

**SPEECH ABNORMALITY OF THE SCHIZOPHRENIC
CHARACTER IN *MIDDLE SCHOOL* MOVIE**

THESIS

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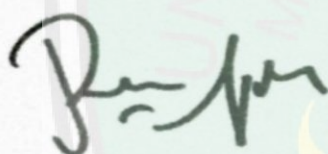
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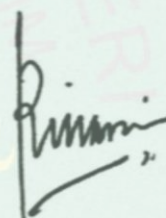
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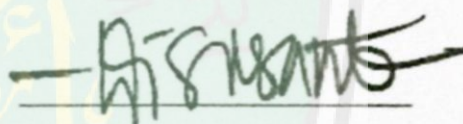
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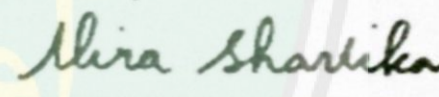
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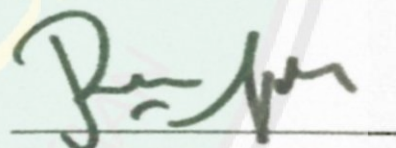
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MOTTO

الصبر علاج لكل شيء

Patience is a cure for everything



DEDICATION

This paper is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

Allah SWT and Nabi Muhammad SAW who always guide me and take care of me to be a good person.

to My beloved father (Sarwan) and my mother (Marwiyah) who always has honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.

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Finally, I Realize that this thesis is far from being perfect. Therefore, any criticism and suggestion are gratefully accepted to improve this thesis.

ABSTRACT

Hasanah, I. 2020. *Speech Abnormality Of The Schizophrenic Character In Middle School Movie*. Minor Thesis. Linguistics, English Literature Department, Faculty of Humanity, Universitas Islam Negeri Maulana Malik Ibrahim Malang,

Advisor : Dr. Rohmani Nur Indah, M. Pd.

Key Words : Schizofrenia, Speech Abnormality, Middle School

This study aimed to analyze speech abnormality of schizophrenic's main character in Middle School movie. The researcher took schizophrenia as the main topic. Schizophrenia is a mental disorder caused by the imbalance of neurotransmitter levels in the brain. The brain has the most crucial role in language process, this affects the content of the message to be conveyed. This study observed the types of speech abnormality of Rafe as the main character in the Middle School film. There were two objectives in this research; first, to identify the speech abnormality found in the Rafe's utterances in the movie; second, to identify how Rafe's utterances hindered the process of conveying information.

The researcher used a descriptive qualitative approach because it examined the data in the form of speech used by Rafe in Middle School movie as the subject of this study. The data were taken by comparing film transcripts with the utterances produced by Rafe. The researcher could classify the types of speech abnormality in people who had schizophrenic disorders. This classification was based on Liddle's theory (2002). The researcher also used Carter's (2009) theory about languages influenced by the brain.

The findings from this study indicated that of the nine utterances spoken by Rafe, all types of speech disorders were found. Based on Liddle's theory, these types included poverty of speech, weakening of goal, looseness, peculiar logic, peculiar sentence, peculiar word, preservation of ideas, and distractibility. Further findings showed that Rafe's hallucinations influenced the use of abnormal language, so he often had the wrong understanding in communication. It was closely related to his role of the brain in the language process.

In conclusion, Rafe tended to use language that made no sense and difficult to understand. His imaginary world embedded in his mind, and it affected his communication. This situation closely related to the brain in the language process. Therefore, the researcher hoped that the readers could understand more clearly the types of schizophrenic speech abnormality.

ABSTRAK

Hasanah, I. 2020. *Speech Abnormality Of The Schizophrenic Character In Middle School Movie*. Skripsi. Linguistik, Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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Kata kunci : Skizofrenia, Kelainan Bicara, Middle School

Penelitian ini bertujuan untuk menganalisis kelainan bicara pada karakter utama skizofrenia dalam film *Middle School*. Peneliti mengambil skizofrenia sebagai topik utama dalam penelitian ini. Skizofrenia merupakan salah satu gangguan mental yang diakibatkan oleh tidak seimbangnya kadar neurotransmitter pada otak. Otak memiliki peran terpenting dalam pemrosesan suatu bahasa sehingga hal ini berpengaruh terhadap isi pesan yang akan disampaikan. Penelitian ini mengamati tipe tipe kelainan bicara yang dialami Rafe sebagai karakter utama dalam film *Middle School*. Ada dua tujuan dalam penelitian ini, pertama, untuk mengidentifikasi tipe – tipe kelainan bicara yang ditemukan dalam ujaran Rafe pada film. Tujuan kedua, untuk mengidentifikasi bagaimana kelainan bicara menghalangi Rafe dalam proses penyampaian informasi.

Peneliti menggunakan metode pendekatan kualitatif deskriptif untuk meneliti ujaran yang digunakan oleh Rafe dalam film *Middle School*. Data diambil dengan cara membandingkan transkrip film dengan ujaran yang dihasilkan oleh Rafe. Peneliti dapat mengklasifikasikan tipe tipe kelainan bicara pada orang yang memiliki gangguan skizofrenia. Pengklasifikasian ini, mengacu pada teori Liddle's (2002). Peneliti juga menggunakan teori Carter (2009) tentang bahasa yang dipengaruhi oleh otak.

Temuan dari penelitian ini menunjukkan bahwa, dari sembilan ujaran yang diucapkan oleh Rafe, semua tipe kelainan bicara dialaminya. Berdasarkan teori Liddle's, tipe tipe tersebut meliputi poverty of speech, weakening of goal, looseness, peculiar logic, peculiar sentence, peculiar word, preservation of ideas dan distractibility. Temuan selanjutnya menunjukkan bahwa penggunaan bahasa yang tidak normal oleh Rafe dipengaruhi oleh halusinasi sehingga kerap kali memiliki pemahaman yang salah dalam berinteraksi.

Berdasarkan temuan dalam penelitian. Peneliti menyimpulkan Rafe cenderung menggunakan bahasa yang tidak masuk akal dan sulit dimengerti. Dunia imajinasinya selalu melekat dalam pikirannya, dan itu mempengaruhi komunikasinya. Hal ini sangat erat kaitannya dengan peran otak dalam proses bahasa. Oleh karena itu, peneliti berharap pembaca bisa mengerti dan memahami lebih jelas tentang tipe abnormalitas tutur pada penderita skizofrenia.

مستخلص البحث

الحسنة, 2020. ا. شذوذ الكلام في الشخصية الفصامية في فيلم Middle School أطروحة
ثانوية. اللغويات ، قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة مولانا مالك إبراهيم الإسلامية
الحكومية في مالانغ

أششف : دزيس سزب دس أذح أبخسزبش

الكلمات المفتاحية : الفصام ، شذوذ الكلام ، المدرسة الإعدادية

الفصام هو اضطراب عقلي ناتج عن اختلال مستويات الناقلات العصبية في الدماغ. للدماغ أهم دور في معالجة اللغة ، مما يؤثر على محتوى الرسالة التي سيتم نقلها. الغرض من هذه الدراسة هو تحليل ومراقبة أنواع تشوهات الكلام في رفيق كشخصية رئيسية في فيلم المدرسة الإعدادية. من خلال الكلمات التي كل يوم ، يستنتج الباحث أنواع اضطرابات الكلام التي يعاني منها وكيف تؤثر اللغة التي Rafe يستخدمها يعرضها على المعنى الذي ينقله.

Middle School في فيلم Rafe بعد ذلك ، استخدم الباحثون نهجاً وصفيًا نوعيًا لفحص التصريحات التي يستخدمها حتى يتمكن الباحثون Rafe يتم أخذ البيانات عن طريق مقارنة نص الفيلم مع الكلمات التي ينتجها. School. من تصنيف أنواع اضطرابات الكلام لدى الأشخاص المصابين بالفصام. يشير هذا التصنيف إلى نظرية ليدل حول اللغات التي تتأثر (2009) Carter (2002). بالإضافة إلى ذلك ، يستخدم الباحثون أيضًا نظرية بالدماغ.

، واجهت جميع أنواع اضطرابات الكلام. Rafe تشير نتائج هذه الدراسة إلى أنه من بين 9 كلمات تلفظ بها ، تتضمن هذه الأنواع فقر الكلام ، وضعف الهدف ، الرخاوة ، المنطق Liddle's استنادًا إلى نظرية الغريب ، الجملة الغريبة ، الكلمة الغريبة ، الحفاظ على الأفكار والتشبيت. تظهر نتائج أخرى أن استخدام لغة يتأثر بالهلوسات بحيث غالبًا ما يكون لديهم فهم خاطئ في التفاعل. يرتبط هذا Rafe غير طبيعية من قبل ارتباطًا وثيقًا بدور الدماغ في عملية اللغة. لذلك ، يأمل الباحثون أن يتمكن القراء من فهم أنواع الاضطرابات الفصامية وفهمها بشكل أوضح.

يميل إلى استخدام لغة لا معنى لها ويصعب Rafe بناء على نتائج الدراسة. وخلص الباحثون إلى أن فهمها. عالمه الخيالي دائمًا ما يكون مغمورًا في ذهنه ، ويؤثر على تواصله. يرتبط هذا ارتباطًا وثيقًا بدور الدماغ في عملية اللغة. لذلك ، يأمل الباحثون أن يتمكن القراء من فهم وفهم أنواع اضطرابات الفصام بشكل أوضح.

TABLE OF CONTENT

THESIS COVER	i
STATEMENT OF ACADEMIC INTEGRITY	ii
APPROVAL SHEET	iii
LEGIMATION SHEET	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
TABLE OF CONTENT	xi
CHAPTER I: INTRODUCTION	
A. Background of the Study	1
B. Research Question	3
C. Objective of the Study	3
D. Scope and Limitation	4
E. Significance of the Study	4
F. Definition of Key Term	4
G. Previous Studies	5
H. Research Method	6
1. Research Design	6
2. Research Instrument	7
3. Data Source	7
4. Data Collection	8
5. Data analysis	8
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Psycholinguistics	10
B. Language and Brain	11
C. Mentall Illness	12
a. Brain Chemistry	13
b. Genetics	13
c. Psychological and Social Factor	13

d. Anxiety Disorder	14
e. Mood Disorder	14
f. Psychotic Disorders / Schizophrenia	15
D. Schizophrenia	16
E. The Speech Abnormalities in Schizophrenic Speech	17
a. Poverty of Speech	17
b. Weakening of Goal	18
c. Looseness	19
d. Peculiar Use of Words	21
e. Peculiar Sentences	22
f. Non-logical Reasoning (Peculiar Logic)	23
g. Preservation of Ideas	24
h. Distractibility	24
 CHAPTER III: FINDING AND DISCUSSION	
A. Research Finding	25
B. Discussion	38
1. Types of Speech Abnormalities of Schizophrenic Utterance	39
a. Poverty of Speech	39
b. Weakening of Goal	41
c. Looseness	41
d. Peculiar Use of Words	42
e. Peculiar Sentences	43
f. Non-logical Reasoning (Peculiar Logic)	44
g. Preservation of Ideas	45
h. Distractibility	46
2. How the schizophrenic's Speech Abnormality Hinder the Process of Conveying Information	47
 CHAPTER IV: CONCLUSION AND SUGGESTION	
A. Conclusion	62
B. Suggestion	63
 REFERENCES	65
CURRICULUM VITAE	68
APPENDIXES	69

CHAPTER I

INTRODUCTION

A. Background of The Study

According to WHO, it is estimated that more than 21 million people worldwide had schizophrenia disease. Schizophrenics also had 2-3 times higher risk of dying at a young age. Besides, half of the schizophrenics had other mental disorders, such as drug abuse, depression, and anxiety disorders (Willy, 2018). Schizophrenia was a mental disorder that occurred in a long time. It involved hallucinations, delusions, thought disorder and changes the normal behavior. Schizophrenic had the difficulty in distinguished reality and imagination from his mind. Besides, schizophrenic also had a problem with processing speech (Willy, 2018).

It is caused by nerve disorders that could disturb his mind. In general, schizophrenics had difficulty in expressed their feeling. They also had difficulty in expressed a word or sentence. They had a problem in thinking that affected the way they think, which also affects their speech or having speech abnormality (Thompson in Maina et al., 2019).

Speech abnormalities characterized by an inability to had an interactive dialogue, understood other people's speech, expressed their thoughts through the ability to speak, or convey it through written language. Some characteristics of speech abnormalities included using the incorrect words, inability to express opinions, inaccuracy in use grammatical patterns, minimal vocabulary, and

inability to follow instructions. They also had difficulty in regulating syntax (Poplack in Maina et al., 2019).

There are several previous studies on schizophrenia. Astuti (2014) discussed the speech abnormalities in patients who experience schizophrenia. She found that schizophrenics have some problems which different between one and another. One of the research subjects only experienced three symptoms of schizophrenia such as auditory, visual, and tactile hallucinations. It caused by differences in the types of case which can damage the brain.

Another study about schizophrenia was conducted by Alkhulaib (2018) focused on how humans understand, acquire, and produce a language. It showed how the language processed and represented in the human brain. It related to someone who had schizophrenia disease from thought disorders which leads to their language disorder. Thus, the abnormalities performed by schizophrenics can be identified.

This study concerned with schizophrenia in the main character of *Middle School* movie. Rafe was the name of the main character who suffering schizophrenia. He had an imaginary friend named Leo, who always support anything about his decision and also help his mission to destroy all the rules in his school. It was because of no one support Rafe even his mother. This research had a new insight into schizophrenia disease which has the fact that speech could be an expression of human thought, because of schizophrenic the phenomena of hallucination and delusion were rarely explained.

The researcher's reason for study the sentence structure of the schizophrenics is to prove the truth that language and brain have the connection. Whenever the mind has disturbance, the speech was affected. It was proven by the process of speaking and describe how the sentence structure of schizophrenics. These aspects belonged to the discussion of psycholinguistics (Indah & Abdurahman, 2008).

This study is based on the assumption that the schizophrenic speech involved several speech abnormalities. The mental disorder caused difficulties to communicate with them. Therefore in this study, the speech abnormalities viewed from the sentence and utterance produced by the schizophrenic character in the *Middle School* movie.

B. Problems of the Study

Based on the background of the study, the formulation of the problem to be discussed is as follows:

1. What are the types of speech abnormality found in Rafe's utterances in the movie?
2. How does the Rafe's speech abnormality hinder the process of conveying information?

C. The Objective of the Study

Based on the formulation of the problems above, the objectives of the research are:

1. to identify the types of speech abnormality found in the Rafe's utterances in the movie
2. to identify how the Rafe's speech abnormality hinder the process of conveying information.

D. Significance of the Study

This research had a theoretical benefit, which is to contribute thoughts in the field of linguistic studies, especially psycholinguistics. In addition, it is expected to provide a reference for researcher to study speech abnormality in psychiatric disorders such as schizophrenia. The practical benefit of the study results provided knowledge to the public and readers about psycholinguistic studies (psychology and linguistics) in understanding the sentence of schizophrenics.

E. Scope and Limitation of The Study

This research focused on the main character of *Middle School* Movie, named Rafe. This research only analyzed the utterances of the main character with schizophrenia. It concerned with several types of ways of speaking contained in the main characters in *Middle School* Movie

F. Definition of Key Terms

1. Schizophrenia: the disease which made the person got hallucinations and delusions as shown by the main character of this movie, Rafe who has an imaginary friend named Leo.
2. Speech abnormality: speech disorder involved problems in produced the word or sentences as experienced by the main character in the movie that makes his speech unique.

G. Previous Study

To explore the study of schizophrenia, several previous studies are discussed in this section to expand the information in conducting research and understand various problems on the similar objects. First, Netra (2009) found that schizophrenic language by three schizophrenic patients involves several stages, such as conceptualization, formulation, articulation, and self-monitoring. Schizophrenic patients fail to used the step of language production. While semi-calm patients were using the language production step inconsistently, calm patients used the language production step freely propagated. In anxious patients who are restless, there is a complete and blurred sound and form of language, as well as the overall meaning, so that the utterance issued by the schizophrenic patient is abysmally and disconnected. In semi-quiet patients, without phonology, morphology, syntax, and the text used is inconsistent from the beginning to the end of the conversation. In calm patients, language production is no doubt in phonology, morphology, syntax, and text.

Second, Nugroho (2013) discussed schizophrenic main character in A Beautiful Mind movie. The difficulties understanding in schizophrenics is the main focus of this study. His research used descriptive qualitative which describes language disorders. It also analyzed the various forms of sentences as language disorders in schizophrenics spoken by John Nash. The types of disorders understood and context represent ways to verify data using Ginsberg's theory.

Finally, Puspitasari (2014) discussed the language produced by a schizophrenic character in the film The Soloist. It identified the situation where Nathaniel Anthony Ayers shows abnormalities in the language. She found three findings that indicated abnormalities of schizophrenia in producing language that is activities that are triggered by change, anxiety, and interest in music.

From the previous studies above, the researcher assumed that this research has differences from the previous studies before. First, the object *Middle School Movie* has never been studied previously, so it has been a new object to investigate. Second, the phenomena of hallucination is rarely explained, because they occurred in human thought only. This study would explain that speech can express human thought. Thus, the researcher conducted research on the abnormal speech of schizophrenic sufferers.

H. Research Method

This section discussed the methods used in this study: data and data sources, research designs, research instruments, data collection techniques, and data analysis techniques.

1. Research Design

The qualitative descriptive method was used in this research. The descriptive method mean the researcher described, explained, and analyzed the data in the form of utterances and phenomena (Evelyn, 1998). Sutopo (2002: 33) stated that in the descriptive method, data analysis is naturally objective and factual. The procedures applied by the researcher, use factual data in solving problems. The method that the researcher used is descriptive methods in explaining and analyzing. It also described the phenomena that occurred behind the data. In addition, in a qualitative descriptive method, data analysis carried out objectively and factually. It is because the data are speech disorders that occur in schizophrenics in *Middle School* movie. The purpose of this study is to describe factual data supported by the theory of language disorders proposed by several experts.

2. Research Instrument

This research is using qualitative descriptive methods because the researcher wanted to make a detailed description and made the reader easy to understand in this research. From this research, the researcher needed more information about the speech abnormality which suffer by schizophrenics' main

character in *Middle School* Movie. Rafe's speech abnormality in this research would be the source to answer this research. The result of this research is the classification and description suffered by Rafe as the schizophrenic main character. The result also showed how Rafe's speech abnormality hindered the process in conveying the information.

3. Data and Data Source

The data were in the form of utterances produced by Rafe Katchadorian as the main character. While the data source is the utterances taken from *Middle School* movie. This movie told about Rafe Khatchadorian as the main character. He was a student in Middle School. Rafe was the person who suffered schizophrenia and he had imaginary friend who has the name Leonardo which usually called Leo. Leo was the one who always helped Rafe in his mission to break the rules in his school. The movie, which lasts about 1 hour 31 minutes released in 2016 and production by CBS Films. The researcher hoped that this movie could support this research in analyzing the speech abnormality in the main character utterances because of schizophrenia diseases.

4. Data Collection

In collecting the data, the researcher took some steps. The first step is the researcher downloaded the movie and the transcript of the movie. Then the researcher compared and marked Rafe's utterances as the main character of the movie. Second, the researcher identified Rafe's utterances related to the focus

of the research. Third, the researcher collected and displayed the data. Fourth, the researcher conducted data reduction.

5. Data Analysis

After collecting the data, the researcher analyzed the words that have schizophrenic's speech characteristics experienced by Rafe as the main character. In this case, Rafe had difficulty in conveying the message with the people around. The data were classified to find out what symptoms were experienced by the main character. Also, to answered the problems in this study, the researcher analyzed how the language of the main character influences Rafe to conveyed the message. It would make it easier to compare and know the characteristics of schizophrenics through their conversation.

Data that has been analyzed and used to determine the types of speech abnormality in people with schizophrenia used the theory according to Liddle's (2002) theory. Then, the researcher analyzed how speech abnormality was hindered Rafe to convey the information used in the theory from Carter (2009), about brain and language. The researcher discussed the results and drew the conclusions about the types of speech abnormality of Rafe's utterance and how Rafe's speech abnormality hinders conveying information.

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher explained the theory used as a foundation in this research. Psycholinguistics was the main theory in this research, which was supported by language and brain theory, mental illness, and schizophrenia.

A. Psycholinguistics

Psycholinguistics the study of language acquisition and the use of language by humans in social life. There are two different aspects derived from the definition. First, language acquisition obtained by someone, especially children who learned new languages, and secondly, the use of language carried out by healthy adults.

According to Syal and Jindal (2008) Confirms that psycholinguistics is the study of language processes in human production. Besides that psycholinguistics was also the process of forming concept that have been arranged which will later be visualized into the form of language. Moreover, Cutler (2005) defined that Psycholinguistics was a combination of psychology and linguistics, which created new disciplines into psycholinguistic. Psycholinguistic was a scientific discipline that explains how human understood language and language acquisition, especially in children who are just learning to speak, produce language correctly, and remember and store the word that humans have discovered.

In addition, the structure used in a language is closely related to the language we use in our daily lives. According to Field (2004), language and brain, storage of communication, language acquisition, and use of language, are the required fields in scientific psycholinguistic. In this case, when humans produce language or rather, speak, many processes have taken place in the human brain so that this becomes a psycholinguistic reference.. Then, from some of the explanations that have mentioned, several questions arise about how a child who cannot speak language gets his first language and then uses it, and how the language used can represent the human brain. In other words, psycholinguistics is a science that helps in understanding and knowing the language produced by humans in social life. It also uses the way humans produce language, how it varies in language, and what problems are experienced based on several causes such as schizophrenia, aphasia, dyslexia, and many other diseases.

B. Language and Brain

Language and the brain are an integral unit. The brain is very closely related to communication because the brain is a place to produce language used in social life. According to Carter (2009) all human activities carried out in daily operations are controlled directly by the brain. When humans want to talk or do something, the brain is motivated to control it. Besides, Carter's (2009) explanation of brain function is one of language processing that controls how to use language so that it can be easily understood. Also, language acquisition is essential and influential in the addition of information received by the brain. Many theories state that language processing is a process that is entirely carried out in mind.

Tallerman & Gibson in Agustina (2014), humans have a variety of processes in communication. In communication processes, humans use signals to convey an unlimited set of meanings. The series of purposes will send information that we commonly refer to as language. Therefore, in general, language and meaning form a formal basis in literature. Essential elements emerge instantly and are useful for expressing what we want to convey. Because before the information is transmitted, data still has a process for the brain to store it.

The relationship between language and the brain can be suspected by damage to the brain. The existence of this damage can cause language disorders. The language produced by humans is heard by the physiology of speakers and listeners. If the physiology tools of the speaker and listener have a healthy and normal condition, then the semantic message sent can also be received well. It affects the process of achieving information (Indah, 2017).

A human brain is a tool that can control all the activities in daily life. Humans can be listeners as well as speakers because language is reciprocal, they can hear and talk to each other to communicate. Theoretically, the language process lasts very long, but the actual speaking process takes place in a limited time (Indah, 2017).

C. Mental Illness

Mental illness is a disease that affects a person's way of thinking. This way of thinking tends to be incompatible with what most people do in general—giving

CHAPTER I INTRODUCTION

A. Background of The Study

According to WHO, it is estimated that more than 21 million people worldwide had schizophrenia disease. Schizophrenics also had 2-3 times higher risk of dying at a young age. Besides, half of the schizophrenics had other mental disorders, such as drug abuse, depression, and anxiety disorders (Willy, 2018). Schizophrenia was a mental disorder that occurred in a long time. It involved hallucinations, delusions, thought disorder and changes the normal behavior. Schizophrenic had the difficulty in distinguished reality and imagination from his mind. Besides, schizophrenic also had a problem with processing speech (Willy, 2018).

It is caused by nerve disorders that could disturb his mind. In general, schizophrenics had difficulty in expressed their feeling. They also had difficulty in expressed a word or sentence. They had a problem in thinking that affected the way they think, which also affects their speech or having speech abnormality (Thompson in Maina et al., 2019).

Speech abnormalities characterized by an inability to had an interactive dialogue, understood other people's speech, expressed their thoughts through the ability to speak, or convey it through written language. Some characteristics of speech abnormalities included using the incorrect words, inability to express opinions, inaccuracy in use grammatical patterns, minimal vocabulary, and

inability to follow instructions. They also had difficulty in regulating syntax (Poplack in Maina et al., 2019).

There are several previous studies on schizophrenia. Astuti (2014) discussed the speech abnormalities in patients who experience schizophrenia. She found that schizophrenics have some problems which different between one and another. One of the research subjects only experienced three symptoms of schizophrenia such as auditory, visual, and tactile hallucinations. It caused by differences in the types of case which can damage the brain.

Another study about schizophrenia was conducted by Alkhulaib (2018) focused on how humans understand, acquire, and produce a language. It showed how the language processed and represented in the human brain. It related to someone who had schizophrenia disease from thought disorders which leads to their language disorder. Thus, the abnormalities performed by schizophrenics can be identified.

This study concerned with schizophrenia in the main character of *Middle School* movie. Rafe was the name of the main character who suffering schizophrenia. He had an imaginary friend named Leo, who always support anything about his decision and also help his mission to destroy all the rules in his school. It was because of no one support Rafe even his mother. This research had a new insight into schizophrenia disease which has the fact that speech could be an expression of human thought, because of schizophrenic the phenomena of hallucination and delusion were rarely explained.

The researcher's reason for study the sentence structure of the schizophrenics is to prove the truth that language and brain have the connection. Whenever the mind has disturbance, the speech was affected. It was proven by the process of speaking and describe how the sentence structure of schizophrenics. These aspects belonged to the discussion of psycholinguistics (Indah & Abdurahman, 2008).

This study is based on the assumption that the schizophrenic speech involved several speech abnormalities. The mental disorder caused difficulties to communicate with them. Therefore in this study, the speech abnormalities viewed from the sentence and utterance produced by the schizophrenic character in the *Middle School* movie.

B. Problems of the Study

Based on the background of the study, the formulation of the problem to be discussed is as follows:

1. What are the types of speech abnormality found in Rafe's utterances in the movie?
2. How does the Rafe's speech abnormality hinder the process of conveying information?

C. The Objective of the Study

Based on the formulation of the problems above, the objectives of the research are:

1. to identify the types of speech abnormality found in the Rafe's utterances in the movie
2. to identify how the Rafe's speech abnormality hinder the process of conveying information.

D. Significance of the Study

This research had a theoretical benefit, which is to contribute thoughts in the field of linguistic studies, especially psycholinguistics. In addition, it is expected to provide a reference for researcher to study speech abnormality in psychiatric disorders such as schizophrenia. The practical benefit of the study results provided knowledge to the public and readers about psycholinguistic studies (psychology and linguistics) in understanding the sentence of schizophrenics.

E. Scope and Limitation of The Study

This research focused on the main character of *Middle School* Movie, named Rafe. This research only analyzed the utterances of the main character with schizophrenia. It concerned with several types of ways of speaking contained in the main characters in *Middle School* Movie

F. Definition of Key Terms

1. Schizophrenia: the disease which made the person got hallucinations and delusions as shown by the main character of this movie, Rafe who has an imaginary friend named Leo.
2. Speech abnormality: speech disorder involved problems in produced the word or sentences as experienced by the main character in the movie that makes his speech unique.

G. Previous Study

To explore the study of schizophrenia, several previous studies are discussed in this section to expand the information in conducting research and understand various problems on the similar objects. First, Netra (2009) found that schizophrenic language by three schizophrenic patients involves several stages, such as conceptualization, formulation, articulation, and self-monitoring. Schizophrenic patients fail to used the step of language production. While semi-calm patients were using the language production step inconsistently, calm patients used the language production step freely propagated. In anxious patients who are restless, there is a complete and blurred sound and form of language, as well as the overall meaning, so that the utterance issued by the schizophrenic patient is abysmally and disconnected. In semi-quiet patients, without phonology, morphology, syntax, and the text used is inconsistent from the beginning to the end of the conversation. In calm patients, language production is no doubt in phonology, morphology, syntax, and text.

Second, Nugroho (2013) discussed schizophrenic main character in A Beautiful Mind movie. The difficulties understanding in schizophrenics is the main focus of this study. His research used descriptive qualitative which describes language disorders. It also analyzed the various forms of sentences as language disorders in schizophrenics spoken by John Nash. The types of disorders understood and context represent ways to verify data using Ginsberg's theory.

Finally, Puspitasari (2014) discussed the language produced by a schizophrenic character in the film The Soloist. It identified the situation where Nathaniel Anthony Ayers shows abnormalities in the language. She found three findings that indicated abnormalities of schizophrenia in producing language that is activities that are triggered by change, anxiety, and interest in music.

From the previous studies above, the researcher assumed that this research has differences from the previous studies before. First, the object *Middle School* Movie has never been studied previously, so it has been a new object to investigate. Second, the phenomena of hallucination is rarely explained, because they occurred in human thought only. This study would explain that speech can express human thought. Thus, the researcher conducted research on the abnormal speech of schizophrenic sufferers.

H. Research Method

This section discussed the methods used in this study: data and data sources, research designs, research instruments, data collection techniques, and data analysis techniques.

1. Research Design

The qualitative descriptive method was used in this research. The descriptive method mean the researcher described, explained, and analyzed the data in the form of utterances and phenomena (Evelyn, 1998). Sutopo (2002: 33) stated that in the descriptive method, data analysis is naturally objective and factual. The procedures applied by the researcher, use factual data in solving problems. The method that the researcher used is descriptive methods in explaining and analyzing. It also described the phenomena that occurred behind the data. In addition, in a qualitative descriptive method, data analysis carried out objectively and factually. It is because the data are speech disorders that occur in schizophrenics in *Middle School* movie. The purpose of this study is to describe factual data supported by the theory of language disorders proposed by several experts.

2. Research Instrument

This research is using qualitative descriptive methods because the researcher wanted to make a detailed description and made the reader easy to understand in this research. From this research, the researcher needed more information about the speech abnormality which suffer by schizophrenics' main

character in *Middle School* Movie. Rafe's speech abnormality in this research would be the source to answer this research. The result of this research is the classification and description suffered by Rafe as the schizophrenic main character. The result also showed how Rafe's speech abnormality hindered the process in conveying the information.

3. Data and Data Source

The data were in the form of utterances produced by Rafe Katchadorian as the main character. While the data source is the utterances taken from *Middle School* movie. This movie told about Rafe Khatchadorian as the main character. He was a student in Middle School. Rafe was the person who suffered schizophrenia and he had imaginary friend who has the name Leonardo which usually called Leo. Leo was the one who always helped Rafe in his mission to break the rules in his school. The movie, which lasts about 1 hour 31 minutes released in 2016 and production by CBS Films. The researcher hoped that this movie could support this research in analyzing the speech abnormality in the main character utterances because of schizophrenia diseases.

4. Data Collection

In collecting the data, the researcher took some steps. The first step is the researcher downloaded the movie and the transcript of the movie. Then the researcher compared and marked Rafe's utterances as the main character of the movie. Second, the researcher identified Rafe's utterances related to the focus

of the research. Third, the researcher collected and displayed the data. Fourth, the researcher conducted data reduction.

5. Data Analysis

After collecting the data, the researcher analyzed the words that have schizophrenic's speech characteristics experienced by Rafe as the main character. In this case, Rafe had difficulty in conveying the message with the people around. The data were classified to find out what symptoms were experienced by the main character. Also, to answered the problems in this study, the researcher analyzed how the language of the main character influences Rafe to conveyed the message. It would make it easier to compare and know the characteristics of schizophrenics through their conversation.

Data that has been analyzed and used to determine the types of speech abnormality in people with schizophrenia used the theory according to Liddle's (2002) theory. Then, the researcher analyzed how speech abnormality was hindered Rafe to convey the information used in the theory from Carter (2009), about brain and language. The researcher discussed the results and drew the conclusions about the types of speech abnormality of Rafe's utterance and how Rafe's speech abnormality hinders conveying information.

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher explained the theory used as a foundation in this research. Psycholinguistics was the main theory in this research, which was supported by language and brain theory, mental illness, and schizophrenia.

A. Psycholinguistics

Psycholinguistics the study of language acquisition and the use of language by humans in social life. There are two different aspects derived from the definition. First, language acquisition obtained by someone, especially children who learned new languages, and secondly, the use of language carried out by healthy adults.

According to Syal and Jindal (2008) Confirms that psycholinguistics is the study of language processes in human production. Besides that psycholinguistics was also the process of forming concept that have been arranged which will later be visualized into the form of language. Moreover, Cutler (2005) defined that Psycholinguistics was a combination of psychology and linguistics, which created new disciplines into psycholinguistic. Psycholinguistic was a scientific discipline that explains how human understood language and language acquisition, especially in children who are just learning to speak, produce language correctly, and remember and store the word that humans have discovered.

In addition, the structure used in a language is closely related to the language we use in our daily lives. According to Field (2004), language and brain, storage of communication, language acquisition, and use of language, are the required fields in scientific psycholinguistic. In this case, when humans produce language or rather, speak, many processes have taken place in the human brain so that this becomes a psycholinguistic reference.. Then, from some of the explanations that have mentioned, several questions arise about how a child who cannot speak language gets his first language and then uses it, and how the language used can represent the human brain. In other words, psycholinguistics is a science that helps in understanding and knowing the language produced by humans in social life. It also uses the way humans produce language, how it varies in language, and what problems are experienced based on several causes such as schizophrenia, aphasia, dyslexia, and many other diseases.

B. Language and Brain

Language and the brain are an integral unit. The brain is very closely related to communication because the brain is a place to produce language used in social life. According to Carter (2009) all human activities carried out in daily operations are controlled directly by the brain. When humans want to talk or do something, the brain is motivated to control it. Besides, Carter's (2009) explanation of brain function is one of language processing that controls how to use language so that it can be easily understood. Also, language acquisition is essential and influential in the addition of information received by the brain. Many theories state that language processing is a process that is entirely carried out in mind.

Tallerman & Gibson in Agustina (2014), humans have a variety of processes in communication. In communication processes, humans use signals to convey an unlimited set of meanings. The series of purposes will send information that we commonly refer to as language. Therefore, in general, language and meaning form a formal basis in literature. Essential elements emerge instantly and are useful for expressing what we want to convey. Because before the information is transmitted, data still has a process for the brain to store it.

The relationship between language and the brain can be suspected by damage to the brain. The existence of this damage can cause language disorders. The language produced by humans is heard by the physiology of speakers and listeners. If the physiology tools of the speaker and listener have a healthy and normal condition, then the semantic message sent can also be received well. It affects the process of achieving information (Indah, 2017).

A human brain is a tool that can control all the activities in daily life. Humans can be listeners as well as speakers because language is reciprocal, they can hear and talk to each other to communicate. Theoretically, the language process lasts very long, but the actual speaking process takes place in a limited time (Indah, 2017).

C. Mental Illness

Mental illness is a disease that affects a person's way of thinking. This way of thinking tends to be incompatible with what most people do in general—giving

rise to adverse effects on other people and their families. According to Patel (2003), a mental illness that occurs in humans can be caused by several factors, namely psychological and social factors, brain chemistry, and genetics.

1. Brain Chemistry

One of the things that causes brain imbalance is the imbalance of neurotransmitters that occur in the brain. It can cause several effects, such as stress, depression, and anxiety. Even other psychiatric diseases also have the potential to arise, which can be caused by biological factors.

2. Genetics

Someone who has a mental illness has the risk of transmitting it to his family. Close relatives generally have a higher risk than others who have no family history of mental illness. Because genetic relationships also play a role. However, someone only tends to get it, not to inherit it.

3. Psychological and Social Factors

Psychological and social factors are the main contributors to the emergence of mental illness disorders. Negative experiences obtained by humans are factors that tend to be experienced by some people who experience mental illness disorders. Generally, the cause of the mental illness is caused by a traumatic life or prolonged stress. So this can cause a person experiencing mental illness disorders.

Specific reasons for the emergence of mental illness are still uncertain, but mental illness can affect anyone who has a complex social and psychological problem. In this case, most of the research states that stress can also be the emergence of other diseases such as diabetes, obesity, heart disease, decreased immune system, and cancer. Stress can also cause several adverse effects, namely, anxiety, worsening mood, and depression (Hicks, 2005).

4. Anxiety Disorder

The anxiety that occurs excessively and continuously is the effect of a medical condition experienced when a person has an anxiety disorder (Mental Health Association, 2011). As a result, someone who has an anxiety disorder often feels depressed for no apparent reason. Factors of interaction and events that make someone depressed can be a cause for someone who has an anxiety disorder. There are several groupings in anxiety disorders based on the length of symptoms experienced and their severity. There are several types of anxiety disorders, namely, panic attacks, phobias, post-traumatic stress, anxiety disorders, and comprehensive obesity disorders.

5. Mood Disorder

Mood disorders are disorders that cause depression in sufferers that can sometimes get worse (Mental Health Association, 2011). Mood disorders result in inhibited daily activities of the fingers. Mood disorders cause sufferers to feel unhappy in everyday life. Severe mood disorders can also cause sufferers to commit suicide. Dysthymia is another mood disorder characterized by

depression. People who experience dysthymia tend to be tired, low energy, low self-esteem, and changes in sleep or mealtime. However, this mood disorder is no more severe than major depression. Bipolar disorder is also one of the effects of mood disorders that are characterized by mood.

6. Psychotic Disorders/ Schizophrenia

Schizophrenia is a brain disorder that affects thoughts, language, perception, influence, and feelings of self. Cognitive and emotional disorders are effects of schizophrenia (Mental Health Association, 2011). Chemical imbalance of the brain is believed to cause delusions, hallucinations, unclear speech, and reasoning disorders. Some of the symptoms experienced by people with schizophrenia tend to have repeated speech. Reduction and addition of sentences are also often used by someone who has a schizophrenic disorder. Generally, someone who has a schizophrenic disorder has difficulty in expression. As a result, miscommunication between sufferers and interlocutors often occurs. It is because the language used by people with schizophrenia tends to be more complicated and difficult to understand (Indah, 2017).

The benefit of discussing schizophrenia in this study is to find out how to speak experienced by Rafe as the main character in this movie. Someone who has schizophrenia appears to have a way of speaking, unlike other ordinary people. In this study, the researcher used theory from Liddle's (2002) study about the types of speech abnormalities experienced by people with

schizophrenic disorders. The reader would know the types of speech abnormalities that occur in people who experience schizophrenia.

D. Schizophrenia

According to Foster (2003), there are three triggers for schizophrenia. The first is genetic factors, biochemical factors, and environmental factors. In genetic factors, someone who has a family or relatives with schizophrenia disorders tend to be more at risk than others. However, someone who has schizophrenic disorder only has one percent to develop during their lifetime. Besides, people with schizophrenia have a ten percent chance of repairing it and ninety percent for not develop it.

Second, biochemical factors. Many people are interested in learning about basic knowledge about chemicals in the brain and how to discuss them with schizophrenia. A biochemical factor is a chemical that carries messages between brain cells. The relationship between neurotransmitters and schizophrenia that causes drugs to relieve schizophrenia can change levels of neurotransmitters in the brain.

The last is environmental factors. Environmental factors are also one cause of differences in schizophrenia. This environment factor means exposure to viruses, malnutrition before birth, psychosocial factors, socioeconomic factors needed to develop epigenetic genes. In recent years one of the causes that can improve the schizophrenia is effects of early childhood trauma. Environmental

pressure also affects the epigenetics of a gene, and genes can also change over time. Epigenetic development is also considered to be a transition, turning off and turning on genes. Sometimes, natural processes can also be carried out by environmental factors.

E. The Speech Abnormalities in Schizophrenic Speech

The theory in this study uses the theory of schizophrenia symptoms, explained by Liddle et al. Mind and Language Index (TLI), which is used to classify schizophrenia symptoms, which include abnormal speech experienced by people with schizophrenia. TLI is a new instrument for analyzing formal standard monitoring (Liddle et al., 2002).

Other descriptions are also explained in various aspects that are contained in disorder, speech that is said to be vague, responses that are confusing, incomplete, or involve the use of strange words. Based on TLI, Liddle, et al. (2002) mention eight symptoms of schizophrenia. Two items (poverty of speech and weakening of purpose) reflect the poverty of speech. Four items (special the use of words, leeway, strange logic, and strange sentence construction) is a phenomenon that reflects the disorganization of thought and language. Also, TLI covers two specific disorders of speech and thought deregulation (and distractibility perseverance).

a) Poverty of Speech

According to Liddle et al. (2002), talking poverty can be seen from the amount of talk experienced by people with schizophrenia problems. A question

raised by one of the associations named Mental Illness Fellowship, someone who has a schizophrenic disorder, will give a brief response and still has not been successful at the core of the message delivered. This further reduces involvement can reduce the fluency of speech caused by decreased thinking (Victoria in Supianoveri, 2015).

Pridmore in Agustina (2014), states that when someone wants to do an interview session with people with schizophrenia, then the interviewer must be more encouraged, making elaboration so that schizophrenics sufferers are more interactive in speaking. The interviewer also introduced a new topic to keep the conversation going. Therefore, poverty of speech can be a significant sign of schizophrenia. For Example :

The interviewer : Do you have children?

Patient :(once,silence for several minutes)

The interviewer : Do you have children ? (twice)

Patient : Yes. (mumbling) (Pridmore in Agustina, 2014, p.27)

From the example above, it appears that the patient responded to the answer but did not provide any explanation. The interviewer must ask again to get the correct answer to the patient. However, patients only answer "yes" briefly and with long pauses. Patients will usually provide additional information about their child's age, number, gender, and sometimes also the name.

b) Weakening of Goal

When one's goals become weak, someone has difficulty in delivering informative statements, explaining ideas that have been arranged in the brain, even talking empty, or giving little information. People with schizophrenia tend to feel distrustful of what they say, feel, and think. The weakening of goals is similar to the concept of poverty of speech, but the weakening of goals is characterized by speech that is dominated by phrases or sentences that do not have an identifiable goal (Liddle et al. 2002).

Black and Andreasen (2010) also state that someone who has schizophrenia tends to answer questions with enough and not much information. In other words, sufferers convey less information by using many words that cannot explain the purpose of what is to be delivered. Below is an example that can be illustrated from the weakening of goals.

"Reminds me of some.....um....er....sun...er.....clouds and sun.....
(long pause).....That's all." (Liddle et al. in Stein and Wilkinson,
2007, p. 173)

From the example above, it is clear that the patient's response consists of empty speech and long pauses. People with schizophrenia cannot convey the essence and purpose of the contents of their thinking. The response must be sunny or summer, but it fails to explain the correct information.

c) Looseness

According to Liddle et al. (in Stein and Wilkinson, 2007), looseness is a condition in which people with schizophrenia lose ideas, weaken ideas that

arise in the brain, or other foreign ideas interfering in their minds. It is marked by derailment and tangentiality in composing a sentence or phrase. Derailment is a pattern of speech in which ideas that are delivered spontaneously slip off the track with other ideas, but both are not related. Usually, slip off the track is characterized by slow, steady slippage, with no single derailment being particularly severe. However, patients do not realize that what they are talking about has no correlation with the purpose of their conversation and has no correlation with the questions asked. Therefore, patients are increasingly farther and more familiar with each derailment (Andreasen, 1986).

Example :

Interviewer: Did you enjoy doing that?

Patient : Um-hm. Oh, hey, well, I, I, oh, I really enjoyed some communities I tried it, and the next day when I'd be going out, you know, urn, I took control like, uh, I put, um, bleach on my hair in, in California. My roommate was from Chicago and she was going to the junior college. And we lived in the Y.W.C.A. so she wanted to put it, um, peroxide on my hair, and she did, and I got up and looked at the mirror and tears came to my n eyes. Now do you understand, I was fully aware of what was going on but why couldn't I, why, why the tears? I can't understand that, can you?

Interviewer: No.

Patient : Have you experienced anything like it? Interviewer: You just must be an emotional person, that's all. Patient : Well, not very much I mean, what if I were dead? It's funeral age. Well, I, um? Now I had my toenails, uh, operated on. They're, uh, um, got infected and I wasn't able to do it but they wouldn't let me at my tools. Well. (Andreasen in supianoveri,2015, p.31)

From the dialog between the patient and interviewer above, the patient showing shows the derailment of his dialogue. patients lack cohesion between

sentences and clauses. "Um-hm. Oh, hey, well, I, I, oh, I really enjoyed some communities. bleach on my hair in, California. " Patients also use pronouns that are not easy to understand and tend to falter. In addition, patients respond to questions according to general topics given by the interviewer but not specifically in answering the questions. This is called tangentiality.

For example:

Interview : What city are you from?

Subject : Well, that a hard question to answer because my parents I was born in Iowa, but I know that I'm white instead of black, so apparently I came from the North somewhere, I don't know whether I'm Irish or Scandinavian, or I don't, I don't believe I'm polish, but I think I'm thing. I think I'm, I think might be German or Welsh. (Black and Andreasen in Supianoveri, 2015, p.31)

The patient indicates tangentiality. The patient's answer is very relevant to the question given; however, the patient has difficulty and talks at length to convey the message's essence. As a result, the interviewer found it challenging to understand the message content conveyed by the patient.

d) Peculiar use of words

Peculiar use of words is new word formations in which the words have been incorrectly built up and cannot understand. There are unusual or invented words (Liddle et al., 2002, p. 329). For example:

Patient : I got so angry I picked up a dish and threw it at the geshinker.

So I sort of bawked the whole thing up.

(Andreasen, 1986, p.478)

This example belongs to peculiar use of words since the patient produces unusual words geshinker and bawked which do not have any explanation in dictionary.

e) Peculiar sentences

This symptom reflects an unusual form of sentences. It is characterized by the peculiarity of sentence construction which makes it difficult to understand the meaning (Liddle et al. in Stein and Wilkinson, 2007). According to Cohen and Schreiber (1992) in Sommer and Kahn (2009: 175), an impairment in the understanding of isolated (i.e., single sentence comprehension) or connected (i.e., discourse comprehension) sentences in a patient with schizophrenia is a phenomenon possibly resulting from a failure in build-up and utilization of contextual information during on-line comprehension. Moreover, Kuperberg et al. (2000) in Sommer and Kahn (2009: 175) explain that most frequently, patients' performances have been analyzed in response to sentences with semantic anomalies, but deficits were also observed on the level of pragmatic or syntactic violation. For example:

Patient : I have distemper just like cats do, 'cause that's what we all are felines. Siamese cat balls. They stand out. I had a cat, a Manx, still around here somewhere. You'll know him when you see him. His name is GI Joe; he's black and white. I had a little goldfish too, like a clown. Happy Halloween down. Down. (Chaika, 1974, p.261)

This example belongs to peculiar sentences since the patient constructs the sentences peculiarly. The patient makes a chain of semantic associations, moving from cats or felines to Siamese cats to the color of the cat (black and

white). Moreover, the patient makes a phonological association from clown to Halloween down then down.

f) Non-logical reasoning (Peculiar Logic)

The symptom of non-logical reasoning or peculiar logic reflects conclusions that are reached based on inadequate evidence or faulty logic. Typically, the patient expresses unusual ideas which do not flow logically (Liddle et al., 2002, p. 329). In other words, non-logical reasoning refers to faulty inductive inferences in which the patient gains a conclusion based on faulty premises without any actual delusional thinking (Black and Andersen, 2010, p. 39). For example:

Subject: Parents are the people who raise you. Anything that raises you can be a parent. Parent can be anything- material, vegetable, or mineral- that has thought you something. Parents would be the world of things that are alive, that are there. Rock- a person can look at a rock and learn something from it, so what would be a parent. (Black and Andersen, 2010, p.39).

This example reveals the symptom of non-logical reasoning or peculiar logic since the subject makes a faulty inductive inference. It is caused by faulty premises, "parents are the people who raise you and parents would be the world of things that are alive, that are there". Therefore, the subject concludes "rock- a person can look at a rock and learn something from it, so what would be a parent". This conclusion cannot be received in logical thinking since parent is a person.

g) Perseveration of ideas

Perseveration of ideas reflects unwarranted repetition of ideas. Increased weighting is given to instances in which the repetition occurs independently of stimulus provided by the picture (Liddle et al. in Stein and Wilkinson, 2007). Generally, perseveration uses repeated words in appropriate ways to unusual meaning. However, some words or phrases are commonly used as pause-fillers, such as "you know" or "like"; these should not be considered perseverations. This is an example of the perseveration of ideas.

Interviewer: Tell me what you are like- what kind of person you are.
Subject: I'm from Marshalltown, Iowa. That's 60 miles northwest, northeast of Des Moines, Iowa. And I'm married at the present time. I'm 36 years old; my wife is 35. She lives in Garwin, Iowa. That's 15 miles southeast of Marshalltown, Iowa. I'm getting a divorce at the present time. And I'm at present in a mental institution in Iowa City, Iowa which is 100 miles southeast of Marshalltown, Iowa (Black and Andersen, 2010, p. 43).

Perseveration of ideas can be seen in the subject's replay. The subject repeats the word "Iowa" many times. It is not as pause-fillers, but it occurs as an unwarranted word.

h) Distractibility

This symptom is characterized by intrusion of extraneous ideas arising from an external stimulus (Liddle et al., 2002). Typically, the attention of the mind is rapidly diverted from one topic to another. The patient stops talking in the middle of sentences or ideas and changes the subject in response to a nearby stimulus (Black and Andersen, 2010)

Subject: Then I left San Francisco and moved to... where did you get that tie? It looks like its leftover the '50s. I like the warm weather in San Diego. Is that conch shell on your desk? Have you ever gone scuba diving? (Black and Andersen, 2010, p.40)

In this example, distractibility is revealed in the subject's explanation.

The subject tells about San Francisco and San Diego. Then, the objects change as the impact of a nearby stimulus (tie and conch shell). These sentences "where did you get that tie? It looks like its leftover the '50s"... "Is that conch shell on your desk? Have you ever gone scuba diving? " do not have any correlation with the previous topic, San Francisco and San Diego.

CHAPTER III

FINDING AND DISCUSSION

This chapter discussed the findings and discussion based on the theory reviewed in the previous chapter. The findings were obtained to answer the research questions based on the result of the data analysis. The data analysis consists of speech abnormalities by Rafe as the main character in *Middle School* movie. The data obtained from utterances conducted by the main character subsequently, and the discussion explained the analysis of the research findings.

A. Findings

The researcher classified several utterances to get the data analysis. Some scenes in this film will compare with the film transcript. The researcher also explained the types of speech abnormalities experienced by Rafe who suffering schizophrenia and how Rafe's speech abnormality hinders in conveying the information.

The findings revealed nine utterances that show symptoms of speech abnormalities in people with schizophrenia. Several types of speech abnormalities found based on Liddle's theory, namely; Poverty of speech, weakening of goals, looseness, peculiar use of words, peculiar sentences, peculiar logic, preservation of ideas, and distractibility. In this study, The researcher presented eleven data generated by Rafe as the main character in *Middle School* movie.

Datum 1

Mother : “You know, hon, I have to say, really impressive updates for the Vinlothian star cruiser”

Rafe : “Thanks”

Mother : Look ... I know it's hard, starting a new school mid-semester, and I don't want to take this away from you, but you have to promise me you will not spend every waking, sleeping moment working on this when there's a whole big world out there.

The data taken from Rafe's utterance as the schizophrenic's main character.

Rafe talks to his mother in the morning at his room. The mother sees Rafe's drawing book is the picture of Vinlonthian star cruiser as Rafe's fan. The mother said that it is not wrong to updates about Vinlonthian star cruiser and it means that his mother suggests Rafe not only focus on Vinlonthian star cruiser because he had to start a new school mid-semester. Rafe loved the Vinlonthian star cruiser, so he created the character in his imaginary world that he considered having lived so far. It is not uncommon for Rafe to often talk to himself with his imaginative figures whom he drawn in a book. Rafe only answers with a brief answer with other people in daily life. From the conversation above, Rafe only answers “*Thanks*” for his mother's question.

From the context above, the Rafe give a brief answered to his mother. The answer of Rafe was the data of this analysis. It was classified of speech abnormality symptoms, **poverty of speech**. Poverty of speech caused by the disturbance of the thinking process. The symptom of poverty of speech was characterized by the brief answer of people with schizophrenia. The person with schizophrenia had very minimal speech when they answered the questions. The poverty of speech was not a mental health problem. It is a character of people with

schizophrenia. In poverty of speech, sufferers lose their normal function in speaking.

In this case, Rafe hindered to convey the information, because, Rafe had the brief answered to convey. Rafe did not give more opinion about why he like to draw his favorite character or why he spent the time for drawing. This situation made others have to more interactive to receive more detailed information. Rafe talked too often with his imaginary friend, Leo. This situation can also be the caused of poverty of speech. The data shown that poverty of speech, hinder Rafe to convey the message.

Datum 2 :

Mother : “Look, I know it’s hard, starting a new school mid-semester, and I don’t

wanna take this away from you, but you have to promise me you won’t spend every waking, sleeping moment waking on this when there’s a whole big world out there.”

Rafe : **“Mom there’s a whole big world in there too”**

Mother : “I’m talking about the real world”

The data were taken from Rafe’s utterance as the schizophrenic’s main character. Rafe answered his mother statement in the morning at his room. When his mother talked about the new school that Rafe would later be in, Rafe felt unenthusiastic. He would not face many rules in the school that he did not like. His mother knew that Rafe had difficulties in terms of discipline. Rafe who never sleeps every night and he always plays and interacts with his imaginary friend. Rafe’s mother said that in this world there was something bigger than he think.

Then Rafe answered “*there’s a whole big world in there too*”. Mother had to explain again the word “*world*” that she meant to Rafe.

From the context above, Rafe showed the unusual ideas which cannot be understand in logically thinking. Rafe answered his mother talking about the whole big world out there. The usual people understood that “*the whole world out there*” meant the world that they lived. However, Rafe understand it as the imagination world on his mind. This conclusion cannot be received in logical thinking because the usual people do not have the imaginary world. The data is classified as **peculiar logic** from one of the symptoms of speech abnormalities. Peculiar logic happened when the sentence did not show logically. Peculiar logic made the person with schizophrenia has their conclusion when they talked with the others. In this case, Rafe had unlogical conclusion about the meaning of the word “*world*” which his mother said.

In this case, Rafe hindered to convey the information. Rafe has the wrong perspective about his mother statement. Misunderstanding experienced by Rafe, making it fail in conveying information. What his mother think about the “world” is the real world. Rafe considers the word “world” to mean his imaginary world. Rafe had the wrong perspective, so, he hindered to convey the message well. The researcher identified that peculiar logic hinders to convey the message.

Datum 3 :

Principal Dwight : “Well, being new does not entitle you to swagger in here with no clothes on”

Rafe : “**I’m ... I’m wearing clothes**”

This data is taken from Rafe's utterances as the schizophrenic's main character. Rafe answered Principal Dwight's statement at his school in the morning. Principal Dwight is the principal at the new school that Rafe currently lives. At the new school, there are many rules, one of which is the use of clothes in school. Principal Dwight observes students who are not wearing clothes according to the rules. On the first day, Rafe entered school with Leo, he met Principal Dwight. Principal Dwight got a warning about the clothes that Rafe was wearing. When Principal Dwight commented on Rafe's clothes, Rafe answer in another context.

From the context above, the researcher found that Rafe has a different perspective with Principal Dwight. When Principal Dwight said, *"being new does not entitle you to swagger in here with no clothes on."* other people understand that he said about the rule and dress code. However, Rafe has the other perspectives, and it does unlogical thinking. Rafe answered, *"I'm ... I'm wearing clothes."* In this case, Rafe showed the type of speech abnormality **peculiar logic**. Peculiar logic happened when someone with schizophrenia does unlogical thinking. The statement uttered by Rafe, identified peculiar logic because all of the people know he was wearing clothes. Rafe should think that it isn't just about wearing clothes on, but the dress code.

In this case, Rafe's utterance identified the symptoms of peculiar logic. Peculiar logic happen when someone conclude unlogical thinking. This symptom hindered Rafe in delivered the messages. Because Principal Dwight confused, Rafe did not understand his statement. Principal Dwight has to explain again so

that Rafe understands. These types of speech abnormality, hindered Rafe to convey the message.

Datum 4:

Vice Principal : "Excuse me, is your name david?"

Rafe : "No"

Vice Principal : "Were you carved by Michelangelo?"

Rafe : "No"

The data were taken from Rafe's utterance as the schizophrenic's main character. Rafe answered Vice Principal's questions in the morning at school. On the first day, Rafe came to school, he met the Vice Principal who was observing students whom broke the rules. On the first day of school, Rafe wore clothes and accessories that did not comply with the rules at the school. The Vice Principal asked "*Excuse me, is your name David?*" and Rafe only answered with the word "*no*". For the second time, the Vice Principal asked again "*Were you carved by Michelangelo?*" Rafe still explained "*no*" without any other information.

From the context above, Rafe only answered in one word "*No*" when the Vice Principal asked about the name and about Michelangelo. Normal people will give more information about his name or any other thing to give a clear explanation in their answer. Rafe should ask about who Michelangelo is. The researcher analyses Rafe's answer classified as **poverty of speech**. Rafe answered the conversation in a very concise way. The poverty of Speech happened when Rafe answered the question or the statement from the other people briefly but still give the information.

In this case, Rafe has hindered to convey the information, because, Rafe has the short answered to convey. When the Vice Principal asked Rafe about his name, he only answered, "No." This type of speech abnormality hindered Rafe to convey the message. This situation was caused by the weakening of thoughts. Rafe had difficulty conveying detail information. However, this affects the message he wanted to be delivered.

Datum 5 :

Principal Dwight : "Son, as a principal, I think of my self as the father of this school and there's nothing I wouldn't do to protect a child. Do you follow me?"

Rafe : "Sure, yeah, you think the students are your children"

Principal Dwight : "What? No. The student aren't my children"

The data were from Rafe's utterance as the schizophrenic's main character. Rafe answers Principal Dwight's statement in the afternoon at school. Principal Dwight saw Rafe broke the rules. Principal Dwight explained to Rafe that as a school principal, he must act as a father in this school to protect students from undisciplined attitudes. Then Principal Dwight asked, "*Do you follow me?*". Rafe answered "*Sure, yeah, you think the students are your children*".

From the context above, Rafe had misunderstanding then made his own perspective. When principal Dwight said that as a principal, he acted like a father to protect a child. Rafe misunderstanding and he think that the student is the Principal Dwight's children. This situation happened because the faulty premises makes a faulty inductive inference. Normal people will understand what the principal meant just an act like a father, not the birth father. Because actually, it is impossible to have many children as many as the student in the school. Rafe has

the wrong understanding of what the Principal Dwight's utterance. Rafe express or saying unusual ideas which cannot understand with logical thinking. In this case, the data classified in **peculiar logic** in speech abnormality symptoms. Peculiar Logic or Non-logical reasoning happened when the people who have schizophrenia disease think in unlogical thinking.

In this case, Rafe hindered to convey the information. Rafe had the wrong perspective to Principal Dwight's utterances. Misunderstanding experienced by Rafe, makes it fail in conveying information. Rafe had the wrong perspective about the word "*father*" in Principal Dwight's statement. When he thought the word "*father*" meant the biological father. It does illogical thinking and hindered in conveying message. Rafe had the wrong perspective, so, he hindered to convey the message well.

Datum 6 :

Principal Dwight : "Art should be locked up in a museum where old people can enjoy it or children on field trips"

Rafe : "We get to go on field trips to art museum?"

The data taken from Rafe's utterance as the schizophrenic's main character. Rafe answers Principal Dwight's statement in the afternoon at school. It had occurred when Principal Dwight saw Rafe breaking on of the rules in the school. Rafe was drawing a Principal Dwight's face in a bad picture to make it fun. Principal Dwight, got angry and talked to Rafe about his skill art. Then he said that art should be locked up in a museum where old people can enjoy it or children on field trips. Then Rafe asked "*We get to go on field trips to art museum?*" whith his wrong understanding.

From the context above, The researcher identified Rafe responds to questions according to general topics given but not specifically in answering the questions. When Principal Dwight talks about art should be locked up in the museum. Rafe thought that the student will go to the museum. Normal people will understand what the principal meant. Principal Dwight means that the student does not permit to doing art, so he says that art should be locked up in the museum. This data identified as **looseness** symptoms in speech abnormality. Looseness happened when the people with schizophrenia answer not relevant with the question. Sometimes, loosenes caused lost ideas, weaken ideas that arise in the brain, or other foreign ideas that interfere in minds. Sometimes, looseness makes the people with schizophrenia had the difficulty to expressed their mind.

In this case, Rafe hindered to convey the information. Rafe has the wrong perspective to Principal Dwight's utterances. Misunderstanding experienced by Rafe, making it fail in conveying information. Rafe had the wrong perspective about the statement that Principal Dwight's utterance. Rafe's answer not relevant to the statement of Principal Dwight. It makes the different meaning and hinder to conveying the message. Rafe has the wrong perspective, so this speech abnormality hindered Rafe to convey the message well.

Datum 7 :

Rafe: "Grak-Tung"

The data taken from Rafe's utterance as the schizophrenic's main character. Rafe talks with his imaginary friend Leo in the evening at his room. Leo was his brother, whom passed away because of cancer. Rafe still can't forget all about Leo. In his daily life, Rafe always imagine that Leo was always with him and helped everything he did. Especially when Rafe encountered difficulties. "*Grak-Tung*" is a word that is still spoken by Rafe with his imaginary friend, Leo, which means "*the winner is ours.*"

From the context above, Rafe creates the unique word which has the meaning "*victory is ours*". The word only uses when he talks with his imaginary friend who names Leo. The word "*Grak-tung*" is the unusual word and cannot explain in any dictionaries. The word "*Grak-tung*" also cannot find in any pattern. People with schizophrenia sometimes has the word-formation which they use and only understand by themselves. The peculiar word consists of a word or phrase which did not have any explanation in any dictionary. This data shows a **peculiar word** as one of the symptoms of speech abnormality. Peculiar words showed when the word had a new formation or pattern that cannot easily understand with many people.

In this case, Rafe has a new word on his conversation. This word is not in any dictionary and has a new sentence structure. Leo, his imaginary friend only understands the example of the peculiar word spoken by Rafe. Someone who hears this word will have difficulty understanding it. This word causes misunderstanding when conveying the message. These types of speech abnormality hinder Rafe to convey the message.

Datum 8 :

Jeanne : “That means that it’s actually spreading to other schools”

Rafe :”Hey.. um ... dou you wanna know a secret? I ... Anonymous. You are anonymous. Actually... I’m really just drigging your boooots !Good job. God Coice.”

Jeanne : “thanks”

The data taken from Rafe’s utterance as the schizophrenic’s main character. Rafe response Jeanne's statement in the afternoon at school. Jeanne is Rafe's friend in the school, and she loves art that Rafe made. When Jeanne talked about art that had already been spread outside in other schools, Rafe shifted the conversation to another topic. Rafe's utterance made Jeanne confused and only answered, *"thanks."*

From the context above, the researcher found Rafe, as the main character, has the difficulties in delivering the information. It made the information which he wants to deliver cannot understand better. From the conversation above, Rafe’s responds Jeanne statement with many words he use. Many words that Rafe used still has no precise information. Rafe using many words that cannot explain the purpose of what is to be delivered. The answer has been arranging on his mind, but he had the difficulties in delivering. On this movie, the researcher found only one utterance that showed the **weakening of goal** symptoms. This data also classified **looseness**, Rafe gives a new idea that is not relevant to Jeanne's statement. In this case, Rafe’s utterance identified as a derailment. Derailment meant a pattern of speech in which ideas delivered spontaneously slip off the track with other ideas, but both are not related. It makes the answer of Rafe not relevant to Jeanne’s statement. Looseness happened when people with schizophrenia lose

ideas, weaken ideas that arise in the brain, or other foreign ideas that interfere in their minds.

The data also classified as a **peculiar sentence** because it has an unusual form or pattern in its structure. Peculiar sentence happened when the character of sentence construction had difficulties in understanding. The utterances identified a peculiar sentence because the pattern of the sentences constructs peculiarly. The sentence *"I ... Anonymous. You are anonymous."* makes a chain of semantic associations. Also, the word "anonymous" show twice in Rafe's utterances. It is not usually occur in normal people. This word is only becomes an unwarranted word. Rafe using unwarranted word on his conversation, so, it identified as **Preservation of Ideas**. Last, Rafe's utterance identified as **distractibility** in speech abnormality symptoms. Rafe suddenly stoped when he talked, then change to another idea. Distractibility happened when the people who have schizophrenia disease had a new idea arising from an external stimulus. The attention of the mind is rapidly diverted from one topic to another as Rafe utterance *"I ... Anonymous. You are anonymous."* suddenly change the topic into *"I'm really just drigging your boooots! Good job. God, Choice."*

In this case, Rafe utterance identified four types of speech abnormality. First, weakening of goal. The weakening of goals made Rafe hindered to convey the message. The word Rafe used has no meaning and has no purpose. In other words, the phrase used is empty and confusing. So this type hinders Rafe from conveying the message. Then, the peculiar sentence symptoms also hinders Rafe to convey the message. Rafe's utterance made the unusual pattern of the sentence,

so it influences the meaning. Looseness is also identified in this sentence. It made the other people confuse because Rafe had derailment ideas and made the sentence not relevant. Another types is preservation of ideas. This type characterized by the repetition of word. In this conversation, Rafe using repetition the word “anonymous” and it makes the other people confuse. It makes the other people confuse why rafe keep repetition that word. The last is distractibility symptoms. In this conversation, Rafe usually changes the topic into another idea, making the other people confused. The researcher identified that all of the types of speech abnormality in this data hinder Rafe to convey the message.

Datum 9

Mr. Teller : “Come on. Draw us some food chain. Walk us through it”

Rafe : **”Okay, well the sun shines down onto the grass, which keeps growing until a cow comes along and eat it. Always grass never pizza. The cow gets nice and big. And then it gets taken to a slaughterhouse. And we use it to make hamburger and all that one day a hungry bully with a bad haircut comes by eats the hamburgers. He keeps eating and eating until he gets so fat, that he just sort explodes. But that is good for the maggots. And then, in turn, enrich the grassy field which another cow comes along and eat it.”**

The data taken from Rafe's utterance as the schizophrenic's main character.

Mr. Tellers asks Rafe to draw the food chain in the morning in the class. This conversation occurred in class when Mr. Tellers explained about the food chain to students in the class. Then Mr. Teller asked Rafe to give a sample food chain and draw it on the board. Rafe pulled something with his imagination that could not be logically accepted.

From the context above, Rafe explained about the food chain on his version.

Rafe says, *"he keeps eating and eating until he gets so fat, that he just sort*

explodes. But that is good for the maggots ". In this case, Rafe is controlled by the world of his imagination so that he describes what he thinks, what Rafe draw on the board did not make sense because there is no food chain such as in Rafe's imagination. When Rafe drew, all the students looked surprised. From the utterance shown by Rafe, the researcher identified that it was **peculiar logic** because it does unlogical thinking for the other people.

In this context, Rafe using the unlogic sentence when they tell about the food chain. The unlogical thinking caused by his imagination. As a result, other people will feel confused because Rafe's utterance sounds impossible in real life. The researcher identified that Peculiar logic hinders Rafe from conveying the message.

B. Discussion

In this section, the researcher reviews the findings discussed in the previous chapter. The analysis conducted will answer the questions contained in the last chapter, what are the types of speech abnormalities found in Rafe's utterances in the movie, and how does Rafe's speech abnormality hinders in conveying the information. From the analysis above, the writer found some unique utterance and how Rafe's speech influence the meaning when he talks with other people.

1. Types of speech abnormalities of Rafe's utterances

Speech abnormality performed by Rafe as schizophrenic's character will be classified according to the theory Liddle et al. (2002). Based on the findings in the previous point, the researcher found some unique words and sentence spoken by Rafe as the main character in the movie. Rafe is a junior high school student who has a schizophrenia disorder caused by environmental factors. According to Foster (2003), there are three factors cause a person experiencing schizophrenia. They are genetic factors, biochemical factors, and environmental factors. In this case, environmental factor causes the emergence of schizophrenic disorders in Rafe as the main character in this movie. Rafe, who lives with his mother and his sister, has a problem where he does not want to go to school. Rafe try to get out of school to be free from school rules. Rafe is always focused on the world of imagination that he draws in a book. The researcher finds some abnormality speech when Rafe interacts with people around him.

The researcher found several utterances that have the uniqueness of speech experienced by people with schizophrenia. There are some unique sentences in Rafe's utterance. This sentence will be classified based on the theory of speech abnormality (Liddle et al., 2002). The grouping is divided into several sections: poverty of speech, weakening of goal, looseness, peculiar words, peculiar sentence, peculiar logic, preservation of ideas, and distractibility.

a. Poverty of Speech

The poverty of speech is a condition where someone speaks with minimal sentences and does not provide more conveying information to another person. Someone who has schizophrenic disorder has the characteristics of speaking less

but many things they wants to convey so that information is not transmitted completely.

The poverty of speech can be seen from the amount of speech experienced by someone who has a schizophrenic disorder (Liddle et al., 2002). People who have schizophrenic disorders tend to talk less and give shorter responses when speaking or answering reactions from others. This reaction is caused by a decrease in brain function that affects their social interactions experience.

People with schizophrenia are more active when they interact with people or characters in their imaginary world. This symptom was caused by an imbalance of the brain that makes hallucinations, delusions, and unclear reasoning (Indah, 2017). The symptom poverty of speech were found in datum 1 and 4. In datum 1, Rafe only said the word *"Thanks"* when her mother said, *"we don't have to take this. You know hon, I have to say, really impressive updates for the Vinlonthian Star Cruiser "*. In this case, Rafe answered her mother's question very briefly and did not give a clear enough response to the statement made by his mother.

Then in datum 4, when the Vice Principal asked: *"Excuse me, is your name David?"* Rafe only answered the question with *"No,"* then the vice principal asked again, *"Were you carved by Michelangelo?"* Rafe still explains *"No"* without giving any explanation. This sentence shows the existence of symptoms of poverty of speech because the other person wants comments and other answers, not only yes or no in answer.

b. Weakening of Goal

The weakening of goal is a condition where someone with a schizophrenia disorder has difficulty in conveying the message of the information to be transmitted. In this case, someone who has schizophrenia has difficulty processing words to be informative (Liddle's, 2002)

Someone who has schizophrenia tends to answer or respond to questions or conversations with many words that he uses but does not contain information that he will convey so that it does not find the purpose of the conversation (Black and Andreasen, 2011)

The weakening of goal occurs in datum 8. When Jeanne said, *"That means that it's spreading to other schools,"* then Rafe answered, *"Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your booots! Good job. God Coice. "* it shows that Rafe's speech is not informative but used many words that have no purpose.

c. **Looseness**

Looseness occurs when someone with a schizophrenic disorder lose their ideas. The characteristic of looseness are losing thoughts, weak ideas, and replacing ideas that will be conveyed with new ideas. Looseness characterized by Derailment. Derailment is a speech pattern in which the concept of a conversation delivered out of its original purpose. (Liddle et al., 2002).

According to Rule in Agustina (2014), Derailment occurs when someone who has schizophrenia has an answer or related statement, but he makes a different conclusion. This symptom happens because people with schizophrenia

do not make cohesion with questions or statements. So that when the idea slipped into another idea, it makes other people feel confused.

Looseness found in datum 6 and 8. In datum 6, when Principal Dwight say *"Art should be locked up in a museum where old people can enjoy it or children on field trips"* Rafe answer *"We get to go on field trips to an art museum ? "* from the conversation Rafe talks by replacing ideas with new ideas. What Principal Dwight said cannot be understood. Rafe answered in another context but still in the same topic *"museum"*. It can be proven when he also talks about museums. This situation has a different context from what is mean by Principal Dwight.

In datum 8, when Jeanne said, *"That means that it's actually spreading to other schools,"* Rafe answered, *"Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your boooots! Good job. God Choice. "* From the conversation between Rafe and Jeanne, Rafe responded to Jeanne with a conversation that had nothing to do with the previous sentence. It shows that the weakening of an idea can be seen in symptoms looseness. From the context of looseness, Rafe categorize as derailment because has irrelevant answer.

d. Peculiar Word

According to Liddle's (2002). Peculiar word happens when someone with schizophrenia creates the new word. People who experience schizophrenia, sometimes creating new words or terms in their language. New words created by people with schizophrenic disorders. Peculiar word in schizophrenic has its meaning and are known only to themselves. However, the word used has an

unusual pattern and is not contained in any dictionary. It makes other people feel confused about the new word used by people with schizophrenia. So other people have to ask what the word means.

Peculiar word is the use of words with new structures and patterns that are not found in any dictionary. The purpose of the name is one of the symptoms experienced by someone who has schizophrenia. In this study, the researcher found one use of foreign words found on Datum 8.

In datum 7, Rafe mentioned the word "*Grak-Tung*," which means "*victory is ours*." This word is the motto that Rafe said when he managed to do something according to his plan. He got the name along with his imaginary friend, Leo. In this utterance, Rafe said the word "*Grak-tung*" when he was doing out his mission. Rafe gets the word "*grak-tung*" with Leo and no one knows about the word "*Grak-tung*" except Rafe and Leo.

e. Peculiar Sentence

The peculiar sentence is a condition where people who have schizophrenia disorder produce unusual sentences. People who have schizophrenia tend to construct sentences that are more difficult and not easily understood. (Liddle et al. In Stein and Wilkinson, 2007).

Peculiar sentence finds in datum 8 when Rafe says, "*Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your boots! Good job. God Choice.*" The sentence that he uses is not well structured and has no meaning, so the other person cannot fully

understand what he is talking about. Rafe also makes a chain of semantic associations such as *"I Anonymous, You are anonymous."*

f. Peculiar Logic

Peculiar logic is a condition where someone with schizophrenia has illogical thoughts. In other words, the conclusions produced have false logic or cannot be understood logically (Liddle et al., 2002). This peculiar logic refers to a wrong end where the conclusion is derived from the wrong premise. Logic Peculiar occurred in datum 2,3,5, and 9.

In datum 2 when his mother said *"Look, I know it's hard, starting a new school mid-semester, and I don't want to take this away from you, but you have to promise me you won't spend every waking, sleeping moment waking on this when there's a whole big world out there"* then Rafe answered, *"Mom there's a whole big world in there too."* This shows that the word *"world"* that is meant between Rafe and her mother is different between the real world and the world of imagination.

In datum 3, when Principal Dwight said: *"Well, being new does not entitle you to swagger in here with no clothes on."* It means that Rafe has to wear clothes according to the dress code rules. In this case, Rafe has unlogical thinking because he has illogical thoughts. It can be proven when he answers, *"I'm ... I'm wearing clothes"*. In this context, Rafe's answer would not be necessary. Because Principal Dwight also knows that Rafe is wearing clothes, so it doesn't need to be explained.

In datum 5, when Principal Dwight says, *"Son, as a principal, I think of myself as the father of this school, and there's nothing I wouldn't do to protect a*

child. Do you follow me? " then Rafe answered, *"Sure, yeah, you think the students are your children."* This shows that what Rafe think about children is not the same as what Principal Dwight's mean. Rafe believed that all students are children of Principal Dwight. It shows that Rafe thinking cannot be understood logically.

In datum 9, Rafe explains about his logical thinking, Mr. Teller and all of the student seems surprised. Because in Rafe's imagination, no one's that kind of life. When Rafe says, *"he keeps eating and eating until he gets so fat, that he just sort explodes"* that sentence is impossible to happen in real life. Rafe's statement identified as peculiar logic because expressed illogical thinking.

g. Preservation of Idea

Preservation of ideas occurs when someone with schizophrenia has a repetitive style of language. The repetition in the form of words that are not grounded. Generally, the preservation of ideas is used for unwarranted words. However, some phrases or words are used as pauses for the language style (Liddle et al., 2002).

Preservation of ideas is a sign that people who have schizophrenia have a repetitive structure of words. In general, this repetition is pronounced correctly but has no meaning. However, some words are also used as pausers when speaking (Liddle et al., 2002). Preservation of ideas found in datum 8.

In datum 8, Rafe said, *"Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your boooots!"*

Good job. God Choice. " The pronunciation of the word "Anonymous" is repeated twice and has no meaning, so this word is not needed if there is no reason.

h. Distractibility

Distractibility is a condition where a schizophrenic disorder tends to talk out of the topic of conversation. The idea in a schizophrenic mind is usually easy to switch from one topic to another. Sometimes, the patient changes the subject to the nearest subject. In other words, his attention is easily distracted by objects or other things that are nearby. According to Liddle's (2002), distractibility is characterized by the appearance of other ideas in a person's brain. So this causes a change of topic during the communication process. Foreign ideas arise from external stimuli in the human brain. Based on Black and Andersen (2010), distractibility has thoughts that are easily transferred from one topic to another. Usually, patients stop in the middle of a conversation suddenly or change the subject.

Distractibility was found in Datum 8 when Jeanne spoke, *"That means that it's actually spreading to other schools,"* then Rafe changed the topic by answering, *"Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your booots! Good job. God Choice. "* It shows when Jeanne talks about something that has spread in other schools, then Rafe diverts the topic by talking about a secret.

The summary of the result based on the analysis above is presented in Figure 1. From the picture, explain about tipe speech abnormality in Rafe's utterances who has shizophrenia disease, so, he often says an abnormal speech. This type is classified based on Liddle's theory (2002).

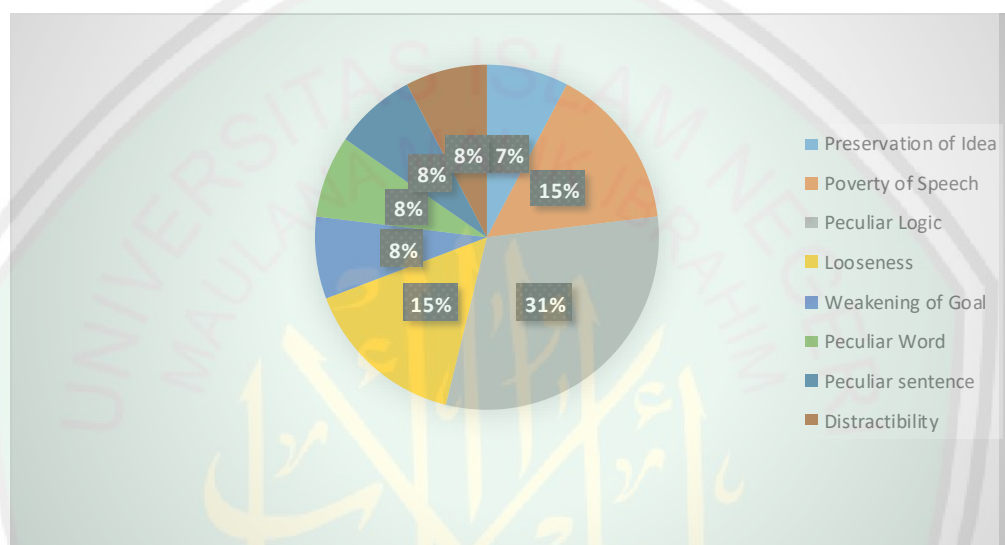


Figure 1. The Types of Speech Abnormality

2. How the Rafe's speech abnormality as schizophrenic's character hinder the process of conveying information

Finally, the last discussion is how the Rafe's speech abnormality as schizophrenic's character hinder the process of conveying information. The researcher will answer the last question with to theory language and brain according to Carter (2009).

Rafe, who is a junior high school student with schizophrenia, often experiences miss understanding and has difficulty in conveying the information he wants to send. Rafe as the main character with schizophrenia manages to talk less

than healthy people and has problems to deliver the information. The other person must be more interactive and throw in lots of questions to get detailed information. There are some types and how speech abnormality hinders Rafe to convey the message based on Liddle's (2002).

1. Poverty of Speech

The poverty of speech is one of the types of speech abnormality characterized by a brief answer. Based on Liddle's (2002), the word used by someone with schizophrenia has a brief response to the other people who talk with them. The question may be repeated to make the detail information. When someone talks briefly, other people will have lots of questions because the information is not conveyed in full. Therefore, the researcher apply that when talking with people with schizophrenia, it is recommended to ask many questions and have many topics of conversation (Liddle, et al. (2002).

The type of poverty of speech hinders Rafe in conveying the message. It shows in datum 1 and 4. In datum 1, Rafe's utterances are monosyllabic. His mother talked about spending the night withdrawing or talks about his favorite character. Rafe only says in a brief answer, "*thanks.*" Speech abnormality also happens in datum 4. When Rafe answered the vice principal questions, Rafe only answers with "*no.*" It makes the vice principal need more information because she asks about Rafe's name. In this case, Rafe does not answer completely. The information which Rafe conveys does not have enough information. This type of speech abnormality happens because of the effect of schizophrenia disease. Someone with schizophrenia tends to say in monosyllabic and reduce the fluency

of speech caused by decreased thinking. From Rafe's answer, the researcher identified that poverty of speech hinders Rafe in conveying the information.

2. Weakening of Goal

The weakening of goal is one of the types of speech abnormality which characterized by delivering non-informative statement. Based on Liddle's (2002), weakening of goal shows when someone has difficulty conveying the message. Someone with schizophrenia using many words but still does not give the information. The idea that would be delivered has arranged in the brain, but it cannot provide an informative statement. Based on Black and Andreasen (2010), someone with schizophrenia answers the question with enough of even no information. The information which has delivered cannot explain the purpose of what is to be delivered.

The type weakening of goal hinders Rafe in conveying the message. It shows in datum 8. When Jeanne said, *"That means that it's spreading to other schools,"* Rafe answered, *"Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your boooots! Good job. God Coice."* the answer of Rafe makes Jeanne confuse about what Rafe wanted to say. In this case, Rafe using many words but still does not giving the information. The term used by Rafe usually dominated with the word or phrase which do not have an identifiable goal. This type of speech abnormality happens because someone with schizophrenia loses the goal of the conversation. This type shows when schizophrenic cannot convey the purpose of the content. The idea has arranged in the brain, but still do not convey the message better.

From Rafe's answer, the researcher identified that the weakening of goal hinders Rafe in conveying the information.

3. Looseness

Looseness is one of the types of speech abnormality characterized by derailment and tangentiality. Based on Liddle's (2002), looseness happens when schizophrenic lose the idea, the weak idea that arises the brain, and the new idea interfering in their minds. The effect of looseness is a derailment, making the other people slip off the track with different ideas. Besides, the concepts that have been arranged and delivered do not have a connection. The weakening of goal also characterized by slow and steady slippage on the answer.

The type looseness hinders Rafe in conveying the message. It shows in datum 8. In datum 8, when Jeanne said, *"That means that it's actually spreading to other schools,"* Rafe answered, *"Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your boooots! Good job. God Choice. "* From the conversation between Rafe and Jeanne, Rafe responded to Jeanne with a conversation that had nothing to do with the previous sentence. This type of speech abnormality happens because it shows that the weakening of an idea can be seen in symptoms looseness. From the context of looseness, Rafe categorize as derailment because has irrelevant answer. This type of speech abnormality happens because of the effect of schizophrenia disease. Someone with schizophrenia tends to say in an unrelated topic, these symptoms caused by the weakness of the idea. All of the ideas have arranged in

Rafe's mind, but he has difficulty conveying the point. From Rafe's answer, the researcher identified that looseness hinders Rafe in conveying the information.

4. Peculiar Word

Peculiar word is one of the types of speech abnormality characterized by the new word created by someone who has schizophrenia. Based on Liddle's (2002), someone with schizophrenia usually arranges or create a new word. The word which created has a unique structure and meaning. It doesn't consist of any dictionary. So this word is formerly new and cannot understand with the other people.

The peculiar type word hinders Rafe in conveying the message. It shows in datum 7. Rafe created the new word "grak-tung." The word "grak-tung" not consist of any dictionary. That word created by Rafe and Leo when they have the mission. Some people who hear that word seems weird, and it sounds new. This type of speech abnormality happens because Rafe frequently talks with his imaginary friends. The peculiar word that he uses does not have any explanation or pattern. This type of speech abnormality occurs because of the effect of schizophrenia disease. From Rafe's statement, the researcher identified that a peculiar word hinders Rafe in conveying the information.

5. Peculiar Sentences

The peculiar sentence is one of the types of speech abnormality characterized by the unusual form of the sentences. Based on Liddle's (2002), someone with schizophrenia shows the sentence, which makes it difficult to understand. The sentence construction tends to construct peculiarly.

The type peculiar sentence hinders Rafe in conveying the message. It shows in datum 8. Peculiar sentence finds in datum 8 when Rafe says, *"Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your booots! Good job. God Choice."* Rafe has the peculiar form in this sentence. Rafe also makes a chain of semantic associations such as *"I Anonymous, You are anonymous."* This type of speech abnormality happens because. The sentence of Rafe is not well structured and has no meaning, so the other person cannot fully understand what he is talking about. This type of speech abnormality happens because of the effect of schizophrenia disease. From Rafe's statement, the researcher identified that a peculiar sentence hinders Rafe in conveying the information..

6. Peculiar Logic

Peculiar logic is one of the types of speech abnormality characterized by unlogical thinking from someone with schizophrenia. Someone with schizophrenia usually has the illogical thinking in their speaking or receiving the message. Based on Liddle's (2002), typically, someone with schizophrenia expresses the unusual idea which does not flow logically.

The type peculiar logic hinders Rafe in conveying the message. It shows in datum 2,3,5, and 9. In datum 2 when his mother said *"Look, I know it's hard, starting a new school mid-semester, and I don't want to take this away from you, but you have to promise me you won't spend every waking, sleeping moment waking on this when there's a whole big world out there"* then Rafe answered, *"Mom there's a whole big world in there too."* This shows that the word "world"

that is meant between Rafe and her mother is different between the real world and the world of imagination. Rafe makes the wrong conclusion about his statement. It would make the other people have to explain again. So this utterances hinders Rafe in conveying the information. In datum 3, when Principal Dwight said: *"Well, being new does not entitle you to swagger in here with no clothes on."* It means that Rafe has to wear clothes according to the dress code rules. In this case, Rafe has unlogical thinking because he has illogical thoughts. It can be proven when he answers, *"I'm ... I'm wearing clothes"*. In this context, Rafe's answer would not be necessary. Because Principal Dwight also knows that Rafe is wearing clothes, so it doesn't need to be explained. It makes the different perspective between Principal Dwight and Rafe.

In datum 5, when Principal Dwight says, *"Son, as a principal, I think of myself as the father of this school, and there's nothing I wouldn't do to protect a child. Do you follow me?"* then Rafe answered, *"Sure, yeah, you think the students are your children."* This shows that what Rafe think about children is not the same as what Principal Dwight's mean. Rafe believed that all students are children of Principal Dwight. It shows that Rafe thinking cannot be understood logically. In datum 9, Rafe explains about his logical thinking, Mr. Teller and all of the student seems surprised. Because in Rafe's imagination, no one's that kind of life. When Rafe says, *"he keeps eating and eating until he gets so fat, that he just sort explodes"* that sentence is impossible to happen in real life. Rafe's statement identified as peculiar logic because expressed illogical thinking.

This type of speech abnormality happens because schizophrenia is a part of mental illness. This disease will affect Rafe's way of thinking, unlike most normal people. His thinking tends to be incompatible with culture in daily life. From Rafe's statement, the researcher identified that peculiar logic hinders Rafe in conveying the information.

7. Preservation of Ideas

Preservation of Ideas is one of types of speech abnormality which characterized by the repetition of word. Preservation of ideas makes the repetition of unwarranted word. Based on Liddle's (2002), someone with schizophrenia repeated word in appropriate way to unusual meaning. Usually, some word use as a pause-filler, and it should not be considered preservation.

The type preservation of ideas hinders Rafe in conveying the message. It shows in datum 8. In datum 8, Rafe said, *"Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your booots! Good job. God Choice. "* The pronunciation of the word *"Anonymous"* is repeated twice and has no meaning, so this word is not needed if there is no reason. This type of speech abnormality happens because the repetition occurs independently of the stimulus provided by the picture. This word would make the other people have the question of why Rafe was talking about this word continuously. From Rafe's statement, the researcher identified that preservation of idea hinders Rafe in conveying the information.

8. Distractibility

Distractibility is one of the types of speech abnormality which characterized by stop talking in the middle of the sentences then change the topic. First, it would be relevant to the topic but suddenly change into another which do not become relevant. Based on Liddle's (2002), typically, the mind's attention is rapidly diverted from one topic to another. Someone with schizophrenia usually changes the topic to a nearby stimulus.

The type distractibility hinders Rafe in conveying the message. It shows in datum 8. In datum 8 when Jeanne spoke, *"That means that it's actually spreading to other schools,"* then Rafe changed the topic by answering, *"Hey ... um ... do you want to know a secret? I ... Anonymous. You are anonymous. Actually ... I'm really just drigging your booots! Good job. God Choice. "* It shows when Jeanne talks about something that has spread in other schools, then Rafe diverts the topic by talking about a secret. It make Jeanne confuse why Rafe suddenly change the topic into irrelevant topic. From Rafe's statement, the researcher identified that distractibility hinders Rafe in conveying the information.

The schizophrenic disorder experienced by Rafe can affect language, perception and thoughts in interacting. According to Indah (2017), people who have schizophrenia have difficulty expressing what they want to convey, so there is often incorrect communication between sufferers and interlocutors. It is because the language used by people with schizophrenia tends to be complicated and difficult to understand. In the conversations in daily life, some people have difficulty in communicating and lacking detailed information.

Language processing is one of the brain functions that make the language easier to understand. Human activities and the language used in daily life are controlled by the brain. Besides, the brain also functions to make how a word can be easily understood and has a purpose to convey information (Carter, 2009). Language processing is important in obtaining and exchanging information so that most theories assume that the process of language acquisition is entirely carried out in the human brain. Besides, information received by the brain is also crucial in the process of language acquisition. However, a speaker also acts as a listener because the nature of a person's language is two-way and alternates between the reader and the listener (Indah, 2017).

Another study by Astuti (2014) analyzed Anna as someone who has schizophrenia in *Uninvited Movie*. This study examines the types experienced by people with schizophrenia and also the types of hallucinations experienced. According to Astuti's analysis, people who have schizophrenic disorders have a different character from other normal people. People with schizophrenic disorders tend to talk in languages and in ways that are difficult to understand. Astuti found that people with schizophrenia also have difficulty distinguishing between real and unreal life. Based on her findings, Anna's character in *Uninvited Movie* only experienced four of the eight symptoms, namely, Poverty of speech, Looseness, Peculiar Logic, and Distractibility. Anna tends to speak monosyllabic, and some questions are also not answered. Besides that, Anna's character also has weak ideas so that she has difficulty in the question directly. The Main Character is also easy to change the answering subject when interacting with others.

Another study, according to Nugroho (2013). This research is focused on the main character utterances using comprehension disturbance theory. Nugroho found language defects which affect the understanding and expression of language produced by someone with schizophrenia. In his study, several conclusions can be drawn; namely, people who experience schizophrenic disorders have difficulty in balancing topics so that they often switch topics and difficulty interacting with new people. Besides, strange ideas also often appear and make people around them feel confused about what is said by people with schizophrenia. Nugroho found that people who experience schizophrenia also often suddenly stop when they are talking to others and tend to repeat the same words consistently. Incoherence also occurs in people who have schizophrenic disorders, so they often speak out of the topic and answer questions irrelevantly. Delusion is also the cause of people who experience schizophrenic disorder talking continuously without anyone being allowed to interrupt because they feel that the world in his imagination is real so they must explain so that everyone knows it.

Besides, according to Agustina (2014). She examines the main character who has a schizophrenic disorder in which she continues to sound noises from the world of her imagination that makes her scared and nervous. Complications that arise in people with schizophrenia affect speech and the way they talk to others. Agustina explained that psycholinguistics provides insight into how people use language and how they understand one another to form good communication relationships. In this study, people who experience schizophrenic disorders tend to speak with repeated words or sentences. Agustina explain that schizofrenia

affected by hallucinations, making it difficult to control themselves. Sometimes, hallucinations experienced by schizophrenic make him depressed so that it is difficult to control himself and use words that tend to be repeated to convince others. Symptoms of peculiar logic also appear in people with schizophrenia, which cause statements or utterances that are generated, cannot be understood logically. When someone who has a schizophrenic disorder is experiencing hallucinations, they are difficult to respond to the situation rationally. Besides, people who experience schizophrenia can also not respond or answer questions in a coherence manner. When people with schizophrenic disorders are accustomed to combining the real world and the world of imagination, so they are difficult to realize where the fault lies. People with schizophrenia also have difficulty processing information in the brain, so what they convey becomes difficult to understand. Besides, giving a very short response is also one of the symptoms that occur in people who have schizophrenia. Therefore, the interlocutor must be active because people who have schizophrenic disorders have deficiencies in conveying and explaining information in detail.

Another study is, according to Supianoveri (2015). In this study, Suprianoveri explained that people who suffer from schizophrenic disorders tend to speak illogically, causing oddities when normal people listen to them. This situation is influenced by hallucinations. People who experience schizophrenic disorders find it difficult to distinguish between the real world and the world of imagination. Also, people with schizophrenia have a very small portion of the speech that doesn't even answer when there are questions. This situation is

usually caused by injuries to the left cerebrum. The poverty of speech is also called negative symptoms because it involves loss of normal speech. It does not mean it is indicated by mental health concern, but it can be part of the characteristics of schizophrenia. People with schizophrenia also tend to have difficulty conveying the essence of a message. Typically, people with schizophrenic disorders talk with many empty words or phrases, words that are less specific and send little information. Besides, new terms are often coined by creating their patterns in the language they are used in which the word is not found in any dictionary and cannot be understood by others.

Thus, the previous study shows that people who have schizophrenic disorders have the same difficulty, namely difficulty in conveying information and struggle in understanding the conversation of others. The problem is also experienced by people who experience schizophrenia disorders that have been described in previous studies (Nugroho, 2013). Difficulties experienced by people with schizophrenia disorders in subsequent studies more shows the poverty of speech that causes schizophrenic has a way of speaking and a little response so that the other person does not get comprehensive information. Besides, research also shows that people who have schizophrenia disorder have a way of speaking with repetitive words. People with schizophrenia also say illogical words. This makes the other person feel confused about what they mean. People with schizophrenia have difficulty distinguishing between the real world and hallucinations. So this can affect the way of speaking and thinking.

According to Patel (2003) there are three factors for how a person can experience schizophrenia, and the first is genetic. In genetic factors, someone who has schizophrenia disorder has the potential to be able to reduce it to family members. However, this only has one per cent potential to develop it. When someone has a schizophrenic disorder caused by genetic factors, then they can have a ten per cent chance to cure it and ninety per cent to not develop it. Also, people who experience schizophrenia get disorders caused by biochemical factors. The biochemical factor is a chemical which works to deliver messages between cells into the human brain, which functions to capture language was obtained. Biochemical factors involve the relationship between neurotransmitters in the brain. This affects the level of neurotransmitters that cause a person experiencing schizophrenia. An imbalanced neurotransmitter can also create a person to experience stress, depression, and anxiety. This can also cause psychiatric disorders caused by biological factors.

In this study, the main causes experienced by the main characters who have schizophrenic disorders are environmental factors (Patel, 2003). Environmental factors also affect the emergence of schizophrenic disorders. In this case, the environmental factors can also be caused by exposure to the virus from the surrounding environment, malnutrition before birth so that abnormalities occur in the brain that causes a person experiencing schizophrenia.

In this study, there are some limitations that must be known. The researcher can only observe the types of speech abnormalities possessed by people with schizophrenia through the film they play without directly transforming the

symptoms experienced by people who have schizophrenia in real life. Also, this research might show different results if using another theory.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestions given by the researcher. This conclusion is based on the results of data analysis about the types of speech abnormalities experienced by people with schizophrenia disorders in the *Middle School* Movie. Based on the results of findings and discussion from the previous chapter, the researcher concludes and gives some suggestions to the next researcher and the readers.

A. Conclusion

In the following conclusion, the researcher explains the results related to the analysis that has been done. The researcher concludes that people with schizophrenia have a significant problem. The problem is difficulty in conveying information and receiving information properly. As a schizophrenic person, Rafe showed all the types of speech abnormality based on the result from the previous chapter. Rafe showed all of the types of speech abnormality. Rafe tends to use language that makes no sense and difficult to understand. His imaginary world is always inherent in his mind, and it influences his communication. Thus, Rafe often heard some of his imaginative friends. This situation makes other people feel confused and having to reiterate what they mean to avoid misunderstanding. It proves that speech abnormalities hinder in conveying the message.

In this case, the researcher found that Rafe experienced all types of speech abnormalities. The highest number is the peculiar logic. The types of speech abnormalities include poverty of speech, weakening of the goal, looseness, preservation of ideas, peculiar logic, peculiar words, peculiar sentences, and distractibility. The most dominant type is peculiar logic. Peculiar logic happens four times in this movie. The second dominant is looseness and poverty of speech. The type looseness and poverty of speech happens two times in this movie.

The next finding is, all of the symptoms of speech abnormality hinders Rafe in conveying the message. The language we use daily is closely related to the brain, so the process of delivering information is controlled by the brain. This situation affects the meaning and purpose of our delivery of this information. People who have schizophrenic disorder tend to have illogical speech and repeated. This symptom affects the meaning of delivering the information makes misunderstanding of the others. Some symptoms can be understood, but when Rafe shows strange sentences or words, other people feel confused, so they have to ask again.

B. Suggestion

In this study, the researcher found that Rafe, as a schizophrenic person, had a different speaking style than others. From the results of the research findings, Rafe experienced all types of speech abnormality. The dominant type is peculiar logic. Thus, the researcher applied the suggestion to talk more interactively and

better understand the condition of people who have schizophrenia. Because people who have schizophrenic disorders tend to find it difficult to distinguish between the real world and the hallucinatory world, this affects how they talk. They often bring the situation in their imagination to the real world. Besides, speech abnormality also hinders to convey the message. Therefore, the researcher suggests that this study's finding can use as a reference to understanding what schizophrenics try to convey.

The researcher also wrote suggestions for the future researcher in examining research related to schizophrenia to discuss the type more detail. The next researcher can also use other theories that elaborate on the types and symptoms with more adequate explanations.

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APENDIXES

Drama film "Middle School: The Worst Years of My Life" is the Hollywood film released in 2016. This film was produced in the United States with the genre of Comedy and Drama. Steve Carr directed the film, and Chris Bowman screened the script with Hubbel Palmer. Some famous Hollywood actors and actresses starred in this film, such as Lauren Graham, Isabela Moner, Adam Pally, and Thomas Barbusca. The film was premiered on October 7, 2016.

The movie "Middle School: The Worst Years of My Life," tells the story about Rafe's school life at Petterson High School, United States. A teenager named Rafe Khatchadorian, lives in a house with many emerged problems he has. Rafe must continue his education in high school. Rafe has a brilliant plan about not going to school this year. Rafe has a friend named Leonardo. Leo is an imaginary friend. Rafe has schizophrenia disease, so he often imagines that he has Leo in any situations he need. Rafe often imagines that Leo helps him in solving his problems, so that he immediately drops out of school. Some of his imaginary problems include eating gum and be awarded by 5,000 points, and running in the schoolyard and be awarded by 10000 points, and many more. When he is focusing on collecting the points, Rafe shall face two choices that are difficult for him. Rafe confuses to continue his mission, or obey all the rules at school because of certain reasons. Since elementary school, Rafe has disliked school. R.A.F.E program that he made with Leo is a bad program that is breaking all the rules at school. Life at home is very bad for Rafe because his foster father always

punishes him when his mother is not at home. His mother is at home only at night to spend the night with Georgia and Rafe.



Types of Speech Abnormality Found in Rafe's Utterances

No	Utterances	Context	Speech Abnormality							
			PoS	WG	LS	PW	PS	PL	PR	DS
1	Mother : "We don't have to take this. You know hon, I have to say, really impressive updates fot the Vinlonthian Star Cruiser" Rafe : "Thanks"	Rafe to Mother	✓							
2	Mother : "Look, I know it's hard, starting a new school mid-semester, and I don't wanna take this away from you, but you have to promise me you won't spend every waking, sleeping moment waking on this when there's a whole big world out there" Rafe : "Mom there's a whole big world in there too" Mother : "I'm talking about the real world"	Rafe to Mother						✓		
3	Principal Dwight : "Well, being new does not entitle you to swagger in here with no clothes on" Rafe : "I'm ... I'm wearing clothes"	Rafe to Principal Dwight						✓		
4	Vice Principal : "Excuse me, is your name david?" Rafe : "No" Vice Principal : "Were you carved by Michelangelo?" Rafe : "No"	Rafe to Vice Principal	✓							
5	Principal Dwight : "Son, as a principal, I think of my self as the father of this school and there's nothing I wouldn't do to protect a child. Do you follow me?" Rafe : "Sure, yeah, you think the students are your children"	Rafe to Principal Dwight						✓		

	Principal Dwight : “What?No. The student aren’t my children”									
6	Principal Dwight : “Art should be locked up in a museum where old people can enjoy it or children on field trips” Rafe : “We get to go on field trips to art museum?”	Rafe to Principal Dwight			✓			✓		
7	Rafe: “Grak-Tung”	Rafe to Leo				✓				
8	Jeanne : “That means that it’s actually spreading to other schools” Rafe :”Hey.. um ... dou you wanna know a secret? I ... Anonymous. You are anonymous. Actually... I’m really just drigging your booots !Good job. God Coice.” Jeanne : “thanks”	Rafe to Jeanne		✓	✓		✓		✓	✓
9	Mr. Teller : “Come on. Draw us some food chain. Walk us through it” Rafe : ”Okay, well the sun shines down onto the grass, which keeps growing until a cow comes along and eat it. Always grass never pizza. The cow gets nice and big. And then it gets taken to a slaughterhouse. And we use it to make hamburger and all that one day A hungry bully with a bad haircut comes by eats the hamburgers. He keeps eating and eating until he gets so fat, that he just sort explodes. But that is good for the maggots. And then, in turn, enrich the grassy field which another cow comes along and eat it.”	Rafe to Mr. Teller								

Speech Abnormality which Hinders Rafe in Conveying the information

No	Utterances	Context	Speech Abnormality	Hinder Information
1	Mother : “We don’t have to take this. You know hon, I have to say, really impressive updates fot the Vinlonthian Star Cruiser” Rafe : “ Thanks ”	Rafe to Mother	Poverty of Speech	✓
2	Mother : “Look, I know it’s hard, starting a new school mid-semester, and I don’t wanna take this away from you, but you have to promise me you won’t spend every waking, sleeping moment waking on this when there’s a whole big world out there” Rafe : “ Mom there’s a whole big world in there too ” Mother : “I’m talking about the real world”	Rafe to Mother	Peculiar Logic	✓
3	Principal Dwight : “Well, being new does not entitle you to swagger in here with no clothes on” Rafe : “ I’m ... I’m wearing clothes ”	Rafe to Principal Dwight	Peculiar Logic	✓
4	Vice Principal : “Excuse me, is your name david?” Rafe : “ No ” Vice Principal : “Were you carved by Michelangelo?” Rafe : “ No ”	Rafe to Vice Principal	Poverty of Speech	✓
5	Principal Dwight : “Son, as a principal, I think of my self as the father of this school and there’s nothing I wouldn’t do to protect a child. Do you follow me?” Rafe : “ Sure, yeah, you think the students are your children ”	Rafe to Principal Dwight	Peculiar Logic	✓

	Principal Dwight : “What?No. The student aren’t my children”				
6	Principal Dwight : “Art should be locked up in a museum where old people can enjoy it or children on field trips” Rafe : “We get to go on field trips to art museum?”	Rafe to Principal Dwight	Looseness		✓
7	Rafe: “Grak-Tung”	Rafe to Leo	Peculiar Word		✓
8	Jeanne : “That means that it’s actually spreading to other schools” Rafe :”Hey.. um ... dou you wanna know a secret? I ... Anonymous. You are anonymous. Actually... I’m really just drigging your booots !Good job. God Coice.” Jeanne : “thanks”	Rafe to Jeanne	Weakening of Goal, Loseness, Peculiar Sentences, Preservation of Ideas, Distractibility.		✓
9	Mr. Teller : “Come on. Draw us some food chain. Walk us through it” Rafe : ”Okay, well the sun shines down onto the grass, which keeps growing until a cow comes along and eat it. Always grass never pizza. The cow gets nice and big. And then it gets taken to a slaughterhouse. And we use it to make hamburger and all that one day A hungry bully with a bad haircut comes by eats the hamburgers. He keeps eating and eating until he gets so fat, that he just sort explodes. But that is good for the maggots. And then, in turn, enrich the grassy field which another cow comes along and eat it.”	Rafe to Mr. Teller	Peculiar Logic		✓

Notes :

Pos : Poverty of Speech

WG : Weakening of Goal

LS : Looseness

PW : Peculiar Use of Word

PS : Peculiar Sentence

PL : Peculiar Logic

PR : Preservation of Ideas

DS : Distractibility

