in certain circumstances, speakers who have an essential role in a particular institution must be fulfilled. Declarative acts include baptism, dismissal, declaration, war, abdication, naming, and ex-communication. Here are some examples:

- (a) Chairman: you're fired!
- (b) Referee: time out

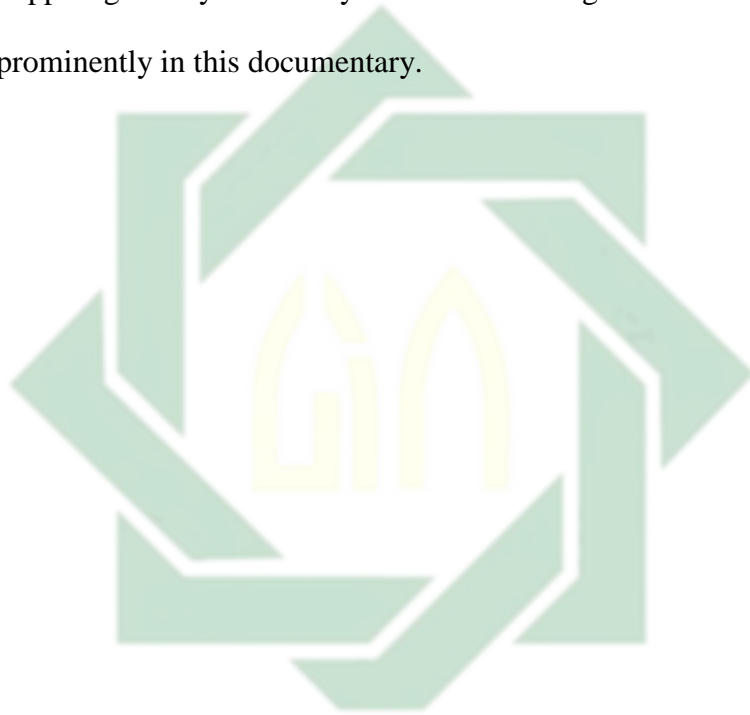
The two utterances above bring changes in reality and are more than just statements. The first utterance can be used to perform the action of ending the work, and the last one can be used to perform the end of the game.

2.6 My Beautiful Broken Brain

My Beautiful Broken Brain is a documentary movie that was published in 2014. This movie is about the life of a woman named Lotje Sodderland. When she turned 34 years old, Lotje suffered a hemorrhagic stroke caused by a congenital blood vessel disorder. As a result of this incident, she began to suffer from aphasia, which resulted in the loss of the ability to read, write, and speak in a coherent and structured manner. This film was conceived by Lotje Sodderland. Lotje said that making a documentary film covering her struggles was her first linear thought after a stroke hit her. Started by taking selfies of her while still in the hospital. After that, two weeks later contacted documentary filmmaker Sophie Robinson for help.

This movie discusses some of the daily challenges that Lotje experienced after suffering a brain disorder due to a stroke, with dysphasia and apraxia when communicating through expressive verbal language, as well as loss of ability to

write, read, and speak fluently. This injury resulted in memory deficits and confusion when she wanted to say what she wanted to say. Lotje also experiences feelings of being overwhelmed, tired, frustrated and sometimes hopeless about the future, this given the significant changes that have occurred in her life. The valuable support given by her family and friends during this recovery journey is featured prominently in this documentary.



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CHAPTER III

RESEARCH METHODS

This chapter contains the essential procedures for conducting research. The researcher also provides sub-chapters covering research design, data collection, and data analysis.

3.1 Research Design

This study used descriptive qualitative method because this study focused on the utterances produced by the main character in *My Beautiful Broken Brain* movie. Creswell (2013) said that research use qualitative methods could deeply understand the meaning of individuals or groups that are ascribed to social or human problems then describe them in detail according to the research problem. This statement is also supported by Berg (2001) he said that qualitative research refers to the meaning, concept, definition, characteristics, and description of something.

Hence, this study used a psycholinguistic and pragmatic approach that focused on the relationship between speech acts, thoughts and language. This research used descriptive qualitative to get a deeper understanding of what to analyze. Used the descriptive qualitative method, the researcher explained the phenomenon of aphasic language disorder and the characteristics of the language and its relation to aspects of speech act is applied in Lotje Sodderland's speech as the main character of “*My Beautiful Broken Brain*” movie, which impacts her language skills.

3.2 Data Collection

This sub-chapter describes the methods used to collect research data. Data collection consists of research data, data sources, research instruments, and data collection techniques.

3.2.1 Research Data

The data of this research is Lotje Sodderland's utterance as the main character with aphasia in the film *My Beautiful Broken Brain*. The speech taken is devoted to Sodderland's speech when talk to someone and when she talks to the camera so that the condition of Sodderland's language skills can be known and the illocutionary acts applied by Sodderland as an aphasia sufferer.

3.2.2 Data Source and Subject of the Study

The source of the data in this study is the transcript. The object of the analysis is the utterances by Lotje Sodderland. The data is in the form of words found in the speech. The data were analyzed by illocutionary acts and language ability analysis to determine the type of aphasia suffered by Lotje Sodderland. The data collected by identifying the utterances produced by Lotje that she made to interact with the people around her.

This research subject is the main character in the movie named Lotje Sodderland. Lotje Sodderland is a film director and a Londoner. She works in an agency and spends time with her wide circle of friends. In 2011 at the age of 34, she suffered an intracerebral hemorrhagic stroke after a night out with friends. To understand what was happening, Sodderland documented her feelings and

experiences with therapy, physiological changes, and a new communication disorder called aphasia through a video clip that was turned into an entire 1-hour 24-minute movie entitled *My Beautiful Broken Brain*. It is a type of documentary that combines a lot of footage taken through her cell phone.

3.2.3 Instrument

The researcher is an essential instrument in this research because she examined the research data. The researcher collected data by downloading the transcript of *My Beautiful Broken Brain* movie to make it easier to analyze the types of aphasia and how this research subject used illocutionary acts. In addition, the researcher also uses laptops to collect data, analyze data, and watch the movie.

3.2.4 Data Collection Techniques

3.2.4.1 Downloading the movie

The researcher downloaded *My Beautiful Broken Brain* movie from *Terbit 21* because the website that provides facilities for watching movies that are quite easily accessible to all people. In addition, this website is a website that can update all movies quickly, so many internet users prefer to use it.

3.2.4.2 Downloading the transcript

The researcher downloaded the transcript of the *My Beautiful Broken Brain* movie. To save time, the researcher downloaded movie transcripts from websites. There are many websites to download good quality transcripts of movies. However, researcher downloaded movies from *Movie & Play Script* Because of time efficiency and transcripts very similar dialogue in a movie.

3.2.4.3 Watching movie while reading the transcript

The researcher watched movie and read transcripts. After that, the researcher made sure that there were no errors in the transcript by watched the film. And if there are errors, the researcher confirms the transcript. After that, the researcher watched the film again and read the transcript over and over again.

3.2.4.4 Validating the transcript

The researcher invited one of her friends named VG to saw the movie and confirmed the suitability of movie transcript with the dialogue in the film that the researcher had downloaded.

3.3 Data Analysis

a. Identification

At this stage, the researcher identifies utterances that contain data based on difficulties when producing sentences and which contain illocutionary acts.

b. Classification

After identification the utterances, the researcher classified the findings from the identification. The researcher used a code of aphasia for classification and used table interpretation for identification illocutionary acts.

Table 3.1 Examples of Classification Types of Aphasia

Data Number	Utterances	Types of Aphasia														
		Major										Minor				
		Broca						Wernicke				C	A	G	T	T
		R	N	P	V	A	N	S	C	N	J	P	A	A	A	M
P	M	D	P	G	F	P	L	L		G				A	A	
01/01 : 00	-															

- 01 : number of datum
- 01:00 : minutes
- RP : repetition
- NM : naming
- PD : phonetic deviation
- AG : agrammatism
- NF : non fluent
- SP : syntagmatic parapharsias
- CL : circumlocution
- NL : neologism
- J : jargon
- PG : paragrammatism
- CA : conduction aphasia
- AA : anomic aphasia
- GA : global aphasia
- TMA : transcortical motor aphasia
- TSA : transcortical sensory aphasia
- VP : verbal paraphasia

Table 3.2 The Types of Illocutionary Act

No	Times	Data	Types of Illocutionary Act	Interpretation

c. Analyzing

The researcher analyzed the utterances by the main character. The researcher described the data according to the types of aphasia and illocutionary speech production. This description used to answer the statement of problems in this research.

d. Drawing conclusion

After that, the researcher draws the conclusions based on the analysis of aphasia and illocutionary acts in utterances by Lotje Sodderland using the theory proposed by Ardila for classification and Searle for illocutionary acts.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is divided into research findings and data analysis discussion. The first part shows the findings of two research objectives: to determine the type of aphasia experienced by the main character in the movie *My Beautiful Broken Brain*, and the production of illocutionary acts performed by aphasia sufferer in *My Beautiful Broken Brain* movie. Meanwhile, the second part presents a discussion of these findings.

4.1 Findings

In this sub-chapter, the researcher answers two research questions related to this research. The first research question is about the type of aphasia suffered by Lotje Sodderland. The second question is about the production of illocutionary acts on aphasia sufferer in *My Beautiful Broken Brain* movie.

4.1.1 Types of Aphasia that Lotje Sodderland suffers as main character in *My Beautiful Broken Brain* movie

The first research question of this study relates to the type of aphasia. In analyzing the types of aphasia, researcher uses the theory of Ardila (2010 & 2014) to categorize the types of aphasia and the symptoms experienced by people with aphasia. There are several types of aphasia such as Broca's aphasia, Wernicke's aphasia, conduction aphasia, anomic aphasia, global aphasia, transcortical motor aphasia (TMA), and transcortical sensory aphasia (TSA).

However, after the researcher found the data and analyzed it, the researcher

found that Lotje Sodderland suffered from Broca's aphasia. According to Ardilla (2014), Broca's aphasia can be determined from the symptoms found in patients, such as repetition, naming, phonetic deviation, verbal paraphasia, agrammatism, and non-fluent.

Table 4.1 the symptoms of broca’s aphasia found in the utterances made by Lotje Sodderland

Types of Symptoms	Data Findings
Repetition	19
Naming	13
Phonetic Deviation	2
Verbal Paraphasias	6
Agrammatism	36
Non-fluent	29
Total	105

Source: Data processed (2022)

Table 4.1 showed that there are a total of 105 symptoms of Broca’s aphasia found in the utterances made by Lotje Sodderland.

4.1.1.1 Repetition

Repetition is one of the symptoms in patients with Broca's aphasia. The symptom of repetition occurs when people with aphasia repeat the words they have spoken repeatedly.

Table 4.2 Data Findings in Repetition

Types of Symptoms	Data Findings
Repetition	19
Total	19

Source: Data processed (2022)

Table 4.2 presented the findings of the repetition found in sentences that produced by Lotje Sodderland as a patient with Broca’s aphasia. The table above showed that Lotje repeated the words 19 times when she was producing words in the *My Beautiful Broken Brain* movie. The following are some of the datums found:

Datum 1

“Sss...ss...I get-- I get too...”

Researcher found the difficulties experienced by Lotje Sodderland. Lotje's therapist told her to name things that start with the word “s”. However, Lotje couldn't name the objects and only repeated the word “sss...” and the word “get” when she said she couldn't name objects starting with the letter 's'.

Datum 2

“Matilda is, um, my...is...my...she’s...uh I can’t...my...nephew yeah my nephew and now, she’s also a...a nephew? Neef...niece... I meant niece”

In the second datum, the researcher found word repetition when Lotje Sodderland produced words. Lotje tried to explain that the photo of the baby in the room was her niece. However, she has such difficulty producing words that she repeats words as seen in the second datum

Datum 3

“John... Gifford... was... the... was the...”

Lotje was in the therapy room with a therapist. Lotje was asked by the therapist to read a text that had been given by the therapist. When Lotje read the text, she seemed to be struggling and repeated a few words as indicated by the third datum.

4.1.1.2 Naming

Naming in Broca’s aphasia is the process of finding the correct word is disrupted (named distraction or failure). In this case, Broca's aphasia has trouble naming an object even if they know what the object/thing.

Table 4.3 Data Findings in Naming

Types of Symptoms	Data Findings
Naming	13
Total	13

Source: Data Processed

Table 4.3 presented the findings of the naming that found in sentences that produced by Lotje Sodderland as patient with Broca's aphasia. The table above shows that Lotje has difficulty remembering words or names of objects or names of people. The researcher found Lotje's difficulty in naming objects 13 times in the *My Beautiful Broken Brain* movie. The following are some of the datums found:

Datum 4

"I can't (while pen writing in the air)...**I can't say it now**, but I can't...um...you know, **I can't speak or...no not speak, I can't be clever (pen writing in the air), what do you call it?** Um..."

Lotje Sodderland had great difficulty remembering the words she wanted to say. In the fourth datum she wanted to say that she could not write as fluently as she used to. However, she is very difficult when she wants to say the word "write"

Datum 5

"My whole body is, um... is in shock. The whole of my back, my arms, my legs, **my-my... my, um...this what do you call that?**"

Lotje explained that her disease caused her body to go into shocks such as her back, arms and legs. She wanted to mention the 'hips' part but she had a hard time remembering the word 'hips' as indicated in the fifth datum above.

Datum 6

"For some reason, **I can't say the actual word itself...this word** (while pointing to the shelf)"

Lotje was in a room with her friend, when she saw a shelf she said that she couldn't say the name of the thing in front of her which was "shelf". She had difficulty in naming the object.

4.1.1.3 Phonetic Deviation

Phonetic deviation is incorrectly generated phonemic errors that can still be identified. Phonetic deviations are most common in people with Broca's aphasia.

Table 4.4 Data Findings in Phonetic Deviation

Types of Symptoms	Data Findings
Phonetic Deviation	2
Total	2

Source: Data Processed (2022)

Table 4.4 showed the findings of the phonetic deviation that found in sentences that produced by Lotje Sodderland as patient with Broca's aphasia in *My Beautiful Broken Brain* movie. The table above shows that Lotje experienced phonetic deviations in the words or sentences that she spoke in *My Beautiful Broken Brain* movie. The researcher only found 2 datums in the words spoken by lotje which were indicated as phonetic deviations. The following are the datums found:

Datum 7

“It’s **extrem[e]** strange, starting from nothing”

Lotje experienced phonetic aberrations in the word "extreme" which he reads as "ik'strēmi". This is indicated as a phonetic deviation that occurred in Lotje as a broca's aphasia patient.

Datum 8

“Matilda is, um, my...is...my...she’s...uh I can’t...my...nephew yeah my nephew and now, she’s also a...a nephew? **Neef...niece... I meant niece**”

In the above datum, Lotje experienced a phonetic deviation when she meant to say the word "niece". However, she issued the word "neef" which was indicated as a phonetic deviation.

4.1.1.4 Verbal Paraphasia

Verbal paraphasias is one of the symptoms of Broca's aphasia patients. This symptom is usually characterized by replacing one sound with another by using the wrong word.

Table 4.5 Data Findings in Verbal Paraphasia

Types of Symptoms	Data Findings
Verbal Paraphasia	6
Total	6

Source: Data Processed (2022)

Table 4.5 showed the findings of the Verbal paraphasia that found in sentences that produced by Lotje Sodderland as patient with Broca’s aphasia in *My Beautiful Broken Brain* movie. The table above shows that Lotje experienced verbal paraphasia in the words or sentences that Lotje spoke in *My Beautiful Broken Brain* movie. The researcher found 6 datums in the words spoken by lotje which were indicated as Verbal paraphasia. The following are the datums found:

Datum 9

“It's either gonna be a new...**plate...place**...or something completely different, we’re just not sure”

Datum 9 above shows symptoms of verbal paraphasia that occurred in Lotje Sodderland. he was in the hospital at that time and did not understand what had

happened to him. he said that this would be a new place for Lotje. However, Lotje experienced verbal paraphasia when he wanted to say "place" turned into the inappropriate word "plate".

Datum 10

“Stew (when pointing at the stick figure)”

Lotje sodderland is indicated to have symptoms of verbal paraphasia when mentioning "stick" using the wrong word "stew".

Datum 11

“:I can’t (while pen writing in the air)...I can’t say it now, but I can’t...um...you know, **I can’t speak or...no not speak**, I can’t be clever (pen writing in the air), what do you call it?”

Lotje is indicated to experience verbal paraphasia when she says the word "speak" but she means "write".

4.1.1.5 Agrammatism

Agrammatism, is a disorder of the grammatical structure of language which is observed in Broca's aphasia, characterized by decreased use or omission of grammatical morphemes. Most people with Broca's aphasia who have agrammatism show a loss of fluency in linking words into phrases in their speech.

Table 4.6 Data Findings in Agrammatism

Types of Symptoms	Data Findings
Agrammatism	36
Total	36

Source: Data processed (2022)

Table 4.6 presented the findings of the agrammatism that found in sentences that produced by Lotje Sodderland as patient with Broca’s aphasia in My Beautiful Broken Brain movie. The table above shows that Lotje experienced

grammatical errors or called Agrammatism 36 times in the sentences he produced.

The following are some of the datums found:

Datum 12

“I was in a pretty normal, **very busy...normal...k kind of a clever person**, and now I’m starting from the beginning”

The sentence in bold in the datum above shows a grammatical error made by Lotje Sodderland. She tries to explain that her life has changed unlike before with her busy life and normal life. However, in Lotje's explanation, agrammatism is indicated in the sentence in bold, showing a loss of fluency in connecting words into phrases in her speech.

Datum 13

“**Its difficult to...uh...**I guess I’m not making much sense.”

In the above datum, Lotje tries to say that he has difficulty in speaking so that the sentence he says doesn't make sense. However, the phrase in bold in the above datum is indicated as agrammatism because the phrase produced by Lotje sounds unrelated to the following phrase.

Datum 14

“I refuse to believe **that I...that’s happening**”

The bolded phrase is indicated as agrammatism because of the discontinuity between the phrases spoken by Lotje, which resulted in grammatical errors.

4.1.1.6 Non-Fluent

People with Broca's aphasia tend to speak limited, slow and tricky words. Pauses are the most common symptom in every sentence they make. Pauses of a

few seconds are classified as supporting symptoms of Broca's aphasia resulting in speech impediments. Symptoms of poor fluency are characterized by buzzing sounds such as errrr, ummm, eyyy, or asshhh, Sighing in the middle of a sentence is also a symptom of this lack of fluency.

Table 4.7 Data Findings in Non-Fluent

Types of Symptoms	Data Findings
Non-Fluent	29
Total	29

Source: Data Processed (2022)

Table 4.7 showed the findings of the Non-Fluent that found in sentences that produced by Lotje Sodderland as patient with Broca's aphasia in *My Beautiful Broken Brain* movie. The table above shows that Lotje experienced symptoms of non-fluency when he spoke. The researcher found 29 datums in the sentence spoken by Lotje Sodderland which was indicated as a symptom of non-fluency when speaking. The following datums were found:

Datum 15

“uhm..uhm..s..s..summer”

Lotje Sodderland had a speech impediment when he said the word "summer". She paused, mumbled and sighed before she managed to say the word "summer" as in the above datum.

Datum 16

“s...okay...s...s...seed”

Lotje sighed and stuttered before she managed to say the word "seed". She struggles to pronounce the word "seed", as the above datum. In this case, Lotje is indicated to have symptoms of not being fluent in speaking.

Datum 17

“Um, but... um, but yeah, it’s, um...yeah, some sort of... um, transmagnetic...”

The above datum shows no fluency when Lotje has difficulty saying what she wants to say and only pauses and mumbles when she speaks. This incident is indicated as a non-fluent symptom in patients with Broca's aphasia, such as Lotje Sodderland in the *My Beautiful Broken Brain* movie.

Based on the analysis above, the researcher concludes that the most common symptoms experienced by Lotje Sodderland as a sufferer of Broca's aphasia are symptoms of agrammatism or grammatical errors. It can be concluded that in addition to difficulty in pronouncing a word, sufferers of Broca's aphasia also have difficulty composing sentences clearly and correctly when speaking.

4.1.2 The Production of Illocutionary Acts on Aphasia Sufferer in *My Beautiful Broken Brain* Movie

The second research question of this study is related to the production of illocutionary acts performed by Lotje Sodderland as an aphasia sufferer in *My Beautiful Broken Brain* movie. In analyzing the second research question, the researcher used the theory proposed by Searle (1979) to categorize the types of illocutionary speech acts. There are several types of illocutionary such as representative, directive, commissive, expressive, and declarative.

After the researcher found the data and analyzed it, the researcher found that Lotje's production of illocutionary utterances encountered several problems, such as word repetition, not fluency, ungrammatical, and phoenetic deviation. The

researcher also found that not all types of illocutions were used by Lotje Sodderland when she interacted. The researcher only found 4 out of 5 types of illocutionary illocutions proposed by Searle as follows: representative, directive, commissive, and expressive.

Table 4.8 The Types of Illocutionary Speech Act Produced by Lotje Sodderland

Types of Illocutionary	Data Findings
Representative / Assertive	24
Directive	2
Commissive	2
Expressive	8
Total	36

Source: Data Processed (2022)

Table 4.2 showed that there are a total 36 illocutionary act that found in the utterances produced by Lotje Sodderland as a Broca's aphasia patient.

4.1.2.1 Representative / Assertive

Representative / assertive refers to a speech act that describes a particular event or situation. Representative can be done in the circumstances such as asserting, stating facts, claiming, concluding, and reporting. The following datums were found:

Datum 18

“Lotje: Okay...I’m alive, very bad at writing but I’m not dead. That’s a start, very messed up...but definitely excited to be alive.”

In this situation, Lotje claims or confirms that she is still alive, but her speaking and writing ability are poor due to the cerebral hemorrhage she has suffered. She experiences agrammatism and non-fluency when speaking as in the data above

Datum 19

Jan: I'm ready, but the question more importantly is, are you ready?

Lotje: well, I've got no sense of....space and time, so it's fine for me"

Lotje asked her brother if he was ready, and her brother again asked that the most important question was whether Lotje was ready to be in the hospital. Then lotje insisted that she didn't know time and space so she had to be prepared. lotje experienced non-fluency in the speech that she produced. The assertions expressed by Lotje about herself in the conversation were indicated as representative.

Datum 20

Sophie: What about these photographs?

Lotje: Pictures?

Sophie: yeah

Lotje: Matilda is, um, my...is...my...she's...uh I can't...my...nephew yeah my nephew and now, she's also a...a nephew? Neef...niece... I meant niece

The conversation in the datum above was carried out by Lotje and Sophie when they were in a room. Sophie tested the lotje whether she still remembered the person in the photo. Then, Lotje found out that the photo of a child was his nephew. Statements made by Lotje are claims made by her which are indicated as representative/assertive. The illocutionary acts that she produces above are non-fluent, repetition, agrammatism, and phonetic deviation.

4.1.2.2 Directive

Directives are illocutionary acts that are used by speakers to make someone perform an action such as ordering, asking, prohibiting, inviting, and suggesting.

The researcher only found 2 datums in Lotje's conversation which were indicated

as directives in the *My Beautiful Broken Brain* movie. The following are the datums found by the researcher:

Datum 21

**“Lotje: for some reason, I can say...you say it again Sophie: record
Lotje: record...record. I can only say it if I don’t actually...if I go like that...then I can say the word “record” but not...you...say it again
Sophie: record
Lotje: record, yeah”**

During the conversation, Lotje couldn't remember the noun 'record'. Lotje was not fluent and had difficulty naming an object when she made a speech as in the datum above. So Lotje asked Sophie to name the object so that Lotje could imitate the word Sophie said. Lotje consciously asked or told Sophie to do what Lotje told her. Thus, Lotje's sentence "you say it again" is a directive performed by Lotje Sodderland. The illocutionary acts that she produced sounded not fluent and stammered.

Datum 22

**“Lotje: see, um... see if I can do it without messing it up
Martin: okay we’re a team.”**

In this situation, Lotje was with Martin. Lotje reads the book and asks Martin to check her reading if she doesn't mess up her reading. The sentence in bold in the datum above is a directive sentence made by Lotje towards Martin to take the action of listening to Lotje's reading. She experienced repetition and non-fluent when producing illocutionary acts.

4.1.2.3 Commissive

Commissive is a speech act that makes the speaker perform an action in the future such as promising, swearing, volunteering, offering, threatening, and refusing. In the commissive speech act, the researcher only found 2 datums in sentences of Lotje Sodderland. The following are the datums found:

Datum 23

“Lotje: It’s difficult to...uh...I guess I’m not making much sense. Sorry...I...wish I could...**yeah....I will....try.**”

In this situation, Lotje explained that she found it difficult to come up with words and made sentences nonsensical to connect meanings. She says that she will try to speak fluently. Lotje promised to try to speak in orderly sentences. She declares this in the bolded word in the above datum which is indicated as Commissive. The illocutionary acts produced by Lotje experienced non fluent because there is a pause in the resulting utterance.

Datum 24

“Lotje: yeah, I’m definitely willing....to...to do that
Doctor: Okay, great Lotje: yeah”

The doctor explained about the therapy Lotje was going to do, and the doctor asked if Lotje would be willing to join the therapy to improve reading skills. Then Lotje replied she would do therapy. Lotje's statement in the sentence in bold is a promise that Lotje is willing to do therapy. The illocutionary acts produced by Lotje experience word repetition.

4.1.2.4 Expressive

Expressive is an action taken by speakers to express their feelings to listeners

such as praising, congratulating, apologizing, regretting, and criticizing. The researcher found 8 expressive speech acts performed by Lotje Sodderland. The following are some of the datums found by researcher:

Datum 25

“Sophie: so why don’t you just tell me what’s happened?

Lotje: I was in a pretty normal, very busy...normal...k kind of a clever person, and now I’m starting from the beginning”

The sentence in bold in the datum above is Lotje's sentence answering the question from Shopie. Lotje said that she is usually the type of person who is busy and intelligent. However, after experiencing a brain hemorrhage, Lotje felt like starting life as a new person with limited language skills. The expressive illocutionary speech produced by Lotje has agrammatism or grammatical structure disorder because the speech she produces sounds unstructured and stammered.

Datum 26

“Lotje: It’s difficult to...uh...I guess I’m not making much sense. Sorry...I...wish I could...yeah...I will...try.”

In this situation, Lotje explained that she found it difficult to come up with words and made sentences nonsensical to connect meanings. She apologizes for that and she wishes that she could speak fluently. The sentence in bold in the datum above is a sentence indicated as an expressive speech act performed by Lotje. She is not fluent when producing expressive illocutionary speech acts so Lotje's speech is indicated as non-fluent.

Datum 27

“Lotje: wow

Dr. Alex: So that’s quite impressive

Lotje: that’s...uh.... great

Dr. Alex: So, that's a good news

Lotje: thank you"

In this situation, Dr. Alex explained the language development that Lotje had experienced so far. Later, Lotje marveled at what she had improved. Lotje found it amazing, and she was grateful for it. However, she is not fluent in producing illocutions, and sometimes she gets 'word stuck' on the phrases she says above datum.

Based on the above analysis, the researcher concludes that the most common illocutionary speech act performed by Lotje Sodderland as a sufferer of Broca's aphasia is representative or assertive. Despite, Lotje most often experienced agrammatism and non-fluent when producing illocutionary speech acts.

4.2 Discussion

In this section, the researcher explains the findings of this study as a whole to answer the research problem. The researcher focused on the type of aphasia through the symptoms found and the use of illocutionary acts in Lotje Sodderland's conversation as a person with aphasia in the *My Beautiful Broken Brain* movie. People with brain damage exhibit abnormal social interactions. They have difficulty in expressing the correct and good word structure and pronunciation. Therefore, according to Blumstein (2016), they usually lose some vocabulary and have memory problems. This occurs in the human brain tissue that functions as a language processor that is impaired. In addition, Tatman (2005) argues that language disorders can involve problems in communication, such as difficulty in pronunciation. People with language disorders will have difficulty in developing language normally, both in speaking and in writing.

Even though people with aphasia have language disorders, they can still communicate with other people. So that speech acts can occur by the sufferer. According to Yule (1996), speech acts are speeches that generally lead to an action. It can be concluded that the use of speech acts to act on something, such as someone who wants to do something without any physical movement first, but from his speech for an action. Paltridge (2006) classifies speech acts into perlocutionary, locutionary, and illocutionary. Perlocutionary acts are speech acts used to influence the interlocutor. Locutionary acts are speech acts to state something. Illocutionary acts are speech acts that function to provide information and do something.

The data found in this study were obtained from the production of sentences the researcher used Lotje Sodderland as the subject of this research. The researcher focuses on two things, namely the types of aphasia and how illocutionary speech acts performed by Lotje Sodderland as an aphasia sufferer in *My Beautiful Broken Brain* movie. Researcher has answered the first question in this study: the type of aphasia suffered by Lotje Sodderland. According to the results of the research above, Lotje Sodderland is a sufferer of Broca's aphasia with the discovery of symptoms of Broca's aphasia in Lotje. The most common symptom of Broca's aphasia found by researcher was Agrammatism with a total of 36 found by researcher in the word production conducted by Lotje Sodderland in the *My Beautiful Broken Brain* movie.

Non-fluent symptoms are the second most common symptom found in Lotje Sodderland in the *My Beautiful Broken Brain* movie. There were a total of 29 non-

fluent symptoms found in Lotje. She has difficulty in producing words and composing sentences so that the words and sentences that she produces don't sound fluent and she tries hard to speak. Symptoms of poor fluency are characterized by a buzzing sound that usually occurs when speaking.

The researcher has also answered the second research question: How does aphasia sufferer produce illocutionary acts in *My Beautiful Broken Brain* movie. For this question, Lotje used 4 out of 5 types of illocutionary speech acts with a total of 36 datums found by the researcher. Nonetheless, the researcher found that the illocutionary acts produced by Lotje were influenced by her difficulty in producing words. She most often experiences agrammatism, non-fluent, repetition, and phoenetic deviation when she produces illocutionary acts. In other words, Lotje doesn't talk much to the people around her because of her limited ability to speak.

However, the results discussed above show some differences from the findings of other studies; there are no other researchers have focused on illocutionary acts produced by people with aphasia using the theory proposed by Searle (1979). The fact that current research findings are perhaps the most significant fact. Current research findings indicate that people with aphasia, especially Broca's aphasia, have difficulty producing illocutionary acts when interacting with their surroundings. This is due to the limitation of language skills experienced by sufferers of Broca's aphasia which results in the inability to speak fluently. This proves that Lotje as a sufferer of Broca's aphasia has difficulty producing words, but she still performs illocutionary acts toward her interlocutor.

The conclusion in this discussion, the researcher found that people who experience language disorders such as Broca's aphasia still need communication even though they have difficulty in producing word. Humans always need communication activities in their lives. In the film *My Beautiful Broken Brain*, the main character Lotje Sodderland suffers from Broca's aphasia disorder. In her language difficulties, she still performs speech acts for her interlocutor. For this reason, it is important and necessary to examine more deeply the illocutionary speech acts performed by a person, especially to people who have language disorders, so that it is easier to interact with the surrounding environment.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the final part of this research. Researcher provides a brief conclusion about the whole findings and discussion. Suggestions for further researcher to explore this research are also presented.

5.1 Conclusion

This study investigates the type of aphasia experienced by the main character and the production of illocutionary acts by Lotje Sodderland as an aphasia sufferer in *My Beautiful Broken Brain* movie. As a result, the researcher found that Lotje suffered from broca aphasia with the discovery of symptoms of broca aphasia such as repetition, naming, phoenetic deviation, verbal paraphasias, agrammatism, and non-fluent against a total of 105 datums that were found by the researcher in the sentence production conducted by Lotje Sodderland.

Researcher also investigated how Lotje Sodderland produces her illocutionary acts. The researcher found that Lotje had difficulty in producing her illocutionary due to her limited vocabulary due to Broca's aphasia. In addition to limited vocabulary, she also has difficulty expressing the words she wants to say, as well as difficulties in assembling sentences and stuttering when producing illocutionary. The researcher also found 4 types of illocutions used by Lotje: Representative/Assertive, Directive, Commissive, and Expressive.

Therefore, it is important and necessary to study more deeply about illocutionary speech acts performed by a person, especially to people who have language disorders to make it easier for them to interact with their surroundings.

As well as often communicating with people with language disorders so that they can understand what is needed through the illocutionary speech acts they use.

Many things will be revealed if the speech acts in the conversation are studied and analyzed more deeply.

5.2 Suggestion

This study reveals the types of aphasia and the types of illocutionary speech acts that occur in Lotje Sodderland in *My Beautiful Broken Brain* movie. This study reveals the types of aphasia and the types of illocutionary speech acts that occur in Lotje Sodderland in *My Beautiful Broken Brain* movie. As a result of this study, researcher have shown that it is important to pay attention to illocutionary speech acts in people with language disorders such as Broca's aphasia to better understand what they need. Therefore, for future researcher who want to pay attention to conversational analysis, especially in people with language disorders such as Broca's aphasia, this study suggests that further researcher explore and analyze more deeply the conversations of people with language disorders that can be combined with other aspects. Incorporating conversational aspects will be best and beneficial for readers. Finally, the researcher hopes that this research can be a good source and reference for readers, especially linguistics students.

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