

**A PSYCHOLINGUISTIC ANALYSIS OF SCHIZOPHRENIC SPEECH  
AND BEHAVIOUR PORTRAYED IN THE MAIN CHARACTER  
IN CANVAS MOVIE**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Sastra* Degree in English Language and Literature**



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**A THESIS**



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**A THESIS**

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## PERNYATAAN

Yang bertanda tangan dibawah ini, saya

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 25 April 2014

Penulis,



Ferri Dwi Agustina

## Mottos

Success is about creating benefit for all and enjoying the process. If you focus on this and adopt this definition, success is yours.  
(Kelly kim)

Patience is bitter but its fruit is sweet  
(Aristotle)

Never, never, never give up."  
(Winston Churchill)

Many of life's failures are people who did not realize how close they were to success when they gave up."  
(Thomas Edison)

## Dedications

This thesis is simply dedicated to:

*Ibuk, ibuk, ibuk, and*

*Bapak*



***"YOU ARE MY SUNSHINE"***

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Yogyakarta, 25 April 2014



Ferri Dwi Agustina



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## LIST OF ABBREVIATIONS

|                              |                               |
|------------------------------|-------------------------------|
| Ar : Arcade                  | ML : Meaningless Laughter     |
| AF : Affective Flattening    | NB : Nail Biting              |
| AG : Agression               | OD : Other Deviant Behaviours |
| BED : Bedroom                | PB : Parents' Bedroom         |
| CP : Car Police              | PT : Painting                 |
| CR : Chris' Room             | PL : Peculiar logic           |
| CS : Cake Shop               | POS : Poverty of speech       |
| DR : Dining Room             | PS : Peculiar sentences       |
| DT : Distractibility         | PSv : Perserevation           |
| Dsg : Disorganization        | PW : Peculiar of word         |
| Dys : Dysregulation          | SCB : School Bus              |
| EC : Excessive Crying        | STR : Street                  |
| HOS : Hospital               | UC : Unnecessary use of water |
| Impv : Impoverishment        | WG : Weakening of goal        |
| LS : Looseness               |                               |
| LV : Living Room             |                               |
| MH : Meaningless Hand Motion |                               |



# **A PSYCHOLINGUISTICS ANALYSIS OF SCHIZOPHRENIC SPEECH AND ITS BEHAVIOUR PORTRAYED IN THE MAIN CHARACTER IN CANVAS MOVIE**

**Written by:  
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## **ABSTRACT**

This research is under psycholinguistics umbrella. The aim of the study is to analyze the linguistic phenomena of schizophrenia suffered by Mary, the main character in *Canvas* movie. This research has two objectives: (1) to describe the language abnormalities experienced by a schizophrenic in *Canvas* movie; (2) to show and explain the accompanying behaviours acted by a schizophrenic in *Canvas* movie.

This research employed a descriptive qualitative method. It is concerned with the description of the data in the form of utterances produced by the schizophrenic, Mary, in *Canvas* movie. However, numbers were also used to support the analysis of the data. Some steps in analyzing the data were: identifying the raw data, classifying each datum into the categorization, analyzing each datum, interpreting each datum based on its theories, reporting the findings, and drawing the conclusion. Finally, the data findings were triangulated by three linguistics students who were keen on psycholinguistics.

The findings of the research show that first, among the eight types of schizophrenic language abnormalities, only five of them occur. They are perseveration of ideas, non-logical reasoning (peculiar logic), looseness, weakening of goal, and poverty of speech. Meanwhile, the absent types are peculiar use of word, peculiar sentence, and distractibility. Perseveration of ideas is the most-often appearing phenomenon made by a schizophrenic who always repeats the same word, phrase, and even sentence continuously. Besides, the other types have only small occurrences since they are not common abnormalities mainly found. Second, the deviant behaviours which are accompanied by a schizophrenic are also shown in the movie. The other deviant behaviours i.e. aggression, painting, affective flattening, and unnecessary use of water, have the most-often occurring phenomena in the schizophrenic.

Keywords : Psycholinguistics, Schizophrenia, *Canvas*, language, behaviour

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Research**

People exchange messages via communication. It is possible to be done because of the existence of language. Everyone may use English, Spanish, French or any other languages to express their thoughts, ideas, needs, and feelings. As a result, language holds an important role in a conversation such as to transfer many kinds of information.

Language which a person speaks affects to some extent to what he or she has in his or her mind (Rosenthal, 1991:14). Thus, it is clear that the things inside someone's mind and the language he or she speaks cannot be separated from each other. In fact, the existence of language which expresses thoughts would be impossible without the ability of each individual to elaborate the mental functioning in his or her own mind. The abilities of a person to express his or her thought correctly, think clearly to solve problems in life and also communicate well with others depend on his or her own condition of mind. Basically, a person with a good condition of mind may not have any difficulties in processing utterances since the messages are transferred easily to the other people.

Actually, to process utterances may become the most difficult thing for a person with a mental disorder because there are disturbances of bad cells or neural impairments in his or her mind. Thus, this person often gets troubles in expressing his or her moods, feeling of an emotion and even, he or she sometimes has to face

difficulties in uttering his or her words correctly. This condition will affect the sufferer's life because he or she will easily feel depressed.

One example of mental disorders is schizophrenia. As stated by Andreasen (in Weinberger and Harrison, 2011:3), schizophrenia is an illness that has an effect on someone's identity, his or her brain, and his or her most complex functions of brain system. In many cases, a person who suffers from schizophrenia may have disorganized speech and behaviour. He or she finds difficulties to distinguish what is real and unreal, and to express his or her own emotions. Unfortunately, sometimes the schizophrenic does not realise that he or she is suffering from this illness and even, many of these sufferers refuse to get treatment.

One phenomenon of schizophrenia is like what is portrayed in a movie entitled *Canvas* which successfully got 8 awards in 2006 and 2007. This is one of the finest portrayals of a mental illness movie adopted from a true story of Joe Greco's mother (the director of this movie) who suffers from schizophrenia. The schizophrenic character named Mary is well played by Marcia Gay Harden. In this movie, Mary is described as a schizophrenic whose condition continues to slowly deteriorate as she hears phantom sounds, has hallucination, and becomes increasingly paranoid. Because of her illness, she must be separated from her social life which commonly happens to people with schizophrenia.

In short, the researcher is interested in analysing the language abnormalities and accompanying behaviours of schizophrenic. The abnormalities of language are mostly related to a particular brain damage. In this case, when

schizophrenia occurs, the sufferer may get a disruption on his or her mind influencing the utterances or speech. Therefore, it is of relevance to discuss the phenomenon by employing the approach of psycholinguistics. This is in accordance with the definition of psycholinguistics. Field (2005 : ix), who argues that the study of psycholinguistics provides insights into how people use language and also how they use it as a means to understand the others.

## **B. Research Focus**

People may have to face difficulties in expressing what they want to say when they live with mental disorders. Additionally, their languages are deviant. Their abnormal languages can cause the disturbances in doing communication. The problems may be receptive (involving impaired language comprehension), expressive (involving language production), or a combination of both.

The existence of mental disorder affects the condition of the sufferer's mind. He or she may show uncommon expression since there is a neural impairment in the schizophrenic's mind. Besides, this disorder also can change the sufferer's mood, behaviour, and expression which then influence the language perception of the sufferer.

The phenomenon of the mental impairment in *Canvas* movie shows that there are some problems dealing with language dysfunctions done by the main character named Mary. The first problem is a disorder on language comprehension. As stated by Traxler (2012), the comprehension system begins with a set of speech sounds (phonemes, syllables, and words) and represents them

to the meaning of the utterances. In this case, each speaker should be able to understand what the other people's intention. This is in line with Bishop (1997 :12), communication is only achieved when the speaker and the hearer can perceive the intended meaning of the speaker's point. Therefore, a person with comprehension disorder does not have a good ability to interpret the messages. In many cases, he or she will face difficulties in understanding, remembering, and processing messages which are delivered through communication. As being reflected in *Canvas* movie, the condition experienced by Mary as a schizophrenic has influenced her ability in comprehending utterances.

The second problem existing in *Canvas* movie is the abnormalities of speech conveyed by Mary as the main character. Actually, the phenomenon of schizophrenia is a difficult case to be understood by human thoughts. The sufferer seems to be fine for the outsiders, however, he or she actually has to face an inner problem. His or her mental disorder can be seen clearly when he or she talks and express his or her thought. His or her language may be different with a person without a mental disorder. Thus, it is possible to study the schizophrenia through his or her language uses since it is one of human's ways to express thought.

The next problem is the accompanying behaviour experienced by a schizophrenic. Since the hallucination and delusion become the major symptoms in schizophrenia, the schizophrenic is incapable of organizing his or her own behaviour. It happens as a result of his or her inability to distinguish between imagination and reality. In fact, sometimes, the sufferer behaves strangely as if he or she is hearing something.

Finally, in order to be more focused, the limitations of this research are only limited to study the language abnormalities of schizophrenic speech and accompanying behaviour displayed by one of the main characters in *Canvas*. This kind of limitations is made based on the mostly found examples relating to the phenomenon of schizophrenia. Hence, these problems are formulated as follows.

1. What are the language abnormalities experienced by a schizophrenic in *Canvas* movie?
2. What are the accompanying behaviours acted by a schizophrenic in *Canvas* movie?

### **C. Objectives of the Research**

In reference to the problems, the objectives of the study are:

1. to describe the language abnormalities experienced by a schizophrenic in *Canvas* movie, and
2. to show and explain the accompanying behaviours acted by a schizophrenic in *Canvas* movie.

### **D. Significances of the Research**

There are some points of significances of this research. It is divided into two, theoretically and practically.

1. Theoretically, the research can enrich and serve as an additional reference to other researchers in the psycholinguistics field.

2. Practically, the research findings can give contributions to the following parties.

a. to the academic society

It can give more information about the study of mental disorder, especially schizophrenia in relation with language. The study is useful to provide better understanding to the person with mental illness.

b. to students of the English Department

It can give additional knowledge in psychology related to schizophrenia. It also creates a new reference for their study, especially using psycholinguistics approach. Hence, these students may be interested in doing this kind of research deeply.

c. to the readers

It gives more understanding in psycholinguistics field. The research findings can indirectly open their mind and thought to see and accept the existence of a person who suffers from schizophrenia and the other kinds of mental disorders.

d. to the lectures

It is expected that this study can be included in the subject of lecturing, so that the students can learn much more about mental disorders. In other words, the discussion about schizophrenia and the other kinds of mental disorders need to be explained during the lecture.



## **CHAPTER II**

### **LITERATURE REVIEW & CONCEPTUAL FRAMEWORK**

This chapter is divided into three parts: theoretical review, previous study, and conceptual framework. The theoretical review describes the definition of psycholinguistics, the relationship between language and mind, brain structure and its functions, mental lexicon, language processing, mental illness, schizophrenia, and the movie as the object of this research. The previous study shows a brief description and explanation of several studies related to schizophrenia done by other researchers. Then, the conceptual framework shows how the theories are applied and what the researchers did to analyze the problems of this research.

#### **A. Theoretical Review**

##### **1. Psycholinguistics**

The term psycholinguistics actually involves the study of psychology and linguistics in the same time. Psychology itself is a scientific study dealing with mind and behaviour (Schachter et al., 2011:2). The mind includes perceptions, thought, memories, and feeling occurring in the brain. Meanwhile, the behaviour refers to the things people do and it shows their actions which can be observed. Carrol (2008:3) also states that psychology is a study of language dealing with the mental processes involved in language use. Thus, this discipline generally concerns on the relationship between mind, behaviour, and even mental processes

that cannot be separated from each other in relation to the language use. On the other hand, linguistics is a study of language competence (Laurence in Barber, 2003:69). It is conducted with the goal of linguistics that is to describe the language. This is in line with Meyer (2009:2) who states that a linguist studies language's structure and how speakers communicate and create the meaning through the language itself. Therefore, there is a correlation among language, mind, and behaviour in order to get successful communication.

The study of language and mind is known as psycholinguistics. As stated by Graham (1990: xiii), psycholinguistics is basically concerned with language as a psychological phenomenon and how people use language. He also adds that psycholinguistics is a study which is concerned with the human mind and the mental processes in producing language. In relation to Graham's statement, Altmann (2001:129) also defines psycholinguistics as the study of human mind reflecting the ability of the mind to communicate and comprehend a certain language. Thus, the field of psycholinguistics includes how individuals comprehend, produce, and acquire language since it is associated with the mind and the language. In other words, psycholinguistics is principally a combination of the field of psychology and linguistics as the name implies.

Based on Steinberg et.al (2001:3), there are three main topics discussed in psycholinguistics. They are language acquisition, language comprehension and language production.

### **a. Language Acquisition**

According to Robinson & Ellis (2008:3), there are several functions of language. They are to arrange, process, and transmit information from one person to another. Thus, the existence of language is closely related to how human reaches the ability to produce an utterance or it is known as language acquisition. As stated by Tavakoli (2012:9-10), acquisition is the process of getting a particular language which happens naturally. The language acquisition is different from learning process. Krashen (in Tavakoli, 2012:10) argues that acquisition is the use of language in a natural process, while learning is the development process in knowing more about the language itself. Besides, it is clear that the stage of acquisition happens when a person creates communication in a natural setting because he or she intends to interact with others. On the other hand, the learning process involves the study of language formally like in the classroom settings.

In general, there are two language acquisitions, the first language acquisition (L1) and the second language acquisition (L2). According to Saville and Troike (2006:12), the first language acquisition is completed even before someone ever attends school. In short, this development of language normally takes place without any conscious effort. Furthermore, this language learning is acquired during early childhood which is started before the age of three year.

Meyers (2009:2) states that everyone is born with the capacity for language, the innate ability to speak a language, and even, the use of sign language for someone who is deaf. In fact, those abilities are applied in acquiring the first language. In line with what Saville and Troike (2006:23) state that human

is born with the natural ability to learn and have language. It deals with the innate ability of children to create utterances that they have never been told before. For instance, a young child who has not been taught to speak or give a sign starts to cry with babbling and then he or she will develop his or her ability to speak when he or she is adult. In this case, acquiring the first language occurs in the natural course without the environment's force.

Meanwhile, the language a person acquired in his or her "divorced environment" can be called as the second language acquisition. The divorced environment here means that a person can get the additional language during his or her formal learning (that is taught in a course or in a classroom) and in an informal learning. Saville and Troike (2006:2) argue that the second language acquisition happens when someone learns additional language right after he or she learns about his or her first language. In many cases, when a person learns his or her additional language it is because he or she needs it to support his or her education, employment, and other basic purposes.

### **b. Language Comprehension**

In the process of communication, each language user must be able to understand any message behind each utterance. It will create a good feedback in doing communication between a speaker and a hearer. Besides, the language user also has to know about the syntactic structure of sentence or spoken utterance regarding the meaning. As stated by Gompel and Pickering (in Gaskell, 2007: 288), it will be difficult for the language users if they cannot construct the

structure of each sentence or language well which is useful in making interpretation of an idea or message. Thus, the word order in a structure becomes an important thing in comprehending language successfully.

According to Steinberg et al. (2001:380), speech comprehension is a fundamental element to construct a grammar in the mind. In other words, a person derives meaning and uses such knowledge to build a grammar in his or her mind, in order to catch the meaning. He also adds that speech comprehension precedes speech production because the first thing in using a language is sound. Then, it is transferred into the mind in order to make a meaningful sound. This case can be seen when children acquire their language for the first time. If children do not learn to listen speech sounds and relate them to understand the meaning, they will not be able to use words meaningfully. Therefore, the ability of comprehending words is a crucial thing in using language. As stated by Prat (2011:635), a person with a good comprehension means that he or she can use language effectively when he or she interacts with others. By his or her ability to comprehend, he or she will be able to give an interpretation or a meaning from any media whether it is spoken, written, or signed language, and then, he or she can produce language in a correct way.

### **c. Language Production**

According to Steinberg (2001:345), there are four fundamental language abilities of speakers. Those abilities are related to their ability to produce and comprehend (1) sentences with no limit as to length, (2) an unlimited number of

sentences, (3) novel sentences, and (4) grammatical sentences. These abilities are essential to provide a good language in doing communication.

According to Levelt (in Harley, 2013:379), the processes of language production are conceptualization, formulation, and encoding. The process of conceptualization refers to a plan to say something. It occurs when a speaker determines to say a particular message which is followed by selecting the relevant information. Meanwhile, formulation is the next process after the conceptualization. In this process, it tries to translate the conceptual representation into a linguistic form. In the stage of formulation, there are two processes, such as lexicalization (selecting the individual words) and syntactic planning (changing the words into a form of sentence). Then, the last process is encoding which changes words into sounds in representing a language.

## **2. Language and Mind**

As stated by Tallerman & Gibson (2012:2), in the process of communication, human uses various signals to make an infinite set of distinct meanings and convey any topics or events called as language. In fact, the sound and meaning become the formal basis of language. Those elements are useful to express the information which comes into the mind.

According to Robinson & Ellis (2008:3), human uses a language to arrange, process, and transfer information from a speaker to a hearer. In this case, the language holds an important role in human's lives. It is closely related to the existence of mind as the central process of thinking and commanding human's

behaviour. As stated by Schacter et al. (2011: 9), the mind does not work like video cameras because it cannot keep everything that happens around people's life for a long time. Thus, it needs a recall to the thought in the mind when a person acquires information and enhances the ability to use the language itself.

Miller (2006:142) states that by understanding what the mind is and its mental states, including belief, desire, and knowledge, someone will be able to know other people's behaviours. Since mental states are unobservable, the existence of language helps people to understand what the mental states means. For instance, people may be able to learn the meaning of a word like "run" by observing what happens when the word is said. On the other hand, if there exists a word "think", people cannot observe what happens when the word is said. Therefore, language becomes a necessary thing to represent what the mind does. Besides, the mind is also important for communication. It means that when someone wants to communicate with others, his or her mind then will work to define what the language he or she has to choose to transfer the message.

As stated by Gleitman (in Miller, 2006:145), language becomes an important source of information representing what the mental states means. It shows that the language is useful to explain everything which comes from the mental states in mind. Hence, the mind and language are also related to each other.

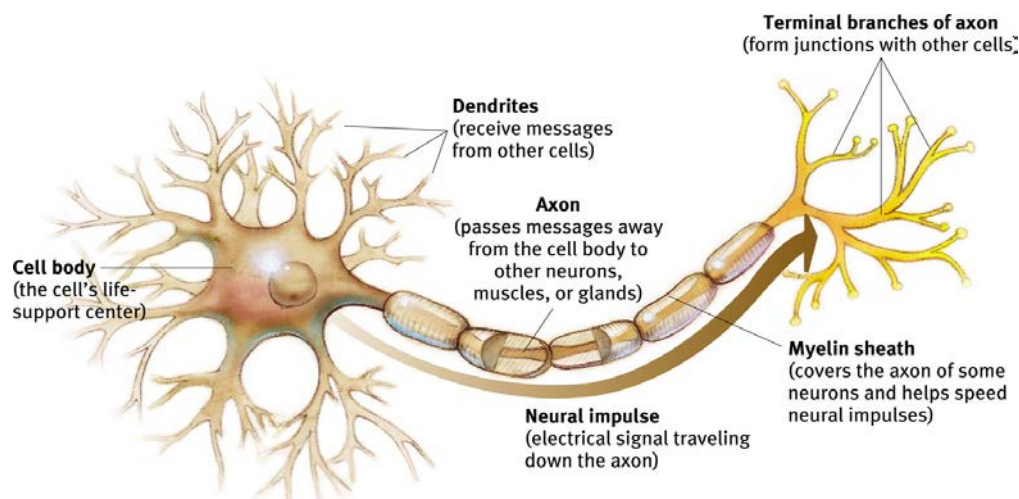


### **3. Brain Structure and Functions**

A brain is known as the command centre of human's body and it has an important function. In this case, the brain serves as the central processing of the body's information. Related to the process happening in human brain, all activities are controlled by a central system of the brain which is called as a nervous system. According to Rogers (2011:11), the nervous system is seen as the most crucial thing influencing the activities of the body. He also states that the nervous system helps the brain in delivering all information and telling the body how to react. Every single part of movements actually depends on the nervous system because it can reflect on what the thoughts do in communication. Thus, the existence of the human nervous system becomes a necessary thing since it has diverse functions, such as controlling the body's movement and having abilities to receive, process, and deliver the information.

Generally, the nervous system is composed of central and peripheral system. In line with Plontke's theory (2003:1) who states that there are two nervous systems in human's brain. They are central system and peripheral system. The central system consists of the brain and spinal cord, while the peripheral system works for the body's regulation, like breathing and keeping a temperature. Rogers (2011:11) adds that there is the most basic unit of the nervous system called as a neuron. It includes three parts, such as dendrite, a cell body, and axon. Those parts work properly in transmitting the signals or information. For example, when the dendrite receives the signals, it then moves to the cell body and travels

until it reaches the end of an axon. The processing in the neural network system is illustrated below:

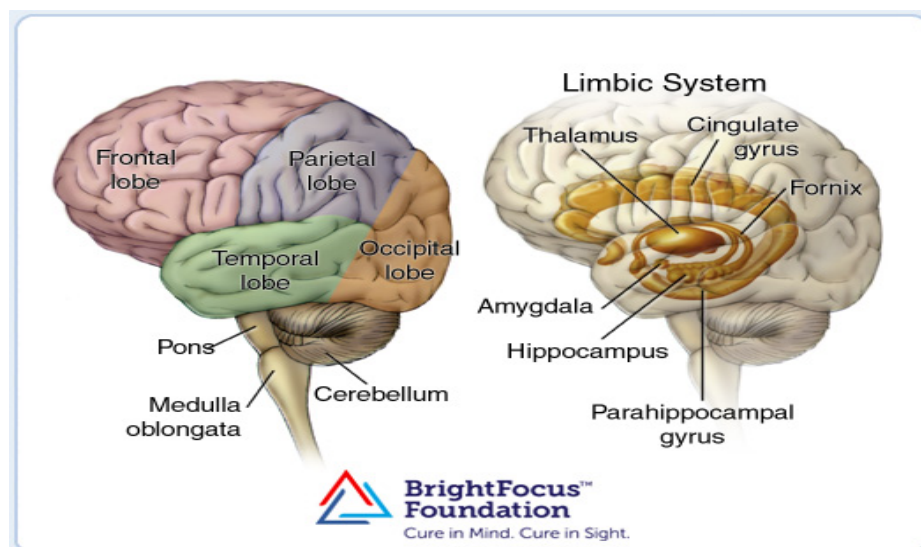


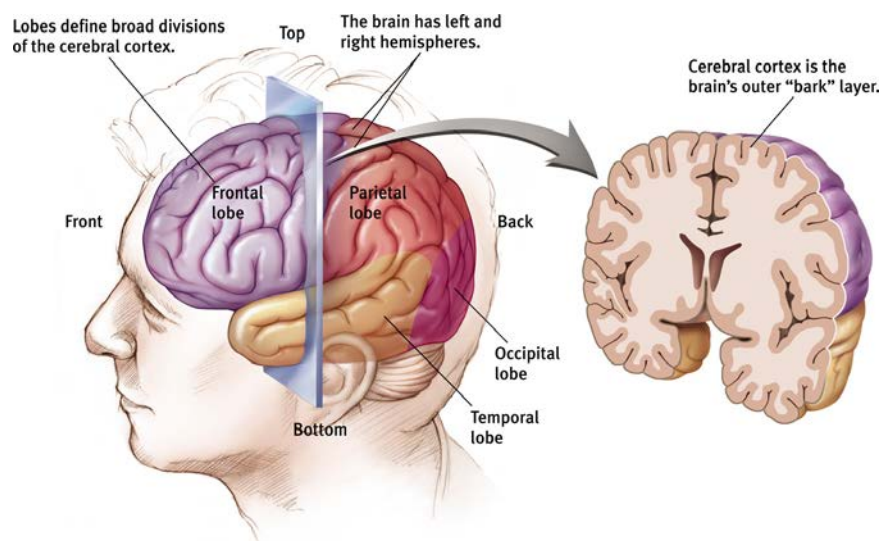
**Figure. 1. The cell and neural network** (Obler and Gjerlow, 1999:14-16)

According to Plontke (2003:3), the human's brain is divided into two parts. Those parts are the left hemisphere and the right hemisphere which will control every movement happens in the human's brain. The left hemisphere controls activities on the right half of the body, meanwhile the right hemisphere controls the left side. Steinberg (2001:313) clarifies that the left hemisphere controls the right side of the body, including the right hand, arm, and face, while the right hemisphere manages the movement on the left side of the body. In short, it can be said that each hemisphere has different functions. As stated by Roger (2011:12), each hemisphere handles distinct functions. For instance, the left hemisphere will be useful when someone wants to deal with calculating on math and thinking logically. The right one is related to the language, visual imagery,

and musical skills. Therefore, the activities in the human brain are very complex and well arranged.

In a central area through both hemisphere, there is an area called as cortex. According to Rogers (2011:20), the cerebral cortex is the outer layer of gray matter on each outer layer of both hemispheres. He also adds that the cortex is divided into four types. They are the frontal lobes, temporal lobes, occipital lobes, and parietal lobes. The frontal lobes have to handle human's ability to think, memorize, speak, and move their body. The temporal lobes take care of hearing, tasting, and smelling. The occipital lobe functions in sight and the parietal lobes manage touch. The brain structure can be illustrated as in the following figure.





**Figure 2. The brain structure: hemispheres and the side view**

(<http://www.brightfocus.org/alzheimers/about/understanding/anatomy-of-the-brain.html>)

#### **4. Mental Lexicon**

Having a correlation with the language processing, memory is considered as the systematic part of thought influencing how the language exists in the mind. The memory is like a store of thoughts while the mental lexicon becomes the part of the memory itself. According to Vater (2003:184), there is a central area of language representation which is known as the mental lexicon functioning in speech production and comprehension. Thus, the mental lexicon may contain information about what happens in human's life represented through language.

Libben and Jarema (2007:1) define a mental lexicon as the dictionary of words involved in the mind which is useful in language comprehension and production. It means that when a person speaks a language, he or she will possess, acquire, use, and even lose words which are taken from the dictionary, the mental lexicon. They also add that the mental lexicon refers to the source of doing some

lexical activities, such as saying, writing, and comprehending words. Hence, the mental lexicon takes an important role in communication.

However, a person's memory is built up gradually and it can also be destroyed gradually too. This condition happens in the mental lexicon which can be seen if a person's mental lexicon can change more or less after reading a scholarly article or listening to a lecture. In this case, in term of the mental lexicon, the number of words in language depends on how this person often uses that language or increases his or her vocabularies. Hence, it can be said that the human's mind is like a computer and that knowledge of words is stored like a dictionary requiring many vocabularies.

According to Eltman (2004:301), mental lexicon is a kind of dictionary containing information which includes a word's meaning, pronunciation, syntactic characteristics, and so on. That is why, the existence of mental lexicon becomes a crucial thing since it is the essential aspect for each speakers. Furthermore, it also influences how those words are activated, stored, processed, and retrieved.

## **5. Language Processing**

Language has a key role to help people to convey, feel, and represent their thoughts to the others. Basically, it helps people to survive in their community. Besides, a successful communication may exist since the process of language is acquired well. According to Ingram (2007: 3), language processing is seen as the way how human produces and understands words or speech. He (2007:

4) also adds that the process of language involves how human perceives the sound, word, structure, and meaning of speech.

According to Indurkha and Damerau (2010: 4), the process of language is divided into a number of stages. Those stages are (1) the sentence of a text called syntax (2) the literal meaning which is known as semantics (3) the meaning of utterance or pragmatics (4) the context of text called discourse. Thus, to acquire language processing, a speaker should represent those stages.

## **6. Mental Illness**

Mental illness can affect the lives of people in the world. It may break the sufferer's mental health condition, and it also influences his or her language production and processing. Furthermore, it cannot be diagnosed by biological tests, such as viewing a virus under a microscope, imaging the brain, or doing blood tests. In many cases, this kind of disorder arises from the physical occurrence in the brain caused by psychological and environmental factors. As stated by Andreasen (2001:28), mental illness can affect someone's abilities, such as remembering, thinking, conversing, and feeling. In this case, the disturbances in his or her mind may risk the capacity of his or her mind in language processing.

According to McHugh (in McNally, 2011:213-4), there are four clusters which differ mental illness conditions. They are (1) the problems in perception, cognition, and emotion. The examples of this types are Alzheimer's disease, bipolar disorder, and schizophrenia, (2) the disease arises when someone with mental illness cannot control his or her emotion. It happens because of

introversion and neuroticism, (3) the problems in behaviours because of the drug dependence, (4) the diseases which are caused by injuries, not infectious diseases.

In other words, the mental illness influences mental health condition which is associated with the impaired functioning in thinking, mood, and behaviour. According to Thompson (2007:19), the National Association for Mentally Ill (NAMI) defines the mental illness as a disorder that can disorganize someone's thoughts, feelings, moods, abilities to interact with other people, and also affect his or her capacities to fulfil the demand of life. Thompson (2007:4) also adds that a person who does not suffer from this kind of disorder can perform successfully in doing many activities, while a person who gets a mental illness will has to face difficulties in fulfilling his or her activities. Additionally, the terrible effect of mental disorder holds on the lives of its victims and their families. As stated by Thompson (2007: 29-30), there are some examples about the mental illness suffered by many people. In the United States, approximately 5 percent of adults (almost 10 million) and 9 percent of children (1 million) have the serious mental illness primarily major depressive disorders in each year. This illness also affects women which are twice as likely as men at the average of 12 percent and 6.6 percent of population. Besides, in Australia in 1997, 27 percent of individuals between the ages of 18 and 24 suffer from the mental disorder. In this case, mental illness can be regarded as a terrible affliction for people in the US and the other countries.

As stated by Thompson (2007:44), American psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM IV) states that there are six types of mental disorders. Those types are:

- 1) Anxiety Disorder. The main symptom of this disorder is an intense anxiety. This category includes generalized anxiety and panic disorder, phobias, obsessive disorder, and post-traumatic stress disorder.
- 2) Somatoform Disorder. This disorder involves physical symptoms, such as paralysis or sensory loss that are psychological in origin. This category includes hypochondriacs and conversion disorder which is formerly known as hysteria.
- 3) Dissociate Disorder. This disorder disrupts the memories in the brain. Therefore, someone with dissociate disorder may lose his or her memories of life. The examples of this category are amnesia and dissociative identity disorder.
- 4) Mood Disorder. This disorder is shown by severe mood disturbances, such as major depression, mania, or an alternating pattern
- 5) Schizophrenic Disorder. This disorder is a psychotic disorder which can be characterized by a loss of contact with reality, hallucinations, delusions, disorganized thought and affect, and bizarre behaviour.
- 6) Personality Disorder. It is a long-term, inflexible, maladaptive patterns of behaviour. The examples of this category are the borderline and antisocial personality disorder.



## **7. Schizophrenia**

Schizophrenia is a complex mental illness that can be devastating if it is compared to the other brain disorders. This is in line with Veague et al. (2007:1) who state that schizophrenia belongs to a psychotic disorder disrupting thoughts, speech, and behaviours. Thus, a person with schizophrenia has disorganized in his or her way of thinking which influences his or her behaviour. For example, someone with schizophrenia might dress inappropriately without considering the weather condition. This person might also mumble to himself or herself. According to Andreasen (2001:195), Eugen Bleuler is the one who gives the name of this mental disorder. He chooses this term since the features of this disorder are the inability to think clearly and link together in the process of thought and speech.

Thompson (2007:33) says that schizophrenia can affect severe condition in an individual's life, such as difficulty in managing money, self-injury, impaired learning or memory, and disapproval in everything he or she dislike. In this case, the sufferer with schizophrenia will have episodes of acute psychotic symptoms, especially having the disturbances in mood, thinking, and behaviour. The psychotic symptoms may affect the sufferer in losing contact with the reality. Thompson (2007:33) explains further that the psychotic symptoms are primarily characterized by hallucinations, delusions, and disorganized thought patterns. These explanations are as follows.

Hallucinations means that things seen, heard, and felt are not actually received. The person with hallucination may hear voices that are not there. Even,

he or she will do bad things based on what the voices instruct him or her to do. Meanwhile, delusions include false beliefs having misinterpretation of the reality. For example, a schizophrenic person may believe that the government is torturing him or her when he or she is hit in a crowd accidentally. In addition, delusions give a strong feeling like more anger and more mistrust. On the other hand, disorganized thought patterns deal with the disorganized speech and behaviour. The sufferer will be incomprehensible in doing conversation and making cohesion between sentence and clause in his or her words.

As stated by Stefan, Travis, and Murray (2002:14), there are three types of psychotic symptoms. They are positive symptoms which consist of delusion and hallucination, positive thought disorder including disorganization, and negative symptoms involving social withdrawal, apathy, self-neglect, and poverty of speech. Those symptoms occur when the sufferer has an acute period. It shows that the chronic sufferer of this illness does not regain normal functioning.

Since schizophrenia's symptoms can vary, some experts divide them into several subcategories. One of those experts is Thompson. Based on Thompson's theory (2007:50), there are four categories of schizophrenia. They are:

- 1) Paranoid Schizophrenia. This illness happens when a sufferer is in his or her psychotic episodes which involve hallucination, delusion, and paranoia. In this case, the sufferer feels as if he or she is being watched, pursued, and even extremely scared as if other people will harm him or her.

- 2) Disorganized Schizophrenia. The sufferer of disorganized schizophrenia has to face the verbal incoherence. It is difficult for the sufferer to express his or her emotion and mood.
- 3) Catatonic Schizophrenia. The noticeable symptoms are an extreme withdrawal, negativity, and self-isolation.
- 4) Undifferentiated Schizophrenia. Usually, the sufferer of this type of schizophrenia has no motivation, initiative, emotional responsiveness, and social interest.

Those symptoms will influence the language processing in doing communication. Thus, the schizophrenic will have difficulties in processing his or her language. It is not just caused by the delusional beliefs or the interruption of thinking caused by auditory hallucinations, but it is also caused by several symptoms like positive and negative symptoms. In the below section, the researcher discusses about speech abnormalities and behaviours experienced by the schizophrenic.

#### **a. The Speech Abnormalities in Schizophrenic Speech**

Schizophrenia is a chronic, severe, and disabling brain disorder. It may cause the disturbance of speech in a person with this disorder. Abnormalities in language are central to psychosis, particularly the schizophrenic syndrome. In this case, the researcher uses Liddle's TLI (Thought and Language Index) to analyze the speech impairment of schizophrenia. The TLI is reliable and capable of detecting the speech abnormalities.

As stated by Liddle (2002:327), TLI is one of the instruments to assess the formal thought disorders. This instrument is based on principles in Wynne & Singer's concept of communication deviance and in Johnston & Holzman's TDI, but it is much briefer. As the name implies, the TLI is always related to number or index which has a score scale from 0.25, 0.50, 0.75 to 1.0 depending on severity. Those scales show the occurrence of the phenomena and they are very useful for a quantitative research. However, this research belongs to a qualitative research focusing on the speech abnormalities in schizophrenia. Thus, the scoring of each phenomenon is not conducted in this research. In this case, the researcher uses the instrument only to elaborate each phenomenon occurred in schizophrenic sufferer.

Liddle et al. (2002: 326) present eight types of abnormality. Two items are poverty of speech and weakening of goal reflecting impoverishment of thought and speech. Meanwhile, four items are looseness, peculiar word use, peculiar sentence construction, and peculiar logic reflecting the disorganisation of thought and language. Those items mentioned are related to the discussion of schizophrenia since it shows the characteristics of psychotic disorders. Last, the TLI includes two nonspecific abnormalities of the regulation of speech and thought. They are perseveration and distractibility.

**Components of the Thought and Language Index (TLI)  
of Liddle et al. (2002)**

|                        |   |
|------------------------|---|
| <b>Impoverishment</b>  | Poverty of speech                               |
|                        | Weakening of goal                               |
| <b>Disorganization</b> | Looseness ( derailment, tangentiality)          |
|                        | Peculiar word (rare or neologised)              |
|                        | Peculiar sentence (Odd syntax)                  |
|                        | Non-logical reasoning (Peculiar Logic)          |
| <b>Dysregulation</b>   | Perseveration of ideas<br>(repetition of ideas) |
|                        | Distractibility (by external stimuli)           |

**1) Impoverishment of thought or speech**

Impoverishment of thought or speech can be divided into two items, i.e. poverty of speech and weakening of goal.

**a) Poverty of Speech**

According to Liddle et al.(2002:329), poverty of speech refers to a reduction in the amount of speech. This is in line with the statement from one of association named Mental Illness Fellowship Victoria (2008:3), people with this condition will give brief and empty responses to questions, lack of elaboration, get decreased in the ability to communicate, have diminished fluency of speech, and it seems that they have a weakening of thoughts. Thus, there is a possibility that a schizophrenic's speech may be draining.

Pridmore (2013:13) states that when a schizophrenic has to take an interview session, then the interviewer should keep prompting, asking for

elaboration, and even introducing a new topic to maintain the conversation with a schizophrenic. For this reason, poverty of speech is considered as a prominent feature in schizophrenia. The example can be seen as follows.

**The interviewer** : “ Do you have children?”  
**Patient** : “.....” ( *once,silence for several minutes*)  
**The interviewer** : “Do you have children ?” (twice)  
**Patient** : “ Yes.” (*mumbling*)

( Pridmore, 2013 : 14)

From this example, it can be seen that the patient responds to a question without giving any explanation. The interviewer has to ask twice to the patient, in order to get the right answer. As a result, he or she answers “Yes” with a long pause preceding it. Thus, it is different with the way a normal person responds to a question. Normally, he or she will give extra information, such as the number, ages, gender, and sometimes the name of his or her children.

#### **b) Weakening of Goal**

According to Liddle et al. (2002: 329), weakening of goal happens when someone has difficulties in elaborating ideas, making informative statements, and even, he or she makes an empty speech or gives little information. The sufferers do not seem to be sure of what they are saying, thinking, and perceiving. It is similar with the concept of poverty of speech. In addition, weakening of goal is characterized by utterances which are dominated by various phrases without having any identifiable goal.

Black and Andreasen (2011:42) also state that a person with schizophrenia may answer the question with enough information, but it conveys little information. In other words, the sufferer may provide enough information

but he or she needs to use many words to do so. The further explanation about weakening of goal can be illustrated from the example below.

A chronic patient responds to an invitation that describes a depiction of an active dock-side scene:

**“Reminds me of some.....um....er....sun...er.....clouds and sun.....  
(long pause).....That’s all.”**

( Liddle in Stein and Wilkinson, 2007 :173)

It is clear that the response of a patient consists of long pause, and empty speech. He or she cannot achieve the goal of his or her speech that relates to the content of thought. The response should be sunny or summer, but he or she fails to give the correct information.

## **2) Disorganization**

Disorganization consists of four items, i.e: looseness, peculiar use of words, peculiar sentence, and peculiar logic (non-logical reasoning).

### **a) Looseness**

According to Liddle et all. (2002:329), looseness is a condition when a person cannot make a right statement. In this case, his or her statement has no cohesion between one idea to another. In fact, he or she tends to give an irrelevant answer. Looseness can be divided into two items:

#### **1. Derailment**

According to Rule (2005:464), derailment is an abnormal condition when a sufferer seems to give a relevant answer based on the question, but in fact, he or she makes no cohesion between ideas. Hence, the idea slips off into another idea. Liddle (in Stein and Wilkinson, 2007:172) also states that derailment is an

unrelated idea during the flow of speech. The example of derailment is illustrated as follows.

**Interviewer** : “Has there been anything about you on TV?”  
**Patient** : “ **There’s been the union jack and the hospital fire alarm and plastic surgery.**”  
**Interviewer** : ‘Did those things have anything to do with you?’  
**Patient** : “**The Boer war**”.

(Liddle in Stein and Wilkinson, 2007:172)

It is clear that the patient gives an irrelevant answer to the interviewer’s question. Instead of giving the right answer, the patient explains about another matter. The interviewer asks to the patient to tell what happens on TV. However, the patient gives unrelated elaboration showing the suspected idea of reference. The bold words show that the derailment comes when the patient tells another reference about the things which are familiar to the hospital appliances and the Boer war which is not suitable with the previous answer.

## 2. Tangentiality

According to Liddle (2007:172), tangentiality is having responses that are off the point. It happens because the patient gives an answer which is tangential and irrelevant. Moreover, as stated by Rule (2005: 464), tangentiality occurs when a question is asked, a schizophrenic gives an irrelevant answer; he or she will tend to give spontaneous speech. The example can be seen as follows.

**The interviewer** : “ How old are you ?”  
**Patient** : “ **I feel young sometimes.**”

( Pridmore.S, 2013 :7)

It is clearly seen from the example that the sort of response slid off the question. In this case, the patient should answer “35 years old” not “I feel young



sometimes”. Eventhough “young” is an adjective related to the discussion of age , it is not a relevant answer to the question. The patient only gives a spontaneous answer which is not related to the question.

#### **b) Peculiar Use of Word**

As stated by Liddle et al. (2002:329), peculiar use of words is neologism or new words that are result from the subject’s own creation. In this case, a schizophrenic will use unusual words or even make new words during a conversation. However, neologisms only occur in a very small percentage of those people suffering schizophrenia. The example of this case is:

When asked about a scene depicting a boat tied to a tree, the patient having symptoms replies: “ I’d like to get in the boat, put in on the canal, and row it away, cause there’s a **waistline** there.”

( Stein and Wilkinson, 2007 :172)

The example shows that the word “waistline” is a neologism or new word because it has no specific meaning to the word in the dictionary and even, when it is translated between two words “waist” and “line, there is still no relevant meaning.

#### **c) Peculiar Sentence**

Based on Liddle’s theory (2002:329), a schizophrenic sometimes uses a peculiar sentence. In this case, the sufferer creates an unusual form of sentence that is difficult to be understood. However, as stated by Covington et al. (2005:91), generally, the schizophrenic speech is normal in terms of syntax, eventhough the semantics and discourse organization have broken down completely. Thus, there is no example of peculiar sentence since a schizophrenic still follows the rule of forming sentences.

#### d) Non Logical Reasoning (Peculiar Logic)

According to Liddle et al. (2002:329), peculiar logic occurs when a schizophrenic makes an illogical reference. It happens as the influence of hallucination and delusion. In line with what Pridmore (2013:15) states that illogicality happens when someone makes a wrong or false conclusion. The example of this condition is:

Case: A patient believed that there were aliens living on earth.

He says : “When the Aliens looked at normal human beings, **the normal human beings immediately burst into flames and died.**  
I know it because **I am a normal human being- I’m looked at by aliens on at least a dozen occasions.”**

( Pridmore.S, 2013 :15)

The example above can be seen as an illustration that there is a failure of logic. The patient states that he is a normal human being. Thus, as a human being, he will burst into flames and die when aliens stare at him. In fact, he is still alive. The case shows that he has an illogical belief.

### 3) Dysregulation

Dysregulation happens when a sufferer is unable to control his or her feeling because of various stimuli. This condition influences his or her utterance which confuses other people. This type consists of two items, i.e. perseveration and distractibility.

### a) Perseveration

Liddle et al.(2002:329) define perseveration as the repetition of words, ideas, or themes. This in line with Pridmore (2013:12) who states that perseveration happens when a patient uses a particular word, phrase, or course during the speech repeatedly. In this case, perseveration is less obvious and even, difficult to distinguish from simply returning to a pressing delusion.

For example:

I think I'll put on **my hat, my hat, my hat, my hat.**

( Pridmore.S, 2013 :13)

The speaker uses the phrase of “my hat” repeatedly. It is unusual since it is enough for him or her to mention it once. It shows that the speaker did perseveration.

### b) Distractibility

As stated by Liddle et al. (2002:329), distractibility is an additional idea or topic because of getting stimulus from the others. It occurs when the patient stops talking in the middle of a sentence and then, changes the subject in a response to the nearby stimulus. The further explanation can be seen from the example below.

Subject : **Then I left San Fransisco and moved to....where did you get that tie?** It looks like it's left over from the '50s. I like the warm weather in San Diego. Is that a conch shell on your desk? Have you ever gone scuba diving?

( Black and Andreasen, 2011 :40)

It is clear that subject changes the topic in the middle of his or her sentence because of the stimulus he or she gets. The stimulus is a tie which is

placed nearby the subject. As a result, he or she talks about what he or she experiences with the tie.

### **b. The accompanying behaviour in schizophrenia**

Bearden et al. (2000:395) argue that the abnormalities of language and behaviours of a schizophrenic often exist long before he or she is diagnosed as a schizophrenic. In other words, the symptoms of this disease are present from his or her early life. Bearden et al. (2000:403) also add, in their research, they find out that the abnormalities of language can be seen at age 7, while the abnormalities of behaviours of pre-schizophrenia sufferer become evident at age 4. It means that the language disturbance seen in adult schizophrenia may have its root in early childhood development at age 7. In the other side, the early signs in pre-schizophrenia may indicate such behaviours in adult schizophrenia.

Furthermore, Bearden et al. (2000:398) also explain that there are main signs of behavioural deviance, such as thumb sucking, nail biting, meaningless hand motion, meaningless laughter, excessive crying, and other deviant behaviours.

#### **1) Thumb sucking**

According to Heitler (2012), thumb sucking happens when a child feels bored with his or her situation. The sucking will optimize the heart beats and breathing, so it encourages the child to feel better. Hence, by thumb sucking, a child is trying to calm him or herself when he or she feels upset or bored.

Actually, thumb sucking can be said as a normal activity for infants and young children. However, this kind of activity should be stopped at age 4 or 5.

This behaviour sometimes continues into adulthood. As stated by Burger (2014), this stigma causes most individuals who engage in adult thumb sucking to give a positive feeling when they are alone or with people they trust. This example of behaviour taken from Burger's article is illustrated as follows.

I am a 53 year old male in Oregon who still sucks his thumb. I mostly do it in private, sometimes while driving, but mostly when I am about to fall asleep. My wife knows, and says that she doesn't care; she just doesn't want me to do it where my kids or any friends can see. To me, it is much better than smoking, drinking, drugging, etc. It is safe, harmless and calms me down. My siblings didn't do it and my children do not do it, nor do my grandchildren, so I don't know where it started, but it works for me!

It is clear that someone does thumb sucking as his or her way to make him or her feels more comfortable when he or she feels bored, harmful, and nervous. Even, this behaviour can be an addictive thing until he or she adults

## **2) Nail biting**

According to Ghanizadeh (2008:13), nail biting (NB) is also known as Onychophagia. It is an unwanted behaviour which is commonly done by children and adolescents when they feel nervous. Whenever they feel uncomfortable, they will put their nails into their mouths. Thus, their fingernails will touch one or more of their teeth. This could also lead to a physical damage and is considered as a self-mutilative behaviour. The examples are biting nails and fingers until they are lost, and the cuticle and the nail-bed skin are chewed.

Leader (2012) explains that nail biting is done by someone as his or her way to express anger, or even because he or she has the delusional belief that there is an evil thing that has to be removed from his or her body. For example, some of the sufferer will do nail biting when he or she is stressed. He or she thinks that when he or she does not bite his or her nail, he or she cannot endure his or her anxiety. Thus, to make his or her feel better, he or she bites her nail.

### **3) Meaningless Hand Motion**

According to Brook (2011), since people with schizophrenia have “a diminished sense of mind-body connection”, they do hand illusion as a way to focus their mind and body. In this case, the schizophrenic sufferers have a weakened sense of self to show their behaviour well. This functionless motor behaviour belongs to stereotyped behaviour. As stated by Lane (2014), in schizophrenia, a stereotypic movement disorder involves repetitive movements which have no actual function like hand movements. In other words, the movement does not accomplish anything, such as hand flapping, rocking, or pacing.

Harrison (2007:1) gives the example of meaningless hand motion which is that someone may move his or her empty hands as if he or she is knitting or making an apparently meaningless hand gesture or body posture. He or she usually seems unaware of these motions.

### **4) Meaningless laughter**

Liddle (in Stein and Wilkinson, 2007:174) mentions that a person who is diagnosed with schizophrenia may suddenly laugh without any understandable

reason. In line with Liddle, Black & Andreasen (2011:41) also state that commonly, the sufferer will smile a lot. This action is an indicator of affective disturbance.

For example, he or she may suddenly burst into laugh when the idea of harming or killing another person comes into his or her mind. Occasionally, the patient may smile and laugh because he or she feels uncomfortable with his or her feeling.

#### **5) Excessive crying**

Actually, crying is a universal human way to express emotion. This emotional event is associated with the shedding of tears. According to Vingerhoets & Bylsma (2007:68), there are three relationships between crying and health. First, crying may be regarded as a coping behaviour. Second, when it is seen from a logical relationship, crying or the chronic inhibition of tears can be seen as a risk factor for the development of specific disorders. Finally, crying may be considered as a sign of distress or pain or a symptom of disease.

As a result, the behaviour may be problematic when a person has a mental illness. This is in line with Black and Andreasen (2011: 49) who state that crying happens when the schizophrenic feels unhappy, depressed, and confused. He or she suddenly will cry excessively.

#### **6) Other deviant behaviours**

A schizophrenic may behave strangely when he or she gets trouble in thinking and expressing his or her feeling. In this case, his or her behaviour can be unpredictable since he or she can use any media to express and show his or her

interaction. Thus, in the other deviant behaviours, the sufferer will behave in a deviant manner which makes him or her pleased to do it.

Black and Andreasen (2011:36) mention, the schizophrenic may become an aggressive and often quite unpredictable person. He or she may start an argument inappropriately with other people and begin to express his or her anger suddenly. Furthermore, he or she may do violent actions, such as injuring, tormenting, and even killing someone or something. This behaviour can be considered as another kind of deviant behaviour in schizophrenia. Liddle (in Stein and Wilkinsin, 2007:176) also states that the sufferer can attack anyone, such as his or her own family, mental health professionals, and also members of the society. In addition, his or her brutal manner is driven by delusions or hallucinations.

Liddle (in Stein and Wilkinsin, 2007:176) gives the example. One day, there is a patient who got delusion suddenly becomes annoyed and aggressive. Then, some of police officers come. Unfortunately, one of the police officers is badly injured because the schizophrenic shots him with a bolt from a crossbow.

## **8. *Canvas* Movie**

*Canvas* is a serious film about a mental illness sufferer. It tells the story of a 10-year-old boy who has to face complicated problems since his mother is a schizophrenic, and his father tries to fight for his marriage. The portrayal of schizophrenia in the film has been praised by mental health experts as an



unusually accurate and sympathetic film since the story of the boy and his dad is a portrait of love under enormous stress.

Writer-director Joseph Greco says that the film is influenced by his own childhood with a schizophrenic mother. Even the father's determination to build a sailboat which appears in one of the scenes in the movie comes from his own life experience. The major characters of this movie are John Marino (a construction worker), Mary (Marino's wife), and Chris (their young son). There is also a minor character named Dawn, a schoolmate who becomes Chris' best friend.

*Canvas* is a very interesting movie since it helps people to understand the phenomenon of schizophrenia. This movie is one of the best seller movies in 2006 which got eight awards. Some of them are audience award for best feature in Port Lauderdale International Film Festival, an official spotlight film selection in Hamptons International Film Festival and others.

## **B. Previous Study**

This study is not the first research on psycholinguistics dealing with schizophrenia. There are some previous researchers who also conducted psychoanalysis related to this mental illness, such as Khasanah (2010) who has a research on comprehension disorder of the Schizophrenic character in *A Beautiful Mind* movie. As written on the research, there are only nine types of comprehension disorder which she found, such as derailment, flight of ideas, incoherence, irrelevant answer, blocking, retardation, perseveration, pressure of speech and circumstantiality. The finding of this research shows that the

schizophrenic character of a *Beautiful Mind* movie gets disorder in his language, especially in the language comprehension. Based on this research, it is clear that the character's comprehension to be disorganized because it is influenced by his delusion and hallucination.

Another research done by Choiria (2011) also analyzed the comprehension disorder of the schizophrenic character in *The Soloist* movie. This study shows that Nathaniel Anthony Ayer as the main character in that movie used eight types of language comprehension disorder of schizophrenic character in *the Soloist* movie. Besides, the researcher also found three contexts causing the comprehension disorder of schizophrenic character in *the Soloist* movie. Those are delusion, hallucination, and disorganized speech.

The growth of schizophrenia research is not only found in the thesis, but it can also be found in the journal. One of the examples is found in the American journal of psychiatry entitled *Association of Violence with Emergence of Persecutory Delusions in Untreated Schizophrenia* conducted by Keers & et al. (2014). The result of the study is that the emergence of persecutory delusions in untreated schizophrenia explains violent behaviour. It also indicates that someone who has a psychotic disorder may act violence which has symptoms of psychosis, including hallucinations, thought insertion, strange experiences, and delusions of persecution.

The last one, Pindhaningtyas Nariswari (2012) conducted a research on a psycholinguistic analysis of schizophrenic speech reflecting hallucination and delusion in the *Caveman's Valentine*. The findings of this research show that first,

among the eight types of schizophrenic speech abnormalities, only four of them occur. They are looseness, perseveration of ideas, peculiar use of words, and non-logical reasoning (peculiar logic). She also discussed about the symptoms of hallucination and delusion, including the definition and the kinds.

This research is totally different from these previous researches. This is because this research has its own distinctive focus and methodology. In fact, the researcher tries to observe the language abnormalities and accompanying behaviours of a schizophrenic by using Liddle's TLI. Thus, this research is deeper to analyze the phenomenon of schizophrenia.

### **C. Conceptual Framework**

The discussion of speech disorder becomes an interesting topic to be analyzed, since it reveals the aspects of human's nature including brain, sense, and feeling. Thus, the researcher tries to study deeper about this subject under the psycholinguistic area because it studies the relationship between language and the brain. Based on the theory, the brain has neurons systems to connect the thought and utterances. However, to utter and understand a language can be very difficult for someone who has problems in his or her brain known as mental illness. One example of a mental illness whose symptoms can be detected through speech is schizophrenia. This illness is caused by hallucination and delusion. The sufferer may get the disturbances in speech and behaviour. The speech impairments occur because of the influence of hallucination and delusion.

The researcher employs Thought and Language Index (TLI) from Liddle (2002:329). TLI comprises 8 symptoms, such as poverty of speech, weakening of goal, peculiar word, peculiar sentence, peculiar logic (non-logical reasoning), perseveration, and distractibility. In fact, the speech abnormalities in schizophrenia are portrayed well in the movie *The Canvas*. This movie is about a woman who suffer from schizophrenia. For this reason, this movie is chosen as the object of this research.

Besides, the behaviours of the sufferer in this research are also observed. According to Bearden et al. (2000: 398), there are some behaviours experienced by the person with schizophrenia. They are thumb sucking, nail biting, meaningless hand motion, meaningless laughter, excessive crying, and other deviant behaviours. Those behaviours occur as the influence of his or her feeling of anger, mood, and fear.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of Research**

This research used psycholinguistics as an approach which is concerned on the relationship between language and mind. As stated by Warren (2013: 20), psycholinguistics is the study of mental processes including the production, comprehension, and storage of spoken and written language. The mental processes shows that the language is used to convey information and what people think in their minds which are the prominent of thinking and production of utterances. Sometimes, people do not always have a good condition of mind. They may have problems in their mind, so there is a high possibility that those people suffer from mental illness as the result of the dysfunction of mind. In fact, this approach requires a discussion of the research problems dealing with the mental illness and language of the schizophrenic.

This research employed a descriptive qualitative method. According to Berg (2001:3), a qualitative research refers to meanings, concepts, definitions, characteristics, and descriptions of things. This statement is also supported by McMilan (in Wiersma and Jurs, 2009:13) who states that a qualitative research occurs in natural situations. It means that there will be no manipulation of the data. Thus, this method needs more explanation focusing on the descriptions of the phenomena which occurs naturally that may maintain an openness about what will be observed and collected. In this case, the qualitative method is used to

describe the phenomenon of schizophrenia influencing speech or utterances and its accompanying behaviour of the sufferer.

Using a descriptive analysis, the researcher conducted a deductive process reasoning from the generalization to the specific information or it is called as bottom-up process. In fact, this research commenced with the theories and ended in conclusion which followed logically based on the available facts (theory-hypothesis-observation-information). In this case, the researcher began with some theories about schizophrenia, including the abnormalities in speech and behaviour. Then, the data collected were made in a general conclusion based on the theories of schizophrenia and the phenomena of schizophrenia in human's life. It was done for the purpose of understanding social phenomena relied heavily on the narrative description.

### **B. Data and Source of Data**

An analysis in a qualitative research must have an accurate description and interpretation of the phenomenon. The description is elaborated by the data of the research. As stated by Wiersma and Jurs (2009: 237), data consist of categorized information. In this research, the data were taken from the dialogues of *Canvas* movie. Hence, the data were described in the form of utterances reflecting the speech abnormalities of a schizophrenic.

Having the language impairments, a person with schizophrenia behaves unusually which never occurs in a normal person. As shown in *Canvas* movie, the main character got the disturbances in expressing her feeling and thought. The disturbances influenced her utterances and behaviour because she suffered from a

mental illness reflecting hallucination and delusion. Meanwhile, the abnormal behaviour of the sufferer which can be seen as a sign of this illness was represented in the data of this research.

The source of data of this research was a movie script which was taken from <http://www.rottentomatoes.com/m/thecanvas> and it was cited on 31 May 2013. The researcher used the script to collect the data and take a note about the speech abnormalities. According Kowal and Connell (in Flick, Kardoff, and Steinke, 2004 :248), transcription is defined as the graphic representation of any individuals behaviour in conversation. Therefore, the script is needed to represent a conversational behaviour between the main character and the other characters in each scene. It may help to make visible characteristics for a complete conversation.

### **C. Research Instruments**

This research involved two instruments classified as the main and secondary instrument. The main instrument was the researcher herself without the intervention of others. As stated by Bogdan and Biklen (in Wiersma and Jurs, 2009 :236), the researchers should keep written accounts of their own thoughts about what they have collected from the data. In addition, a qualitative research includes the researcher as the core instrument, wherein the researcher's use of a self is a primary tool for data collection. As a result, the existence of the researcher influences the findings. In this research, the secondary instrument was in the form of the data sheet. There were two kinds of data sheets, the first data

sheet representing the speech abnormalities and the second one representing accompanying behaviour in a schizophrenic.

#### **D. Data Collecting Techniques**

As stated by Wiersma and Jurs (2009 :236), data collection may be in the form of interactive or noninteractive. Interactive techniques require the researcher interacting with subjects who are being studied. Meanwhile in noninteractive techniques, there will be no such kind of interaction. In this case, the researcher used noninteractive techniques to collect the data that it did not involve the interaction between the researcher and the subject who were being studied. The techniques included watching the movie and taking a note classified as collecting the data.

Actually, collecting the data is an important step in the research which shows what the data look like. According to Wiersma and Jurs (2009:235), the main elements of collecting the data are (1) collecting data through observations, conversations, and documents; (2) taking a note to get the issues; (3) making comparison of issues from different sources of information; (4) identifying codes or categories of themes embedded in the information; (5) writing memos to have the connection between all codes; (6) sorting the information, in order to select codes, and memos to clarify the theory; (7) writing up the results in a way that clearly communicates the theory that has emerged.



Thus, there were some procedures done in collecting the data for the analysis :

1. The researcher chose *Canvas* movie as the object of analysis and read the script of the movie as the source of data.
2. The data were organized and classified into the significant data dealing with the research problems,
3. Then, the data were categorized in coding process and they were divided into two categories, such as language abnormalities and behaviour of a schizophrenic sufferer,
4. Last, the data were transferred into the data sheet showing the analysis itself.

In this case, in this research, there were two data sheets. The first data sheet was to categorize the kinds of language abnormalities of schizophrenic sufferer in *Canvas*. The second sheet was to classify the accompanying behaviour experienced by the main character in *Canvas*.

**Table 1. Language abnormalities of a schizophrenic in *Canvas* Movie**

| Code      | Data  | Abnormalities |    |        |    |    |    |     |    | Expln  |
|-----------|---|---------------|----|--------|----|----|----|-----|----|--|
|           |   | Impv          |    | Disorg |    |    |    | Dys |    |  |
|           |   | PS            | WG | LS     | PW | PS | PL | PSv | DT |  |
| 09/SCB/S5 | Mary : Are you sure?<br>Chris: yeah<br>Mary : Ok,my baby.. <b>come on..come on...</b> |               |    |        |    |    |    | √   |    | The word “come on” is repeated by Mary continuously, She didi perseveration. |

**Abbreviations:**

LV : Living room  
HL : Hall  
KN : Kitchen

Hos : Hospital  
Beh : Beach  
Prt : Party

|       |                     |     |                      |
|-------|---------------------|-----|----------------------|
| Sch   | : School            | WG  | : Weakening of goal  |
| BR    | : Bedroom           | LS  | : Looseness          |
| Str   | : Street            | PW  | : Peculiar words     |
| BS    | : Bakery Shop       | PS  | : Peculiar sentences |
| Impv  | : Impoverishment    | PL  | : Peculiar logic     |
| Dsg   | : Disorganization   | PSv | : Perserevation      |
| Dys   | : Dysregulation     | DT  | : Distractibility    |
| PS    | : Poverty of speech |     |                      |
| Expln | : Explanation       |     |                      |

**Table 2. The accompanying behaviours of a schizophrenic in *Canvas* Movie**

| Code              | Data   | Behaviours |    |    |    |    |    | Expln   |
|-------------------|--|------------|----|----|----|----|----|---|
|                   |  | TB         | NB | MH | ML | EC | OD |   |
| 35/C<br>S/S2<br>4 | Mary : “ <b>Pumpkin pie!</b> That's what you have for Thaksgiving. Pumpkin pie! Not apple pie! <b>Pumpkin pie!</b> <b>That's what we want!</b> ” |            |    |    |    |    | √  | The bold words show the aggression behaviour done by Mary. In this situation, she expressed her feeling of anger to the shop assistant in bakery because she could not get a pumpkin pie. |

**Abbreviations:**

|      |               |     |                            |
|------|---------------|-----|----------------------------|
| LV   | : Living room | BDR | : Bedroom                  |
| HL   | : Hall        | Str | : Street                   |
| KN   | : Kitchen     | TB  | : Thumbsucking             |
| Hos  | : Hospital    | NB  | : Nail biting              |
| Beh  | : Beach       | MH  | : Meaningless hand motion  |
| Part | : Party       | ML  | : Meaningless Laughter     |
| BS   | : Bakery shop | EC  | : Excessive crying         |
| Sch  | : School      | OD  | : Other Deviant Behaviours |
| SB   | : School Bus  |     |                            |

### **E. Data Analysis**

When data were collected, the researcher made the data analysis, in order to check on working hypotheses and the results. It dealt with the materials providing systemic observation of the research. Bogdan and Biklen (1982:145) explain that in qualitative data analysis, the researcher has to do several steps, they are working with data, organizing it, breaking it into manageable unit, coding, and deciding what the data is being analyzed. This standpoint is also supported by Wiersma and Jurs (2009:239) who state that there are three processes in doing data analysis, such as categorization, coding and description. In other words, the data analysis requires organization of the data which are being studied.

The researcher read the script in *Canvas* and made the notes relating to the phenomenon of schizophrenia in terms of language and behaviour of a schizophrenic character in *Canvas*. Then, the data was categorized which included in the kinds of speech abnormalities and behaviours. Therefore, the data consist of two categories. They are the kind of speech abnormalities and accompanying behaviour of a schizophrenic.

### **F. Trustworthiness**

A good research must provide valuable data describing the phenomenon well. The validity information may give an indication how reliable the research itself. To obtain the validation, this research uses triangulation as a means of verifying many elements which assumes the reality deeply. In fact, the triangulation represents varieties of data, methods, and theories.

Denzin in Berg (2001:5) outlines these four categories included in triangulation:

(1) Data triangulation has three subtypes: (a) time, (b) space, and (c) person. Person analysis, in turn, has three levels: (a) aggregate, (b) interactive, and (c) collectivity. (2) Investigator triangulation consists of using multiple rather than single observers of the same objects. (3) Theory triangulation consists of using multiple rather than simple perspectives in relation to the same set of objects. (4) Methodological triangulation can entail within-method triangulation and between-method triangulation

In this case, the researcher applied two kinds of triangulations. They were investigator and theory of triangulation. The investigator triangulation is characterized by the different observers or interviewers making balance out the subjective's influences to individuals. Thus, the researcher asked her thesis advisors, Titik Sudartinah, M.A., and Nandy Intan Kurnia, M.Hum., to make this research credible. Additionally, the researcher made peer review with the students who were majoring in linguistics. They were Fitria Nur Kiswandari, Kristiana Tri Wahyuni, and Maya Permata Sari to strengthen the validity of the data of the research. Meanwhile, the theory triangulation was checked by observing the data and the theories used in this research.

## CHAPTER IV

### FINDINGS & DISCUSSION

This chapter consists of two parts: findings and discussion. The first part shows the findings of the analysis on Mary's abnormal languages influenced by schizophrenia. In addition, the findings are in the forms of two tables that include numbers as well as percentages of the analyzed phenomenon. To read such findings, the researcher also gives descriptions in a brief explanation. The second part presents deeper discussions about the abnormalities of language and behaviours by presenting some examples of the phenomenon occurring in *Canvas* movie.

#### A. Findings

Schizophrenia is a mental illness disrupting thought, speech, and behaviour. These disturbances are caused by hallucination and delusion that become the main symptoms of schizophrenia. Besides, this illness makes disorganized speech for the sufferer and then, it affects his or her behaviours. Thus, the objectives of this research are to describe the language abnormalities and explain the accompanying behaviours experienced by a schizophrenic in *Canvas* movie. The data of the phenomenon were presented in these findings.

The findings are divided into two parts. The first part is the findings of schizophrenic language abnormalities experienced by Mary in *Canvas* movie. The second part presents the accompanying behaviours acted by a schizophrenic character.

### 1. The findings of language abnormalities experienced by a schizophrenic in *Canvas* movie

According to Liddle et al. (2000:326), there are eight types of language abnormalities. They are poverty of speech, weakening of goal, looseness, peculiar use of word, peculiar sentence, non-logical reasoning (peculiar logic), perseveration of ideas, and distractibility. Based on those types, Mary only experiences five types of them. They are perseveration of ideas, non-logical reasoning (peculiar logic), looseness, weakening of goal, and poverty of speech. Meanwhile, the other three items, such as peculiar use of word, peculiar sentence, and distractibility do not occur in Mary's utterances. However, all of the language abnormalities can be seen as evidences that Mary really suffers from schizophrenia. This phenomenon will be seen clearly in the occurrences. Thus, the first table below presents the findings of Mary's utterances reflecting the schizophrenic language abnormalities in *Canvas* movie.

Table 3. **Data Findings of Schizophrenic Language abnormalities experienced by a schizophrenic in *Canvas* movie**

| No | Language abnormalities                 | Frequency | Percentage(%) |
|----|--|-----------|---------------|
| 1  | Poverty of speech                      | 1         | 1.85          |
| 2  | Weakening of goal                      | 3         | 5.55          |
| 3  | Looseness                              | 12        | 22.22         |
| 4  | Peculiar use of word                   | 0         | 0             |
| 5  | Peculiar sentence                      | 0         | 0             |
| 6  | Non-logical reasoning (peculiar logic) | 13        | 24.08         |
| 7  | Perseveration                          | 25        | 46.30         |
| 8  | Distractibility                        | 0         | 0             |
|    | <b>Total</b>                           | <b>54</b> | <b>100</b>    |

After analyzing all the data herself and rechecking through peer discussion, finally, the researcher has got the fixed data to be analyzed. There are

54 occurrences in the data of language abnormalities. In fact, the first table shows that Mary only experiences five of them, i.e. perseveration, non-logical reasoning (peculiar logic), looseness, weakening of goal, and poverty of speech which has its own percentage each other.

The first most-often appearing phenomenon is perseveration. It occurs 25 times from the total of 54 occurrence. In other words, from the total 100 %, its percentage is 46.30 %. Following perseveration, as the second most-often appearing phenomenon, there is non logical reasoning (peculiar logic). It occurs 13 times with the percentage of 24.08 %. After that, there is looseness which appears 12 times and its percentage is 22.22 % out of the total 100 %. The next rank is weakening of goal which appears 3 times with the percentage of 5.55 %. Finally, the last rank is poverty of speech. It only happens once. This way, its percentage is 1.85 % which becomes the smallest occurrence of the phenomenon.

Perseveration gets the highest occurrence of all items since a schizophrenic has a disorganized thought influencing her words' production. It occurs when Mary as a schizophrenic character repeats the same word, phrase, and sentence continuously. Besides, her speech is also uncontrollable in delivering sufficient information. Thus, the occurrence of perseveration is easier to be recognized as the language abnormalities than the others.

Meanwhile, Mary often triggers her thoughts which are caused by hallucination and delusion. She often experiences false belief which makes her difficult to justify the situation surround her. In fact, she has an illogical thinking disrupting her normal thought. That is why, the occurrence of peculiar logic is

also high following perseveration. Actually, both items show the language abnormalities which are commonly found in the schizophrenia. On the other hand, poverty of speech gets smaller occurrence since not all of schizophrenic responses are lack of elaboration. In this case, a schizophrenic character likes to give more explanation in elaborating what she thinks, feels, sees, and hears. While, the other types of language abnormalities like peculiar use of word, peculiar sentence, and distractibility do not occur in this research.

Peculiar use of word does not occur since a schizophrenic character tends to use common words that can easily be understood by her husband, child, and the others. Hence, Mary as a schizophrenic still speaks in an ordinary language so the meanings are quite understandable by her surroundings. Peculiar sentence does not appear in this research either because Mary's speeches can be considered as having a normal structure although the cohesion between ideas is tenuous or absent. Meanwhile, when she makes a conversation, she still gives a focus to what the information is about. Thus, she has no chance to change her topic suddenly. It shows that there is no distractibility in her speech.

## **2. The findings of accompanying behaviours acted by a schizophrenic character in *Canvas* movie**

A schizophrenic may behave strangely if it is compared to a normal person's behaviour when he or she has to interact with others. As stated by Bearden, et al. (2000:398), there are several main signs of behavioural deviance, such as thumb sucking, nail biting, meaningless hand motion, meaningless laughter, excessive crying, and other deviant behaviours. In this research, there are



24 occurrence of behaviours experienced by a schizophrenic in *Canvas* movie. Mary as a schizophrenic only experiences four types of deviant behaviours. They are meaningless hand motion, meaningless laughter, excessive crying, and other deviant behaviours. The table below shows the findings of accompanying behaviours acted by Mary as a schizophrenic.

**Table 4. Data findings of accompanying behaviours acted by a schizophrenic in *Canvas* movie**

| No | Behaviours                     | Frequency | Percentage (%) |
|----|--------------------------------|-----------|----------------|
| 1  | Thumb sucking                  | 0         | 0              |
| 2  | Nail biting                    | 0         | 0              |
| 3  | Meaningless hand motion        | 5         | 18.52          |
| 4  | Meaningless laughter           | 1         | 3.70           |
| 5  | Excessive crying               | 2         | 7.41           |
| 6  | Total Other deviant behaviours | 19        | 70.37          |
|    | 1. Aggression                  | 12        | 44.44          |
|    | 2. Painting                    | 3         | 11.11          |
|    | 3. Affective flattening        | 2         | 7.41           |
|    | 4. Unnecessary use of Water    | 2         | 7.41           |
|    | <b>Total</b>                   | <b>27</b> | <b>100</b>     |

Like what is clearly shown in Table 4, the phenomenon of other deviant behaviours gets the greatest occurrence. It occurs 19 times out of the total of 27 occurrences. In other words, out of total 100%, its percentage is 70.37 %. The other deviant behaviours which are experienced by Mary include aggression, painting, affective flattening, and unnecessary use of water. Those types mostly happen in *Canvas* movie since Mary as a schizophrenic tends to express her feeling and emotion by her actions. She can do violent actions to show her anger and even, she drowns herself into water which makes her feels comfortable since it helps her to escape from hallucination. Following other deviant behaviours, the

second rank is meaningless hand motion. However, this occurrence is quite different from the other type of deviant behaviours. It only appears 5 times with the percentage of 18.52 %. After that, in the third place, there is an excessive crying. It brings only twice with the percentage of 7.41 %. The next rank is meaningless laughter which occurs once with the percentage of 3.70 %.

Other deviant behaviours are the first most-often appearing phenomenon. Mary is easily depressed and panic because of her hallucination and delusion. She often appears as an aggressive person who is able to threaten herself and also people surrounding her. In fact, she likes to show her emotion through her facial expression, eye contact, and voice tone known as affective flattening. Hence, when she hears mysterious voices which are not real, she uses water as her medium to reduce her hallucination. Besides, she also believes that the voices will go away when she paints. For this reason, she likes painting even though she only draws the same picture in her canvas, i.e. a beach and a lighthouse. Meanwhile, meaningless laughter gets a smaller occurrence because this occurrence only appears once. However, thumb sucking and nail biting do not occur in *Canvas* movie since those behaviours are mainly present in the early childhood of a schizophrenic. Thus, Mary does not experience them as part of her reality until she is adult. In her age, she tends to express what she thinks and feels. In this case, there is impossible for her to do thumb sucking and nail biting.

## **B. Discussion**

This part presents a description which gives more detailed and clearer discussion about the phenomenon of schizophrenia. The discussion provides a deeper explanation associated with some examples of each phenomenon. Thus, it shows the phenomenon of language abnormalities which are employed in Mary's utterances.

### **1. The phenomenon of schizophrenic speech experienced by Mary in *Canvas* movie**

The findings show that there are five types of schizophrenic speech abnormalities experienced by Mary in *Canvas* movie, i.e. perseveration of ideas, non-logical reasoning (peculiar logic), looseness, weakening of goal, and poverty of speech. The percentage of those types is not the same from one type to the others. In fact, if it is seen from the occurrence, perseveration of ideas gets the highest position. This occurrence is followed by non-logical reasoning (peculiar logic) and looseness. Both types have almost the same percentages. On the other hand, weakening of goal and poverty of speech rank in the lowest position. The further explanations and examples for each phenomenon are presented as follows.

#### **a. Perseveration of ideas**

Perseveration of ideas is the most-often appearing phenomenon if it is compared to the other types of speech abnormalities. It occurs 25 times that is out of the total 54 data of the occurrences.

Perseveration of ideas happens when a schizophrenic uses the same words, phrases, and sentences repeatedly during her speech. This condition is influenced by the pressed delusion which makes the sufferer lose her self-control. In this case, Mary always repeats her word many times, in order to convince the others when she gets delusion. Moreover, this phenomenon not only happens in schizophrenic people but also in normal people. In fact, in normal people, perseveration of ideas occurs when the conversation between a speaker and a hearer cannot achieve the goal of message. The speaker may ask and tell something to the hearer, but, in fact, there is no response which is done by the hearer. Thus, the speaker will repeat his or her word to catch the hearer's attention and then, the hearer gives right responses.

Meanwhile, in schizophrenic people, the repetition of words, phrases, or sentences happens because of delusions or false beliefs. The sufferers experience a wrong belief, so they will feel worried, anxious, and even nervous. This situation is also experienced by Mary as a schizophrenic in *Canvas* movie. When she worries about her son, her speech becomes uncontrollable. However, as a schizophrenic, she is not aware of this abnormality since she experiences it as her part of reality.

The findings show that Mary employs perseveration of ideas. One example of this abnormality is shown in the following datum:

Mary : Where's my baby?! (*with her worried face*)  
 Where's my son?!  
 Hughh! Chris! (*By hugging tightly*)  
**Hi, Honey, are you ok? Are you ok, Honey?**  
**Are you ok? Are you sure?**  
 Chris : Yeah!

(Datum no. 07/SCB/S5)

In the example, the phenomenon of perseveration of ideas is shown by the bold words. In this scene, Mary gets delusion which makes her worried about her son's condition. She does not believe that her son will be safe outside. She thinks that her son is in a danger, so she tries to save and ask him to come out from the school bus. In this case, the sentence *Are you ok* which is repeated three times by Mary representing the phenomenon of perseveration of ideas. In this case, her emotion influences her uncontrolled utterances.

What is portrayed in Mary's utterance is in line with the theories of perseveration of ideas. This phenomenon happens when a schizophrenic sufferer uses the same words, phrases, and sentences continuously because of delusion and hallucination as the psychotic symptoms. Thus, in the datum no. 07/SCB/S5, Mary has a false belief that Chris, her son, may not come home. It also troubles her utterance since she speaks uncontrollably. By repeating her speech, she tries to show her worry.

The second occurrence of perseveration of ideas occurs in the level of word. This phenomenon is different from the previous example since Mary as a schizophrenic gets hallucination as if she sees and hears someone whispering to her. What happened to Mary can be seen from the example below.

John : Mary! What are you doing?! Don't do that!  
           Don't do that!Mary!!  
 (*Mary tears the portraits and then, she throws some canvas*)  
 Mary : I don't want to lay down, I want to fight it!  
           That's what I want to do. I don't want to stop it.  
           **What?! What?! What?**  
           They're listening. They've wired the house! Argh!

(Datum no. 21/LV/S11)

The phenomenon of perseveration of ideas is shown by the bold words. It is the repetition in the level of word. Mary repeats the word *what* three times since she gets hallucination. She sees some people who come near her house and then, they wire her house. Because of the influenced of Mary's visual hallucination, she informs John that she will fight with some people who are trying to wire her house. Moreover, she tells John that there are some people who are listening to her words. As a result, the repetition of her speech occurs as the result of her hallucination.

Another example of perseveration of ideas is shown by the following datum:

John : No, but wait a minute. How come you could run out of pumpkin pie, on Thanksgiving? I mean, really!

Mary : **Pumpkin pie!** That's what you have for Thanksgiving. **Pumpkin pie!** Not apple pie! **Pumpkin pie!** That's what we want! My boy wants **pumpkin pie!** Ok? That's what we've been waiting for! We've been waiting in this restaurant, to have a nice turkey dinner, and some stuffing, and some **pumpkin pie**, ok?*(with a louder voice, she is very angry to the seller)*  
We've all been sitting in here **and waiting and waiting and waiting...**

(Datum no. 31/CS/S24)

The datum no. 31/CS/S24 is also an example of perseveration of ideas which belongs to the repetition in the level of phrase. First, it is shown by the phrase *pumpkin pie*. Mary repeats her speech for five times when she cannot get what she wants. In Thanksgiving Day, everyone may have a pumpkin pie. However, on that day, Mary and her family cannot get any pumpkin pie, so she tells to the seller that she wants to have pumpkin pies. In fact, her speech is repeated continuously. This phenomenon of perseveration of ideas happens

because of Mary's delusion. She thinks that Thanksgiving Day can only be celebrated by having pumpkin pies. If there is no pumpkin pie, then Thanksgiving Day cannot be held. In this case, Mary has a wrong belief about Thanksgiving Day, so she still forces the seller to give her a pumpkin pie. Second, this situation is in line with the next utterances as the example of perseveration of ideas. *And waiting* is repeated for three times since Mary thinks that everyone is waiting for the pumpkin pies. In this case, not all people in the cake shop want to order these type of cake. Thus, it is clear that she experiences a false belief.

**b. Non-logical reasoning (peculiar logic)**

The phenomenon of non-logical reasoning (peculiar logic) occurs 13 times out of 54 times of occurrences. This ranks as the second phenomenon after perseveration of ideas which has 24.10 % in its percentage. Based on Liddle's theory, this phenomenon happens when a schizophrenic gets hallucination and delusion, so he or she makes an illogical statement which is out of reality. In fact, the illogicality affects the sufferer to have wrong or false premises. However, in normal people, their thoughts reveal a good deal of illogicality. They are able to think clearly based on the facts. In this case, since Mary has hallucination and delusion, she cannot follow the situation logically. There are three examples of such phenomenon experienced by Mary in *Canvas* movie. The first example is shown by the datum below.

John : Mary!

Mary : I made Chris meatloaf sandwiches for tomorrow.

He loves meatloaf sandwiches.

Did they check for **footprints** underneath the window?

(Datum no. 05/BED/S2)

In the example, Mary has a conversation with John. John asks her what actually happens to her because Mary loses her self control. Then, Mary tries to give explanation to her husband. When she is making meatloaf sandwiches to Chris for tomorrow morning, she suddenly sees footprints underneath the window. In this case, she thinks that there is someone who comes to her house. Hence, she calls the police to check the footprints. In fact, the police come to her house but there are no footprints. Thus, the bold word shows that Mary has an illogical thought. The word *footprints* here prove that Mary has a hallucination as if she sees footprints which belong to a stranger.

The phenomenon of non-logical reasoning (peculiar logic) only exists in schizophrenia. The content of thought is understood by a schizophrenic, while the other people cannot understand what his or her speech means. In other words, when there is a delusion, then an illogical thinking will also take place. Therefore, the sufferer will have an illogical pattern of speech because of his or her hallucination and delusion.

The second example also marks the phenomenon of non-logical reasoning (peculiar logic) which is portrayed in Mary's utterances. It is clearly shown in the following datum:

Mary : The FBI is here. No, no. **You are going to jail. You are! I'm not going to jail! You are! I'm not going to do that. I don't want to go to my room!!**

John : Mary, don't you... don't...

*Unconditionally, Mary shakes her head. She wants to make the voices disappeared.*

Mary : **I'm not doing anything** (*by shaking her head*)

(Datum no. 18/STR/S10)



The above utterance contains a phenomenon of non-logical reasoning (peculiar logic). It is shown by the bold words. In this situation, Mary cannot control herself, so she rages violently. Then, she is angry to John and tells that John is going to be put in jail. In this case, she gets delusion which makes her afraid of FBI. She believes that the FBI will come to her house and then, bring her to jail. In fact, what she thinks about FBI is a kind of delusion since there is no one who will be put in jail.

What she believes about the FBI is a wrong premise, so it influences Mary's interpretation. This condition is in line with Liddle's theory that non-logical reasoning (peculiar logic) happens when a person with schizophrenia does not follow and think logically since hallucination and delusion exist there.

The third phenomenon which is portrayed in Mary's speech is shown by the following datum:

*In the hospital, Mary looks confused. Suddenly, she hears someone laughing but there is no one in the bathroom. The hallucination happens again to Mary. She tries to look for the voices in each single part of the room.*

Mary : **Hello! Hello!** *She looks for the voices and there is nobody.*  
**Who's laughing?**  
**Stop it! Please, stop it!**

(Datum no. 41/HOS/S45)

In this scene, Mary talks to herself because she is alone in the bathroom. She tries to look for the voices which she thinks fulfil in the bathroom. She gets hallucination as if she hears someone who is laughing. Thus, non-logical reasoning (peculiar logic) is portrayed in Mary's utterances. She asks *who is laughing* but there is no one in that room except herself. She feels that the voices

become louder and louder so she tries to make them stop. What happens to Mary proves that hallucination may cause the sufferer to think illogically

The occurrence of illogicality often appears for several times because of the hallucination and delusion. Both symptoms are the main signs for someone with schizophrenia. Thus, those psychotic symptoms take a great influence to the sufferer's thought and utterances.

### **c. Looseness**

The phenomenon of looseness appears in the third rank as a schizophrenic language abnormality. Among the 54 places of occurrence, it occurs as often as 12 times. According to Liddle et al. (2002:329), looseness happens when a sufferer cannot make a right statement which loses cohesion between ideas. It means that the sufferer's utterance is tenuous or absent having an irrelevant answer. If it is compared to normal people, looseness happens in a different place. In other words, in normal people, looseness usually happens when people cannot catch the message because of the difficulties in focusing to the speaker's point. This phenomenon is also influenced by bad listening habits so it may lead to misunderstanding. Furthermore, people do not rely on the beliefs and knowledge of their hearers to design what they say, so the hearers may not consider knowing exactly what the speakers say. Thus, since conversation is very quick, with a rapid turn taking, the hearers take the speaker's words effortlessly and automatically. In this case, there will be misunderstanding and miscommunication in having interpretation or meanings. Besides, the cohesion between ideas is not considered

carefully. That is why; the speaker must clarify what his or her words in order to help the hearer to catch the message well.

Meanwhile, in schizophrenic people, the cohesion between ideas is really tenuous or absent. This phenomenon happens because it is influenced by hallucination and delusion. The form of cohesion between ideas is also different from the normal people's utterances. In fact, schizophrenic people sometimes combine things between the reality and hallucination or delusion. Thus, they are not aware of their abnormalities since they consider the phenomenon as part of their reality. In this case, there are two occurrences of sub abnormality which can be manifested during the phenomenon. They are derailment and tangentiality.

The findings show that tangentiality gets a higher occurrence than derailment. One example of tangentiality employed by Mary is shown in the following datum:

*(She holds a knife and points to John. She wants him not to come near.*

John : You're ok! It's ok!

Mary : **No, no, I'm not going with you. I don't wanna go! No!**

(Datum no. 25/LV/S11)

In the above example, the phenomenon of tangentiality is shown in the bold words. In that situation, Mary has a conversation with John. She is out of control because she gets hallucination. She thinks that John is a stranger who wants to take her out to go somewhere and then, she threatens him by holding a knife in front of him.

Facing this kind of situation, John tries to calm her down and take the knife. He says that Mary will be fine. However, as presented in the bold words,

Mary gives a completely irrelevant answer. She only talks about what she feels. She does not want to go with John since she feels that it is not safe to go out with him. Mary's response is clearly not relevant to John's statement. Mary only says what she feels now but she ignores what John says. To give further explanation about tangentiality, the second example also shows this phenomenon. It is shown by the following datum.

Seller : Sir?!

Mary : **Everyone is eating and I'm hungry!**  
**I don't want cafeteria food.**

John : Here, take it. Let's go!  
 Let's go Chris! Let's go Chris! Let's go!

(Datum no. 33/CS/S24)

The phenomenon of tangentiality is shown clearly in the bold words. This occurrence is similar with the previous example since the type of tangentiality happens in the beginning of the utterance. This situation happens when Mary is angry to the seller because she cannot get a pumpkin pie on Thanksgiving Day. In fact, she expresses what she feels and thinks. She says she wants to have pumpkin pie on Thanksgiving Day. However, her statement which is shown by the bold words seems tangential and it can be classified as an irrelevant answer. In this case, Mary only tells that she is hungry. She only gives a spontaneous speech without considering the question.

Another phenomenon that also manifests looseness is derailment. The phenomenon happens when a schizophrenic sufferer gives an unrelated idea which has no cohesion between ideas. In fact, the idea slips off into another idea. Moreover, this phenomenon is often characterized by lack of cohesion and unclear ideas. One example of derailment is shown by the following datum.

John : Water. Cows drink water, just like milk.  
You want one...

Mary : **No, I'm not here, but... really, cheers.**

(Datum no. 38/DR/S32)

In the scene, Mary gives an incomplete answer when she is asked whether she wants to drink water or milk. Then, she responds that she does not want to drink milk but she only wants to cheer. In the situation, her idea slips off the track onto another idea since the cohesion between clause and sentence is absent. The sentence “*No, I'm not here*” is not suitable to make a right response although the context can be considered as her way to express her dislike about something. Even, the clause after the sentence is also tenuous in making cohesion. Therefore, it is clear that derailment happens in this conversation.

The next occurrence also can be classified in the phenomenon of derailment. The situation is different from the previous example. It happens when Mary as a schizophrenic character in *Canvas* movie gets hallucination and delusion. The phenomenon is shown in the following datum.

John : Please, get out of the rain. Mary, Honey, please get out of the rain. It's ok.

(*John asks Mary to come in the house*)

Mary : **No, I wanna leave here. I wanna leave. I wanna go to the other Florida**

John : There's only one Florida, Mary.

Right, come on, get in the house. It's too wet for you. Get in the house, Honey.

(Datum no. 16/STR/S10)

The above scene happens when Mary suddenly gets out from the house when the rain falls. She says a strange thing which makes John feels confused. Mary feels very afraid of living in that place as if she sees and hears something

which is threatening her, so she wants to leave the house. In fact, John feels that nothing happens. He persuades her to come in to the house and gets out from the heavy rain. However, Mary is very angry and then, she tries to tell John that she wants to leave and go to “the other Florida”. She refuses to stay in her own house. Then, she remains to stay outside of the house.

As presented in the bold words, Mary gives a completely irrelevant answer in responding to John’s utterance. Her answer is lack of cohesion between clause and another clause. She only expresses what she feels and wants to do the thing that she considers as a right thing.

Similar to the two previous examples of derailment in datum no. 38/DR/S32 and datum no. 16/STR/S10, another phenomenon of derailment can be seen in the datum below.

John : Mary? She's finished. Start packing.  
 We're picking you up first thing in the morning, for the weekend.  
 The doctor ok'd it.  
 Mary : **I just... I don't think it's such a good idea right now,**  
**I.....Maybe next time... You an...You and Chris go.**  
 (Datum no. 42/HOS/S45)

The phenomenon of derailment is clearly shown in the bold words. The lack of cohesion between clause and sentence is also proven in Mary’s utterance. In this scene, Mary has a conversation with John when she is still doing her treatment in the hospital. John persuades her to go sailing by a ship which is made by John. He has talked to the doctor that Mary can go sailing for a while, in order to recover her mind and feeling. Unfortunately, Mary refuses John’s invitation. She tells that she cannot go with him at this moment and then, she says that she will go with him next time.

As portrayed in Mary's utterance, she gives an incomplete answer since she often uses the pronoun "I" repeatedly and makes an unclear pronoun reference. In addition, her sentence has no brief meaning which is shown by the unfinished sentence. Thus, this condition is in line with the theory of derailment since it affects the cohesion between ideas.

**d. Weakening of goal**

After looseness, weakening of goal comes as the fourth rank by occurring as often as 3 times out of the total of 54 occurrences. This way, its percentage is 5.55 %. In fact, what is meant by this phenomenon is when a schizophrenic sufferer cannot achieve his or her goal to deliver the message or information. It is difficult for him or her to elaborate ideas and making informative statement. The sufferer tends to make an empty speech. This condition is often characterized by various phrases without having any identifiable goal.

The phenomenon of weakening of goal happens almost to all people with schizophrenia. It is influenced by the poverty of thoughts since the sufferers have a problem in delivering systematic information. The message is unclear and then, it is difficult to understand what the content is. Since the phenomenon only manifests in human's thought, people with schizophrenia experiences it as part of their reality. They are not aware of this abnormality and then, they sometimes produce unclear references to their statement. However, this phenomenon may not occur in normal people since they can express what they want to say without any difficulty. Furthermore, they have no problem in their way of thinking. Thus, the idea can be transferred easily from a speaker to a hearer.

As portrayed in *Canvas* movie, there are three occurrences which show the phenomenon of weakening of goal. One example of this phenomenon is presented as follows.

Mary : Look at me. Alright, go ahead and eat.  
**And you can tell me about that... thing, in the backyard.**  
 I don't like you having Diet Coke, I'm sorry.  
 John : Water. Cows drink water, just like milk.  
 You want one.. ..  
 (Datum no. 37/DR/S32)

This dialogue happens when Mary comes back to her house. She feels surprised to see that John is trying to hide something in their backyard. When she tries to ask about this event, she produces an unclear utterance. It can be seen from her utterance which is followed by long pause. In addition, after asking about the mysterious thing, she changes into another topic. In this case, Mary's statement has poverty of content which makes the hearer difficult in following her idea.

The second occurrence of weakening of goal is clearly seen in the below example. In this situation, Mary as a schizophrenic character still makes a long pause since it is difficult for her to identify a thing to be uttered. This phenomenon is illustrated clearly in the following datum.

Mary : **And I've brought... here**, pass them around. And a hat for all the kids and we can play games...  
 Chris : Stop it, Mom!(*angrily*)  
 (Datum no. 40/Ar/S33)

In this scene, Mary has a conversation with Chris. It happens when Mary makes a surprise party to celebrate Chris' birthday. In this case, Chris is very angry to Mary. He does not want his friends to know about his mother's illness. Then, he celebrates his party in Arcade with his friends. Mary knows and then,



she hurries to meet Chris. She has brought everything for the surprise party including cake, candles, and hats. When she tries to give a birthday cake to Chris, she takes some hats to Chris' friends first. In fact, she only says in a brief without having an identifiable goal. She fails to say the word *hats* but she shows the hats without mentioning the word *hats*. In this case, weakening of goal is shown in Mary's statement which has empty speech in uttering the word *hats*.

The last example of weakening of goal in Mary's utterance can be seen in the datum below:

John : Mary? She's finished. Start packing.  
 We're picking you up first thing in the morning, for the weekend.  
 The doctor ok'd it.  
 Mary : **I just... I don't think it's such a good idea right now, I...  
 Maybe next time... You an...You and Chris go.**  
 (Datum no. 42/HOS/S45)

The bold words show the phenomenon of weakening of goal. This situation is different from the two previous examples since in this situation, Mary's condition is better than before. She can think and behave normally although she must do treatment. In fact, John invites Mary to go sailing with him by a ship. However, she cannot fulfil his request. She says that she can go next time with a lower tone. A unique thing in her answer is the form of her statement. In this case, her utterance has a lack of ideas. She makes an unclear sentence. The repetition of pronoun "I" also shows her failure in making an informative statement. Mary tries to explain the reason why she cannot go but in fact, she does not give a complete answer. Hence, she makes some long pauses and various phrases which have no brief goal. Thus, the phenomenon of weakening of goal happens in this situation.

### **e. Poverty of speech**

After weakening of goal, poverty of speech comes as the fifth rank. It occurs only once out of the total of 54 occurrences. This way, its percentage, is 1.85 %. Like its name, poverty of speech happens when there is reduction in the amount of speech which is done by a schizophrenic. The sufferer may give brief or empty responses and decreased fluency of speech. Thus, the schizophrenic speech may be draining, so a hearer should keep prompting and asking for elaboration.

The phenomenon of poverty of speech is the same as the concept of weakening of goal. Both items have lack of explaining and communicating idea. However, poverty of speech deals with the decreased in amount, while weakening of goal is the poverty of content. It can be said that this phenomenon mainly consists of brief responses to questions. Also, there will be possibility that replies may be monosyllabic. Poverty of speech can be experienced by either people with schizophrenia or normal people. In normal people, they tend to respond briefly when they feel that there is sufficient information in answering shortly. Even, a hearer should not repeat his or her question again and he or she should not introduce a new topic to maintain a conversation.

Meanwhile, in schizophrenic people, the phenomenon of poverty of speech is considered as a common phenomenon since the sufferers are in a chronic stage for their illness. They will speak in a short statement which never gives more explanation. As portrayed in Mary's utterance, there is only one example of poverty of speech in *Canvas* movie. Mary gives a short and brief response when

she feels frustrated because of her illness. She tries to tell the others what she feels.

John : How are you feeling?  
 Mary : **Tired.**  
 John : Yeah, I know the feeling. But you're getting a lot of rest, right?  
 So are you painting?  
 Mary : **No.**  
 John : Well you should, Mary. Give you something to do.  
 (Datum no. 27/DR/S17)

The phenomenon of poverty of speech is shown in the bold words. In this case, Mary dislikes staying in the hospital. She is frustrated as if she wants to go home soon. When John asks about her condition and activity, she only gives a brief answer. She does not elaborate what she feels. In this case, Mary's answer shows that there is poverty of speech.

## **2. Accompanying Behaviours Acted by a Schizophrenic in *Canvas* movie**

The findings show that out of six types of behaviours acted by a schizophrenic, there are only four types of accompanying behaviours done by Mary in *Canvas* movie. These types are meaningless hand motion, excessive crying, meaningless laughter, and other deviant behaviours (aggression, painting, affective flattening, and unnecessary use of water). The greatest occurrence happens in the other deviant behaviours. This way, its percentage is 70.37 %. Following the other deviant behaviours, the second rank is meaningless hand motion. This occurrence is almost far from the previous type since it only happens 5 times which is out of the total 27 times. Mary as a schizophrenic cannot control herself, so she often does some violent actions aggressively. Even, she wants to

show what she feels through her facial expressions. In this case, the aggression, painting, affective flattening, and unnecessary use of water mostly occur in this phenomenon.

Unlike the previous types which have the higher occurrence, excessive crying becomes the third rank. It only occurs twice with the percentage of 7.41 %. This phenomenon is also followed by meaningless laughter which is in the lowest rank. Mary as a schizophrenic character only shows this phenomenon once. The explanations as well as the examples are clearly presented as follows.

**a. Meaningless Hand Motion**

Meaningless hand motion occurs as the first appearing phenomenon in the accompanying behaviour. It occurs 5 times with its percentage 20.83 % that is out of the total 100 %. This behaviour happens when a schizophrenic does the hand illusion. In normal people, they create hand movements when they want to reflect their behaviours, in order to strengthen their sense of self. In this case, they still use gestures or hand motion when they talk to other people and even, they make conversation with the other people who cannot see them, such as when they talk on the phone or converse with blind people. For this reason, the hand gestures not only transfer the message to the hearer, but also show the person's thoughts. Thus, the gesture becomes a necessary thing for people in doing communication.

Meanwhile, in schizophrenic people, they tend to do meaningless hand motion since they cannot focus the connection between the mind and the body. They usually seem unaware of this behaviour since it becomes their reality. As reflected in *Canvas* movie, Mary as a schizophrenic character often does hand

motion without having a clear purpose. The occurrence of this behaviour appears when Mary gets panic, depressed and nervous. That is why, she has diminished mind-body self connection. Besides, her hand motions, such as hand rocking, pointing, clenching, and shaking clearly show the accompanying behaviour in a schizophrenic.

There are three examples of the phenomenon of meaningless hand motion which is portrayed in Mary as a schizophrenic character. The first example is shown obviously in the datum below.

*In the other side, Mary feels worried about her son. She waits Chris' coming **by walking to and fro. Her hand holds together in each side moving up and down like hand rocking.***

Mary : Where's my baby?! (*with her worried face*)Where's my son?!

Hughh! Chris!(*By hugging tightly*)

Hi, Honey, are you ok?

Are you ok, Honey? Are you ok? Are you sure?

Chris : Yeah!

(Datum no. 02/SCB/S5)

In the above example, the bold italic words show Mary's behaviour as meaningless hand motion. In that scene, Mary feels worried about her son, Chris. She waits for Chris' coming for a while in the bus stop. Because of her uneasy feeling, she only walks to and fro. Hence, her hands hold together in rocking up and down continuously. In this case, she does meaningless hand motion since her gesture does not have specific purposes. Besides, after the bus comes, as soon as possible, Mary waves her hands as if she is happy to see Chris. What happens to Mary clearly reflects the type of meaningless hand motion.

Similar to the example in the datum no. 01/SCB/S5, the second example also shows the phenomenon of meaningless hand motion. It is proven in the following datum.

Mary : “Liars! You’re all liars! (*by pointing to the wall*)

John : “Mary! Mary! Stop this.....Mary! Stop it! Stop it!”

(Datum no. 14/LV/S11)

The dialogue takes place when Mary has a conversation with John. She cannot control herself since she gets hallucination. John, her husband persuades her to calm down but in fact, she still rampages through her house. Hence, she throws everything and even, she acts violently. In this scene, she does meaningless hand motion when she points her fingers to the wall. This pointing seems meaningless since there is no clear purpose why Mary does it. Therefore, the gesture shows the diminished mind-body connection which is experienced by Mary.

The last example of meaningless hand motion can be seen in the datum below.

John : Another hour? Tell me though, wait, wait, excuse me, I'm sorry, an hour we're waiting.

It's Thanksgiving. I made the reservation a week ago. No, no, I'll tell you what...

Seller : I'm sorry. Everyone has a reservation here.

Mary : I'm starving (*she clenches her fist*)

(Datum no. 23/CS/S24)

In this scene, Mary wants to celebrate the Thanksgiving Day. Finally, Mary, John, and Chris decide to go to the cake shop, in order to buy some pumpkin pies. In fact, in the cake shop, there are many people who are queuing

for ordering some cakes or pumpkin pies. When John asks to the seller whether there is pumpkin pie or not, Mary and Chris still wait for him by sitting in the chairs. However, she is angry since she cannot get the pumpkin pie. She feels bored when John forces the seller to give pumpkin pie. Then, she clenches her fist as if she feels impatient. The gesture does not accomplish anything but it is only reflected from her emotion.

#### **b. Excessive Crying**

After meaningless hand motion, the accompanying behaviour which is experienced by Mary is excessive crying. This phenomenon happens when a schizophrenic feels unhappy, depressed, and confused since he or she has a false belief and hallucination about something. In this case, Mary as a schizophrenic character does crying excessively in showing her emotion. She cries continuously but there is no reason why she does that. In her thought, she only wants to do that which is influenced by her delusional belief. Thus, the other people do not know exactly why she has to cry.

Actually, crying is a normal way to express people's emotion, so this behaviour can occur in normal people. They express their sad and pain by crying since they consider that crying can solve their problem and even make them feel comfortable. However, crying can be deviant when this behaviour happens excessively without having any reason. This condition often appears in a person with mental illness.

The phenomenon of excessive crying in *Canvas* movie only occurs twice. This way, its percentage is 8.33 %. One example of this deviant behaviour can be seen in the following datum.

John : Please, get out of the rain. Mary, Honey, please get out of the rain. It's ok. (*John asks Mary to come in the house*)

Mary : I want to leave. I want to go away to the other Florida.

*(she cries as if she is afraid of something)*

(Datum no. 08/STR/ S10)

This situation tells about how Mary feels afraid because of her hallucination. She thinks that it is not safe for her to stay at home. Thus, she wants to leave to “another Florida”. However, John remains to persuade her to get out of the rain. Mary answers by crying excessively. Without giving any reason, she only cries and cries. What Mary does really portrays the phenomenon of excessive crying. This condition happens when Mary as a schizophrenic character has to face the hallucination, so that her emotion cannot be maintained well.

Another example of this deviant behaviour also can be seen in the datum below:

Mary : I took it.

Yes, I know. Let me get this.

Nurse : There you go. Let me see you take it. Take it. Let me see.

Swallow, Mary.

Let me see. Good girl.

*(After Mary takes her pills, she feels desperate. Then, she cries)*

(Datum no. 22/HOS/S18)

This dialogue happens when Mary is being hospitalized in a medical centre. She is very bored to this illness. It can be seen when the nurse asks her to take a pill in order to cure her. Unfortunately, she feels that she is desperate. She only wants to stay with her family. Because of her pain, she cries excessively. In



this case, Mary's behaviour portrays the deviant behaviour since she cries without giving any clear reason. Even, her crying is excessive which is out of the reality.

### c. Meaningless Laughter

The third type as the accompanying behaviour which is experienced by Mary is meaningless laughter. It only occurs once with the percentage of 4.17 %. The phenomenon happens when a schizophrenic sufferer may laugh or smile a lot without any understandable reason. This is in line with Black & Andreasen's theory (2011:41) who state that the behaviour is considered as the affective disturbance so that the sufferer may laugh excessively.

Actually, the behaviour of keeping laugh is a normal behaviour since a person laughs or smiles in a proper situation, especially when he or she hears a joke. When somebody makes a joke, it will change a serious atmosphere to funny. Thus, the situation will be more pleasant and comfortable. However, the laugh can be deviant behaviour when it is out of a normal condition. It can be seen in a person with a mental illness. The schizophrenic sufferer may laugh excessively without any reason. Thus, it affects another person to see the behaviour as a strange and even, deviant behaviour. In addition, the sufferer likes to laugh continuously when he or she hears something funny based on his or her opinion even though there is no funny conversation.

In *Canvas* movie, Mary only experiences this deviant behaviour once. This phenomenon is shown in the datum below:

John : "Hey, there's a boat show this weekend. Maybe we can all go, ok?"

Mary : "Why don't you take Chris?"

John : "Oh! Er, I was hoping the way you love boats... Maybe we could

all go, ..ok?"

*(Suddenly, Mary stops eating. Then, with no reason, she laughs. Even, her laughs louder and louder)*

(Datum no. 03/DR/S6)

In the above example, the bold italic words show the meaningless laughter. When John, her husband tells that there is a boat show in this weekend and then, he asks Mary to go to see this show together. Suddenly, Mary stops eating. She laughs excessively and stares at John and Chris. There is no reason which can make her laugh a lot. Thus, her meaningless laughter clearly portrays this affective disturbance.

#### **d. Other Deviant Behaviours**

The phenomenon of other deviant behaviours becomes as the most-often appearing behaviours which are acted by Mary as a schizophrenic character. It occurs 19 times which is out of the total 27 times with the percentage of 70.37 %. Actually, if it is seen from the name, this behaviour tends to appear in the smallest portion. However, this condition is different from the normal condition since other deviant behaviours have the highest occurrence. What happens to Mary as a schizophrenic character shows that hallucination and delusion drive her thought and emotion in an unusual way. She is easily angry, panic, and worried about something, so it forces her to do violent actions. In this case, as portrayed in the movie, the other deviant behaviours are reflected in four phenomena of behaviours. They are aggression, painting, affective flattening, and unnecessary use of water. Those phenomena happen when Mary feels haunted by her hallucination and then, she tries to escape from it.

The phenomenon of other deviant behaviours can be experienced by normal people. In fact, aggression also happens when the normal adults try to protect themselves from any dangerous thing which make them have to do violent actions. Thus, the aggressive behaviour can be said as an inability to control behaviour which is influenced by emotional problems. People with this behaviour tend to be irritable, restless, and impulsive. Meanwhile, in schizophrenic people, the aggressive behaviour happens when they cannot control their emotion because of the influenced hallucination and delusion. In addition, painting, affective flattening and unnecessary use of water are regarded as the way to solve their problems. The further explanations are clearly shown in the below section :

### 1) Aggression

As presented in Table 4, the highest occurrence is aggression in the other deviant behaviours. There are three examples of aggression reflected in Mary's behaviour. The first phenomenon is clearly shown in the following datum.

John : "Right.Come on, get in the house. It's too we for you. Get in the house. Honey.Why don't you take your medication?"

Mary : "Aaaaaaaaaaargh,,I don't need the medicine! I don't need the medicine."*(She rampages to her husband by hitting several times into John's body and then, she says her words with high voice)*  
(Datum no. 09/STR/S10)

In this scene, Mary as a schizophrenic character cannot control her emotion. She gets hallucination as if she sees some strange people come to her house. In fact, she wants to leave her house to avoid them. John, her husband persuades her to get in the house because it is raining heavily. He tells that it is safe to go inside and there is no one who comes to their house. Then, Mary tries to

follow his command. When John asks whether she drinks the medicine or not, she rampages to him. Her voice tone is high and even, she hits John's chest with her hands very fast. She behaves aggressively because she does not like to see that John always discusses about her illness.

What happens in the datum no. 09/STR/S10 proves that the aggression causes a physical or emotional harm to the others. In this case, Mary may do violent actions since she is a schizophrenic. The second example of this behaviour is :

John : Mary! What are you doing?! Don't do that! Don't do that! Mary!!  
*(Mary rampages again by tearing her picture on a canvas with a knife)*

(Datum no. 11/LV/S11)

In this example, Mary rampages again. As a schizophrenic sufferer, she does not know how to control her emotion since it is influenced by hallucination and delusion. When she is asked to get in to the house, she looks for her picture. Suddenly, she tears to the picture with a knife.. Her behaviour can be classified as aggression.

Similar to the two previous examples, the last datum shows the phenomenon of aggression.

John : You're ok! It's ok!  
 Mary : No, no, I'm not going with you. I don't wanna go! No! *(She holds a knife and points to John. She wants him not to come near.*  
 John : Put it down! Put it down!  
*( He tries to put the knife)*

(Datum no. 17/LV/S11)

In the example, the aggressive behaviour is clearly shown in the bold italic words. In this scene, Mary gets hallucination which influences her to behave violently. She wants to be alone and no one can approach her. However, as her husband, John tries to calm her down. Unfortunately, Mary does not like to see the way John orders her. In fact, she considers that John is one of people who try to threaten her. Therefore, she does not want to follow his instruction.

Mary holds a knife to defend herself, and then, she directs it to John's face. She wants to protect herself so that there is no one who can harm her. Thus, it is clearly seen that Mary's aggressive behaviour happens since she feels insecure, afraid, and panic. Therefore, the phenomenon of aggression may mostly occur in schizophrenic people. This behaviour happens as the result of their disorganized feelings.

## **2) Painting**

The second rank is painting as the phenomenon of other deviant behaviours. It occurs 3 times which is out of the total of 19 occurrences. This behaviour shows Mary's hobby. She is fond of painting. Through her artwork on canvas, she can express what she feels and thinks. Actually, painting is a normal activity which people can do as a medium to get relax and pleasure. However, painting will have a different function when it is created by a person with mental illness. As stated by Lestjed and Nielsen (2006:10), painting, sculpting, and writing are not only used for expressing feeling, but those activities can also help a person with mental illness to organize his or her way of thinking. In this case, a person with mental illness, especially a schizophrenic creates an artistic

expression to get rid of his or her anxiety and depressive thoughts. For this reason, in *Canvas* movie, Mary often paints on canvas to make her feeling better. In the beginning of the movie, she tries to paint the same scene, a beach and a lighthouse. She also tries to draw her son's face since she attempts to connect with the past memory when she is able to be a mother to Chris.

The datum below shows how important painting is. It also shows that Mary loves drawing her son's face.

*In a living room, she is still trying to practice her regular television class of portraits. In her canvas, she draws her son's face. She thinks that it can make her comfort when painting.*

Chris : Hi Mom!

Mary : Oh hi! Oh I missed you! *(by hugging and laughing)*

Did you have fun?

Chris : Yeah.

Mary : Good.

(Datum no. 01/ LV/S1)

The above example shows how much Mary loves painting. She likes painting since the artwork reflects the memory between her and Chris. When Chris comes home from his holiday, suddenly she feels surprised because she does not expect it. Then, she asks him to sit well, in order to be an object of her painting.

Another example of painting can also be seen in the following datum. It shows that the painting becomes a necessary thing for her.

John : What do you say we get some turkey?

Chris : I want stuffing.

John : Good stuff!

Mary : Yeah, me too! Let's go! ***Do you like my painting?***

***(She brings her painting in everywhere she goes)***

Chris : Yeah.

(Datum no. 24/CS/S24)

In the datum no. 24/CS/S24 , Mary convinces that painting is a part of her life since she brings it to everywhere she goes. She still paints the same thing i.e. the image of her painting is a beach and a lighthouse. Hence, it indicates that Mary as a schizophrenic tries to control her feeling and also to memorize her past memory. She always feels calm and relax when she paints. Thus, the artwork can be said as her therapeutic way to cure her illness.

The last example shows that painting becomes the best way to make hallucination and delusion disappear. It is clearly seen in the following datum.

Donna : Yes, my parents are coming to pick me up. She waits at that door every day.

That's beautiful.

Mary : Thank you.

It's for my son.

Here.Take it.

Go crazy.

***When you paint, they go away***

***(She paints the same scene, a beach and a lighthouse in over and over)***

Donna : Who?

Mary : ***The voices.***

(Datum no. 25/HOS/S29)

The bold italic words show the importance of painting. Mary as a schizophrenic believes that when she paints, the voices will go away. Thus, there is no hallucination which can haunt her life. Through this kind of activity, she can control herself and become more healthier.

### 3) Affective Flattening

The third rank as the appearing phenomenon of other deviant behaviours is affective flattening. It occurs twice. This behaviour happens when a person with schizophrenia has difficulty in expressing his or her emotion. In other words, there is a reduction of using facial expression, voice tone, and eye contact. Moreover, he or she cannot use a correct body language. Actually, the affective flattening can also be classified as a negative symptom in schizophrenia which reflects the absence of certain normal characteristics and behaviours.

As portrayed in *Canvas* movie, there are two phenomena of affective flattening as the deviant behaviours. The first example of this behaviour is shown in the following datum.

John : Yeah. Fine. Why do you do that? Why do you dou...

Mary : I don't care. I don't like you calling people in the Government and telling them all kinds of things about me or the FBI to know my business...Don't answer it! (***her speech turns very fast and loud voice. Then, her eyes stares John strongly as if she wants to threaten John***)

(Datum no. 04/LV/S9)

The affective flattening is shown in the bold italic words. In that situation, Mary has a conversation with John. She is really angry when John talks about her illness to other people. Therefore, she tries to stop John with her high voice tone. In fact, her speech turns to be fast and loud. Thus, it may be difficult to be interrupted by John as the hearer in giving a response. Besides, in the datum no. 04/LV/S9, Mary shows her lack of interest in John's conversation. Her eyes begin to move directly to John as if she threatens him. She cannot maintain her eye



contact which is appropriate in this kind of condition. That is why, the way of making an eye contact is a kind of affective flattening.

The second example also shows the behaviour of affective flattening which is clearly proven in the following datum.

Chris : Hi

Mary : Hi,..Chris. It's Mom (*she feels frustrated so she smokes*)  
How are you?

Mary : Are you having fun with your dad? (*She smokes again*)

Chris : I guess. He's building something.

(Datum no. 21/DR/S17)

In the example above, the bold italic words shows the phenomenon of affective flattening. Mary as a schizophrenic character gets frustrated because of her hospitalization. When she has a medical treatment in the hospital, she wants to come back to her house. She feels very bored and then, she smokes in her room. She does it to help to comfort her emotion since she cannot control her intensity of emotional expression.

Smoking is considered as the way of expressing her emotion instead of using facial expression. It reflects a psychological distress since Mary realizes that schizophrenia has changed her life a lot. Therefore, the type of affective flattening occurs when the sufferer has inability to express emotion properly.

#### **4). Unnecessary Use of Water**

Similar to the previous other deviant behaviours, unnecessary use of water occurs as the third rank. This way, its percentage is 8.33% since it only appears twice. Indeed, this behaviour is resulted from Mary's hallucination and delusion.

In this case, Mary as a schizophrenic character avoids hearing the voices by making contact with water. She thinks that she can feel calm and comfort when she drowns her body to the water. Thus, water becomes an important thing for her, in order to escape from the voices.

One example of this phenomenon of drowning to water is shown in the following datum:

*In the hospital, Mary looks confused. Suddenly, she hears someone laughing but there is no one in the bathroom. The hallucination happens again to Mary. She tries to look for the voices in each single part of the room.*

**Mary:** Hello! Hello!

*(She closes her ears and later, opens the tap water in terms of avoiding the voice)*

(Datum no. 26/HOS/S45)

In the datum no. 26/HOS/S45, unnecessary use of water is illustrated in the bold italic words. The situation happens when Mary gets hallucination as if she hears someone who is laughing in the bathroom. She looks for the voices but in fact, there is no one. When the laughter becomes louder, it makes her feels uncomfortable. Thus, she opens the tap water and then, sprays it to her ears. Suddenly, she feels that the voices disappear. She also believes that the water can help her to avoid hearing the voices when she has hallucination.

Another example of the type of unnecessary use of water as the deviant behaviour is shown in the datum below.

Mary : Who's laughing?

Stop it!

Please, stop it!

*(Mary drowns her body into a shower).*

(Datum no. 27/HOS/S4)

In this scene, Mary gets hallucination and then, she hears someone who is laughing. In fact, there is no body in her bathroom. Since the laughs become louder, she drowns her body into the shower. In this case, the water is a part of her reality, so she only believes that the water is a necessary for her.

All phenomena of other deviant behaviours above clearly show how Mary faces the hallucination. She may behave strangely which is out of the normal behaviours. These conditions happen since she cannot control her emotion well.

Based on the discussion, a schizophrenic has disorganization in the way he or she thinks and behaves which is influencing him or her in doing communication. It is well portrayed in *Canvas* movie, Mary as one of the main characters gets disruption in her language which makes her speech different from the normal person. Her speech tends to be uncontrollable, illogical, and sometimes irrelevant to the questions.

Moreover, the behaviours experienced by a schizophrenic are mostly meaningless which has no specific reason why he or she does it. It means that the sufferer behaves abnormally because he or she gets hallucination and delusion. He or she will lose his or her self-esteem, easily to get panic, and depressed. As being reflected in the *Canvas* movie, Mary does such behaviours, in order to make her feels calm and comfortable. Even, she believes that the voices which haunt her life will disappear by doing those behaviours.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents two major parts: conclusions and suggestions. The conclusions section deals with the findings of the study. Meanwhile, the suggestions section discusses several suggestions for academic society, readers, and other researchers who might want to improve and conduct similar study.

#### A. Conclusions

With regard to the research findings and discussions explored in the previous chapter, some conclusions can be formulated as follows.

1. The first objective of this research is to describe the language abnormalities experienced by a schizophrenic in the *Canvas* movie. Among the 43 data analyzed, there are 54 occurrence reflecting the schizophrenic language abnormalities. This condition happens since one datum in this research may involve only one or more in the phenomenon of language abnormalities. Besides, as employed in this movie, there are only five types of language abnormalities. They are perseveration of ideas, non-logical reasoning (peculiar logic), looseness, weakening of goal, and poverty of speech. In this research, Mary as a schizophrenic mostly repeats her words in many times. Thus, perseveration of ideas occurs as the most often appearing phenomenon with the highest position. Actually, Mary's utterances tend to be uncontrolled when she gets hallucination or delusion. In this case, she uses the same word, phrase, and sentence repeatedly showing her diminished mind. Even, this phenomenon can be clearly seen when Mary gets worried, anxious, nervous,

and then she cannot control herself. In the second position is non-logical reasoning (peculiar logic). This phenomenon happens when Mary gets hallucination or delusion. She says illogical things which make other people difficult in conceiving the truth of what she tries to communicate to them. For this reason, her utterances may be tangential, irrelevant, and decreased in the fluency of speech. These conditions are reflected in the occurrence of looseness, weakening of goal, and poverty of speech which have the same occurrences.

2. Regarding with the second objective of this research which is to show and explain the accompanying behaviours acted by a schizophrenic in *Canvas* movie, it can be inferred that Mary as a schizophrenic experiences some deviant behaviours. They are meaningless hand motion, excessive crying, meaningless laughter, and other deviant behaviours. Because of the influenced hallucination and delusion, Mary always attempts to make the voices go away from her life. Therefore, she tries to do several things, such as doing aggression, affective flattening, painting, and unnecessary use of water. She does those actions in order to get a better mental in terms of mental health. Thus, the other deviant behaviours become the highest rank in this phenomenon. Mary also creates meaningless behaviour without giving any reasons why she does it. In this case, she only shows and expresses what she wants and likes. The occurrence of meaningless hand motion proves that she creates such gestures when she feels worried about something or someone.

Moreover, she cannot place herself well in a proper situation which then forces her to do excessive crying and meaningless laughter.

## **B. Suggestions**

The result of this study can lead to the suggestions for the following parties:

a. to the students of English Language and Literature

The students majoring in linguistics are suggested to learn psycholinguistics since it is important to know how human's mind works in producing, retrieving, and processing language. It may also help to communicate and understand utterances which come from people with mental illness. Besides, by reading this research, the students can get some knowledge how to face and interact with schizophrenic people.

b. to readers

Since psycholinguistics is a still broad topic, it can give knowledge to the people who do not know this field at all. The readers may have better understanding to accept the existence of people with schizophrenia and the other kind of mental illness.

c. to other researchers

The study of mental illness, especially on schizophrenia needs to be deeply analyzed with many different approaches and theories. This research only

describes the types of language abnormalities and accompanying behaviours in a schizophrenic. Therefore, other researchers can explore schizophrenia deeply which is related to the symptoms or the importance of medication.

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# APPENDICES

### Appendix 1. Language Abnormalities of a Schizophrenic in *Canvas* Movie

#### Notes :

|   |                         |                         |
|---|-------------------------|-------------------------|
| 01 : Datum no.1                               | SCB : School Bus        | WG : Weakening of goal  |
| S : Scene                                     | STR : Street            | LS : Looseness          |
| 01/LV/S1: Datum no.1, living room,<br>Scene 1 | HOS : Hospital          | PW : Peculiar of word   |
| LV : Living Room                              | CS : Cake Shop          | PS : Peculiar sentences |
| BED : Bedroom                                 | Ar : Arcade             | PL : Peculiar logic     |
| CR : Chris' room                              | Impv : Impoverishment   | PSv : Perserevation     |
| DR : Dining Room                              | Dsg : Disorganization   | DT : Distractibility    |
| PB : Parents' bedroom                         | Dys : Dysregulation     |                         |
|   | POS : Poverty of speech |                         |

| Code     | Data  | Abnormalities |    |        |  |    |    |     |     | Explanation |  |
|----------|---|---------------|----|--------|--|----|----|-----|-----|-------------|--|
|          |   | Impv          |    | Disorg |  |    |    | Dys |     |             |  |
|          |   | POS           | WG | LS     |  | PW | PS | PL  | PSv |             | DT   |
|          |   | DR            | TG |        |  |    |    |     |     |             |  |
| 01/LV/S1 | <p><b>Mary</b> : What happened to your shirt?What is that?</p> <p><b>Christ</b> : “Oh, I must have torn it on something.”</p> <p><b>Mary</b> :“<b>Take it off. Just take it off.Take it off.</b>I’ll fix it. There you go, <b>put that on.</b> (<i>Mary gives another shirt to chris and asks him to change his shirt</i>)<b>There, put that on</b></p> |               |    |        |  |    |    |     | √   |             | This dialogue shows that perseveration occurs in the main character, Mary. She repeats the word <i>take it off</i> and <i>put that on</i> twice. |

| Code     | Data   | Abnormalities |    |        |    |    |    |     |     | Explanation |  |
|----------|--|---------------|----|--------|----|----|----|-----|-----|-------------|--|
|          |  | Impv          |    | Disorg |    |    |    | Dys |     |             |  |
|          |  | POS           | WG | LS     |    | PW | PS | PL  | PSv |             | DT   |
|          |  |               |    | DR     | TG |    |    |     |     |             |  |
| 02/LV/S1 | Mary : “ ooohh.. I want to eat you. I want to eat you.”<br>Chris :” Right Now.”  |               |    |        |    |    |    |     | √   |             | This dialogue shows there is perseveration. Mary uses the same word <i>I want to eat you</i> repeatedly.   |
| 03/LV/S1 | Mary :“I want to eat you.”( <i>hugg and laugh</i> )<br>Christ: “Right now?”<br>Mary : “Yes, right now. <b>Look the light is perfect. Ok, sit down, sit down</b> right here. <b>The light is perfect, sit down.</b> ” |               |    |        |    |    |    |     | √   |             | In this scene, Mary repeats the same sentence <i>the light is perfect</i> and phrase <i>sit down</i> twice. This is a kind of perseveration since her repetition is influenced by delusion.  |
| 04/LV/S1 | John : “Mary, look who's here.”<br>Mary : <b>Hi. - Hi. – Hi .</b><br>Oh gosh... <b>Hi!</b> ( <i>Mary and Joana are hugging each other</i> )  |               |    |        |    |    |    |     | √   |             | Perseveration is shown by the repetition of the word <i>Hi</i> done by Mary when she greets Joana. Actually, the repetition reflects Mary’s uncontrolled emotion, so it causes perseveration. The greeting word <i>Hi</i> becomes deviant language when it is repeated continuously without having a purpose. This is because hallucination and delusion exists. |

| Code      | Data   | Abnormalities |    |        |   |    |    |     |     | Explanation   |
|-----------|--|---------------|----|--------|---|----|----|-----|-----|---|
|           |  | Impv          |    | Disorg |   |    |    | Dys |     |   |
|           |  | POS           | WG | LS     |   | PW | PS | PL  | PSv |   |
| DR        | TG   |               |    |        |   |    |    |     |     |   |
| 05/BED/S2 | <p><b>John</b> : Mary!</p> <p><b>Mary</b>: I made Chris meatloaf sandwiches for tomorrow. <b>He loves meatloaf sandwiches.</b></p> <p><b>*Did they check for <u>footprints</u> underneath the window?</b></p>  |               |    |        | √ |    |    | *√  |     | <p>This scene shows Mary's hallucination which makes her disorganized. When she is asked by John, she tells what actually she does and suddenly, she starts talking about another topic. It is a kind of tangentiality. *The word "footprints" here belongs to a peculiar logic because it does not make sense with the real situation there. Mary gets hallucination as if she sees someone who walked and left her house with the footprints. In fact, there are no footprints.</p> |
| 06/SCB/S5 | <p><b>Mary</b> : "<b>*Where's my baby?!</b>"<br/>(with her worried face)</p> <p><b>*Where's my son?!</b></p> <p>Hughh! Chris! (By hugging tightly)</p> <p>Hi, Honey, are you ok? Are you ok, Honey? Are you ok? Are you sure?</p> <p><b>Chris</b> : Yeah</p> |               |    |        |   |    | √  | *√  |     | <p>In this scene, Mary is very worried about her son's condition. She believes that there is something dangerous which can threaten her son after Chris comes back from school. The bold words show her illogical thought about the situation. Thus, a peculiar logic occurs. *Because of her paranoid, she is very worried about her son's condition. In this case, perseveration occurs.</p>  |



| Code      | Data   | Abnormalities |    |        |  |    |    |     |     | Explanation |   |
|-----------|--|---------------|----|--------|--|----|----|-----|-----|-------------|---|
|           |  | Impv          |    | Disorg |  |    |    | Dys |     |             |   |
|           |  | POS           | WG | LS     |  | PW | PS | PL  | PSv |             | DT  |
| DR        | TG   |               |    |        |  |    |    |     |     |             |   |
| 07/SCB/S5 | <p><b>Mary</b> : “Where's my baby?!”<br/>(with her worried face).Where's my son?!”<br/>Hughh! Chris! (By hugging tightly)<br/>Hi, Honey, <b>are you ok? Are you ok, Honey? Are you ok?Are you sure?</b><br/><b>Chris</b> : Yeah!</p> |               |    |        |  |    |    |     | √   |             | <p>Perseveration occurs in this scene. It is shown by the repetition of the word <i>are you,ok?</i> continuously.<br/>Mary repeats her words to convince herself about Chris' condition. She is worried about his condition, so her emotion influences her uncontrolled utterances.</p>   |
| 08/SCB/S5 | <p><b>Mary</b> : “Are you sure?”<br/><b>Christ</b> : “Yeah.”<br/><b>Mary</b> : “Ok, my baby.<br/><b>Come on. Come on. Come on. Come on.”</b></p>   |               |    |        |  |    |    |     | √   |             | <p>The word <i>come on</i> is repeated by Mary continuously. It is clearly that perseveration occurs in her utterances.</p>   |
| 09/SCB/S5 | <p><b>Mary</b> : <b>I was worried about you.</b><br/><b>Chris</b> : I'm O-O-K!<br/><b>Mary</b> : <b>I was worried you might not come home.</b><br/>Chris, Chris. Wait. <b>I was just worried.</b></p>                                |               |    |        |  |    |    | √   | *√  |             | <p>Mary's worry happens because of her hallucination. She thinks illogically that her son will not be safe there. Peculiar Logic comes out from her utterances.</p> <p>*This scene shows how Mary feels worried about her son. She bustles with no reason because she gets delusion and believes her child is in danger. Thus, perseveration occurs here.</p> |

| Code     | Data  | Abnormalities |    |        |  |    |    |     |     | Explanation |   |
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| 10/CR/S8 | <p><b>Chris</b> : Mom...Mom....<br/>(<i>Mary is looking at the upstairs as if she imagines something</i>)</p> <p><b>Mary</b> : <b>Hi. Hi.</b> How was school?</p> <p><b>Chris</b> : Fine. What are you doing?</p> <p><b>Mary</b> : I fixed your shirt.See! I used another shirt to cover the hole.</p>  |               |    |        |  |    |    |     | √   |             | In this scene, there is perseveration done by Mary when she greets Chris. It occurs when Mary imagines something so she does not realize what actually happens in her environment (for example, when Chris is coming from school) as if she is day dreaming.                                  |
| 11/LV/S9 | <p><b>Mary</b> : Because I'm not crazy, that's why.</p> <p><b>John</b> : No, you tell me why. Why her illness is not covered on my HMO.</p> <p><b>Mary</b> : <b>I'm fine, I'm fine,</b> I don't know how many times a day, I have to tell you <b>I'm fine</b> (<i>with a louder voice</i>) <b>I don't need medicine.</b> I don't know why you're telling them. I need any medicine. <b>I don't</b> want it, <b>I don't need</b> it, ok?</p> |               |    |        |  |    |    |     | √   |             | This scene shows that Mary gives an irrelevant answer to the situation. In this scene, Mary does not like John telling the others about her illness. She is angry and then, she talks alone marking her disagreement. She repeats her words <i>I'm fine</i> and <i>I don't need medicine.</i> |

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| DR       | TG  |               |    |        |  |    |    |                |                |             |   |
| 12/LV/S9 | <p><b>Mary</b> :“Come here, come here. Come here.”</p> <p><b>Christ</b> : “Yeah.”</p> <p><b>Mary</b>:“Come here. When’re you gonna go, tonight?”</p> <p><b>Christ</b> : “Yeah.”</p>   |               |    |        |  |    |    |                | √              |             | The dialogue shows perseveration occurs in Mary’s utterances. It is proven by the word <i>come here</i> which is repeated continuously.   |
| 13/LV/S9 | <p><b>John</b> : “Chris, just maybe you should stay home.”</p> <p><b>Christ</b> : “Why?!”</p> <p><b>Mary</b> : “<sup>A</sup>Because, it’s not safe for you to go over there, that’s why: <sup>B</sup>it’s not safe, not safe, tell him,it’s not safe.”</p> <p><b>Christ</b> :“But you promised. It’s Friday night.”</p> <p><b>Mary</b> : “Drop it!”</p> <p><b>Chris</b> : “I hate you and I wanted I never came home.”</p> <p><b>Mary</b> : “It’s ok!!What we do is right!.<sup>B</sup> <b>It is not safe</b>”.</p> |               |    |        |  |    |    | √ <sup>A</sup> | √ <sup>B</sup> |             | <p><sup>A</sup> This scene shows that Mary gets delusion because she believes that when anyone goes out from the house, there is something threatening. That’s why, when Chris wants to go out at night, Mary says that it is dangerous.This case belongs to the peculiar logic because she believes that to go outside is dangerous.</p> <p><sup>B</sup> Perseveration also occurs in these utterances that is proven by the word <i>it’s not safe</i> which is repeated for four times.</p> |

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| DR         | TG   |               |    |        |   |    |    |     |     |             |  |
| 14/LV/S9   | <p><b>Chris</b> : But you promised. It's Friday night.</p> <p><b>Mary</b> : <b>Drop it!</b> (<i>her voice turns louder and furious</i>)</p>  |               |    |        | √ |    |    |     |     |             | Mary is angry to her son shown by her furious tone. It makes her utterance brief which belongs to poverty of speech.   |
| 15/LV/S9   | <p><b>John</b> : Now take it easy, ok. Honey.</p> <p><b>Mary</b> : <b>It's not safe over there!</b></p>  |               |    |        |   |    |    | √   |     |             | Because of her hallucination, Mary thinks that it is unsafe to go. It belongs to peculiar logic.   |
| 16/STR/S10 | <p><b>John</b> : “ Please, get out of the rain, Mary, Honey, please get out of the rain. It's ok.</p> <p><b>Mary</b> : “<b>No, I wanna leave here. I wanna leave. I wanna go to the other Florida</b>”</p> <p><b>John</b> : “ There's only one Florida, Right, come on,get in the house. It's too wet for you. Get in the house, honey.”</p> |               |    | √      |   |    |    |     |     |             | Because of heavy rain, she feels afraid of something. She thinks to go outside from this city can make her safe. However, she wants to go to other Florida. In fact, there is only one Florida. Thus, Mary gives an irrelevant answer illogically. |

| Code       | Data  | Abnormalities |    |        |  |    |    |     |     | Explanation |  |
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| DR         | TG  |               |    |        |  |    |    |     |     |             |  |
| 17/STR/S10 | <p><b>John</b> : “Why don’t you take your medication?”<br/> <b>Mary</b> : “ <b>Aaaaaargh.... I don’t need the medicine. Aaaaaargh..I don’t need the medicine.”</b> <i>(with a furious voice)</i></p>  |               |    |        |  |    |    |     | √   |             | This scene shows clearly that there is perseveration because Mary repeats her words continuously. In fact, she wants to show her emotion.  |
| 18/STR/S10 | <p><b>Mary</b> : <b>No, no. You are going to jail.You are!I’m not going to jail! You are! I’m not going to do that. I don’t want to go to my room!!</b><br/> <b>John</b> :<b>Mary, don't you... don't... Unconditionally, Mary shakes her head. She wants to make the voices disappeared.</b><br/> <b>Mary</b> : <b>I’m not doing anything .”</b><i>(by shaking her head)</i></p> |               |    |        |  |    |    | √   | *√  |             | Mary gets hallucination and delusion. She feels something dangerous as if she will be punished by someone and she will be put in jail. Even, she denies that she never does anything wrong, so she is not going to jail. What she sees and hears is unreal, so it can be classified as a peculiar logic.<br>*Perseveration also occurs in this scene by repeating the sentence <i>I’m not going to jail.</i> |

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| DR         | TG   |               |    |        |  |    |    |     |     |  |
| 19/STR/S10 | <p><b>Mary</b> : Do you hear what they say? Do you hear it? <b>The hook-up is...</b></p> <p><b>John</b> : No... stay here.<br/>The hook-up is out here..</p> <p><b>Mary</b> : <b>I will not do that.</b></p> |               |    |        |  |    |    | √   |     | What Mary says proves that she gets hallucination as if she hears misterious voices. Even. She sees something strange in the hook-up. In fact, there is no hook-up. This situation belongs to the type of peculiar logic because it is illogical, without having the real facts. |
| 20/LV/S11  | <p><b>Mary</b> : I'm not going to (<i>She runs into the house</i>)</p> <p><b>John</b> : I know.</p> <p><b>Mary</b> : <b>It's not safe. I'm not going to.</b></p>   |               |    |        |  |    |    | √   |     | This scene shows that delusion makes Mary's thought unrealistic. She thinks that it is not unsafe when she goes out from her house. Probably, there is something dangerous for her. It includes in the type of peculiar logic.   |

| Code      | Data  | Abnormalities |    |        |  |    |    |                |                | Explanation   |
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| DR        | TG  |               |    |        |  |    |    |                |                |   |
| 21/LV/S11 | <p><b>John</b> : Mary! What are you doing?! Don't do that! Don't do that! Mary!!<br/> <i>(Mary tears the portraits and then, she throws some canvas)</i><br/> <b>Mary</b> : <sup>A</sup> <b>I don't want to lay down, I want to fight it! That's what I want to do. I don't want to stop it.</b><br/> <sup>B</sup> <b><u>What?! What?! What?!</u></b><br/> <sup>A</sup> <b>They're listening. They've wired the house! Aaaargh!</b></p> |               |    |        |  |    |    | √ <sup>A</sup> | √ <sup>B</sup> | <p><sup>A</sup> It classified as a peculiar logic because what Mary states is unreason and illogical related to the fact. She wants to fight with someone and also, because of her hallucination, she sees people who are listening to her words and even, wiring her house.<br/> <sup>B</sup> Mary repeats the same word <i>what</i> because her utterance is uncontrollable. So, perseveration occurs here.</p> |
| 22/LV/S11 | <p><b>John</b> : "What're you doing?"<br/> <i>(Mary throws the canvas to John)</i><br/> <b>Mary</b> : "Leave me alone! <b>You're one of them! You're one of them!</b><br/>                     No..I won't go with you.<br/> <b>John</b> : "Mary! Just....."</p>  |               |    |        |  |    |    | √              | √              | <p>Perseveration is shown in this scene like repeating the sentence <i>You're one of them</i>. Mary gets hallucination which can be seen from her fear. Then, she thinks that John, her husband is one of those people who can harm her.</p>  |

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| DR        | TG  |               |    |        |   |    |    |     |     |             |   |
| 23/LV/S11 | <b>John</b> : Mary! Just...<br><b>Mary</b> : <u>Liar! Liar! Liars!</u><br><u>You're all liars!</u>  |               |    |        |   |    |    | √   | √   |             | Mary repeats her words for several times like uttering the word <i>liar</i> and <i>leave me</i> . It indicates that perseveration occurs here. Besides, her utterance is illogical since no one tells her lies. |
| 24/LV/S11 | <b>John</b> : Mary! Mary! Stop this...Mary! Stop it! Stop IT!<br><b>Mary</b> : <b>leave me alone. You..leave me alone. Leave me alone.</b> Go go. I am not going with you. ( <i>She holds a knife and points to John. She wants him not to come near.</i> ) |               |    |        |   |    |    |     | √   |             | The bold words show that perseveration happens in the repetition of Mary's utterance which is influenced by her hallucination.  |
| 25/LV/S11 | <b>John</b> : You're ok! It's ok!<br><b>Mary</b> : <b>No, no, I'm not going with you. I don't wanna go! No!</b>   |               |    |        | √ |    |    |     |     |             | In this scene, tangentiality occurs when Mary gets a spontaneous thought because of her delusion.   |
| 26/DR/S17 | <b>Mary</b> : <b>Hi,..Chris. It's Mom</b> ( <i>she feels frustated so she smokes</i> ) <b>How are you? Are you having fun with your dad?</b>  |               |    | √      |   |    |    |     |     |             | Mary uses slow and lower tone. This is because she gets difficulties in concentrating. It belongs to the type of derailment.  |



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| DR        | TG  |               |    |        |  |    |    |     |     |             |  |
| 27/DR/S17 | <p><b>John</b> : “How are you feeling?”<br/> <b>Mary</b> : “ <b>Tired.</b><br/> John : “Yeah, I know the feeling. But you’re getting a lot of rest, right? So are you painting?”<br/> <b>Mary</b> : “<b>No.</b>”<br/> <b>John</b> :“Well you should, Mary. Give you something to do.”</p> | √             |    |        |  |    |    |     |     |             | <p>Poverty of speech is shown when Mary only gives short and meaningless answer like <i>No.</i><br/> Actually, it should be given more explanations, but Mary only gives a brief answer.</p>   |
| 28/DR/S17 | <p><b>John</b> : Er... Honey, we want you home, too.<br/> <b>Mary</b> : <b>I want to go back to the real Florida.</b></p>   |               |    |        |  |    |    | √   |     |             | <p>The false belief occurs in this scene. It is shown by Mary’s utterances. When John talks about home, Mary wants to stay in the real Florida. In fact, there is only one Florida, so it belongs to the type of peculiar logic.</p> |

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| DR        | TG  |               |    |        |   |    |    |     |     |             |   |
| 29/CS/S24 | <p><b>John</b> : Another hour? Tell me though, wait, wait, excuse me, I'm sorry, an hour we're waiting. It's Thanksgiving. I made the reservation a week ago. No, no, I'll tell you what...</p> <p><b>Seller</b> : I'm sorry. Everyone has a reservation here.</p> <p><b>Mary</b> : I'm starving!</p> |               |    |        | √ |    |    |     |     |             | <p>This scene is about the disappointment related to this celebration on the Thanksgiving Day. When a pumpkin pie is sold out, Mary soon gets angry and then, she says that <i>she is starving</i> spontaneously.</p>   |
| 30/CS/S24 | <p><b>John</b> : Tell ya what, I'm gonna make your life easy. Just give me the pumpkin pie, to go, I'll pay for it and we'll be out of your life, ok?<br/>Because I've been waiting...<br/>Hey, we're gonna go, ok kid?</p> <p><b>Mary</b> : I wanna go. I'm hungry, I'm hungry!</p>                  |               |    |        | √ |    |    |     | *√  |             | <p>Tangentiality happens in this scene which is marked by Mary's respond to the situation. She gives an irrelevant answer related to the question that the elaboration of the answer is out of the context.</p> <p>*Perseveration also occurs in this scene. It is shown by the repetition <i>I'm hungry</i> twice which is influenced by her uncontrolled emotion.</p> |

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| DR        | TG   |               |    |        |   |    |    |     |     |   |
| 31/CS/S24 | <p><b>John</b> : How come you could run out of pumpkin pie, on Thanksgiving? I mean, really!(asking to the seller)</p> <p><b>Mary: Pumpkin pie!</b> That's what you have for Thaksgiving.</p> <p><b>Pumpkin pie!</b> Not apple pie!</p> <p><b>Pumpkin pie!</b> That's what we want! My boy wants <b>pumpkin pie!</b> Ok? That's what we've been waiting for! We've been waiting in this restaurant,to have a nice turkey dinner, and some stuffing, and some <b>pumpkin pie</b>, ok ....We've all been sitting in here <b>and waiting and waiting and waiting...</b></p> |               |    |        |   |    |    |     | √   | <p>Since Mary cannot get a pumpkin pie, she wants to show her disappointment. Thus, it makes her speech disorganized like repeating the words about pumpkin pie. This repetition can be classified as perseveration. In this case, as a schizophrenic, Mary uses the same word or idea repeatedly.</p> <p>She repeats <i>pumpkin pie</i> and <i>waiting</i> many times.</p> |
| 32/SC/S24 | <p><b>John</b> : Fine, you want pumpkin pie!</p> <p><b>Mary</b> : I don't want to eat cafeteria foods.</p> <p><b>I want to eat a pumpkin pie!</b></p>  |               |    |        | √ |    |    |     |     | <p>In this scene, Mary does not give an answer briefly related to the question. Her answer explains about what she likes and dislikes.</p>  |

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| DR        | TG  |               |    |        |   |    |    |     |     |             |  |
| 33/CS/S24 | <p><b>Seller</b> : Sir?!</p> <p><b>Mary</b> :Everyone is eating and I'm hungry!</p> <p><b>I don't want cafeteria food.</b></p> <p><b>John</b> : Here, take it. Let's go! Let's go Chris! Let's go Chris! Let's go!</p>    |               |    |        | √ |    |    |     |     |             | <p>In this scene, Mary is still upset because there is no pumpkin pie, so she becomes out of control which then influences her speech.</p> <p>Her utterance belongs to the type of derailment.</p> |
| 34/DR/S32 | <p><b>Chris</b> : Mom..!!</p> <p><b>Mary</b> : Hi... (<i>by laugh</i>)</p> <p><b>John</b> : Ok guys! And I've got pizza (da-da-dun!).</p> <p><b>Mary</b> :Happy birthday!</p> <p><b>Sit down, sit down over here.</b></p> |               |    |        |   |    |    |     | √   |             | <p>Perseveration is shown by the use of the same word <i>sit down</i>. It reflects Mary's disorganized thought.</p>  |
| 35/DR/S32 | <p><b>Chris</b> : I missed you.</p> <p><b>Mary</b> : <b>What's that?</b></p> <p><b>That. What's that?What's what?</b></p> <p><b>That, right outside.</b></p> <p><b>John</b> :Honey, you're seeing things again.</p>       |               |    |        |   |    |    |     | √   |             | <p>Mary repeats the same word <i>what's that</i> to show her curiosity of something in the backyard.</p> <p>Thus, perseveration occurs because there is repetition of idea.</p>                    |

| Code      | Data   | Abnormalities |    |        |  |    |    |     |     | Explanation |   |
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| DR        | TG   |               |    |        |  |    |    |     |     |             |   |
| 36/DR/S32 | <p><b>Chris</b> : The Arcade, remember?</p> <p><b>John</b> : You're right, I forgot. Mare, I forgot. I don't know.</p> <p><b>Mary</b> : It's ok, it's ok. I know, I got an idea. How about we all sit down together... and we have food, and we have time to eat like a family, and then... I will make you <b>beautiful, beautiful birthday cake...</b> and then you can play with your friends. What do you think?</p> <p><b>Chris</b> : Ok.</p> |               |    |        |  |    |    |     | √   |             | Perseveration can be seen from the repetition of <i>beautiful</i> . Here, the word <i>beautiful</i> is said twice. It actually can be said once, so there is no double meaning of <i>beautiful</i> .  |
| 37/DR/S32 | <p><b>Mary</b> :Look at me. Alright, go ahead and eat.</p> <p><b>And you can tell me about that... thing, in the backyard.</b> I don't like you having Diet Coke, I'm sorry.</p> <p><b>John</b> : Water. Cows drink water, just like milk. You want one..</p>  |               | √  |        |  |    |    |     |     |             | In this scene, Mary has curiosity about something hidden in the backyard. However, she finds it rather difficult for her to say it which is proven by the words <i>that....thing</i> . It is classified as the weakening of goal since Mary's utterance is followed by pause in saying <i>that....thing</i> . |

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|           |  | POS           | WG | LS     |    | PW | PS | PL  | PSv |   | DT |
|           |  |               |    | DR     | TG |    |    |     |     |   |    |
| 38/DR/S32 | <p><b>John</b> : Water. Cows drink water, just like milk. You want one...</p> <p><b>Mary</b> : No, I'm not here, but... really, cheers.</p>  |               |    | √      |    |    |    |     |     | In this scene, Mary wants to say that she dislikes to drink a diet coke, but her utterance lacks of elaboration, so the idea slips off.   |    |
| 39/Ar/S33 | <p><b>Chris friend</b> : That's his mom!</p> <p><b>Mary</b> : This birthday is the one....</p> <p><b>Here!</b> Blow out your candles. Happy birthday!</p> <p>I just couldn't stand the idea of not being here for your birthday. I brought, <b>uhm</b>, hats, everybody! Pass them around, and <b>I've got noisemakers.</b></p> <p><b>Chris</b> : Mom!(<i>by upset</i>)\</p> |               |    | √      |    |    |    |     |     | <p>Derailment occurs in this scene proven by Mary's utterance. She tries to give a surprise to her son with a birthday cake. However, she is difficult to say something which comes to her mind. It is shown by the utterances <i>the birthday is one....</i></p> <p>In fact, there is no more explanation about what she wants to say. Then, the utterances <i>uhm</i> and <i>I've got noisemakers</i> show that the idea slips off.</p> |    |
| 40/Ar/S33 | <p><b>Mary</b> : And I've brought... ..here, pass them around. And a hat for all the kids and we can play games...</p> <p><b>Chris</b> : Stop it, Mom! Stop it, Mom! (<i>angrily</i>)</p>  |               | √  |        |    |    |    |     |     | In this scene, Mary feels very difficult to say that she brings some hats, but, in fact, she only shows the hats without saying <i>And I've brought hats.</i>   |    |

| Code       | Data   | Abnormalities |    |        |  |    |    |                |                | Explanation  |
|------------|--|---------------|----|--------|--|----|----|----------------|----------------|--|
|            |  | Impv          |    | Disorg |  |    |    | Dys            |                |  |
|            |  | POS           | WG | LS     |  | PW | PS | PL             | PSv            |  |
| DR         | TG   |               |    |        |  |    |    |                |                |  |
| 41/HOS/S45 | <p><i>In the hospital, Mary looks confused. Suddenly, she hears someone laughing but there is no one in the bathroom. The hallucination happens again to Mary. She tries to look for the voices in each single part of the room.</i></p> <p><b>Mary</b> : Hello! Hello! (She looks for the voices and there is nobody)</p> <p><sup>A</sup> <b>Who's laughing?</b></p> <p><sup>B</sup> <b>Oh. .stop it!Stop it!Please, stop it!</b></p> |               |    |        |  |    |    | √ <sup>A</sup> | √ <sup>B</sup> | <p><sup>A</sup> In this scene, Mary gets hallucination. She hears the voice as if there is someone who is laughing. <i>Who's laughing</i> shows that there is an illogical thought. That is why, it can be classified as a peculiar logic.</p> <p><sup>B</sup> Perseveration is shown by the repetition of the word <i>stop</i>. In this scene, Mary wants to stop the laugh, so she repeats the word three times.</p> |
| 42/HOS/S45 | <p><b>John</b> : Mary? She's finished. Start packing. We're picking you up first thing in the morning, for the weekend.The doctor ok'd it.</p> <p><b>Mary</b> : <b>I just... I don't think it's such a good idea right now, I.....Maybe next time... You an...You and Chris go</b></p>   |               | √  | √      |  |    |    |                |                | <p>What happens in this scene shows that Mary's utterances are lack of elaboration in each of the sentences. She also cannot order her thoughts well like saying the first subject and then moving to another topic. There is no cohesion between her ideas.</p>   |

| Code       | Data   | Abnormalities |          |          |          |          |          |           |           |          | Explanation   |
|------------|--|---------------|----------|----------|----------|----------|----------|-----------|-----------|----------|---|
|            |  | Impv          |          | Disorg   |          |          |          | Dys       |           |          |   |
|            |  | POS           | WG       | LS       |          | PW       | PS       | PL        | PSv       | DT       |   |
| DR         | TG   |               |          |          |          |          |          |           |           |          |   |
| 43/HOS/S45 | <b>John</b> : You'll make it fun.<br><b>Mary</b> : Ok, I've got to go.<br>You guys have <b>a really, really, really fun time. .</b><br>Ok-bye. |               |          |          |          |          |          |           | √         |          | Mary repeats the same word <i>really</i> because she gets delusion that John and Chris may enjoy their fun time without her. She does not want to disturb their happiness. In this case, perseveration occurs here. |
|            | <b>Total</b>   | <b>1</b>      | <b>3</b> | <b>5</b> | <b>7</b> | <b>0</b> | <b>0</b> | <b>13</b> | <b>25</b> | <b>0</b> |   |
| <b>54</b>  |  |               |          |          |          |          |          |           |           |          |   |



## Appendix 2. The Accompanying Behaviours of a Schizophrenic Portrayed in *Canvas* Movie

### Notes :

|            |                                     |     |                           |    |                            |
|------------|-------------------------------------|-----|---------------------------|----|----------------------------|
| 01         | : Datum no.1                        | SCB | : School Bus              | EC | : Excessive Crying         |
| S          | : Scene                             | STR | : Street                  | OD | : Other Deviant behaviour  |
| 01/LV/S/1: | Datum no.1, living room,<br>Scene 1 | HOS | : Hospital                | AG | : Aggression               |
| LV         | : Living Room                       | CS  | : Cake Shop               | AF | : Affective Flattening     |
| BED        | : Bedroom                           | Ar  | : Arcade                  | UW | : Unnecessary use of water |
| CR         | : Chris' room                       | TB  | : Thumb sucking           | PT | : Painting                 |
| DR         | : Dining Room                       | NB  | : Nail Biting             |    |                            |
| PB         | : Parents' bedroom                  | MH  | : Meaningless Hand Motion |    |                            |
|            |                                     | ML  | : Meaningless Laughter    |    |                            |

| Code     | Data  | Behaviours |    |    |    |    |    |    |    | Explanation |  |
|----------|---|------------|----|----|----|----|----|----|----|-------------|--|
|          |   | TB         | NB | MH | ML | EC | OD |    |    |             |  |
|          |   |            |    |    |    |    | AG | PT | AF |             | UW   |
| 01/LV/S1 | <p><i>In a living room, she is still trying to practice her regular television class of portraits. In her canvas, she draws her son's face. She thinks that it can make her comfort when painting.</i></p> <p>Chris : Hi Mom!<br/> Mary: Oh hi! Oh I missed you! (<i>by hugging and laughing</i>)<br/> Did you have fun?<br/> Chris: Yeah.<br/> Mary: Good.</p> |            |    |    |    |    |    | √  |    |             | <p>In this scene, Mary draws her son's face to make her feel comfortable. Through her artwork, she can share what she feels and thinks. Besides, painting becomes her hobby which can endure her feeling. That is why; painting can be classified as the other deviant behaviours.</p> |

| Code      | Data   | Behaviours |    |    |    |    |    |    |    | Explanation |   |
|-----------|--|------------|----|----|----|----|----|----|----|-------------|---|
|           |  | TB         | NB | MH | ML | EC | OD |    |    |             |   |
|           |  |            |    |    |    |    | AG | PT | AF |             | UW  |
| 02/SCB/S5 | <p><i>In the other side, Mary feels worried about her son. She waits Chris' coming by walking to and fro. Her hand holds together in each side moving up and down like hand rocking</i></p> <p>Mary : Where's my baby?! (with her worried face)Where's my son?!</p> <p>Hughh! Chris!(By hugging tightly) Hi, Honey, are you ok? Are you ok, Honey? Are you ok Are you sure?</p> <p>Chris : Yeah!</p> |            |    | √  |    |    |    |    |    |             | <p>In this scene, Mary shows her worry about her son. She walks to and fro which proves that she wants to meet her son soon. Because of her delusion, she becomes afraid. This makes her feeling and behaviour uncontrollable like her hand moves up and down which does not have meaning at all. Probably, it can indicate that she feels very worried. It is a kind of meaningless hand motion.</p> |
| 03/DR/S6  | <p><b>John</b> : "Hey, there's a boatshow this weekend. Maybe we can all go, ok?"</p> <p><b>Mary</b> : "Why don't you take Chris?"</p> <p><b>John</b> : "Oh!Er, I was hoping the way you love boats... Maybe we could all go, ..ok?"</p> <p>( <i>Suddenly, Mary stops eating. Then, with no reason, she laughs. Even, her laughs louder and louder</i>)</p>  |            |    |    | √  |    |    |    |    |             | <p>This scene shows that Mary behaves strangely. She can laugh excessively without any reason. In fact, after hearing about the boat show, she just laugh and laugh which has no explanation why she does it.</p>   |
| 04/LV/S9  | <p><b>John</b> : Yeah. Fine. Why do you do that? Why do you dou...</p> <p><b>Mary</b> : I don't care. I don't like you calling people in the Government and telling them all kinds of things about me or the FBI to know my business...Don't answer it! (<i>her speech turns very fast and loud voice. Then, her eyes stares John strongly as if she wants to threaten John</i>)</p>                 |            |    |    |    |    |    |    | √  |             | <p>Mary's speech becomes rapid when she is under pressure. She denies about her illness. Therefore, she wants John to stop telling to the others about her illness. Her eyes stare to John strongly and then, her voice is louder. It belongs to an affective flattening.</p>   |
| 05/LV/S9  | <p><b>Chris</b> : Mom...</p>   |            |    | √  |    |    |    |    |    |             | <p>Mary's gesture shows that it is a</p>  |

| Code       | Data  | Behaviours |    |    |    |    |    |    |    | Explanation  |    |
|------------|---|------------|----|----|----|----|----|----|----|--|----|
|            |   | TB         | NB | MH | ML | EC | OD |    |    |  |    |
|            |   |            |    |    |    |    | AG | PT | AF |  | UW |
|            | <p><b>John</b> : Chris, maybe Mommy's right.<br/> <b>Chris</b> : But I want to go.<br/> <b>Mary</b> : Don't you have homework to do?<br/> <i>(her both hands touch each other)</i><br/> <b>Chris</b> : I did it already. Seriously.</p>   |            |    |    |    |    |    |    |    | meaningless hand motion. The gesture does not have specific purposes. It is influenced by her delusion that it is dangerous to go out.   |    |
| 06/LV/S9   | <p><b>Chris</b> : "Why ?"<br/> <b>Mary</b> : "Because, it's not safe for you to go over there, that's why:it's not safe, not safe, tell him it's not safe!"<br/> <b>Chris</b>: "But you promised. It's Friday night."<br/> <b>Mary</b> : "Drop it!"( <i>with her raising voice, she is angry and hit the book she brings to her thigh strongly</i>)</p> |            |    |    |    |    |    |    |    | The particular behaviour like aggression can be seen in this scene. When Chris asks for permission from Mary, she drops and hits the book to her thigh strongly. She is so angry because her son does not obey her.                                |    |
| 07/LV/S9   | <p><b>Chris</b>: "I hate you!I wish I never came home!"<br/> <b>Mary</b> : "It's ok. What we're doing is right!"(<i>by high voice, she is angry and then, she drops the book into the floor fast</i>)<br/> <b>John</b> : "Now, take it easy,ok.</p>   |            |    |    |    |    | √  |    |    | The aggression occurs in this scene. It can be seen how Mary shows her anger. She drops the book into the floor fast and then, makes a high voice.   |    |
| 08/STR/S10 | <p><b>John</b> : Please, get out of the rain. Mary, Honey, please get out of the rain. It's ok.<br/> <i>(John asks Mary to come in the house)</i><br/> <b>Mary</b> : I want to leave. I want to go away to the other Florida.<br/> <i>(she cries as if she is afraid of something)</i></p>  |            |    |    |    | √  |    |    |    | Because of her paranoid, she becomes afraid of staying at home. Then, she cries because she wants to go out from the place. It is a kind of excessive crying.  |    |
| 09/STR/S10 | <p><b>John</b> : "Right.Come on, get in the house. It's too we for you. Get in the house. Honey. Why don't you take your medication?"<br/> <b>Mary</b> : "Aaaaaaaaargh,,I don't need the medicine! I don't need the medicine."<i>(She rampages to her husband by hitting several</i></p>  |            |    |    |    |    | √  |    |    | In this scene, Mary feels angry and bored when John talks about the medication to her. She thinks that she is fine so she does not need any medicine. The aggression can be shown from what Mary does to John like hitting John's body for several |    |

| Code       | Data   | Behaviours |    |    |    |    |    |    |    | Explanation   |    |
|------------|--|------------|----|----|----|----|----|----|----|---|----|
|            |  | TB         | NB | MH | ML | EC | OD |    |    |   |    |
|            |  |            |    |    |    |    | AG | PT | AF |   | UW |
|            | <i>times into John's body and then, she says her words with high voice)</i>  |            |    |    |    |    |    |    |    | times.  |    |
| 10/STR/S10 | <p><b>Mary</b> : “No,no. You are going to jail.You are!I'm not going to jail!You are!I'm not going to do that.I don't want to go to my room!!”</p> <p><b>John</b>: “Mary, don't you,,,don't....”</p> <p><b>Mary</b>: “I'm not doing anything.”(<i>by shaking her head with her hands</i>)</p> <p><b>John</b> : “No, you're not....I know you're not.”</p>  |            |    | √  |    |    |    |    |    | In this scene, Mary begins to get hallucination as if someone is frightening her and wants to put her in jail. She shakes her head fast with her hands. Therefore, this behaviour belongs to the meaningless hand motion. |    |
| 11/LV/S11  | <p><b>John</b> : Mary! What are you doing?! Don't do that! Don't do that! Mary!!</p> <p>(<i>Mary rampages again by tearing her picture on a canvas with a knife</i>)</p>   |            |    |    |    |    | √  |    |    | The behaviour of aggression is shown when Mary tears her picture with a knife. She shows her anger to John because she is driven by her hallucination.  |    |
| 12/LV/S11  | <p><b>Mary</b> : I don't want to lay down, I want to fight it! (<i>She throws the canvas to the floor</i>) That's what I want to do. I don't want to stop it. What?! What?! What?!</p> <p>They're listening. They've wired the house! Aaaaaaargh!</p> <p><b>John</b> : What're you doing?!</p> <p><b>Mary</b> : Leave me alone! You're one of them! You're one of them! No... I won't go with you.</p> |            |    |    |    |    | √  |    |    | What Mary does in this scene proves that there is aggression. She is angry and then, she throws the canvas to the floor. She says that she wants to fight so she uses everything as her medium to show her aggression.    |    |
| 13/LV/S11  | <p><b>John</b> : What're you doing?!</p> <p>(<i>Mary throws something fast to John's head</i>)</p>   |            |    |    |    |    | √  |    |    | The aggression can be seen from Mary's behaviour in this scene. She throws something fast to John's head  |    |

| Code      | Data  | Behaviours |    |    |    |    |    |    |    | Explanation  |    |
|-----------|---|------------|----|----|----|----|----|----|----|--|----|
|           |   | TB         | NB | MH | ML | EC | OD |    |    |  |    |
|           |   |            |    |    |    |    | AG | PT | AF |  | UW |
|           | <b>Mary</b> : Leave me alone! You're one of them!You're one of them! No... I won't go with you  |            |    |    |    |    |    |    |    | which can harm John.   |    |
| 14/LV/S11 | <b>Mary</b> : Leave me alone!<br>You're one of them!You're one of them!<br>No... I won't go with you. ( <i>Mary hits John by throwing a big stick</i> )<br><b>John</b> : Mary! Just...  |            |    |    |    |    | √  |    |    | In this scene, Mary hits John by throwing a big stick. She begins to threaten John with the stick, It is a kind of aggression.   |    |
| 15/LV/S11 | <b>Mary</b> : “Liars!You’re all liars!<br>( <i>by pointing to the wall</i> )<br><b>John</b> : “Mary!Mary!Stop this.....Mary!<br>Stop it!Stop it!”   |            |    | √  |    |    |    |    |    | Mary sees someone who is frightening for her. Because of her hallucination, she screams and points to the wall. In fact, there is no one near the wall.  |    |
| 16/LV/S11 | <b>John</b> : “Mary!Mary!Stop this.....Mary!<br>Stop it!Stop it!”<br><b>Mary</b> : “Leave me alone!Leave me alone!”( <i>she throws a glass to john’s head</i> )   |            |    |    |    |    | √  |    |    | In this scene, Mary performs a violent act like throwing a glass to John’s head. This behaviour can be classified as aggression.   |    |
| 17/LV/S11 | <b>John</b> : You're ok! It's ok!<br><b>Mary</b> : No, no, I'm not going with you. I don't wanna go! No! ( <i>She holds a knife and points to John. She wants him not to come near.</i> )<br><b>John</b> : Put it down! Put it down! ( <i>He tries to put the knife</i> ) |            |    |    |    |    | √  |    |    | Because of her hallucination, it drives Mary to be aggressive. She wants to fight against John and threaten him by holding a knife. The knife is directed to John’s face. What she performs is a kind of aggression. |    |
| 18/LV/S11 | <b>Chris</b> : Stop it, Mo-om!<br>( <i>Unfortunately, Mary cuts Chris’ hand with the knife. She is shocked</i> )<br><b>John</b> : Put the knife down! What's wrong  |            |    |    |    |    | √  |    |    | In this scene, the serious violence happens. Mary makes Chris’ hand injured. Actually, she does not intend to do it but she is driven by her   |    |

| Code       | Data  | Behaviours |    |    |    |    |    |    |    | Explanation |  |
|------------|---|------------|----|----|----|----|----|----|----|-------------|--|
|            |   | TB         | NB | MH | ML | EC | OD |    |    |             |  |
|            |   |            |    |    |    |    | AG | PT | AF |             | UW   |
|            | with you?! What's wrong with you?!  |            |    |    |    |    |    |    |    |             | hallucination. This is a kind of aggression.   |
| 19/LV/S11  | <p><b>John</b> : Are you alright?<br/>Oh God! Where did she go?</p> <p><b>Mary</b> : No! Go away! Tell them to go away.Please God, no! I don't wanna go away! (<i>She locks herself in her room, and then mess everything</i>)</p> <p><b>Police</b> : Please John, let me speak to her.</p> |            |    |    |    |    | √  |    |    |             | Since Mary hurts Chris' hand, she locks herself in her room. She begins to mess everything because she does not want to go with the police. This behaviour is a kind of aggression.  |
| 20/LV/S11  | <p><b>Mary</b>: "I don't want to go there. No!John!Help me!No,no!I don't want to go!" (<i>She is caught by the police and then, she shakes her back to the seat in the police car</i>)</p> <p><b>John</b>: "Hey, Christopher!I'm going to go with Mommy.We'll back soon."</p>               |            |    |    |    |    | √  |    |    |             | Mary shakes her back to the car seat because she does not want to go to the police station. She tries to release herself from the handcuff. It also belongs to the type of aggression.   |
| 21/DR/S17  | <p><b>Chris</b> : Hi</p> <p><b>Mary</b> : Hi,..Chris. It's Mom (<i>she feels frustrated so she smokes</i>)<br/>How are you?</p> <p><b>Mary</b> : Are you having fun with your dad? (<i>She smokes again</i>)</p> <p><b>Chris</b> : I guess. He's building something.</p>                    |            |    |    |    |    |    |    | √  |             | Mary feels frustrated because she is in the hospital now. She still gets delusion that makes her wants to stay in "another Florida". Thus, this condition makes her feels very bored which is shown by her action of smoking in the hospital.. This situation belongs to the type of affective flattening. |
| 22/HOS/S18 | <p><b>Mary</b> : I took it.<br/>Yes, I know. Let me get this.</p> <p><b>Nurse</b> : There you go. Let me see you take it. Take it. Let me see. Swallow, Mary.<br/>Let me see.Good girl.</p>   |            |    |    |    | √  |    |    |    |             | Mary feels desperate because she does not want to stay in the hospital. She cries since she only wants to go to "the other Florida."   |

| Code       | Data  | Behaviours |    |    |    |    |    |    |    | Explanation |  |
|------------|---|------------|----|----|----|----|----|----|----|-------------|--|
|            |   | TB         | NB | MH | ML | EC | OD |    |    |             |  |
|            |   |            |    |    |    |    | AG | PT | AF |             | UW   |
|            | <i>(After Mary takes her pills, she feels desperate. Then, she cries)</i>   |            |    |    |    |    |    |    |    |             |  |
| 23/CS/S24  | <p><b>John</b> : Another hour? Tell me though, wait, wait, excuse me, I'm sorry, an hour we're waiting.<br/>It's Thanksgiving. I made the reservation a week ago. No, no, I'll tell you what...</p> <p><b>Seller</b> : I'm sorry. Everyone has a reservation here.</p> <p><b>Mary</b> : I'm starving!<br/><i>(she clenches her fist)</i></p>                                      |            |    | √  |    |    |    |    |    |             | <p>When Mary cannot get a pumpkin pie, she feels angry to the seller in the cake shop. She says that she is starving while she clenches her fist.<br/>This behaviour can be classified as meaningless hand motion because the fist does not have a specific purpose. It is only her way to show her anger.</p> |
| 24/CS/S24  | <p><b>John</b> :What do you say we get some turkey?<br/><b>Chris</b> :I want stuffing.<br/><b>John</b> :Good stuff!<br/><b>Mary</b> :Yeah, me too! Let's go! <b>Do you like my painting?(She brings her painting in everywhere she goes)</b><br/><b>Chris</b> : Yeah.</p>   |            |    |    |    |    |    | √  |    |             | <p>This scene shows how important the painting is. It is clearly shown when Mary always brings it everywhere she goes. The reason is that Mary wants to keep her memory about Chris especially when she is still able to be a mother to him.</p>   |
| 25/HOS/S29 | <p><b>Donna</b> : Yes, my parents are coming to pick me up.She waits at that door every day. That's beautiful.<br/><b>Mary</b> :Thank you.<br/>It's for my son.<br/>Here.<br/>Take it.<br/>Go crazy.<br/><b>When you paint, they go away(She paints the same scene, a beach and a lighthouse in over and over)</b><br/><b>Donna</b> :Who?<br/><b>Mary</b> :<b>The voices.</b></p> |            |    |    |    |    |    | √  |    |             | <p>In the hospital, Mary starts to paint again. She draws the same scene over and over. Again, she paints a beach and a lighthouse. She believes that when she paints, the voices will go away.<br/>Her painting makes her can hold onto the memory between her and Chris.</p>                                 |

| Code           | Data  | Behaviours |          |          |          |          |           |          |          | Explanation |   |
|----------------|---|------------|----------|----------|----------|----------|-----------|----------|----------|-------------|---|
|                |   | TB         | NB       | MH       | ML       | EC       | OD        |          |          |             |   |
|                |   |            |          |          |          |          | AG        | PT       | AF       |             | UW  |
| 26/HOS/<br>S45 | <i>In the hospital, May looks confused. Suddenly, she hears someone laughing but there is no one in the bathroom. The hallucination happens again to Mary. She tries to look for the voices in each single part of the room.</i><br>Mary : Hello! Hello!<br>(She closes her ears and later, opens the tap water in terms of avoiding the voice) |            |          |          |          |          |           |          |          | √           | Mary wants to escape herself from the voices because she hears someone who is laughing near her. She closes her ears and then, opens the tap water. This behaviour belongs to the type of unnecessary use of water since there is anxiety done by Mary which is due to hallucination. |
| 27/HOS/<br>S45 | <b>Mary</b> : Who's laughing?<br>Stop it!<br>Please, stop it!<br><i>(Mary drowns her body into a shower).</i>   |            |          |          |          |          |           |          |          | √           | Mary puts her body into a shower, in order to avoid the voices. This behaviour can be classified as the type of unnecessary use of water because what Mary does reflects her worry and anxiety.   |
|                | <b>Total</b>  | <b>0</b>   | <b>0</b> | <b>5</b> | <b>1</b> | <b>2</b> | <b>12</b> | <b>3</b> | <b>2</b> | <b>2</b>    |   |
| <b>27</b>      |   |            |          |          |          |          |           |          |          |             |   |



**APPENDIX 3****SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini, saya:

Nama : Fitria Nur Kiswandari

Pekerjaan : Mahasiswa

NIM : 09211144022

dengan ini menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian dengan judul “A Psycholinguistic Analysis of Schizophrenic Speech and Behaviour Portrayed in the Main Character in *Canvas* movie”.

Demikian surat pernyataan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Yogyakarta, 25 April 2014

Yang membuat pernyataan

Fitria Nur Kiswandari

## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Kristiana Tri Wahyuni

Pekerjaan : Mahasiswa

NIM : 09211144026

dengan ini menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian dengan judul “A Psycholinguistic Analysis of Schizophrenic Speech and Behaviour Portrayed in the Main Character in *Canvas* movie”.

Demikian surat pernyataan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Yogyakarta, 25 April 2014

Yang membuat pernyataan

Kristiana Tri Wahyuni

## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Maya Permata Sari

Pekerjaan : Mahasiswa

NIM : 09211141006

dengan ini menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian dengan judul “A Psycholinguistic Analysis of Schizophrenic Speech and Behaviour Portrayed in the Main Character in *Canvas* movie”.

Demikian surat pernyataan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Yogyakarta, 25 April 2014

Yang membuat pernyataan

Maya Permata Sari