

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussions concerning the data collected during the research. According by Yule (1996) which consisted of representatives. directives, commissives, and declarative. The findings should include both the reason or design for the experiments and the results of the studies. These findings are offered in the form of data, tables, and text. This result provides the author's experimental concepts or designs, as well as the outcomes of the experiments. The findings might be presented as tables or text.

A. Findings

1. Types of Speech Acts

These research findings are related to types of speech acts according to Searle. The researcher focuses on the speech performed by Robert Waldinger in the video “What Makes Good Life? Lesson on the Longest Study on Happiness” from the beginning until the end. The findings of the locutionary and illocutionary speech acts are presented in table below:

Table 4.1 Category of Speech Act in Robert Waldinger’s speech

No	Utterance	Locutionary Act	Illocutionary Act Type
1.	What keeps us healthy and happy as we go through life?	This utterance functioning as an inquiry, it is literally	-

		asking for information about the factors contribute to health and happiness as we go through life.	
2.	If you were going to invest now in your future best self, where would you put your time and your energy?	The speaker asks the hypothetical question of prioritization and investment of time and energy by asking the audience to reflect on their goals.	-
3.	There was a recent survey of millennials asking them what their most important life goals were, and over 80 percent said that a major life goal for them was to get rich. And another 50 percent of those same young adults said that another major life goal was to become famous.	The utterance is clearly conveying some factual information from a recent survey where 80 percent have a life goal to get rich, and 50 percent want to become famous.	Representative
4.	“And we're constantly told to lean in to work, to push harder and achieve more.”	It articulates a prevalent societal message, asserting that individuals are urged to prioritize	Representative

		labor, intensify their efforts, and pursue more extensive accomplishments.	
5.	<p>“Pictures of entire lives, of the choices that people make and how those choices work out for them, those pictures are almost impossible to get. Most of what we know about human life we know from asking people to remember the past, and as we know, hindsight is 20/20.”</p>	<p>It is nearly impossible to thoroughly document or encompass the entirety of individuals' lives and their choices. Our comprehension of human life frequently depends on retrospective narratives, which may be inaccurate and shaped by hindsight.</p>	Representative
6.	<p>“We forget vast amounts of what happens to us in life, and sometimes memory is downright creative. But what if we can watch entire lives as they unfold through time? What if we could study people from the time that they were teenagers all the way into old age to see what really</p>	<p>The phrase literally pertains to our flawed memory, which frequently leaves out life events. Afterward, questions about the potential for the contrary to occur contemplate the feasibility of monitoring life to ascertain the answer to the initial question posed in the discourse.</p>	

	keeps people happy and healthy?”		
7.	“We did that. The Harvard Study of Adult Development may be the longest study of adult life that’s ever been done.”	The speaker asserts that Harvard Study of Adult Development conducted a long-term study and describes as potentially the longest research on adult life ever conducted.	Representative
8.	“For 75 years, we've tracked the lives of 724 men, year after year, asking about their work, their home lives, their health, and of course asking all along the way without knowing how their life stories were going to turn out.”	The speaker defines a 75-year longitudinal study that followed 724 men's lives. The survey asked about many elements of their lives, such as jobs, home life, and health, with the future outcomes unknown at the time of questioning.	Representative
9.	“Studies like this are exceedingly rare. Almost all projects of this kind fall apart within a decade because too many people drop out of the study, or funding for the research dries up, or the researchers get distracted, or they die,	The speaker asserts that studies such as the one under discussion are rare. The speaker describes reasons for the failure of most similar studies within a decade, including attrition rates, insufficient funding, researcher diversions, or	Representative

	and nobody moves the ball further down the field.”	mortality, which restrict the study's advancement.	
10.	“But through a combination of luck and the persistence of several generations of researchers, this study has survived. About 60 of our original 724 men are still alive, still participating in the study, most of them in their 90s. And we are now beginning to study the more than 2,000 children of these men.”	The speaker describes the components that facilitated the continuation of the study, combining fortuity and perseverance over generations. The speaker discusses the continued involvement of the initial study participants (60 out of 724 males) and the expansion of the study to include their offspring (nearly 2,000).	Representative
11.	“Since 1938, we've tracked the lives of two groups of men. The first group started in the study when they were sophomores at Harvard College. They all finished college during World War II, and then most went off to serve in the war. And the second group that we've	The speaker provides contextual information regarding the education of the first group, mainly Harvard sophomores from 1938, and the adverse circumstances faced by the second group, who came from Boston's poorest neighborhoods.	Representative

	<p>followed was a group of boys from Boston's poorest neighborhoods, boys who were chosen for the study specifically because they were from some of the most troubled and disadvantaged families in the Boston of the 1930s. Most lived in tenements, many without hot and cold running water.”</p>		
12.	<p>“When they entered the study, all of these teenagers were interviewed. They were given medical exams. We went to their homes and we interviewed their parents. And then these teenagers grew up into adults who entered all walks of life. They became factory workers and lawyers and bricklayers and doctors, one President of United States. Some developed alcoholism. A few developed schizophrenia.</p>	<p>The speaker breaks down the preliminary stages of the study, encompassing interviews with adolescents, medical assessments, and parental interviews. He describes how these adolescents transitioned into adulthood, resulting in varied life outcomes, both favorable and unfavorable, citing specific vocations and adversities such as alcoholism and schizophrenia.</p>	<p>Representative</p>

	Some climbed the social ladder from the bottom all the way to the very top, and some made that journey in the opposite direction.”		
13.	“The founders of this study would never in their wildest dreams have imagined that I would be standing here today, 75 years later, telling you that the study still continues.”	The founders of the study were unable to predict that their study would persist for 75 years.	Representative
14.	“Every two years, our patient and dedicated research staff calls up our men and asks them if we can send them yet one more set of questions about their lives. Many of the inner city Boston men ask us, “Why do you keep wanting to study me? My life isn’t that interesting”. The Harvard men never ask us that question.”	The speaker explains the procedure of reaching out to research participants biennially to ask for further information about their lives. Numerous men from inner-city Boston inquire why they continue to be subjects of study, whereas the Harvard guys do not pose the same query.	Representative

15.	<p>“To get the clearest picture of these lives, we don't just send them questionnaires. We interview them in their living rooms. We get their medical records from their doctors. We draw their blood, we scan their brains, we talk to their children. We videotape them talking with their wives about their deepest concerns”</p>	<p>It is a detailed description of how the research was conducted, including sending questionnaires, interviewing, drawing blood, scanning brains, and videotaping them.</p>	Representative
16.	<p>“And when, about a decade ago, we finally asked the wives if they would join us as members of the study, many of the women said, "You know, it's about time.”</p>	<p>In this utterance, it can be seen that the researchers eventually also included the wives of the research subjects, which was answered with the utterance that they knew they would eventually join the research as well.</p>	Directive
17.	<p>“So what have we learned? What are the lessons that come from the tens of thousands of pages of information that</p>	<p>The speaker raises rhetorical questions regarding the insights gained from the research and then offers a</p>	Representative

	we've generated on these lives? Well, the lessons aren't about wealth or fame or working harder and harder.”	preliminary response that eliminates wealth, fame, and diligence as those conclusions.	
18.	<p>“The clearest message that we get from this 75-year study is this: Good relationships keep us happier and healthier. We've learned three big lessons about relationships. The first is that social connections are really good for us, and that loneliness kills. It turns out that people who are more socially connected to family, to friends, to community, are happier, they're physically healthier, and they live longer than people who are less well connected. And the experience of loneliness turns out to be toxic. People who are more isolated than they want to be from others find that they are less happy, their</p>	<p>The locutionary act refers to the actual meaning or content of the utterance. This research comprehensively analyzes the results from a 75-year study on happiness, health, and interpersonal relationships. The speaker delineates three major life lessons:</p> <p>(1) Social relationships are advantageous, while loneliness is detrimental.</p> <p>(2) The quality of intimate relationships is more significant than their quantity or status.</p> <p>(3) Good relationships protect physical health and brain function as people age.</p>	Representative

<p>health declines earlier in midlife, their brain functioning declines sooner. And they live shorter lives than people who are not lonely. And the sad fact is that at any given time, more than one in five Americans will report that they're lonely. And we know that you can be lonely in a crowd and you can be lonely in a marriage, so the second big lesson that we learned is that it's not just the number of friends you have, and it's not whether or not you're in a committed relationship, but it's the of your close relationships that matters. It turns out that living in the midst of conflict is really bad for our health. High-conflict marriages, for example, without much affection, turn out to be very bad for our health, perhaps worse than getting divorced.</p>		
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<p>And living in the midst of good, warm relationships is protective. Once we had followed our men all the way into their 80s, we wanted to look back at them at midlife and to see if we could predict who was going to grow into a happy, healthy octogenarian and who wasn't. And when we gathered together everything we knew about them at age 50, it wasn't their middle age cholesterol levels that predicted how they were going to grow old. It was how satisfied they were in their relationships. The people who were satisfied in their relationships at age 50s, were the healthiest at age 80s. And good, close relationships seem to buffer us from some of the slings and arrows of getting old. Our most</p>		
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<p>happily partnered men and women reported, in their 80s, that on the days when they had more physical pain, their mood stayed just as happy. But the people who were in unhappy relationships, on the days when they reported more physical pain, it was magnified by more emotional pain.</p> <p>And the third big lesson that we learned about relationships and our health is that good relationships don't just protect our bodies, they protect our brains. It turns out that being in a securely attached relationship to another person in your 80s is protective, that the people who are in relationships where they really feel they can count on the other person in times of need, those people's memories stay sharper longer. And the</p>		
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	<p>people in relationships where they feel they really can't count on the other one, those are the people who experience earlier memory decline. And those good relationships, they don't have to be smooth all the time. Some of our octogenarian couples could bicker with each other day in day out. But, as long as they felt that they could really count on the other when the going got tough, those arguments didn't take a toll on their memories.”</p>		
19.	<p>“So this message, that good, close relationships are good for our health and well-being, this is wisdom that's as old as the hills. Why is this so hard to get and so easy to ignore it? Well, we're human. What we'd really like is a quick fix, something we can get</p>	<p>The speaker states that good relationships enhance health and well-being; nevertheless, sustaining these relationships is complex, requiring effort and persistence, and is frequently underestimated in favor</p>	<p>Representative</p>

	<p>that'll make our lives good and them that way. Relationships are messy and they're complicated and the hard work of tending to family and friends, it's not sexy or glamorous. It's also lifelong. It never ends.”</p>	<p>of more enticing, immediate solutions.</p>	
20.	<p>“The people in our 75-year study who were the happiest in retirement were the people who had actively worked to replace workmates with new playmates. Just like the millennials in that recent survey, many of our men when they were starting out as young adults really believed that fame and wealth and high achievement were what they needed to go after to have a good life. But over and over, over these 75 years, our study has shown that the people who fared the best were the people who leaned in</p>	<p>The speaker presents findings from a 75-year study indicating that happiness in retirement correlates with the maintenance and cultivation of social connections. This contrasts with the beliefs of younger individuals, such as millennials and the study participants in their youth, who consider wealth and fame as essential to happiness. The actual findings reveal that relationships are an important factor in long-term well-being.</p>	<p>Representative</p>

	to relationships, with family, with friends, with community.”		
21.	<p>“So what about you? Let's say you're 25, or you're 40, or you're 60. What might leaning in to relationships even look like?”</p>	<p>The speaker asks hypothetical and thoughtful inquiries to the audience, prompting them to contemplate the implications of "leaning into relationships" in connection to their respective ages (25, 40, or 60).</p>	
22.	<p>“Well, the possibilities are practically endless. It might be something as simple as replacing screen time with people time or livening up a stale relationship by doing something new together; long walks or date nights, or reaching out to that family member who you haven't spoken to in years, because those all-too-common family feuds take a terrible toll on the</p>	<p>The speaker proposes several methods to enhance and emphasize relationships, including (1) Substituting screen time with interpersonal interactions. (2) Revitalizing a stagnant relationship through new endeavors (e.g., strolls or romantic date nights). (3) Contacting estranged family members to mend ties and prevent the</p>	Representative

	people who hold the grudges”	damage inflicted by resentments.	
23.	“I'd like to close with a quote from Mark Twain. More than a century ago, he was looking back on his life, and he wrote this: "There isn't time, so brief is life, for bickerings, apologies, heartburnings, callings to account. There is only time for loving, and but an instant, so to speak, for that." The good life is built with good relationships.”	The speaker quotes a statement from Mark Twain and concludes it by saying, “A good life is built with a good relationship” at the end of his speech.	Representative
24.	“Thank you”	The literal meaning of this utterance is that the speaker expresses his gratitude to the audience to close his speech.	Expressive

2. Moral Value

Value refers to something regarded as having significant worth or importance, or the standards and principles deemed valuable or essential in life. The first definition refers to value in tangible terms, whereas the second

meaning relates to our behavioral habits. Thus, our values in life are contingent upon our preferences, attitudes, mentalities, and behaviors.

According to Linda and Eyre (1993), there are two types of moral value, value of being and value of giving. Value of being is a value that includes things that are basically inherent in a person, which are related to habits. Whereas value of giving is a value that is closely related to how a person treats others. From Robert Waldinger's TED Talk titled "What makes a good life? Lessons from the longest study on happiness," several moral values can be gleaned. Here are some of the moral values that can be derived from the lessons shared in the speech:

Table 4.2 Category of Moral Value in Robert Waldinger's speech

No.	Utterance	Category	Moral Value Type
1.	Some of our octogenarian couples could bicker with each other day in day out. But, as long as they felt that they could really count on the other when the going got tough, those arguments didn't take a toll on their memories.	Peace of Ability	Value of Being
2.	It turns out that being in a securely attached relationship to another person in your 80s is protective, that the people who are in relationships where	Loyalty and Dependability	Value of Giving

	they really feel they can count on the other person in times of need, those people's memories stay sharper longer. And the people in relationships where they feel they really can't count on the other one, those are the people who experience earlier memory decline.		
3.	... so the second big lesson that we learned is that it's not just the number of friends you have, and it's not whether or not you're in a committed relationship, but it's the of your close relationships that matters.	Kindness and Friendliness	Value of Giving
4.	It turns out that living in the midst of conflict is really bad for our health. High-conflict marriages, for example, without much affection, turn out to be very bad for our health, perhaps worse than getting divorced. And living in the midst of good, warm relationships is protective.	Love and Affection	Value of Giving
5.	"We are human. What we really want is a quick fix, something we can get that will	Courage	Value of Being

	make our lives good and keep them that way. . Relationships are messy and they're complicated and the hard work of tending to family and friends, it's not sexy or glamorous."		
6.	"I'd like to close with a quote from Mark Twain. More than a century ago, he was looking back on his life, and he wrote this: "There isn't time, so brief is life, for bickerings, apologies, heartburnings, callings to account. There is only time for loving, and but an instant, so to speak, for that." The good life is built with good relationships."	Love and Affection	Value of Giving

B. Discussions

1. Types of Speech Act

The data findings indicate that three kinds of illocutionary acts proposed by Searle were performed by the Robert Waldinger. Each of the findings of illocutionary acts is discussed in the following analysis:

a. Representative

According to Searle, representative is an act that convey the truthfulness of the statement. In other words, it depicts external reality

by aligning their expressions or words with their perceived world. This definition is in accordance with what he wrote about the points of illocution on representative, namely: “To commit the hearer to the truth of the proposition. It is to present proposition as representing a state of affairs” (Searle 1999). Representative is the most common type of speech act in this study, because in his speech, Robert Waldinger conveys a lot of information.

1. Representative - Informing

Informing entails conveying facts, information, or knowledge to an individual regarding a subject that they may be unaware of. It involves making statements that represent reality, so we can know clearly that it is representative. Here is the example of informing speech act performed by Robert Waldinger: “There was a recent survey of millennials asking them what their most important life goals were, and over 80 percent said that a major life goal for them was to get rich. And another 50 percent of those same young adults said that another major life goal was to become famous.”

According to the theory that representative reflects external reality by aligning their utterances or statements with their perceived universe. By that utterance, the speaker is informing about survey results, presenting factual information with the purpose of depicting reality.

2. Representative – Asserting

Asserting is an act of stating something firmly or confidently to present the information is true or valid. The following is an example of asserting that presented by Robert Waldinger:

“We did that. The Harvard Study of Adult Development may be the longest study of adult life that’s ever been done.”

This statement can be classified as representative as it conveys information that the speaker asserts to be accurate. The speaker asserts a fact on the Harvard Study of Adult Development and its significance in adult life research. The intent is to convey information or generate credibility by emphasizing the scope and distinctiveness of the study.

3. Representative – Reporting

Reporting is an act of account something observed, investigated, heard, seen, or done. Here is the example of reporting speech act found in the video:

“Since 1938, we've tracked the lives of two groups of men. The first group started in the study when they were sophomores at Harvard College. They all finished college during World War II, and then most went off to serve in the war. And the second group that we've followed was a group of boys from Boston's poorest neighborhoods, boys who were chosen for the study specifically because they were from some of the most troubled and disadvantaged families in the Boston of the 1930s. Most lived in tenements, many without hot and cold running water.”

The speaker reports accurate information regarding the two groups of men monitored in the study, detailing their backgrounds and the conditions under which they were selected for participation.

4. Representative – Explaining

Explaining is an act to convey information to someone in a manner that is clear and comprehensible. Just like informing, explaining also

conveys an information or statement, but with more depth to make something conveyed clear. Here is the example of explaining expressed by Robert Waldinger:

“To get the clearest picture of these lives, we don't just send them questionnaires. We interview them in their living rooms. We get their medical records from their doctors. We draw their blood, we scan their brains, we talk to their children. We videotape them talking with their wives about their deepest concerns”

Representative illocutionary acts are those when the speaker conveys information, describes a state of circumstances, or expresses a belief about the world, expecting the listener to regard it as accurate. In this utterance, the speaker intends to explain the rigorous requirements of their research methods.

5. Representative – Describing

Describing is an act of giving detailed information or explaining the characteristics of something. The representative of describing is to articulate an account of (someone or something), encompassing all pertinent attributes, qualities, or events. It signifies that a description illustrates the appearance of something or someone. Here is the example of describing of representative act expressed by:

“They became factory workers and lawyers and bricklayers and doctors, one President of United States. Some developed alcoholism. A few developed schizophrenia. Some climbed the social ladder from the bottom all the way to the very top, and some made that journey in the opposite direction.”

This utterance provides details of the 2 groups of men under study, describing what the research subjects did after after growing up.

6. Representative – Stating

Stating is the act of defining anything in verbal or written form with precision, comprehensiveness, and clarity. It is used to arrange, fix or announce something in advance. The following is an the example of stating found:

“And I’m the fourth director of the study.”

This sentence announces that the speaker is the fourth director. This information is a fact that the speaker believes to be true. This utterance can be categorized as representative because it conveys truthfulness.

b. Directives

Directive means that speakers direct the hearer to perform some future act which will make the world fit with the speaker’s words. Quoting from Searle (1999) which determines the illocutionary point of speech act type directive is to try to get the hearer to behave in such a way as to make his behavior match the propositional content of the directive. From this statement, it is known that directive can be in the form of questioning, commanding, ordering, requesting, warning, suggesting, inviting, and etc. In this study only one type of directive was found, which the detailed analysis is presented below.

Asking is the a polite, neutral, or indirect way to request information, help, or action. Slightly different from ordering, which is more firm or

authoritative, where the hearer tends to have fewer opportunities to refuse because ordering demand an immediate compliance. Meanwhile asking implies equality and respect to the hearer. Here is the example of requesting act expressed by the speaker in the analyzed video:

“And when, about a decade ago, we finally asked the wives if they would join us as members of the study, many of the women said, ‘You know, it’s about time.’”

Directive is a speech act in which the speaker attempts to get the hearer to do something. In accordance with this utterance, the researchers requested the wives to perform an action: joining the research.

c. Expressives

Expressives represents the speaker feeling through psychological states. Refers to Searle’s theory which mentions the illocutionary point of expressive is to express the sincerity condition of the speech act (Searle 1999). The detailed analysis of expressives categories are presented below.

1) Thanking

Expressing thanking means conveying gratitude or appreciation towards someone for their actions, words, or gestures that have positively impacted you or others. Here is the example found that was expressed by Robert Waldinger:

“Thank you.”

An expressive illocutionary act conveys the speaker's emotions, feelings, or views toward a circumstance. In this utterance, "Thank you" expresses thankfulness or appreciation, indicating the speaker's feelings

for others. The primary focus is communicating the speaker's emotions rather than making requests, issuing commands, or providing information.

2. Moral Values

Moral values pertain to the distinction between good and evil, influencing individuals to change their lives accordingly. It should be properly implemented in life. Moral value arises from the appreciation of human values in life. It is a crucial factor in life as it directs individuals towards becoming better persons.

There are two types of moral value, value of being and value of giving. Value of being is a value that includes things that are basically inherent in a person, which are related to habits. Whereas value of giving is a value that is closely related to how a person treats others. From Robert Waldinger's TED Talk titled "What makes a good life? Lessons from the longest study on happiness," several moral values can be gleaned. Here are some of the moral values that can be derived.

a. Value of Being – Peace of Ability

“Some of our octogenarian couples could bicker with each other day in day out. But, as long as they felt that they could really count on the other when the going got tough, those arguments didn't take a toll on their memories.”

The idea of "peace of ability" in the utterance emphasizes the significance of good relationships in managing life's difficulties. It suggests that fostering harmonious and supportive connections enhances one's ability to navigate life's problems. Intimate relationships foster serenity, alleviating stress and enhancing well-being. Prioritizing quality relationships over quantity indicates a preference for significant interactions that promote mutual respect and comprehension.

b. Value of Being – Courage

"We are human. What we really want is a quick fix, something we can get that will make our lives good and keep them that way. . Relationships are messy and they're complicated and the hard work of tending to family and friends, it's not sexy or glamorous."

The statement "We are human. What we really want is a quick fix, something we can get that will make our lives good and keep them that way" reflects the courage moral value. Courage involves facing challenges with compassion, resisting the temptation to take the easy way out, undertaking virtuous and challenging endeavors, resisting conformity, and upholding beliefs and principles for the greater good. By acknowledging the universal human tendency to seek "quick fixes," true courage involves resisting societal or personal pressures to take shortcuts and advocating for a sustained effort toward virtuous goals. Upholding beliefs and principles for the greater good is also essential, as a good life is not achieved by shortcuts but through consistent effort aligned with one's values.

c. Value of Giving – Loyalty and Dependability

“It turns out that being in a securely attached relationship to another person in your 80s is protective, that the people who are in relationships where they really feel they can count on the other person in times of need, those people's memories stay sharper longer. And the people in relationships where they feel they really can't count on the other one, those are the people who experience earlier memory decline.”

The research result shows the significance of strong, supportive relationships in individual well-being. Loyalty encompasses dedication, unwavering support, and an attitude that fosters reciprocal welfare. Dependability in relationships entails the consistency of behavior or performance, which is essential for the well-being and durability of these connections. Dependability is an inherent trait assessed by others by the consistency of an individual's actions, attitudes, and behaviors, which cultivates trust and security, vital elements for constructive interactions.

d. Value of Giving – Love and Affection

“I'd like to close with a quote from Mark Twain. More than a century ago, he was looking back on his life, and he wrote this: "There isn't time, so brief is life, for bickerings, apologies, heartburnings, callings to account. There is only time for loving, and but an instant, so to speak, for that." The good life is built with good relationships.”

Love and affection enhance the moral value of cultivating positive relationships by promoting selflessness, empathy, and mutual respect. These constitute the foundational elements of interactions that enhance not only individual lives but also the overall welfare of society. The

phrase "the good life is built with good relationships" emphasizes the moral value of love and affection. Love is a deep feeling that demands ongoing attention, comprehension, and deliberate effort to establish and sustain relationships. An exemplary life prioritizes emotional pleasure and the profound connections established by love. Affection, an inherent human tendency, is crucial for fostering and sustaining positive relationships. Relationships flourish when founded on kindness, warmth, and mutual affection grounded in love. The declaration recognizes the significance of affection as a moral and emotional foundation for constructive human connections.

e. Value of Giving – Kindness and Friendliness

“... so the second big lesson that we learned is that it's not just the number of friends you have, and it's not whether or not you're in a committed relationship, but it's the of your close relationships that matters.”

It highlights the connection between kindness and friendliness, wherein intimate, affectionate connections contribute to enhanced physical health and well-being. The research emphasizes the adverse effects of loneliness on health, indicating that insufficient compassion and social support might be harmful. The research highlights the significance of sustaining peaceful and supportive relationships, particularly during conflicts.