

**SYNTACTIC AND GRAMMATICAL IRREGULARITIES OF
ADAM'S SPEECH IN *WORDS ON BATHROOM WALLS***

THESIS

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FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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ADAM'S SPEECH IN *WORDS ON BATHROOM WALLS***

THESIS

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2025

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That thesis entitled **“Syntactic and Grammatical Irregularities of Adam’s Speech in Words on Bathroom Walls”** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Due to this fact, I am the only person who is responsible for the thesis if there is an objection or claim.

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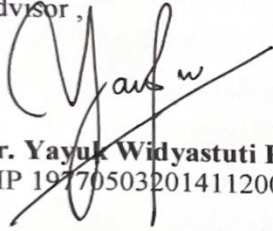
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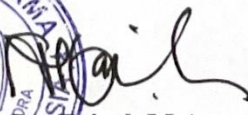
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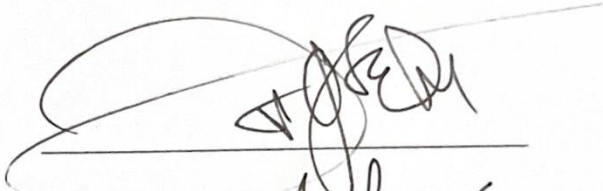
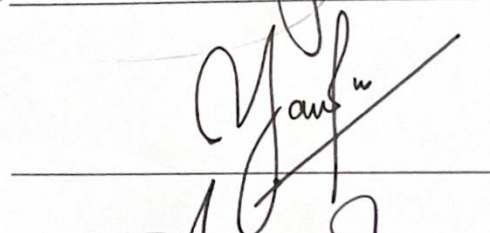
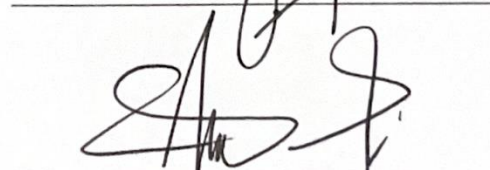


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MOTTO

There are always lessons to be learned from everything we go through. No matter how disappointed we are in a situation, there are still things we should and can be grateful for.

DEDICATION

My sincere gratitude and warmest respect, I dedicate this work to my mother and father.

I also dedicate this thesis to myself, with all the joys and sorrows I have experienced

And all people who love the researcher, especially my family.

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Malang, 17 Agustus 2025

Wahyu Defani

ABSTRACT

Defani, Wahyu (2025). *Syntactic and Grammatical Irregularities of Adam' Speech in Words on Bathroom Walls*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Dr. Yayuk Widyastuti Herawati, M.Pd.

Keywords: Syntactic irregularities, Grammatical irregularities, Schizophrenia, Psycholinguistic

This study aims to identify the forms of syntactic and grammatical irregularities in Adam's speech in the film *Words on Bathroom Walls* (2020). This study has two research questions, namely, what syntactic and grammatical irregularities are found in Adam's speech in words on the bathroom walls? And how do these irregularities reflect or relate to the condition of schizophrenia as depicted in the film? This study uses a descriptive qualitative method with data in the form of dialogues that show deviations in syntactic and grammatical structures. The analysis was carried out using the theory of (FTD) formal thinking disorders by Andreasen (1986), Chomsky's theory (1965) to determine syntactic irregularities, and Swan's theory (2005) to determine grammatical irregularities. The results of the study showed 9 types of syntactic irregularities and 9 types of grammatical irregularities. These irregularities show a significant influence of cognitive disorders on language skills. This study is different from previous studies, especially in the focus of the analysis on syntax and grammatical errors in the speech of the character Adam in the film *Words on Bathroom Walls* (2020). Most previous studies have focused more on the types of disorganized speech in general or psycholinguistic aspects related to cognitive disorders, without providing in-depth formal linguistic analysis of sentence structure and grammar. However, this study also has limitations, such as not finding more complete syntactic and grammatical errors. Therefore, for further research, it is recommended to expand the scope of the analysis by combining 2 films to compare and find more varied types of syntactic and grammatical errors in order to strengthen the research that cognitive disorders can affect a person's language output.

ABSTRAK

Defani, Wahyu (2025). *Syntactic and Grammatical Irregularities of Adam' Speech in Words on Bathroom Walls*. Skripsi Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Dr. Yayuk Widyastuti Herawati, M, Pd.

Kata Kunci: Ketidakteraturan sintaksis, ketidakteraturan grammatical, skizofrenia, psikolinguistik

Penelitian ini bertujuan untuk mengidentifikasi bentuk-bentuk *syntactic* dan *grammatical irregularities* pada tuturan Adam dalam film *Words on Bathroom Walls* (2020). Penelitian ini memiliki dua pertanyaan penelitian yaitu, Ketidakteraturan sintaksis dan tata bahasa apa yang ditemukan dalam ucapan Adam dalam kata-kata di dinding kamar mandi? Dan Bagaimana ketidakteraturan tersebut mencerminkan atau berhubungan dengan kondisi skizofrenia seperti yang digambarkan dalam film? Penelitian ini menggunakan metode kualitatif deskriptif dengan data berupa dialog yang menunjukkan adanya penyimpangan struktur sintaksis dan gramatikal. Analisis dilakukan menggunakan teori (FTD) gangguan berfikir formal oleh Andreasen (1986), teori Chomsky (1965) untuk mengetahui ketidakteraturan sintaksis, dan teori Swan (2005) untuk mengetahui ketidakteraturan gramatikal. Hasil penelitian menunjukkan adanya 9 jenis penyimpangan sintaksis dan 9 jenis penyimpangan grammatical. Ketidakteraturan tersebut menunjukkan pengaruh signifikan dari gangguan kognitif terhadap kemampuan berbahasa. Penelitian ini berbeda dari penelitian sebelumnya, terutama dalam fokus analisis terhadap sintaksis dan kesalahan tata bahasa pada tuturan tokoh Adam dalam film *Words on Bathroom Walls* (2020). Sebagian besar penelitian terdahulu lebih menitikberatkan pada jenis-jenis *disorganized speech* secara umum atau aspek psikolinguistik terkait gangguan kognitif, tanpa memberikan analisis linguistik formal yang mendalam terhadap struktur kalimat dan tata bahasa. Namun, penelitian ini juga memiliki keterbatasan, seperti tidak ditemukannya kesalahan sintaksis dan grammatical secara lebih lengkap. Oleh sebab itu, bagi penelitian selanjutnya disarankan untuk memperluas cakupan pada analisis dengan menggabungkan 2 film untuk membandingkan serta menemukan jenis kesalahan *syntactic* dan *grammatical* yang lebih bervariasi guna memperkuat penelitian bahwa gangguan kognitif dapat mempengaruhi keluaran Bahasa pada seseorang.

مستخلص البحث

دفعاني، واهيو (2025). الشذوذ النحوي والقواعدي في كلام آدم في فيلم "كلمات على جدران الحمام". بحث تخرج، قسم الأدب الإنجليزي، كلية العلوم الإنسانية، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج.

المشرفة: الدكتورة يايوك ويدياستوتي هيراواتي، ماجستير في التربية

الكلمات المفتاحية: الشذوذ النحوي، الشذوذ القواعدي، الفصام، علم اللغة النفسي

في كلام (Syntactic and Grammatical Irregularities) تهدف هذه الدراسة إلى تحديد أشكال الانحرافات النحوية والصرفية تتضمن هذه الدراسة سؤالين بحثيين: ما هي الانحرافات النحوية. (2020) *Words on Bathroom Walls* شخصية "آدم" في فيلم والصرفية التي تم العثور عليها في خطاب "آدم" في الفيلم؟ وكيف تعكس هذه الانحرافات أو ترتبط بحالة الفصام كما تم تصويرها في الفيلم؟

اعتمدت هذه الدراسة على المنهج الوصفي النوعي، حيث تمثلت بيانات البحث في الحوارات التي تظهر فيها انحرافات في البنية النحوية لـ "أندرياسن" (1986)، ونظرية (FTD) والقواعد اللغوية. تم إجراء التحليل بالاعتماد على نظرية اضطراب التفكير الشكلي. تشومسكي (1965) لتحديد الانحرافات النحوية، ونظرية "سوان" (2005) لتحديد الانحرافات القواعدية.

أظهرت نتائج البحث وجود 9 أنواع من الانحرافات النحوية و9 أنواع من الانحرافات القواعدية، وقد بيّنت هذه الانحرافات التأثير الكبير للاضطراب المعرفي على القدرة اللغوية. وتختلف هذه الدراسة عن الدراسات السابقة، وخصوصًا في تركيزها على تحليل النحو وأخطاء القواعد في كلام شخصية "آدم" في الفيلم، في حين ركزت أغلب الدراسات السابقة على أنواع الكلام غير المنظم بشكل عام أو على الجوانب السيكلولسانية المرتبطة بالاضطرابات المعرفية، دون تقديم تحليل لغوي رسمي متعمق لبنية الجمل والقواعد.

ومع ذلك، فإن لهذه الدراسة بعض الحدود، مثل عدم التوصل إلى رصد شامل لجميع الأخطاء النحوية والقواعدية. لذلك، يُوصى في الأبحاث المستقبلية بتوسيع نطاق التحليل من خلال دمج فيلمين للمقارنة واكتشاف أنواع أكثر تنوعًا من الأخطاء النحوية والقواعدية، بما يعزز إثبات أن الاضطرابات المعرفية يمكن أن تؤثر على الإنتاج اللغوي لدى الفرد.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem of the study, the significance of the study, scope and limitation, and definition of key terms.

A. Background of The Study

Language is a communication tool for humans to express what they think and feel (David, 2010). However, some individuals with schizophrenia, will experience syntactic and grammatical irregularities (Elvevåg & Cohen, 2022). Schizophrenia is a chronic mental disorder that can affect the way of thinking, the way of communicating, and often creates sentences that are not logical and structured so that it is difficult to understand their meaning (Andreasen, 1986). Syntactic irregularities, such as difficulty in constructing structured sentences, are a manifestation of cognitive disorganization that is often seen in people with schizophrenia (Barch et al., 2013).

In linguistic studies, syntax is a sentence structure that refers to the form of words that are easily understood by language speakers (Radford, 2009). Syntactic irregularities cause communication to be unclear, these syntactic irregularities include incomplete sentences, changes in subjects and predicates, and sentences that are spoken repeatedly without a clear purpose (Liddle et al., 2002a). In the world of psycholinguistics, according to Field (2004), syntactic disorders can reflect irregularities in language processing caused

by neurological disorders in individuals with schizophrenia, who often show indications of disorganization in constructing logical and structured sentences.

The film *Words on Bathroom Walls* (2020) tells the story of a teenager named Adam who is diagnosed with chronic schizophrenia. slowly, the mental disorder affects the way he thinks, interacts, and expresses his thoughts. In the film, Adam experiences hallucinations and delusions that affect his view of his surroundings, and also affect the way he communicates, which will be the key to the analysis in this study. One of the most striking impacts in the film is disorganized speech, a phenomenon that is often seen in individuals with schizophrenia (Liddle et al., 2002).

Disorganized speech is a communication disorder that significantly affects the clarity, order, and coherence of a person's speech. It often includes irregularities in sentence structure and errors in word usage that are manifestations of cognitive impairment in individuals with schizophrenia (Mcglashan & Fenton, 1993). The film illustrates the phenomenon of syntactic irregularities and grammatical errors, which reflect the mental disorder of Adam's character.

In addition, grammatical irregularities are also deviations in word forms and grammatical rules such as subject-verb agreement, tense, prepositions, or plural and singular forms. Unlike syntax, which plays a role in organizing sentence structure, grammar emphasizes word formation. According to Victoria Fromkin (2014), grammatical errors can impact the meaning and understanding of sentences. This is also supported by Yule's opinion (2010), who said that grammatical disorders can describe

limitations in processing language structures. especially in individuals with schizophrenia who often show limitations in choosing the right words and according to the context of the sentence.

Research on syntactic irregularities and grammatical errors in Adam's speech is very important in the world of linguistics. because disorganized speech is a manifestation of mental disorders in individuals with schizophrenia, which can provide an overview of how cognitive disorders can be formed through language structure. According to Liddle et al., (2002), Disorganized speech is closely related to syntactic and grammatical disorders. Therefore, this study aims to identify syntactic irregularities and grammatical errors in Adam's speech in the film *Words on Bathroom Walls* (2020), as well as explore the relationship between mental disorders and language changes.

By analyzing language irregularities in Adam's speech, this study contributes to the understanding of mental disorders in the world of linguistics, and can also increase knowledge about speech irregularities and their effects on everyday communication. This study will also add insight into how syntactic irregularities and grammatical errors can be used to identify mental disorders in the use of language in individuals with schizophrenia.

Research by Dwi, P. (2020). This study analyzes the types of disorganized speech that appear in characters with schizophrenia in the film *Black Swan*. Using a descriptive qualitative analysis method, this study found six types of irregularities in the language used by the main character. This study concludes that these irregularities function as a representation of Nina's increasingly fragmented mental state, and describes the process of cognitive disorders that occur in her mind. Rahman, A.'s (2023) *A Linguistic Analysis*

of Disorganized Speech in Schizophrenia: Syntax and Semantics, this study focuses on how syntactic disorders (fragmented or irregular sentence structures) and semantic disorders (changes in word meaning or confusion in the use of terms) using a linguistic approach and qualitative analysis methods. The results of the study show that syntactic irregularities often include incomplete sentences, word order errors, and unclear relationships between clauses. Research conducted by Bening Secyo W (2020), entitled Verbal Language Production of Schizophrenia Sufferers (Psycholinguistic Study), the study highlights the language production process in individuals with schizophrenia and uses a psycholinguistic approach. The study analyzed four stages in verbal language production, namely conceptualization, formulation, articulation, and self-monitoring. The results of the study showed that people with schizophrenia often experience sudden shifts in ideas and unclear sentence structures. In addition, there is a disturbance in the thinking process, which results in errors in the sentence structure produced.

Research conducted by Zulfia Alifta (2023), entitled Analysis of Schizophrenia Mental Disorder Hallucinations in the Character Sarah in the Horse Girl Film by Jeff Baena, analyzes schizophrenia in the character Sarah in the Horse Girl film. The study states that Sarah experiences auditory and visual hallucinations, which affect thought patterns that produce incoherent language structures. This indicates syntactic and semantic disorders that are reflected in her use of language. Then, a study conducted by Saad Alkhulaib (2020), entitled Nathaniel Ayers' Schizophrenia in Joe Wright's The Soloist. is a psycholinguistic study, that aims to analyze the linguistic phenomena of the character Nathaniel Ayers in the film The Soloist. The study identified the characteristics of

disorganized speech, non-verbal behavior that shows oddity, and the extent to which both characteristics can appear simultaneously. Using qualitative methods, researchers found six types of disorganized speech, namely perseveration, illogicality, derailment, tangentiality, poverty of speech, and thought blocking. In addition, five forms of strange behavior were also identified, such as aggression, excessive shame, crying for no reason, meaningless hand movements, and laughing for no reason. This study also found that several forms of verbal and non-verbal disorders can occur simultaneously, for example, perseveration with aggression or illogicality with aggression.

Next is Kerens et al.(2002). This study, entitled Exploring the Cognitive and Linguistic Deficits in Schizophrenia investigates the cognitive and linguistic deficits often found in schizophrenia patients, including how changes in language structure can reflect underlying disorders in the thought process. Roche et al. (2021). Study “The Effect of Schizophrenia on Language Production.” This study analyzes various aspects of language production, including syntax, semantics, and prosody, to see how schizophrenia disorders can damage the ability to speak clearly and structured. The results of the study showed that people with schizophrenia often have difficulty constructing coherent sentences, with disorders in sentence structure and errors in word use reflecting fragmented mental processes. Next, Tang and Kriz's (2021) study "The Role of Syntax in Understanding Schizophrenia: A Linguistic Perspective." This study explores fragmented syntactic patterns in schizophrenia sufferers and how these patterns reflect disorganized thinking that occurs in individuals with this mental disorder. This study uses a linguistic approach to analyze how syntactic irregularities, such as incomplete sentences, word order errors,

or unclear inter-clause relationships, can describe disturbances in the cognitive processes and thinking of people with schizophrenia. The results of the study indicate that fragmented syntactic patterns often occur as a result of disorganized thinking, which interferes with an individual's ability to structure thoughts in a structured and coherent manner.

Relevant research was conducted by (Jo et al., 2023), entitled *Linguistic Anomalies in the Language of Patients with Schizophrenia*. This study aims to compare semantic and syntactic irregularities in schizophrenia sufferers with a group of people without schizophrenia. The results of the study showed that schizophrenia sufferers often make errors in syntactic structures compared to a group of normal people without schizophrenia. So it can be concluded that these errors indicate a disturbance in the ability to construct sentence structures by language rules. This disorder is often one of the linguistic symptoms of thought disorders experienced by individuals with schizophrenia, where it concerns coherence and cohesion in sentence structures being disturbed. Then, Research conducted by (Chaves et al., 2023), entitled *Grammatical Impairment in Schizophrenia: An Exploratory Study of the Pronominal and Sentential Domains*, identified grammatical errors in schizophrenia sufferers, especially in the use of pronouns and sentence structure. In this study, it was found that schizophrenia sufferers tend to use first-person pronouns excessively, indicating a disturbance in self-identity. In addition, they also often omit the subject in their speech, especially in third-person pronouns. These findings indicate that individuals with schizophrenia make mistakes in constructing sentence structures

completely and consistently, indicating the characteristics of language disorders caused by psychological conditions.

Although there is a lot of research on language disorders in people with schizophrenia, there are still many areas that are not explored in the film “Words on Bathroom Walls.” This study offers a new contribution by focusing on syntactic and grammatical errors in the speech of the character Adam in the film *Words on Bathroom Walls* (2020). By using linguistic theory (Chomsky's transformational-generative grammar) and linking it to psychological aspects, this study can expand the scope of previous studies, which mostly only focus on phonological, semantic, or general symptom analysis aspects. In addition, the selection of objects in the form of adolescents with schizophrenia can provide a richer analytical space for language fragmentation in narrative and cinematic contexts.

It would be useful to compare the findings from this film with other films that also feature characters with schizophrenia. This can help to see the differences in more depth in the context of how language disorders can be created in individuals with schizophrenia. It is also important to know how Adam's emotions can affect his speech, as the relationship between emotions and language disorders needs to be studied further. By filling this gap, this study can provide an understanding of how language disorders can occur in the main character in the film *Words on Bathroom Walls*.

The film *Words on Bathroom Walls* (2020) was chosen as the object of research because it features the main character, Adam, a teenager diagnosed with schizophrenia, a chronic mental disorder that causes irregularities in language structure in his speech

process. This disorder can cause sentence fragmentation, changes in word order, and grammatical irregularities that are interesting to study from a linguistic perspective. This film is adapted from a novel of the same title by Julia Walton which was published in 2017. Linguistic studies of speech disorders in this film are still limited, so this study can provide new knowledge about the relationship between syntax and language disorders in people with schizophrenia.

With the increasing number of mental health issues circulating in society, this research remains very relevant to today's world. Language as a reflection of mental conditions is an important aspect of diagnosing and understanding mental disorders such as schizophrenia. In this modern era, where more and more expressions of mental health are shown in media such as films, linguistic analysis of the dialogue of characters with mental disorders can help open public and academic insights into how these illnesses affect communication and also lead to reduced social interaction in the surrounding environment (Link & Phelan, 2001).

B. Problem of The Study

1. What syntactic and grammatical irregularities are found in Adam's speech in *words on bathroom walls*?
2. How do their irregularities reflect or correspond to this schizophrenic condition as portrayed in the film?

C. Scope and Limitation

This study focuses on the analysis of syntactic irregularities and grammatical errors in the dialogue of Adam, the main character in the movie *"Words on Bathroom Walls."* The scope of this study encompasses a linguistic analysis of the language patterns present in Adam's speech, Such as incomplete sentences, omission of auxiliary verbs, clause structure errors, and grammatical irregularities.

D. Significance of The Study

This study is important because it provides insight into how language disorders can occur in individuals with schizophrenia, particularly through the analysis of Adam's dialogue in the film *"Words on Bathroom Walls"*. By examining Adam's character's dialogue and monologue in the movie, we can understand how a person's mental state can influence their communication. The findings of this study can help increase knowledge about how language disorders are related to schizophrenia and provide a basis for further research. This study can raise public awareness of how people with schizophrenia communicate. By understanding what Adam experiences, people can be more empathetic and reduce the stigma of mental illness.

E. Definition Key Therms

- 1. Syntax:** The set of rules, principles, and processes that govern the structure of sentences in a language, including word order and sentence formation (Van Valin, 2001)

2. **Grammar:** The system and structure of a language, including syntax, morphology, and other linguistic elements (Huddleston et al., 2002).
3. **Disorganized Speech:** A symptom of mental disorders, particularly schizophrenia, characterized by disrupted thought processes that manifest in incoherent or illogical speech patterns (Andreasen, 1986).
4. **Psycholinguistics:** The study of the relationship between language and psychology in humans. This science examines how humans acquire, understand, and produce language, including the underlying cognitive and behavioral processes. (Matthew J. Traxler, 2012).
5. **Schizophrenia :** Schizophrenia is a complex, chronic mental disorder that affects the way a person thinks, feels, and behaves (American Psychiatric Association, 2013).

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theory and review of the literature. The primary theory employed in this research is psycholinguistics, which is supported by research in psycholinguistics, syntax, grammar, and schizophrenia.

A. Psycholinguistics

Psycholinguistics is a field of linguistics that examines the relationship between language and the human cognitive system, especially on how a person understands, produces and processes language Gleason (2005). This science focuses on the mental mechanisms involved in language use, including how language structures are formed, stored, and accessed by the brain (Carroll, 2008). According to Slobin (1974), psycholinguistics can understand how psychological processes occur when a person processes their thoughts and develops their language skills.

According to (Field, 2004), The main aspects of psycholinguistics include the relationship between language and the brain, language acquisition, and communication processes. Psycholinguistics not only examines language performance, but also shows the relationship between language structure and its use in everyday life (Dressler et al., 1992). Thus, the brain is considered the center of language regulation. Therefore, certain parts of the brain have their respective functions, such as understanding, processing grammar, and speech production (Ronald Charter, 2016).

One of the important roles in psycholinguistics is how language can be processed in the brain. This process involves several important parts of the brain, such as the Broca area located in the frontal lobe, which has an important role in language production, and then there is the Wernicke area located in the temporal lobe, which has a function in understanding language. Thus, disorders in these areas cause difficulty in speaking or understanding language (Ronald Charter, 2016).

Not only that, the role of memory is also very important in psycholinguistics. Short-term memory has a role in storing temporary linguistic information when someone processes sentences, while long-term memory stores vocabulary and grammar rules for reuse (Harley, 2001). both types of memory are needed for fluency and understanding in language.

In addition, psycholinguistics also studies how the brain can process syntactic aspects (sentence structure) and semantics (meaning) simultaneously. According to (Grodzinsky, 2000), The human brain can process syntactic ambiguity and double meanings. This shows that sentence processing is a very complex cognitive activity and involves many parts of the brain

The language process is a multidimensional activity that involves many things, such as perception, attention, and memory. Various brain areas, such as the frontal, temporal, and parietal lobes, work in an integrated manner. The process starts from the perception of language, is processed through the attention and memory systems, then produces output in the form of speech or writing

B. Formal Thought Disorder in Schizophrenia

According to (Andreasen, 1986), Formal Thought Disorder (FTD), or commonly known as the main symptom in individuals with schizophrenia, especially in the form of verbal communication disorders. It is different from conventional language disorders such as aphasia or dysarthria, which are directly related to neurological damage. While formal thought disorder is a reflection of disorganization in the thought process that has an impact on the structure of the language produced (Covington et al., 2005a). This disorder is an important point in psycholinguistic studies, because it has succeeded in showing the relationship between thoughts, language, and mental disorders.

Formal thought disorder reflects irregular verbal expression, such as unstructured sentences, sudden and illogical topic changes, and reduction of meaning. In the world of linguistics, this disorder plays an important role because it affects the syntax, semantics, and pragmatics of speech. Chaotic language speech in individuals with schizophrenia is an indication of psychiatric symptoms and also a picture of cognitive dysfunction that can be observed linguistically (Kuperberg, 2010). According to (Andreasen, 1986), FTD is a form of verbal communication that experiences deviations, including difficulty in maintaining the flow of communication, messy sentence structures, and failure to convey meaning logically and structurally. This disorder is often an indication of schizophrenia because of its frequency and intensity.

Formal thought disorder is clear evidence of how cognitive disorders can affect language and speech. developed a systematic instrument called The Scale for the

Assessment of Thought, Language, and Communication (TLC) to identify and classify forms of FTD. The scale includes 18 types of formal thought disorders, but in the context of linguistic analysis and the film *Words on Bathroom Walls*, there are four categories that are most relevant and often appear in Adam's speech, namely:

1. Poverty of Speech

Poverty of speech is a form of formal thinking disorder that is often characterized by minimal verbal speech, even consisting of only one word or a short phrase (Andreasen, 1979). A person with this disorder usually has difficulty developing their speech completely and informatively, making communication very difficult and limited. This disorder is associated with a negative symptom of schizophrenia, a symptom that is often associated with decreased cognitive function. Individuals with schizophrenia are usually passive in communicating and do not provide adequate verbal responses, this is interpreted as a form of withdrawal or inhibition of cognitive motivation (**Sadock, 2014**). These continuous short responses not only reflect language disorders, but also indicate damage to the internal thinking mechanism that is the basis of a person's verbal ability. As a result, interaction with the interlocutor is hampered because he has difficulty conveying his thoughts.

2. Poverty of Content of Speech

Poverty of content is another form of formal thinking disorder that is often characterized by a sufficient number of utterances/not short, but poor in meaning. According to Andreasen (1979), Someone with this disorder can speak with a sufficient

number of utterances but the content of the sentences is vague, repetitive, and nonspecific, so that it is difficult for the listener to understand. This indicates chaos in the processing of ideas and failure to convey the meaning of his speech. This disorder is often found in someone with schizophrenia, where the condition involves disorganization of thoughts. This results in a decrease in the ability to select and convey relevant information being disturbed (Covington et al., 2005). Although verbally, schizophrenics appear communicative, the content of their speech is empty, meaningless, and confusing, inhibiting the effectiveness of communication. This condition, it often causes misunderstandings in social interactions and makes the listener confused about capturing the essence of the conversation.

3. Pressure of Speech

Pressure of speech is a condition where someone will speak at high speed and excessive intensity, making it difficult to be interrupted or stopped by the other person (Andreasen, 1979). This speech pattern shows a strong internal drive to continue speaking without stopping, without paying attention to the social context or the listener's desire to respond. Although the content of the speech can be relevant, the high speed and volume make communication confusing and tiring. This disorder is generally associated with psychopathological conditions involving cognitive hyperactivity, such as bipolar disorder, but can also occur in schizophrenia sufferers with disorganized thoughts. In this pressure of speech, the sufferer is unable to control the flow of his thoughts, which can be seen from the irregular speech pattern, and does not provide

space for others to respond to his speech. As a result, communication becomes one-way and ineffective because the listener has difficulty understanding the meaning of the sentences spoken by someone with this disorder.

4. Distractable Speech

Distractable speech is a speech disorder that causes speech to be easily distracted by external stimuli while speaking, so that speech often changes direction suddenly (Andreasen, 1979). In conditions like this, the speaker's attention becomes unstable, and the focus of the conversation often changes topics just because of small stimuli around them, such as movement. Sound, or visual objects that are not by the topic (Liddle et al., 2002a). As a result, the conversation becomes irrelevant because the direction of communication changes before the main point of the conversation is conveyed properly. This disorder reflects a deficit in attention control, which is one of the characteristics of cognitive disorganization in schizophrenia. Distractable speech not only disrupts the flow of thought, but also causes difficulty for the listener in following the flow of the conversation, because the flow is often interrupted suddenly and also changes topics. This disorder shows how impaired attention processes can affect a person's ability to maintain the flow of communication.

5. Tangentiality

Tangentiality is a thinking disorder that is often characterized by failure to answer a question, where individuals with this disorder will provide a response that seems relevant but is meaningless (Andreasen, 1979). The speech of individuals with this

disorder often follows a distorted train of thought, the flow of which moves away from the main topic being discussed without ever returning to the topic. This indicates disorganization in the process of associating ideas, where thoughts develop distortedly and are unable to maintain a logical and relevant flow of communication. This disorder is often associated with disorganized schizophrenia, where basic cognitive structures such as attention and narrative control are disrupted. This tangentiality makes the conversation confusing because the flow of conversation jumps with topics that are not related to each other (Covington et al., 2005a). Communication becomes ineffective and hinders the listener's understanding because the core topic is not conveyed properly.

6. Derailment

Derailment, or commonly known as loose association. It is a form of thought disorder that causes sufferers to experience topic changes without a logical relationship between their ideas (Andreasen, 1979). In derailment, although the sentences sound grammatical and meaningful separately, the relationship between sentences becomes blurred, so that the flow of conversation appears chaotic and difficult to follow. This indicates a semantic disorder and cognitive control, where someone with the disorder will lose the ability to maintain the flow of thought and speech (Kuperberg, 2010). Derailment is very common in individuals with schizophrenia, in those who experience disorganized thoughts caused by disorders in the language processing system and attention. This results in communication that often switches suddenly from one topic

to another without a clear relationship, so that the listener has difficulty following the flow of conversation.

7. Incoherence

Incoherence is a form of thought disorder that can be called the most severe, because the speech of individuals with this disorder is not grammatically structured and also not semantically structured, making it difficult and hard to understand for anyone who hears their speech (Andreasen, 1979). This incoherent speech not only loses logical order, but is also accompanied by broken sentences, and random words without clear meaning. This disorder indicates a very serious cognitive disorganization, affecting the basic ability to combine ideas into a complete and logical sentence (Kuperberg, 2010). A person with this disorder often shows disturbances in the language and thought processes related to the severity of schizophrenia, especially in the acute phase. This causes communication to be disrupted and very difficult for the other person to understand. Incoherence is often an indicator of significant cognitive function failure in psychotic disorders.

8. Illogicality

Illogicality is a thought disorder that is often characterized by the use of illogical reasons or reasoning. In this condition, the sufferer makes the wrong connection between ideas, resulting in speech that is unreasonable or contrary to the facts (Andreasen, 1979). This disorder indicates a cognitive dysfunction that inhibits the critical thinking skills needed in communication to achieve logical and understandable speech. Illogicality is often found in people with schizophrenia and

other psychotic disorders, especially when their thought processes are disorganized. This causes the person they are talking to to have difficulty following the flow of conversation and the main point of the conversation because the relationship between topics is irrelevant (Covington et al., 2005a).

9. Clanging

Clanging is a formal thinking disorder, where someone with the disorder uses words based on their sound or rhyme rather than meaning, so that speech flows according to sound play, such as alliteration or rhyme, without considering the content of the message (Andreasen, 1979). In this disorder, word choice is more influenced by phonological associations than by semantic associations, which makes communication sound strange and incomprehensible to the listener. This indicates a disturbance in the word choice process that is usually regulated by context and meaning, which is often found in schizophrenia sufferers with symptoms of disorganization (Kuperberg, 2010). Speech in individuals with this disorder tends to be repetitive and illogical, making communication difficult and causing confusion for the interlocutor. This disorder is an example of how the phonological aspect of language is disrupted due to cognitive dysfunction.

10. Neologism

Neologism is a form of thought disorder that is often characterized by the use of new words or the creation of new terms, but is not recognized by the interlocutor and has no meaning in the common language (Andreasen, 1986). These words are often a combination of sounds or structures that are not common, making it difficult for others

to understand. This neologism indicates disorganization in the language and symbolic process, where someone with the disorder often fails to form a vocabulary that can be accepted and understood by the people around them. This is common in schizophrenia sufferers, who exhibit signs of serious disorders in the verbal communication system and also broader cognitive disorders **(Sadock, 2014)**. The use of neologisms allows the sufferer to express chaotic thoughts unconventionally.

11. Word Approximations

Word approximations are a phenomenon where individuals with the disorder use words that sound similar or resemble the words they want to say, but are not appropriate in meaning and contextually appropriate (Andreasen, 1979). This disorder reflects difficulty in producing appropriate vocabulary, so that individuals with the disorder replace terms that are almost the same but semantically inaccurate. Word approximations are often found in people with schizophrenia and aphasia with language disorders and impaired semantic processing (Kuperberg, 2010). This condition causes the listener to be confused and unable to understand what is being conveyed because the words chosen do not accurately reflect the speaker's intent, making communication less effective. This disorder is an indication of a deficit in the lexical system and language processing in the brain

12. Circumstantiality

Circumstantiality is a speech disorder that causes sufferers to convey excessive information, go around in circles, and convey unimportant messages before finally reaching the core of the conversation (Andreasen, 1979). In this disorder, sufferers are

often distracted by small things, so that they include a lot of irrelevant information to the point of extending the duration of communication without going directly to the core of the problem (Liddle et al., 2002a). This disorder shows difficulty in organizing and filtering information during the communication process related to deficits in executive function and attention control. Although it eventually reaches the core of the conversation, the way it is delivered becomes less efficient and confusing for anyone who hears it (Kuperberg, 2010). Circumstantiality is different from tangentiality, because the conversation in circumstantiality remains focused on the topic, even though in a convoluted manner

13. Loss of Goal

Loss of Goal is a form of thinking disorder, where the condition of individuals with this disorder will lose focus or the main goal in the conversation so that they cannot complete the topic being discussed (Andreasen, 1979). In this condition, the flow of speech becomes disjointed and stops without a clear conclusion, reflecting a failure to organize thoughts coherently. It can be concluded that this disorder experiences a deficit in executive function and cognitive planning abilities, which causes individuals with this disorder to be unable to maintain the flow of thought until it is finished logically. Loss of Goal often occurs in people with psychotic disorders, it is an indication of specific disorganized thinking, so that it seriously interferes with interpersonal communication (Kuperberg, 2010). This condition causes the conversation to be ineffective because the main topic is not conveyed properly.

14. Perseveration

Perseveration is a thought disorder characterized by the involuntary repetition of words, phrases, or ideas, even after the topic of conversation has changed Andreasen (1986). This disorder causes sufferers to have difficulty controlling verbal responses, which ultimately become trapped in the same sentence over and over again. Perseveration is often associated with frontal dysfunction in the brain that regulates executive function and inhibitory control **(Ruiz, 2014)**. In individuals with schizophrenia and other neurological disorders, perseveration can inhibit smooth communication and make interaction difficult because communication feels monotonous and repetitive. This indicates a disturbance in cognitive flexibility, which plays an important role in the flow of thought and communication.

15. Echolalia

Echolalia is a form of formal thinking disorder, where individuals with the disorder continuously repeat words, phrases or sentences that have just been said by others Andreasen (1979). This condition is often found in people with autism spectrum disorders, schizophrenia, and other neurological disorders Liddle et al. (2002). Echolalia indicates a dysfunction in impulse control and the ability to produce verbal responses independently, so that people with the disorder tend to imitate rather than produce new sentences. This disorder greatly inhibits dynamic verbal interaction and conversations become unproductive. Echolalia is an indication of a disorder in the frontal function and brain circuits that regulate language and motor control.

16. Blocking

Blocking is a thought disorder that is often characterized by a sudden interruption in the flow of thought, causing a loss of the ability to continue the topic being expressed (Andreasen, 1979). When blocking occurs, a person will stop talking for no apparent reason, indicating a profound cognitive pause. This disorder indicates a dysfunction in the process of retrieving information from memory and organizing the flow of thought that interferes with smooth communication. Blocking is often found in people with schizophrenia and other psychotic disorders associated with symptoms of disorganized thinking (Ditman & Kuperberg, 2010). This condition greatly inhibits communication because speech becomes disorganized.

17. Stilted Speech

Stilted speech is a language disorder that is often characterized by an excessively formal, stiff, or unnatural speaking style. So it sounds like it is made up and does not fit the social context (Andreasen, 1979). In this condition, a person will use a complicated sentence structure and unusual words. So the conversation is difficult to understand because it seems forced. Stilted speech reflects a disturbance in the pragmatic and social language abilities that are characteristic of someone with the disorder. This disorder is often found in someone with schizophrenia and personality disorders that inhibit social interaction due to difficulty in conveying messages effectively. This condition also reflects a deficit in controlling suprasegmental aspects of language, such as intonation and speech rhythm (Covington et al. (2005).

18. Self-Reference

Self-reference is a thought disorder that causes individuals with the disorder to associate their conversations with themselves, so that all topics of conversation are directed at personal experiences and feelings (Andreasen, 1979). In this condition, the speaker tends to ignore the perspective of the other person and repeat topics related to themselves, which will greatly disrupt the continuity of communication Liddle et al. (2002). Self-reference is often found in individuals with psychotic disorders and shows difficulty in understanding other people's perspectives. This causes social isolation and misunderstandings in interactions. In addition, this condition also indicates a disorder in the pragmatic aspect of language which is an important point in effective communication.

19. Paraphasia (Phonemic)

Phonemic paraphasia is a language disorder in which individuals with the disorder will replace, add, or change the sounds of words so that the spoken word is incorrect, but still similar to the original word (Andreasen, 1979). For example, the word "television" can be pronounced as "televizi" or "telepisi," indicating a disturbance in the phonological process of language production (Liddle et al. 2002). Phonemic paraphasia is often found in someone with a language disorder due to brain damage, such as aphasia, and can occur in individuals with schizophrenia due to disorganized thinking Ditman & Kuperberg (2010). The disorder reflects difficulties in phoneme processing and language production systems, which result in communication

difficulties. Phonemic paraphasia often shows that the disorder is not only at the cognitive level, but also at the sensorimotor level of language

20. Paraphasia (Semantic)

Semantic paraphasia is a language disorder in which an individual replaces the desired word with another word that is meaningfully related but incorrect, for example saying "book" when they actually mean "newspaper" (Andreasen, 1979). This disorder indicates difficulty in accessing or organizing the correct lexical representation in the brain, resulting in incorrect word selection. Semantic paraphasia is often found in people with aphasia and schizophrenia, with symptoms of language disorganization. This condition disrupts the clarity of the message conveyed, causing confusion for the listener because of the substitution of words that are not in context. Semantic paraphasia is an indication of a disorder in the brain's vocabulary storage and retrieval system, and reflects a deficit in semantic processing Covington et al. (2005).

C. Syntax

Syntax is a branch of linguistics that studies the structure of sentence formation in a language (Chomsky, 1965), In the world of linguistics, syntax focuses on how words are arranged to form phrases, clauses and also sentences that are grammatically coherent (Radford, 2004). The rules in syntax also determine how the correct word order is and how language elements can be connected correctly in a sentence structure **(Charnie, 2013)**. Syntax not only regulates the relationship between words in a sentence, but also determines how meaning can be understood.

According to (Chomsky, 1965), every language has a basic structure commonly known as universal grammar, which is the foundation for all human languages. This structure allows a person to obtain unlimited speech through the rules in his mind. Syntax is part of the language structure that functions to regulate the order of words and phrases in a sentence. Because every language has syntactic rules that determine how clauses are arranged to form grammatical sentences (Chomsky, 1965). Syntax consists of several main components that determine how words are arranged in a sentence (Radford, 2004).

1. Words and Syntactic Categories

Every word in a language is categorized based on its function in a sentence, known as a syntactic category or word class (**Carnie, 2013**). These categories are essential for understanding how words combine to form grammatically correct sentences:

- (a). Noun (N): Indicates an entity or object, such as "shoes" or "fun"
- (b). Verb (V): Indicates an action or state, such as "run" or "sleep"
- (c). Adjective (Adj): Describes a property or quality, such as "small" or "beautiful"
- (d). Adverb (Adv): Describes a verb, adjective, or another adverb, such as "fast" or "very"
- (e). Preposition (P): Shows the relationship between words, such as "on" or "for"

(f). Conjunction (Conj): Connects two clauses or phrases, such as "and" or "but"

Understanding the basics of these categories can help to identify syntactic errors, such as misplaced verbs or omitted subjects, in the speech of individuals with schizophrenia.

2. Phrases and Hierarchical Structure

In syntactic theory, a word cannot stand alone or function independently, but must first be made into a phrase, which is a larger syntactic unit. A phrase is a grammatical unit consisting of one or more words that have one syntactic function. Each phrase has a head and complementary elements. Examples of types of phrases:

(a). Noun Phrase (NP): Contains a noun as its core, e.g., "the green book"

(b). Verb Phrase (VP): Contains a verb as its core, e.g., "is reading a novel"

(c). Adjective Phrase (AdjP): Contains an adjective, e.g., "very tall"

(d). Adverb Phrase (AdvP): Contains an adverb, e.g., "very fast"

(e). Prepositional Phrase (PP): Contains a preposition, e.g., "at school"

According to (Chomsky, 1965), phrases are arranged in a hierarchical structure, meaning that small phrases combine to form a larger syntactic unit (clauses and sentences). Whereas in individuals diagnosed with schizophrenia, this structure is often disrupted, such as incomplete phrases, or even unstructured phrases.

3. Clauses and Sentence Types

A clause is a syntactic unit containing a subject and predicate, while a sentence is a complete syntactic unit that can stand alone (Radford, 2004). types of clauses:

- (a). Independent Clause: Can stand alone, e.g., "He reads a novel"
- (b). Dependent Clause: Cannot stand alone, e.g., "because he reads a newspaper"

Sentence types include:

- (a). Declarative: States facts, e.g., "I like swimming"
- (b). Interrogative: Asks questions, e.g., "Have you eaten?"
- (c). Imperative: Commands, e.g., "Open the book!"
- (d). Exclamative: Expresses emotion, e.g., "How beautiful this view is!"

In the speech of schizophrenia sufferers, clauses are often separate or do not have a logical relationship between clauses, resulting in sentences that are not coherent and structured properly, which indicates their ability to construct complex sentences.

D. Syntactic Irregularities in schizophrenia

Syntactic irregularities are deviations in the syntactic structure of a sentence that cause irregularities in the form or meaning of speech. According to Chomsky (1965), Sentences in language have two levels, namely: deep structure and surface structure.

Deep structure represents the deep meaning or logical relationship of a sentence, while surface structure is the form of a sentence that is appropriate to what is said or written. Phrase structure rules as a guideline in forming sentences from syntactic units such as NP (Noun Phrase), VP (Verb Phrase), and PP (Prepositional Phrase). When the transformation process does not follow the existing rules, an ungrammatical sentence structure will occur. For example, sentences without auxiliary verbs or chaotic clause arrangements will be considered not well-formed according to the generative principle.

Syntactic irregularities in language disorders are part of the deviation of sentence structure that causes barriers to communication. These disorders occur due to neurological, psychological disorders, or even delayed language development. In people with schizophrenia, sentence structure is often affected deviations can affect communication patterns. These deviations include various forms such as inconsistent sentence structure, word order errors, subject and predicate inconsistencies to ambiguous sentences.

Syntactic irregularities refer to deviations in the arrangement of words, phrases, and clauses in a sentence so that the grammatical structure does not comply with standard language rules (Radford, 2004). These disorders can be in the form of missing important elements in sentences, unstructured word order, to difficulty in forming complex and logical sentences (Victoria Fromkin, 2014).

In language disorders, syntactic irregularities are a condition of inability to choose words and place sentence elements correctly, thus inhibiting understanding and language production (Gleason, 2005). Syntactic irregularities can be caused by many

things, including brain injury, developmental disorders and can also be caused by neurological diseases. There are several types of syntactic disorders, including:

1. Phrase structure violations

In Chomsky's theory of generative grammar, language structure is built through phrase structure rules that govern how words are combined to form phrases and sentences (Chomsky, 1957). Violations of these rules are called phrase structure violations, which are conditions when speech does not follow the hierarchical pattern determined by universal grammar, resulting in agrammatical sentences (Chomsky, 1965). These violations can take the form of the omission of mandatory elements, for example the omission of an auxiliary in the sentence "*She's going to school,*" the addition of inappropriate elements as in the sentence "*He is singing a song,*" word order errors such as "*To school he goes,*" or inappropriate substitution of word categories such as "*She is very happy.*" Chomsky emphasized that these violations reflect a disturbance in the speaker's language competence, because phrase structure rules not only regulate the linearity of words but also the hierarchical relationships between elements in a sentence Chomsky (1981).

2. Transformation rule error

Within the framework of Transformational-Generative Grammar, Chomsky explains that every sentence has two representations, namely the deep structure, which represents the basic meaning, and the surface structure, which is the actual form of the sentence after going through a transformation process (Chomsky, 1965). Errors in

applying this rule are called Transformation Rule Errors, which are when speakers fail to apply the transformation rule correctly, resulting in an ungrammatical sentence form. Examples of errors can be found in the formation of interrogative sentences, where the transformation rule requires the auxiliary to move to the subject position only in direct questions, not in indirect questions (Chomsky, 1965). For example, in the sentence "*I don't know where is he*", the speaker incorrectly applies the WH-question rule because the auxiliary *is* should not precede the subject in an indirect question, so the correct form is "*I don't know where he is*". Thus, Transformation Rule Errors indicate a failure to apply the universal generative rules that should govern the process of change from deep structure to surface structure (Chomsky, 1995).

3. Subjacency and movement error

In his Transformational-Generative Grammar theory, Chomsky (1957) introduced the concept of the subjacency condition to explain the limitations on the movement of linguistic elements. Subjacency stipulates that a constituent must not move across more than one phrase boundary (bounding nodes) in a single transformation step, usually involving an Inflectional Phrase (IP) and a Noun Phrase (NP). When this rule is violated, Subjacency and Movement Errors occur, which are errors that result in ungrammatical sentences, even though all elements are lexically correct Chomsky (1957). An example of a violation can be seen in the sentence "*What did you wonder whether John bought?*" which is incorrect because the wh-word "*what*" is moved across two phrase boundaries simultaneously (whether-clause and CP), thus violating the

subjacency condition Chomsky (1985). The correct form should be expressed without movement violations, for example, with the sentence "*You wondered whether John bought what*" or with another construction that complies with the movement rules. These types of errors demonstrate that even though speakers have semantic understanding, limitations on movement rules still bind syntactic structures in all languages, reflecting the principles of Universal Grammar (Chomsky, 1985). Thus, Subjacency and Movement Errors illustrate how universal regularities limit speakers' syntactic creativity in constructing sentences.

4. Agreement rule violation

In Chomsky's syntactic theory, the main principle of sentence structure is the existence of agreement rules that ensure that the elements in the sentence are related to each other morphologically and syntactically Chomsky (1957). An agreement includes the agreement between the subject-verb and pronoun-antecedent in terms of number (singular/plural), person (first/second/third person), and gender. Errors that arise when these rules are not applied correctly are called Agreement Rule Violations, namely, the failure to match interdependent elements in the sentence structure Chomsky (1985). This type of error emphasizes that even though speakers understand the meaning of a sentence, the syntactic mechanism in grammar still demands formal agreement between elements. Thus, Agreement Rule Violations show how syntactic regularities are binding and universal in human language production.

5. Deletion and Omission Error

According to Chomsky (1965), every sentence is formed through syntactic rules that determine the presence of mandatory elements such as subjects, verbs, and auxiliary elements. Deletion and Omission Errors occur when speakers omit elements required by syntactic rules so that the surface structure does not match the intended deep structure. These errors reflect a failure in the transformation process, especially when the essential element is omitted (deletion) or not realized (omission) in the sentence construction (Chomsky, 1957). A common example can be seen in the sentence "*She going to market*," which is incorrect because it omits the auxiliary *is*, so it does not comply with the rules of progressive aspect; the correct form is "*She is going to market*". This phenomenon shows that even though speakers understand semantic meaning, language production is still subject to universal syntactic regularities that require the presence of certain elements in the sentence structure. Thus, Deletion and Omission Errors emphasize the importance of consistently applying generative rules so that the deep structure can be realized correctly in the surface structure.

6. Overgeneration (ungrammatical form)

Within the framework of Transformational-Generative Grammar, Chomsky emphasized that sentence formation must follow grammatical rules that connect deep structure with surface structure (Chomsky, 1985). One type of error that appears is Overgeneration, namely the production of ungrammatical sentence forms due to the incorrect or excessive application of rules. This error usually occurs because speakers

try to combine semantically plausible rules, but syntactically prohibited in the grammatical system (Chomsky, 1957). This phenomenon of Overgeneration shows how speakers sometimes exceed the limits of generative rules, producing structures that formally do not conform to the principles of universal grammar. Thus, this error emphasizes that although linguistic competence allows for unlimited creativity, syntactic rules still limit sentence forms to be grammatical.

7. Embedding and Coordination Error

According to Chomsky (1985), complex sentences can be formed through two main mechanisms: embedding (inserting a clause into another clause) and coordination (combining two or more equivalent clauses). Errors in the application of these two mechanisms are known as Embedding and Coordination Errors, which occur when speakers fail to maintain syntactic consistency when combining clauses (Chomsky, 1957). In embedding, errors usually arise because speakers use a tense or verb form that is inconsistent with the main clause. These errors demonstrate that even though speakers attempt to expand sentences by combining clauses, generative rules still demand conformity of form and syntactic consistency. Thus, Embedding and Coordination Errors emphasize the importance of applying complex sentence structure rules to maintain grammatical communication.

8. Misapplication of optional transformations

In his Transformational-Generative Grammar theory, Chomsky distinguishes between mandatory and optional transformations (Chomsky, 1957). Optional transformations,

such as relative clause reduction, ellipsis, and deletion, serve to simplify sentence structure without damaging grammaticality. However, if applied incorrectly or incompletely, these transformations produce ungrammatical sentences, which are called Misapplication of Optional Transformations. An example can be seen in the sentence "*The man seen the movie is my father,*" which is ungrammatical because the auxiliary was mistakenly omitted in the relative clause reduction process; the correct complete form is "*The man who was seen in the movie is my father*" (Chomsky, 1985). This phenomenon demonstrates that while optional transformations provide flexibility in sentence formation, syntactic rules still limit the extent to which elements can be removed or reduced (Chomsky, 1957). Thus, the Misapplication of Optional Transformations emphasizes the importance of proper application so that the reduction process does not damage the grammatical structure of the sentence.

9. Improper Embedding Depth

Improper Embedding Depth is a syntactic error that occurs when a sentence uses too much center embedding (clause insertion in the middle), resulting in a structure that is difficult to process or even ungrammatical. According to Chomsky (1985) in *Aspects of the Theory of Syntax*, recursive sentences allow for unlimited insertion of relative clauses or subordinate clauses. However, speakers' cognitive limitations make structures with too much center embedding difficult to understand. An example is the sentence "The cat the dog the boy owns chased ran away." In theory, this sentence follows generative rules, but because the embedding depth is too large, the sentence

exceeds human processing capacity, making it sound unnatural or ungrammatical. Chomsky (1985) emphasized that although generative grammar can produce infinite sentences through recursion, there are performance limitations in humans that limit the depth of embedding that can be well understood. Thus, Improper Embedding Depth shows the difference between competence (ideal grammatical ability) and performance (actual ability to process language), as explained by Chomsky (1957).

10. Constrain Violations

Constraint Violations can arise when an element is removed from a prohibited “syntactic island,” such as a complex noun phrase, wh-island, or adjunct island. According to Chomsky (1957), these limitations are known as island constraints, which are conditions in which syntactic movement cannot go beyond a certain structure because it violates grammatical principles. Chomsky (1957) also emphasized that island constraints are part of the universal limitations in Universal Grammar, which limit the freedom of movement of elements within a sentence structure. Failure to violate these constraints results in an ungrammatical sentence. For example: Who did you hear the rumor that left? This sentence violates the Complex NP Constraint, because the element that is removed from within the complex noun phrase, so the resulting structure does not conform to the rules of generative grammar (Chomsky, 1985).

11. Improper case assignment

Improper Case Assignment is an error in assigning a case (nominative or accusative) to a pronoun or noun according to syntactic rules. According to Chomsky (1957), every noun phrase must receive the correct case through the Case Assignment mechanism. Errors occur when the subject or object is assigned a case that does not match its position in the sentence structure. For example, the sentence "Him goes to school" is ungrammatical because the subject should receive the nominative case (he), not the accusative case (him). Therefore, the correct sentence is "He goes to school." Violations like this indicate a weak application of the Case Filter rule, namely the principle that states that every noun must have the correct case for a sentence to be grammatical (Chomsky, 1957)

12. Improper control and raising constructions

Improper Control and Raising Constructions are errors in determining the implicit subject of an infinitive clause. Control occurs when the subject of the main clause also controls the implicit subject of the infinitive clause, while raising involves moving the subject from the subordinate clause to the position of the subject of the main clause. Errors occur when the control relationship is unclear or ambiguous. For example, in the sentence John promised Mary to go, there is ambiguity as to whether the one going is John or Mary. To avoid ambiguity, the sentence can be corrected as John promised to go (clear control: John is the one going) or John persuaded Mary to go (clear control: Mary is the one going). If control or raising constructions are applied incorrectly, the

result is an ungrammatical sentence because it violates the distribution principle and the theta rule of role assignment (Chomsky, 1985).

E. Grammar

Grammar is a system of rules that governs how words are combined to form phrases, clauses, and sentences in a language (Chomsky, 1965). Grammar includes aspects of morphology, syntax, and semantics in language structure (Huddleston et al., 2002). According to Lyons, (1997), grammar consists of two main aspects, namely descriptive grammar that explains how language is used naturally and prescriptive grammar that establishes standard rules in language. Grammar plays an important role in communication because it determines how elements in a sentence are arranged to have a clear meaning.

In the world of linguistics, grammar is a reflection of mental disorders that underlie language production and understanding. In individuals with schizophrenia, grammatical disorders are often seen in the form of irregularities in sentence structure, inappropriate use of words, and the loss of essential grammatical elements (Covington et al., 2005a). Several studies have shown that individuals with schizophrenia are more susceptible to experiencing difficulties in constructing sentences that follow syntactic rules, so that their sentences sound incoherent.

F. Grammatical Irregularities in schizophrenia

According to (Swan, 2005), grammatical irregularities are deviations from formal grammar rules in English, which include several things such as errors in the use of tense, agreement, preposition, pronoun, and other grammatical categories. These disorders often affect a person's ability to produce and understand language (Levelt, 1989). These disorders can appear in various forms, such as errors in phrase structure, word order in sentences, or the use of affixes that are not in accordance with grammatical rules (Victoria Fromkin, 2014).

Language disorders in individuals with schizophrenia often manifest in the form of word salad, a condition where sentences are not grammatically structured and difficult to understand (Andreasen, 1986). People with schizophrenia often show sentences that deviate from the main topic of conversation and do not follow the correct sentence structure (Kuperberg, 2010). This makes it difficult for them to connect clauses and phrases correctly and according to standards (Elvevåg & Cohen, 2022). According to Azar (2002), grammar also includes tenses, agreement, and the relationship between elements in a sentence. In this case, errors such as the use of verbs that do not match the subject (subject-verb agreement error), the wrong choice of pronouns (misuse of pronouns), or the use of inappropriate prepositions (preposition misuse) can be categorized as grammatical irregularities. Some types of grammatical irregularities that are commonly found in language disorders include:

1. Subject-Verb Agreement Error

Subject–Verb Agreement Errors are grammatical errors that occur when the verb form does not agree with the subject, either in terms of number (singular/plural) or person (first, second, or third person). In English, verbs must agree with their subjects. According to Swan (2005), one of the most basic rules is that third-person singular subjects in the present tense require the addition of the ending -s or -es to the main verb. Errors occur when this rule is violated. Thus, violations of subject–verb agreement can disrupt the clarity of meaning and grammatical integrity of a sentence.

2. Tense and Verb Form Error

Tense and Verb Form Errors are errors in the use of tense or verb forms that do not fit the context of the sentence. According to Swan (2005), tense selection must reflect the time of the event (past, present, or future), while verb forms must follow the correct conjugation rules. These errors often occur when speakers use the wrong past tense or mix regular and irregular verb patterns. For example, the sentence "I saw him yesterday" is incorrect because it uses the past participle (seen) instead of the simple past (saw). The correct sentence is "I saw him yesterday." Thus, tense and verb form errors indicate an inaccuracy in selecting verb forms that conform to grammatical rules and the intended meaning of time.

3. Omission of Auxiliary Verb

Omission of an Auxiliary Verb is a grammatical error that occurs when an auxiliary verb that should appear in a construction is omitted. Auxiliary verbs such as be, do, and have are important in forming various sentence structures, such as interrogatives, negative sentences, compound tenses (perfect tenses), and the passive voice. The error occurs when a speaker fails to add an auxiliary verb to a structure that requires it. According to Swan (2005), Omission of auxiliary verbs is a common error, especially among second-language English learners, because in many other languages (such as Indonesian), sentence structures do not always require auxiliary verbs. Therefore, this error often reflects first-language interference and limited mastery of English grammar.

4. Misuse of The Article

Article Errors are errors in the use of words such as (a, an, and the) which are an important part of English grammar. According to Swan (2005), indefinite articles (a/an) are used to refer to something in general or for the first time, while the definite article (the) is used to refer to something specific, unique, or already known by the speaker and listener. Errors occur when the speaker chooses the wrong article or uses it in the wrong position. For example, the sentence She is a best student is incorrect because the expression best student is a superlative and must be preceded by the. The correct sentence is She is the best student. Misuse of articles is one of the most common grammatical irregularities, especially in language learners who are not familiar with the article system (such as Indonesian). These errors usually appear in the form of (1)

excessive use of articles (overuse), (2) omission of necessary articles (omission), or (3) incorrect use of articles (misuse).

5. Preposition Error

Prepositional errors are errors in the selection, overuse, or omission of prepositions that should be present in a sentence. According to Swan (2005), prepositions in English often cannot be translated directly from other languages because their use is determined more by usage than by logical rules. These errors occur when speakers use unnecessary prepositions, omit mandatory prepositions, or choose the wrong preposition. According to Swan (2005), prepositional errors are a very common type of error among English learners due to differences in prepositional systems between languages.

6. Pronoun Reference Error

Pronoun Errors are errors in the use of pronoun forms or in determining their reference. According to Swan (2005), pronouns must conform to their syntactic function in a sentence (subject, object, or possessive), and be consistent with the noun they replace in terms of number, gender, and person. Errors occur when speakers use the wrong pronoun form or one that does not match its position in the sentence. For example, the sentence "Me and him went there" is incorrect because "me" and "him" are object forms, while what is needed is the subject form. The correct sentence is "He and I went there."

7. Double Negative

Double Negatives are grammatical errors that occur when two negative forms are used in a sentence simultaneously, resulting in a structure that is ungrammatical in standard English. According to Swan (2005), in formal grammar, only one negative form is allowed in a clause, and the addition of a second negative element is considered a violation of the rules. However, Swan also notes that the use of double negatives often occurs in non-standard spoken varieties or certain dialects (for example, in African American Vernacular English), where the double form emphasizes the negative meaning. However, in standard English, double negatives are categorized as grammatical errors.

8. Word Order Error

Word Order Errors are errors in arranging word order according to English grammar rules. Emphasized that English has a relatively strict word order pattern, especially in declarative sentences, questions, and subordinate clauses. Word order errors can make sentences sound awkward, ambiguous, or even ungrammatical. Examples that often appear are in indirect clauses or indirect questions. For example, the sentence "I don't know what it is" is incorrect because it places the word order as in a direct question. The correct sentence is "I don't know what it is," with the pattern of the subject (it) preceding the verb (is). According to Swan (2005), word order errors can appear in several forms, including: Inversion errors, which is the wrong reversal of the subject-verb order; Indirect question errors, which is bringing the subject-verb order inversion

into an indirect question; and finally, Adverb placement errors, which is placing an adverb in the wrong position. These errors demonstrate the importance of mastering basic English syntax patterns to maintain the clarity and grammaticality of sentences.

9. Comparative and Superlatives Error

Comparative and Superlative Errors are errors in forming or using comparative and superlative forms. According to Swan (2005), Short adjectives generally add the suffix -er for the comparative form and -est for the superlative form (tall → taller → tallest), while long adjectives use more or most (beautiful → more beautiful → most beautiful). Errors occur when speakers mix these two formation patterns, resulting in an ungrammatical double form. For example, the sentence She is taller than me is incorrect because it uses both more and -er. The correct form is She is taller than me. According to Swan (2005), these errors often occur due to the influence of hypercorrection strategies, namely when speakers try too hard to follow the rules but end up producing the wrong form, or due to ignorance of the difference between short and long adjectives.

10. Countable and Uncountable Noun

Countable and Uncountable Noun Errors are errors in the use of countable and uncountable nouns. According to Swan (2005), countable nouns have singular and plural forms (a book / two books), while uncountable nouns do not have plural forms and are usually used with quantifiers (much, a little, a piece of, etc.). Errors occur when speakers mix these rules. For example, the sentence He has many friends is incorrect

because friends is a countable plural noun, so it must use many. The correct sentence is He has many friends. Other common errors include: Using the plural form for uncountable nouns: furnitures → should be furniture. Using much for countable nouns: much apples → should be many apples. Omitting the article or quantifier for uncountable nouns: She gave me advice (correct), but an advice (incorrect).

G. Schizophrenia

According to Bleuler (1911), Schizophrenia is a chronic psychotic disorder that affects a person's ability to think, feel, and behave clearly. The disorder is often characterized by a disruption of reality, causing individuals with the disorder to have difficulty in carrying out activities like normal people (Mueser & Jeste, 2008). Schizophrenia is the result of disintegration in the area of the brain responsible for cognitive and emotional functions (Crow, 1980). According to (Andreasen, 1986), schizophrenia is also a neurocognitive disorder that affects a person's ability to process information. A person with schizophrenia will tend to experience language disorders as a result of the underlying thought disorder. These disorders can affect the way a person processes and conveys information verbally (Dugan, 2014).

In people with schizophrenia, problems with brain connections can cause them to experience grammatical disorders, inability to understand speech, and irregular thinking, where all of these conditions indicate the involvement of Broca's and Wernicke's areas in maintaining the smoothness of the language process (Carroll, 2008).

Schizophrenia is a disorder that affects brain performance. Where in the brain there is a chemical process, such as sending messages through neurotransmitters that are responsible for sending messages to all parts of the brain. Meanwhile, in individuals with schizophrenia, there is excessive production of the neurotransmitter dopamine, while dopamine plays an important role in feelings of pleasure and various mood experiences (Nababan, 1992). Sufferers will tend to talk continuously, the expressions they say are often repetitions of previous series of words with slight variations or reductions in several sentences.

Individuals with schizophrenia tend to isolate their thoughts, rarely communicate with the outside world, but do a lot of self-dialogue. Their verbal expression is limited, but their activity in internal language or speaking in their own mind is very active (Bleuler, 1950). The actual disorder does not lie in the style of language, but in the meaning of the flow of words spoken which becomes abnormal. What is discussed or complained about is often related to the hallucinations they experience. According to Keshavan (2008), schizophrenia symptoms are generally grouped into three main categories, namely positive symptoms which include hallucinations, delusions, and thought disorders. Negative symptoms include loss of motivation or energy, reduced emotional expression, and difficulty in social interaction. While cognitive symptoms include difficulty in remembering and concentrating and executive disorders.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the method used in this research. These include research design and data sources, data collection, and analysis. That way, the readers can find out the process by researcher in conducting this research.

A. Research Design

This study uses descriptive qualitative to analyze syntactic and grammatical irregularities in Adam's speech in the film *Words on Bathroom Walls* (2020). This qualitative approach was chosen because it can allow for in-depth analysis of linguistic structures and patterns, especially syntax and grammar. The data were taken through transcripts of Adam's dialogues in the film, after which they were analyzed to identify forms of deviation such as non-standard sentence structures, broken sentences, and incorrect use of verbs.

B. Research Instrument

The research instrument in this case is a linguistic observation sheet in the form of a classification table to identify and analyze the form of syntactic and grammatical irregularities in the speech of the character Adam. The instrument is arranged based on the type of error, sentence form, and the context of the language deviation. In addition, the transcript of the dialogue of the character Adam in the film *Words on Bathroom Walls* is used as the main data analyzed through the instrument.

C. Data and Data Source

The data in this study comprises of the utterances of the character Adam as the main character in the film *Words on Bathroom Walls* (2020). The utterances are in the form of sentence transcripts or dialogues that contain irregularities in grammatical and syntactic aspects. Data were selected only for those that were relevant to the focus of the linguistic study in the form of grammatical and syntactic irregularities. Meanwhile, the data source in this study is a film adapted from a novel of the same title by Julia Walton published in 2017, *Words on Bathroom Walls* (2020) directed by Thor Freudenthal and produced by Roadside Attractions.

D. Data Collection

1. Watching Movies

The researcher watched the entire movie *Words on Bathroom Walls* (2020) to understand the context of the story

2. Transcription of Adam's Speech

Adam's speech was transcribed directly from the film, both in the form of dialogue with other characters and internal monologues. The transcription focuses on sentences or phrases that show irregularities in grammatical and syntactic structures.

3. Data Identification and Selection

After the transcripts were collected, the researcher identified parts of the speech that contained grammatical irregularities and syntactic irregularities. Meanwhile, irrelevant data was not included in the analysis.

4. Data Classification

The identified data was then classified into two categories, namely: (1) grammatical irregularities, and (2) syntactic irregularities. This classification is recorded in the instrument table to facilitate further analysis.

E. Data Analysis

Data analysis in this study was carried out through the following steps:

1. Data Reduction

The data that has been collected from the transcript of Adam's speech is distinguished based on sentences or phrases that contain indications of grammatical and syntactic irregularities.

2. Data Classification

After the data is distinguished, each datum is classified into two main categories:

(a). Grammatical Irregularities, such as errors in subject-verb agreement, tense, or use of verb forms.

(b). Syntactic Irregularities, such as incomplete sentences (fragmented), illogical sentence structures, or omissions of main syntactic elements (subject or predicate).

3. Linguistic Analysis

The general data that has been classified is then analyzed using a descriptive linguistic approach to determine the type, form, and function of the deviation.

4.Data Presentation

The analyzed data is presented in the form of tables and descriptive descriptions so that readers can easily understand the research findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussions according to the related literature review that underlies the theories from the previous chapter. The findings were obtained based on the results of data analysis to answer research problems.

A. Findings

This chapter presents the results of the analysis of Adam's speech in the film *Words on Bathroom Walls* (2020), which focuses on syntactic and grammatical irregularities that appear as a representation of the schizophrenia he experiences. This chapter answers two research question : (1) what syntactic and grammatical irregularities in Adam's speech, and (2) how do there irregularities reflect or correspond to this schizophrenic condition as portrayed in the film

1. Syntactic And Grammatical Irregularities Found Of Adam's Speech In Words *On Bathroom Walls.*

Based on the results of data analysis from the transcript of Adam's speech, several forms of syntactic and grammatical irregularities were found. The following is a classification of the findings:

a) Syntactic Irregularities In Adam's Speech

Some of the syntactic irregularities found include :

i. Omission Of Auxiliary Verb

DATUM 1

"Schizophrenia a chronic mental disorder in which a person loses touch with reality."

"How you like it ?"

Adam tries to ask Maya by saying the sentence *"How do you like it?"* Adam said this sentence when he was in a state of being unable to distinguish between reality and hallucinations. He spoke as if to another person, but in fact what he was facing were voices or imaginary figures that always disturbed his thoughts. The statement was not just an ordinary question, but an outburst of emotion and a form of resistance to the inner pressure that arose when he lost control of his thoughts. Thus, the statement *"How do you like it?"* reflects a moment when Adam was immersed in intense internal conflict, where frustration, fear, and loss of boundaries of reality combined to become a verbal expression of the psychotic turmoil he experienced due to schizophrenia.

From datum 1, the sentence misses an auxiliary verb **"is"** that should be *"schizophrenia **is** a chronic mental disorder in which a person loses touch with reality."* Without **"is,"** the phrase is incomplete and does not meet the standard English sentence structure, namely: subject + predicate. This phenomenon is the omission of auxiliary verbs, namely the removal of auxiliary verbs such as **"is," "are," "was," "have," "will,"** and so on that are missing from the sentence structure, because these words are needed to form tense (time), aspect, mood, or form in English. For us, as a second language,

losing "is" is a difficult thing, but for adults, especially native speakers, "is" is automatic, so losing "is" for native speakers is a form of cognitive impairment that affects the formation of basic sentence structures. Similar errors are also found in other Adam's utterances, such as in the sentence *"How do you like it?"* In this sentence, Adam omits the auxiliary verb "do" which should be in the interrogative sentence. So the correct sentence should be *"How do you like it?"* The omission of "do" makes this sentence deviate from the standard question structure in English. This indicates a form of syntactic irregularity related to cognitive disorders in language production.

These irregularities are not disturbances categorized as part of the symptoms of Formal Thought Disorder (FTD) as classified by Andreasen (1979). There are no lapses in meaning, topic changes, or even internal contradictions in the utterance, which are characteristic of formal thought disorder. Therefore, in the context of a linguistic analysis of schizophrenia symptoms, this sentence does not indicate a cognitive abnormality relevant to the formal classification of thought disorder.

ii. Incomplete Sentence

DATUM 2

"I wouldn't ... no."

"I wanted ... I want to know if you'd want to go to prom with me?"

Adam utters the lines *"I wouldn't... no"* and *"I wanted... I want to know if you'd like to go to prom with me?"* when he is nervous and awkward. This scene occurs when Adam tries to ask Maya, the girl he likes, to go to the prom. He seems to be trying hard

to control himself to appear “normal” and not show symptoms of schizophrenia in front of others. His broken sentences (“I wouldn’t... no” and then **“I wanted... I want...”*) indicate his nervousness, lack of confidence, and anxiety about rejection.

From datum 2, the sentence experiences an incomplete clause structure because there is no main verb after the auxiliary verb **"wouldn't."** The sentence **"I wouldn't ... no."** should be followed by a main verb that functions to form a complete sentence structure, so the correct sentence should be "I wouldn't lie" or "I wouldn't do that" and so on. Because without the main verb, the clause becomes incomplete and does not fulfill the grammatical structure, namely: subject + predicate (auxiliary + main verb). Similar errors were also found in Adam's other utterances, such as in the sentence **"So, I wanted... I want to know if you'd like to go to prom with me?"** In this sentence, Adam again fails to complete the initial clause structure and stops abruptly, then replaces it with a new sentence structure. Both sentences reflect the same pattern, namely irregularities in the grammatical structure of the sentence. This indicates a clause structure error that causes the sentence to be an incomplete sentence. An incomplete sentence is a sentence that does not have a complete structure as it should be in grammatical standards. This sentence does not convey the full meaning, because important elements in the sentence are omitted.

These irregularities reflect **Thought Blocking**, which is a symptom of schizophrenia characterized by the sudden cessation of thought flow while speaking, causing speech to be interrupted or unfinished. According to Andreasen (1979), thought blocking is a disorder in which individuals experience sudden pauses in speech

due to a stop in their thoughts and tend to be unable to continue or fail to remember what they want to say. Thought blocking reflects a disturbance in speech planning, working memory processing, and the brain's executive functions, all of which are interrelated and affect the ability to construct complete and logical sentences. Often, this symptom can also be accompanied by sudden topic changes, prolonged silence, or even a blank stare. In the film *Words on Bathroom Walls*, symptoms of thought blocking can be observed in the character Adam, where it is evident in several of his utterances, which have difficulty conveying ideas in a structured and complete manner. Therefore, thought blocking not only affects the meaning of speech but is also a linguistic indicator of deeper cognitive disorganization in individuals with mental disorders such as schizophrenia.

iii. Word Order Deviation

DATUM 3

"What is even the purpose of all this?"

The sentence *"What is even the purpose of all this?"* is uttered by Adam during a time of frustration and despair. This scene occurs when Adam feels exhausted by the routine of treatment, therapy, and constant supervision, while he still experiences hallucinations and feels like he will never truly be "normal." In this condition, he begins to question the meaning and purpose of all the efforts he has made, such as taking medication, following the doctor's instructions, and trying to socialize. Still, the results seem to bring no significant improvement for him. This statement is born of existential

despair, not just temporary sadness. Adam seems to ask: "What is the point of all this, if I still feel broken and different?" Thus, the sentence "What is even the purpose of all this?" reflects the crisis of meaning and identity that Adam experiences in the midst of his struggle with schizophrenia. He says it at an emotional low point when he feels that all efforts to recover or live a "normal" life seem futile.

From datum 3, Adam appears to insert the word "even" between the auxiliary verb "is" and the noun phrase "the purpose of all this." This causes the structure to be unusual in formal English interrogative sentences. Therefore, a more common and neutral sentence would be "What is the purpose of all this?" without the insertion of the word "even." Although the sentence is generally understandable and not entirely grammatically incorrect, the insertion of the word "even" in an inappropriate position can indicate a disturbance in syntactic processing. This sentence can be categorized as a Word Order Deviation, which is a form of deviation in word order from the standard sentence structure in English. In general, the standard structure of English must follow the word order pattern (Subject–Verb–Object). When there is a pattern mismatch, such as the insertion of words in inappropriate positions, repetition of syntactic elements, or the arrangement of clauses that are not well structured, then the sentence is considered to have a word order deviation.

The sentence "What is even the purpose of all this?" does not reflect a disorder as categorized as part of the symptoms of Formal Thought Disorder (FTD) as classified by Andreasen (1979). Although the sentence is structurally sound, with the word "even" inserted between the subject and predicate, it still conveys a clear and logical

meaning. There are no deviations in meaning, abrupt topic changes, or even internal contradictions in the utterance, which are characteristic of formal thought disorder. Therefore, the sentence is more appropriately categorized as a variation of informal language style in everyday speech, and not a representation of formal thought disorder. Hence, in the context of linguistic analysis of schizophrenia symptoms, this sentence does not indicate cognitive abnormalities relevant to the formal classification of thought disorder.

iv. Repetition Of Clause

DATUM 4

“Nothing else works! Nothing else works! ...Nothing else works! ... Nothing was designed to work! That was the plan. I was right, I was right the whole time,”

The sentence *“Nothing else works! Nothing else works! ...Nothing else works! ...Nothing was designed to work! That was the plan. I was right, I was right the whole time”* was uttered by Adam after he learned that his stepfather was planning something bad for him. In that condition, he was completely unable to distinguish reality from his hallucinations. This scene occurred after Adam felt he had completely lost control of his thoughts and began to believe that there was a “plan” or “conspiracy” that was deliberately making all his treatment efforts fail. The repeated sentence (“Nothing else works”) is typical of obsessive and delusional thinking, where Adam believes in a large, unreal pattern (“Nothing was designed to work! That was the plan”). At that time, he was not consciously talking to a real person, but was responding to voices or

imaginary figures in his head, or simply talking to himself as an outlet for his emotions. In other words, these words came out when Adam was in the most severe phase of schizophrenia, where frustration, paranoia, and delusional beliefs mixed together. He felt that the entire system, such as medicine, therapy, and even the people around him, were “designed to fail,” leading to the belief that “I was right the whole time.” This scene shows how deep Adam’s reality crisis is.

From datum 4, there is repetition of phrases in the sentences "Nothing else works!" and "I was right," without adding any new information. Furthermore, the relationship between the clauses in the sentence is also not clear. For example, in the sentence "That was the plan," the sentence appears suddenly without any clear reference or explanation, making it appear confusing from a grammatical perspective. This type of error is called **repetition of a clause**, which is when a clause is repeated consecutively without any additional information. Although the sentence is grammatically correct, excessive repetition can indicate emotional stress, psychological tension, or disruption in the flow of thought if it is excessive or out of context. In normal communication, such repetition is a form of emphasis or rhetorical style, but when this repetition occurs in individuals with schizophrenia, the repetition is unintentional and uncontrollable. This can be seen in Adam's utterances in the sentences: "Nothing else works! Nothing else works!" and "I was right, I was right the whole time." From these sentences, it can be seen that Adam appears to show a tendency to repeat sentence structures obsessively.

These irregularities reflect **perseveration**, which is the repetition of inappropriate and contextually inappropriate utterances, as described by Andreasen (1986) in the classification of formal thought disorder (FTD). This indicates a form of language disorganization typical of schizophrenia sufferers. Furthermore, as can be seen from Adam's speech delivery in the scene, this sentence also shows the characteristics of speech pressure, namely the urgent desire to speak quickly and emotionally without control over the structure of the utterance. Furthermore, the clause "that was the plan" appears suddenly without clear reasoning, which indicates illogical reasoning. Thus, it can be concluded that Adam's speech reflects a combination of several symptoms of formal thought disorder, with perseveration as the main feature, indicating disorganized thinking and language that is a linguistic manifestation of Adam's schizophrenia.

v. Clause Structure Error

DATUM 5

"If I just you know if I can just quiet the voices maybe things will be okay."

The sentence *"If I just... you know, if I can just quiet the voices... maybe things will be okay"* is uttered by Adam while he is conscious, not when he is experiencing an active delusion or hallucination. In this moment, Adam understands that the voices he hears are not real, but rather a symptom of his mental disorder. This statement shows his desire to find peace and control over his own thoughts, a simple but meaningful hope for someone living with persistent hallucinations. His tone conveys exhaustion,

despair, but also a glimmer of hope that if he can silence the voices, maybe things will get better. This statement reflects Adam's inner struggle between consciousness and despair, between reality and the disturbance that continues to haunt him, while also showing the humanity of a schizophrenic who is still trying to find meaning and stability in his life.

From datum 5, the sentence contains two subordinate clauses, namely in the sentence ("if I just...", "if I can just quiet the voices...") without any main clause that is clearly and coherently paired. In addition, there is confusion in the sentence "if I can just quiet the voices." Adam appears to use the modal present tense "can" while in the sentence "maybe things will be okay," Adam appears to use the future tense "will". This makes the sentence structure syntactically incoherent because it does not form a complete sentence structure as it should. Although the meaning of the sentence is still understandable, structurally the sentence shows irregularities in the formation of the clause, so it is classified as a clause structure error in syntactic studies, namely a form of deviation in the arrangement of clauses that does not comply with standard syntactic rules in English. A correct clause in standard English generally consists of a subject and a predicate that form a complete unit of meaning. Clause structure errors can include incomplete clauses, overlapping clauses, the use of subordination that is not followed by the main clause, or even interruptions that disrupt the integrity of the sentence structure.

According to the Formal Thought Disorder classification by Andreasen (1979), these irregularities reflect illogicality, namely a sentence that has an incomplete

structure and experiences overlap, where two conditional clauses "If I just..." and "if I can just quiet the voices..." are arranged without a clear sentence completion. Then Adam inserts the word "you know" in the middle of the sentence, which further strengthens the irregularity of Adam's thought process. Then the closing clause "maybe things will be okay" appears without a strong logical connection to the previous statement, thus further strengthening the irregularity in the organization of meaning. Although Adam's speech is still generally understandable, the relationship between the sentences shows Adam's failure to build a coherent and properly structured thought process. This phenomenon reflects the cognitive irregularity that often occurs in schizophrenia sufferers, where the thought process experiences fragmentation and a loss of internal connection between ideas.

vi. Disconnected Phrase

DATUM 6

"Shut up ... are you happy? This is who I am, it's my big secret okay. Yes it is, I am crazy and I'm dangerous and I'm .. I need you to leave. Do I look like I need a fucking tutor? Find some other way to keep the lights on! Make her leave. Please, everyone get out! Don't touch me."

The sentence *"Shut up... are you happy? This is who I am, it's my big secret okay. Yes it is, I am crazy and I'm dangerous and I'm... I need you to leave. Do I look like I need a fucking tutor? Find some other way to keep the lights on! Make her leave. Please, everyone get out! Don't touch me"* was uttered by Adam when he experienced

his most severe emotional outburst and psychosis in the film *Words on Bathroom Walls*. This happened after his identity as a schizophrenic was revealed and he felt cornered, looked down upon, and lost control of the situation. At this moment, Adam exploded in front of Maya and the people around him, refused help, and spoke in a jumble of reality and his hallucinations. His sentence was full of anger, sarcasm, and shame, he called himself “crazy” and “dangerous” not because he really wanted to hurt, but because he felt his identity as a schizophrenic was a burden and a threat to others. His pleas of “please, everyone get out” and “don’t touch me” indicate that he is under tremendous pressure, overwhelmed by stimuli (both real and hallucinated), and attempting to shut down to protect himself. This scene demonstrates the culminating conflict between identity, stigma, and psychotic symptoms. Adam is not only angry at others, but also at himself and his condition. These utterances act as a kind of “curtain being pulled back” to reveal the raw suffering of a teenager who feels he has lost control of his life.

From datum 6, Adam says, “I’m dangerous and I’m...” the sentence is interrupted, then Adam continues his speech with the question, “Do I look like I need a fucking tutor?” Then he continues with the sentence “I need you to leave,” which appears randomly without any clear connection. In the utterance, Adam is seen to change the topic extremely, from expressing anger at himself, then demanding that others leave, then voicing his rejection of academic assistance such as tutoring, and then again urging others to leave. This shows an irregularity in the process of constructing sentence structure, which is generally caused by emotional stress or disruption of the flow of

thought. Therefore, it is called a disconnected phrase. This term refers to a phrase or part of a sentence that appears incomplete and loses structural connection with other elements, thus disrupting the syntactical continuity of the clause. These irregularities reflect derailment, which is a symptom of Formal Thought Disorder in schizophrenia sufferers, as described in Andreasen's classification (1979). namely when the flow of ideas or topics shifts suddenly and illogically from one idea to another. The initial topic shifts from anger to personal confession to mental illness to commands without any logical transition or coherent discourse structure, making it difficult for listeners to follow the speaker's intent. Clauses are often grammatically correct but not logically connected.

vii. Tense Confusion In A Complex Sentence

DATUM 7

“I mean ... no. I’m not ... I have this chronic headache syndrome. So, it make me blurry sometimes,”

The sentence *“I mean... no. I’m not... I have this chronic headache syndrome. So, it makes me blurry sometimes”* is uttered by Adam as he tries to cover up his true illness, schizophrenia, with a false excuse. This scene occurs in a social situation where Adam is asked about his condition or seemingly odd behavior, and he chooses to lie by using “chronic headache syndrome” as an explanation. This statement shows Adam’s fear and shame about the stigma attached to mental illness. He knows that admitting to having schizophrenia could make people distance themselves or view him differently,

so he creates an excuse that sounds “safer” and socially acceptable. The broken sentence (*“I mean... no. I’m not...”*) shows hesitation, awkwardness, and inner distress, as he is aware that he is lying to maintain a normal image in the eyes of others. By saying “it makes me blurry sometimes,” Adam attempts to explain his symptoms such as confusion, loss of focus, or odd behavior without addressing the true root of his psychotic disorder. This statement reflects the defense mechanisms of a teenager struggling with mental illness, but also with the fear of social rejection. This simple sentence, in essence, shows the small tragedy of someone who wants to be accepted, but feels he has to hide who he really is.

From datum 7, in the sentence *“I mean, no. I’m not. I have this chronic headache syndrome. So, it makes me blurry sometimes,”* in the sentence, there are several clauses that are syntactically related to each other, but show inconsistencies in the use of tenses and agreement errors between the subject and predicate. In the part *“So, it makes me blurry sometimes”* structurally should use the present tense with the singular subject *“it”*, so the correct verb form is *“makes”*, not *“make”*. This error is called Tense Confusion in a Complex Sentence, which is an error that occurs when someone uses inconsistent or grammatically inappropriate tenses in a complex sentence, such as mixing the simple past with the present or using a verb form that does not match the intended subject and time, then the sentence becomes grammatically incorrect and can confuse interpretation. This inconsistency indicates a disturbance in maintaining the consistency of time order in a complex sentence. Although Adam's utterance consists of several short sentences that appear grammatical at first glance, some tense

inconsistencies and ambiguities affect the clarity of meaning. This indicates a disturbance in syntactic control that can be associated with language disorganization in schizophrenia sufferers. This reflects cognitive dysfunction in designing complete sentence structures that comply with English grammar rules. These irregularities do not reflect Formal Thought Disorder (FTD) as classified by Andreasen (1979). Although this sentence shows mild irregularities in the form of tense confusion, such as the use of "make" instead of "makes", and the use of the word "blurry", which is vague or less specific, the flow of thoughts conveyed by Adam can still be understood coherently. The sentences remain relevant to each other and do not show the characteristics of FTD. Therefore, it can be concluded that this utterance is more appropriately classified as mild syntactic irregularity, rather than as an explicit form of formal thought disorder or FTD.

viii. Misused Embedded Question

DATUM 8

“Do you think why did she leave me ... is because I’m broken?”

The sentence *“Do you think why did she leave me... is because I’m broken?”* The question contains guilt, low self-esteem, and despair, because Adam feels that his inner damage “broken” is the reason people distance themselves from him. The word “broken” here refers not only to mental disorders, but also to feelings of loss of control, loss of integrity, and feelings of worthlessness. Adam said this sentence when he was in a fragile state, after experiencing rejection or the loss of someone he cared about,

namely Maya. At this moment, he was not experiencing hallucinations, but rather experiencing deep emotional wounds due to his awareness of his condition as a schizophrenic. This statement reveals Adam's most human side: the fear that his illness makes him "unworthy" of love or acceptance.

From datum 8, we can see that Adam seems to want to convey an indirect question about the reason why Maya suddenly left him, but Adam mixes up two sentence structures, namely the direct question form ("why did she leave me") and the indirect question form ("do you think") The combination of these two structures creates logical chaos and makes the sentence difficult to understand. In addition, at the end of the sentence, Adam inserts the words ("is because I'm broken"), which further exacerbates the irregularity by introducing an explanatory clause without any proper syntactic relationship. This kind of error is called a Misused embedded question, namely an indirect question that has a structural error, for example, if there is a question in another sentence (not standing alone), then it is called an embedded question. In an embedded question it is not allowed to use "did, do, can, is, in front of the subject" and the word structure is to include "S + V + question word + S + aux / V."

This syntactic error usually occurs when the speaker uses a direct question structure in the form of an indirect question (embedded/indirect question). This error can disrupt the word order and grammatical structure of the sentence. This error reflects a person's inability to organize thoughts logically and coherently into appropriate language structures. These irregularities do not reflect Formal Thought Disorder (FTD) as classified by Andreasen (1979). Although this sentence shows mild irregularities,

such as mixing two sentence structures, namely the direct question form "why did she leave me" and the indirect question form "do you think", these sentences are still understandable and do not show characteristics of FTD. Therefore, it can be concluded that this utterance is more appropriately classified as a mild syntactic irregularity.

ix. Inversion Error

DATUM 9

"Gone, my grip on reality was, long before they noticed I was slipping."

The sentence "Gone, my grip on reality was, long before they noticed I was slipping" is spoken by Adam when he is aware that the process of his mental breakdown did not happen suddenly, but rather happened slowly, silently, and unnoticed by those around him. The sentence also contains a tone of bitterness and loneliness, because he feels that people only noticed his condition when it was too late. Behind this statement lies a feeling of isolation and not being understood, a common experience for people with schizophrenia who often know something is wrong with them but do not know how to explain it or get the right support. Thus, this sentence not only describes Adam's loss of grip on reality medically, but also symbolizes the loss of social and emotional connection—that before he actually "slipped," the world around him had already failed to see the signs of his suffering.

From datum 9, Adam says, "Gone, my grip on reality was, long before they noticed I was slipping." This sentence shows a form of syntactic structural deviation, namely the reversed word order in a sentence that does not conform to standard

English. Structurally, this sentence deviates from the general pattern of Subject + Verb + Complement, where the word “Gone,” which should be at the end, is instead placed at the beginning, followed by the subject “my grip on reality” and the predicate “was.” If written in the correct order, the sentence should read: “My grip on reality was gone long before they noticed I was slipping.” In the context of Adam's schizophrenia, this form of inversion is not intended as a poetic or rhetorical figure of speech it reflects his inability to structure sentences regularly and logically. This error is called an inversion error, which is a syntactic error, where the word order in a sentence is reversed incorrectly or does not comply with standard English rules.

According to Chomsky's (1957) transformation theory, the surface structure of this sentence violates the principle of basic constituent order, as the main verb "gone" moves to its initial position without valid transformational justification. These irregularities reflect derailment in Andreasen's (1979) classification of Formal Thought Disorder (FTD). Derailment itself is defined as a speech pattern in which ideas or topics shift irrelevantly or illogically. In this case, the deviation in sentence structure disrupts the flow of information, even though the topic does not change drastically. This reflects a symptom of thought disorder commonly found in individuals with schizophrenia, where language organization is disrupted as a result of cognitive dysfunction, particularly in organizing sentence structure normally and coherently.

b) Grammatical Irregularities In Adam's Speech

Some of the grammatical irregularities found include :

i. Subject-Verb Agreement Error

DATUM 10

"When that voices comes to visit me, it's like I'm having a nightmare while I'm awake..."

The sentence *"When that voice comes to visit me, it's like I'm having a nightmare while I'm awake..."* is uttered by Adam as he honestly describes the auditory hallucinations he experiences due to schizophrenia. In this moment, Adam tries to explain to others (or perhaps to himself) what it feels like to be "visited" by these voices. This statement shows Adam's self-awareness of his illness. He knows that the voices are not real, but the symptoms make him feel like he is living in a nightmare that he cannot stop. The metaphor *"a nightmare while I'm awake"* illustrates how gripping and real the experience is, as well as how exhausting it is to have to live with hallucinations all the time. This sentence also shows the contrast between Adam's inner world and the outer world. To others, he may seem quiet or strange, but to Adam, the experience is like a real torture a nightmare that occurs while awake. Thus, this statement is a form of Adam's attempt to make others understand his suffering.

From datum 10, the error occurs in the phrase "that voices comes," where there is a mismatch between the determiner, subject, and verb. The word "that" is a singular determiner, while "voices" is the plural form of voice. According to Swan (2005), plural subjects in the third person (such as voices) must be followed by the base form

of the verb without the ending -s, while the use of "that" can only be used for singular objects and must use the plural determiner, namely "those." In addition, the verb "come" is the singular form of come, which does not agree with the plural subject "voices." Therefore, this error falls into the category of mismatch between the subject and predicate in terms of number (singular vs. plural), which can be classified as a Subject-Verb Agreement Error. Subject-Verb Agreement Error is a rule in English grammar that states that the subject and verb must agree in number. That is, if the subject is singular, then the verb must also be singular, and if the subject is plural, then the verb must also be plural. These irregularities reflect illogicality. Illogicality is characterized by an inappropriate relationship between ideas in a sentence, even though the utterance is still generally understandable. This inconsistency between determiners, subjects, and verbs reflects a failure to maintain proper sentence structure.

ii. Tenses Inconsistencies

DATUM 11

"First, they think it's my eyes, then told me it's my brain."

The sentence *"First, they thought it's my eyes, then told me it's my brain"* is uttered by Adam as he recounts the initial journey of his diagnosis, how those around him, including medical professionals, initially misunderstood the source of his problem. Initially, he exhibited symptoms such as blurred vision, loss of focus, or strange behavior that were thought to be related to eye disorders. However, after further examination, they realized that the actual problem was not physical in the eyes, but in

the brain: schizophrenia that affects perception and thinking. This statement shows Adam's confusion and frustration over the long and uncertain diagnostic process. He had hoped that the problem was simple and easy to solve (just an eye problem), but the reality was far more complex and severe (a mental disorder in the brain). The sentence also contains a bitter tone, Adam seems to indicate that even the medical world or adults around him had misunderstood his suffering, leaving him feeling alone and misunderstood. Thus, this statement is not just a chronology of the diagnosis, but also symbolizes Adam's emotional journey from misdiagnosis, dashed hopes, to accepting the reality that what he was facing was a serious mental illness that changed his entire life.

From datum 11, there is a mixture of tenses, namely "think" and the past tense "told" in one sentence structure that should be complete. In the first clause, Adam says "they think it's my eyes," using the simple present tense, while in the second clause, Adam says "then told me it's my brain," switching to the simple past tense. Both clauses are in the same time sequence, namely (First... then...), so they should use consistent tenses. Either use the past tense if the sentence describes the past, or the present tense if it describes something that is currently happening. According to Swan (2005), in *Practical English Usage*, the occurrence of tense changes in one sentence or paragraph is a form of grammatical error. In standard English, tenses must be used consistently in one narrative context. Tense inconsistency is a grammatical error that often occurs when someone uses inconsistent tenses in a sentence or paragraph, thus confusing the meaning. For example, mixing past and present tenses without a clear reason.

Tense consistency is important to maintain clarity of time and help readers or listeners understand the sequence of events well. These irregularities reflect illogicality within formal thought disorder, which often refers to speech that is logically or grammatically inconsistent. It appears as if the timeline of events is non-linear, or the speaker lacks consistency in constructing a sentence. This form reflects irregularities in the processing of information structure and time, creating a confusing effect on the interlocutor.

iii. Preposition Error

DATUM 12

"She's been whispering behind of me like I'm some charity case, but I'm right here, literally existing."

The sentence *"She's been whispering behind my back like I'm some charity case, but I'm right here, literally existing"* was uttered by Adam when he felt that the people around him were talking about him secretly, as if he were just a "social case" to be pitied, not a complete individual. This sentence shows anger mixed with shame. Adam feels treated like an object of sympathy or a "project" of aid, not a human being with self-respect. The statement *"I'm right here, literally existing"* indicates that he wants his real existence acknowledged, not talked about behind his back as if he has no voice. Emotionally, this is a form of rebellion against the stigma and excessive compassion that people with mental disorders often receive: they want to be treated as equals, not like burdens. On the other hand, the sentence also contains suspicion and high

sensitivity, which can be part of the symptoms of schizophrenia, such as feeling judged or talked about by people. So, Adam's statement is very ambiguous, on the one hand, he is truly offended by the behavior of those around him, on the other hand, he is also very sensitive and defensive due to his mental condition. This shows the complexity of his experience, not just anger, but also reflects the inner wounds of feeling not considered equal as a human being.

From datum 12, there is an error in the phrase "behind of me," which is a structure that does not exist in standard English. Adam should only use one preposition, namely "behind me." The addition of the preposition "of" makes the phrase sound awkward and can even interfere with the overall processing of meaning. According to Michael Swan (2005), choosing the right preposition is a crucial aspect in forming prepositional phrases. Some prepositions are self-contained and do not need to be added, such as "behind," "under," or "fore." The use of a structure like "behind of me" is a serious grammatical error because it indicates a failure to understand the fixed patterns or norms of standard English. In Adam's state of emotional stress, this error not only reflects a normal grammatical error but also is part of irregular speech.

This type of error is called a preposition error, which occurs when a phrase containing a preposition is used incorrectly, resulting in an incorrect or ungrammatical meaning. These errors can include the use of inappropriate prepositions, the omission of necessary prepositions, or even the addition of unnecessary prepositions. These can disrupt the clarity and accuracy of communication, so preposition use must conform to standard English rules. With his reflective, sarcastic, and sometimes blunt style of

speaking, these errors seem to reflect Adam's processing of the chaotic world around him, where even prepositions are confused. These irregularities do not reflect Formal Thought Disorder (FTD) as classified by Andreasen (1979). Although the sentence includes inappropriate preposition usage, omission of necessary prepositions, or even the addition of unnecessary prepositions, the sentence is still understandable and does not exhibit any characteristics of FTD. Therefore, it can be concluded that this utterance is more accurately classified as a mild grammatical irregularity.

iv. Verb Form Error

DATUM 13

"I've study the menu for years."

The sentence "*I've study the menu for years*" combines bitter humor and a sense of loss. By referring to "menu," Adam attempts to normalize his situation through a lighthearted metaphor, but beneath it lies a sense of alienation and helplessness: he lives in the same world as everyone else, yet doesn't truly "engage" in it. Thus, the sentence "I've studied the menu for years" reflects the distance between desire and reality, and the gentle despair of a teenager struggling to find a place in a life that feels undesigned for him. The sentence emerges as he attempts to describe how long he has observed "normal" life from afar, like someone studying a menu at a restaurant without ever actually being able to order or enjoy the food. Meaningfully, this sentence demonstrates Adam's longing for a normal life of stable social relationships, a sense of security, and the experience of being a teenager without the burden of mental illness.

He feels he has long “observed” the things he desires but cannot have, because schizophrenia limits his freedom of movement. This sentence can also be read as a form of irony and self-awareness: Adam knows what he wants from life, but is aware that he cannot achieve it as easily as other people.

From datum 13, we can see that the sentence uses the base form "study" after the auxiliary verb "have," while the correct form is the past participle, "studied." In the present perfect tense, the correct form is: have/has + past participle. According to Swan (2005), the present perfect tense is formed by using the auxiliary verb "have/has" followed by the past participle. This error indicates an inconsistency in verb forms in complex tenses. This phenomenon is called a verb form error, a grammatical error that occurs when a verb form is used that does not conform to the correct sentence structure or tense rules. This error often involves the use of the base form when the past tense, past participle, or present participle should be used.

This error falls into the category of grammatical irregularities because it relates to the correct verb form based on time, aspect, or certain grammatical constructions. This is the result of dysfunction in working memory processing of language, namely the inability to form verbs correctly in certain grammatical contexts. These irregularities reflect paragrammatism. Paragrammatism refers to the production of sentences that are syntactically disturbed, characterized by incorrect or jumbled structures, yet still meaningfully understandable. These errors in verb form reflect Adam's inability to organize sentence structure appropriately.

v. Incomplete prepositional phrase

DATUM 14

“Are you even allowed to be fraternizing with someone like?”

The sentence *“Are you even allowed to be fraternizing with someone like?”* By saying “someone like me,” Adam is actually addressing the social stigma attached to himself. He is aware that many people consider people with mental illnesses to be “different,” “problematic,” or even “dangerous.” His question is not really about rules, but rather a subtle dig at the way society treats people like him as if they are unworthy of love, friendship, or close relationships. Adam utters this sentence in awkward yet self-aware social situations, usually when he is talking to Maya, a girl he likes, while being aware of his own position as someone with a mental illness. This statement comes out in a tone that is half joking, half bitter, because behind the humor lies a sense of inferiority and fear of rejection due to his status as a schizophrenic.

In datum 14, there is an error in the phrase “with someone like.” According to standard grammatical structure, a prepositional phrase should be followed by a noun or noun phrase as its object. However, in this sentence, the preposition “like” is included, but the object that should follow the preposition is missing. The missing object makes the prepositional phrase incomplete and disrupts the clarity of the overall meaning. The listener will wonder what “like who?” means because the phrase “like” basically should not be left hanging without an object behind it. This error is not only a wrong choice of words, but also an imperfect phrase structure. In standard English grammar, the missing object, as in the sentence above, is considered a grammatical

imperfection, because it is missing an important element in the sentence structure that is supposed to form a complete meaning.

This error falls into the category of an incomplete prepositional phrase. Incomplete prepositional phrases can occur when a preposition is not followed by an appropriate object. In English structure, prepositions such as with, like, about, to, in, and so on always require an object (either a noun, pronoun, or noun phrase) to form a complete meaning. However, when the object element is missing or not mentioned, the phrase is considered incomplete and becomes a grammatical error. These irregularities reflect the poverty of content of speech, which is when someone uses a sentence that appears structurally correct but lacks or even lacks complete information or clear meaning. Such errors can reflect disturbances in thought organization or irregularities in language planning, which are common in individuals with psychotic disorders such as schizophrenia.

vi. Misused Verb Complement

DATUM 15

“How come you don’t feel like ... you know, rage?”

The sentence *“How come you don’t feel like... you know, rage?”* is uttered by Adam in a reflective and emotional dialogue, when he is talking with the school chaplain about how to deal with suffering and feelings of injustice in his life. This statement arises from Adam’s anxiety and amazement at how others can appear calm or accepting of the situation, while he himself continues to struggle with anger,

frustration, and confusion due to his schizophrenia. Behind this question lies both envy and a search for meaning, because Adam is not only highlighting his own emotions, but also trying to understand how others interpret suffering.

From datum 15, there is an error in the phrasal verb “feel like,” which idiomatically is usually followed by a gerund (e.g., crying, screaming) or a semantically and syntactically appropriate noun phrase, such as a failure or a winner. However, in this sentence, “feel like” is followed by the word “rage,” which is an uncountable noun and does not fit as a complement in this construction. Grammatically, this creates ambiguity because “rage” is not a verb form that expresses action, making the structure unidiomatic and incorrect. The correct sentence should be, “How come you don’t feel like raging?” or “How come you don’t feel any rage?”, to comply with the rules of verb-complement structure in English. This type of error is called a Misused Verb Complement, which is a grammatical error that occurs when a verb is followed by a complement that is not grammatically or semantically appropriate.

In English grammar, many verbs have specific complement patterns or structures that must be followed for complete and grammatical meaning. If the complement is incorrect, for example, using the wrong word form (a noun instead of a gerund) or the wrong phrase type (an infinitive instead of a noun clause), it is called a misused verb complement. These irregularities reflect a poverty of content of speech, namely, a person's inability to convey ideas in a structured manner. The presence of pauses and filler phrases like "you know" indicates uncertainty or difficulty in constructing clear and cohesive sentences.

vii. Misuse of pronouns

DATUM 16

“Excuse me, I’m looking for Maya. Do you know where I could find him?”

The sentence *“Excuse me, I’m looking for Maya. Do you know where I could find her?”* is uttered by Adam in social situations that show awkwardness, usually after a conflict or distance between him and Maya. In this moment, Adam is trying to repair the relationship or seek the presence of someone who gives him a sense of security and understanding amidst the chaos of his life. Emotionally, this sentence sounds simple, but it holds layers of psychological meaning. First, it shows that Adam is still struggling to connect with the real world, he takes the initiative to find someone important to him, rather than just being trapped in his own world as he was during his psychosis. Second, his polite but awkward tone (“Excuse me...”) shows that he is holding back nervousness and insecurity, perhaps due to fear of rejection or misunderstanding after his previous behavior.

From datum 16, there is an error in the pronoun "him," which is completely inconsistent with its referent, Maya, which is generally known as a female name. In English grammar, third-person singular pronouns such as "him" and "her" must be adjusted to match the gender of the person being referred to, (Michael Swan, 2005). This is a misuse of a pronoun, which is an error that occurs when a pronoun is misused, either in terms of type, grammatical function, reference, or agreement with the antecedent (the word it represents). This error in pronoun choice indicates an inaccuracy in understanding the referential relationship between sentence elements.

This type of error is included in the category of grammatical irregularities, because it disrupts the clarity of reference in the sentence structure, thus causing ambiguity of meaning. These irregularities reflect illogicality, which is a form of deviant thinking characterized by logical inconsistency or inconsistency in meaning. The incorrect use of the pronoun can be considered a form of illogical thinking, especially when Adam should already know Maya's gender identity. These errors reflect disturbances in the mental representation of social references, which are frequently found in the speech of individuals with schizophrenia.

viii. Article omission

DATUM 17

"I went to cheese seminar in Oregon."

Adam's line *"I went to a cheese seminar in Oregon"* is uttered in a context of spontaneous humor and self-deprecation, usually to cover up awkwardness or divert the conversation from a sensitive topic. This line illustrates Adam's defense mechanism in dealing with a world that makes him constantly feel "different." Instead of answering honestly or revealing his vulnerable side, he chooses to hide behind absurd yet witty jokes. This is a form of coping strategy, a way to maintain a sense of power in a conversation that might leave him feeling exposed. However, Adam did not actually attend the cheese seminar, but rather as a sarcastic comment or dry joke (deadpan humor) that reflects his personality: witty, ironic, and often using humor to protect himself from embarrassment or emotional discomfort. This statement reveals Adam's

two sides: on the surface, he appears calm and funny; but underneath, there is a fear of being judged or pitied. By throwing in random humor like "I went to a cheese seminar in Oregon," Adam creates emotional distance between himself and his interlocutor, while demonstrating that he is still capable of playing with words and irony despite his life being marked by mental illness. This sentence is a small symbol of Adam's way of maintaining his sanity through humor, in the midst of a reality that often feels insane to him.

In datum 17, we can see that the phrase "cheese seminar" is a singular countable noun phrase, so in standard English, it should be preceded by an indefinite article like "a" if it doesn't refer to something specific. The omission of this article makes the noun phrase incomplete, making it structurally inconsistent with standard English rules. This error is a form of article omission, a grammatical error that often occurs when a speaker omits an article (a, an, the) that should be used before a noun, especially for countable nouns in the singular. In standard English, the use of the article itself is very important because it helps indicate whether an object is singular or plural. In Andreasen's (1986) theory of formal thought disorder, these irregularities reflect poverty of content of speech.

Although Adam often appears to talk quite a lot and tries to convey information, the content of his speech is often not conveyed correctly and in a structured manner. This disorder is often characterized by the use of incomplete or irregular sentence structures, such as the omission of important elements in a language, including articles. This shows that Adam has difficulty forming fully meaningful utterances, where the

information conveyed is not conveyed effectively due to weak control over grammatical rules and syntactic organization in the language production process.

ix. Auxiliary Missplacement

DATUM 18

“If I just could stop the voices for like one damn minute.”

The line *“If I just could stop the voices for like one damn minute”* is uttered by Adam in a moment of intense despair, when he is utterly exhausted by the auditory hallucinations of schizophrenia. This is not a casual, reflective statement, but rather an outpouring of raw frustration at the constant suffering he experiences. In this moment, Adam is not speaking to others to cover up or lie; he is genuinely expressing his exhaustion with the voices that fill his mind. This line demonstrates a profound psychological exhaustion. By saying “one damn minute,” Adam emphasizes the hardship of living with voices that never stop, even for a moment. This demonstrates that schizophrenia, for him, is not just a medical diagnosis, but a constant torture that erodes his focus, composure, and sense of identity.

From datum 18, we can see an error in the incorrect placement of the auxiliary verb “could.” The word should be placed after the adverb “just.” Because, according to English grammar rules, modal auxiliary verbs like “could” should appear immediately after the subject “I,” so the correct structure is “If I could just stop the voices...” This kind of error falls into the category of auxiliary misplacement, which is when auxiliary verbs like do, does, did, be, have, will, or can are placed in the wrong

position in a sentence, so that the sentence structure becomes ungrammatical. This is considered a grammatical deviation, because it violates the rules for placing auxiliary verbs in sentence structure. These irregularities reflect poverty of content of speech, which is an inability to convey information clearly and correctly even though verbally it seems quite productive.

c) How do there irregularities reflect or correspond to this schizophrenic condition as portrayed in the film?

The syntactic and grammatical irregularities found in Adam's speech in the film Words on Bathroom Walls are linguistic manifestations of underlying schizophrenia. Schizophrenia, especially when accompanied by Formal Thought Disorder (FTD), can cause disturbances in language processing, some of which are disorganized speech, incoherent phrases, syntactic anomalies, and others. These irregularities are not just ordinary errors, but they are a reflection of cognitive disorders that affect a person's ability to construct utterances. So, these irregularities reflect such **Derailment**. Derailment is a form of formal thought disorder proposed by Nancy Andreasen (1979), namely a condition in which a person shows an inability to maintain a logical and structured flow of thought. This symptom can be seen from Adam's speech, which moves from one topic to another without any clear transition.

In the film Words on Bathroom Walls (2020), Adam shows a very striking example of derailment in the sentence *"Shut up ... are you happy? This is who I am, it's my big secret okay. Yes it is, I am crazy and I'm dangerous and I'm .. I need you to leave. Do*

I look like I need a fucking tutor? Find some other way to keep the lights on! Make her leave. Please, everyone, get out! Don't touch me." In the quote, Adam begins the sentence by asking Are you happy? The "you" that Adam refers to is Maya, where in the scene Maya does not appear to say a word. Then, Adam rebels while explaining his mental condition, suddenly switches to ordering people around him to leave, then continues with social satire, and then returns to an unstructured emotional outburst.

The sudden shift in topic without any bridging relationship between sentences can give the impression that Adam's speech is not clearly structured. In this case, derailment often reflects disorganized thinking, a key symptom of schizophrenia, especially in the acute phase or when Adam experiences high emotional stress. The inability to maintain a clear and coherent sentence structure indicates a disruption in the brain's executive functions, such as attention regulation, impulse control, and cognitive processing. In this case, Adam experiences severe emotional outbursts, such as anger, frustration, and a sense of threat, which can exacerbate the symptoms of his formal thought disorder and create fragmented speech. The sudden shift in topic from self-confession to refusal of help, to accusations and orders, indicates a disruption in the structure of thought typical of schizophrenia. In this scene, Adam appears to be losing control of himself, which causes him to express himself through disorganized language.

This is not only a communication disorder but also an indication that Adam is experiencing cognitive disintegration, a failure to convey ideas in a directed and stable manner. Linguistically, Adam's speech indicates a violation of the structure of coherence and cohesion in discourse. Adam does not use inter-sentence conjunctions

such as because, therefore, or however, which are often used to form a logical relationship between ideas. For example, the sentence *"I'm dangerous and I'm..."* is an example of a syntactic structure that hangs without completion, which indicates a disconnected syntactic construction. Furthermore, subsequent sentences such as *"Do I look like I need a fucking tutor?"* and *"Find some other way to keep the lights on!"* appear without any logical connection or connection to the previous sentence, although each sentence is still understandable. When a person with schizophrenia experiences disorganized thinking, this disorder is reflected in their inability to construct complete sentence structures, resulting in jumpy speech, as in Adam's derailment case.

Not only that, these irregularities reflect **Illogicality**. Illogicality is a form of formal thought disorder proposed by Nancy Andreasen (1979), namely an illogicality in speech, where someone conveys conclusions or statements that do not make logical sense. This means that what he says is not in harmony or cannot be explained rationally. In the film *Words on Bathroom Walls* (2020), Adam shows a very striking example of illogicality in the sentence: *"If I just you know ... if I can just quiet the voices maybe things will be okay."* From this sentence, it appears that Adam utters it hesitantly and haltingly, which is marked by a pause in the middle of the sentence (*"If I just..."*). Adam seems to be trying to express his feelings in the hope of calming the "voices" in his head, but with an incomplete sentence structure (Andreasen, 1986). The phrase *"quiet the voices"* clearly refers to auditory hallucinations, which are one of the main symptoms in psychotic disorders such as schizophrenia. Adam uttered these words while experiencing emotional distress, battling an internal disturbance he could not

control. His utterances reflect a fragmented state of mind, where the ideas he wanted to convey were not coherently organized (Covington et al., 2005).

The shift from internal desires (*“if I just...”*) to acknowledgments of *“voices”* in his head that are not bridged by correct sentence structure can be an indication of illogicality, a type of formal thought disorder (FTD) that describes the inability to maintain a consistent topic flow (Andreasen, 1979). For example, when someone makes a connection between two unrelated sentences, this can be seen in Adam's thoughts that seem to *“jump”* or say something unrelated. The severity of this disorder can be measured by how often the illogicality occurs in conversation, ranging from mild (just once), moderate (two to four times), severe (five to ten times), to extreme (more than ten times or so often that the conversation becomes incomprehensible). Overall, this utterance demonstrates intense internal conflict and a form of language disorganization that not only reflects a communication disorder but also reflects cognitive impairment in the main character.

This unstructured speech also indicates that Adam is experiencing an identity crisis and significant psychological stress, which makes him no longer able to distinguish between the voice of his mind and objective reality, ultimately creating chaotic and undirected language (Liddle et al., 2002). These irregularities reflect the Poverty of content of speech, namely the poverty of content in speech, where someone speaks at length, but the information conveyed is very little or does not answer the question clearly. Although the number of words or sentences spoken is large, the content of the speech often does not get straight to the main point, is too vague, too general, too

abstract, or even too detailed to the point of relevance. As in Adam's following utterance, *"How come you don't feel like... You know, rage?"* Although the sentence is quite long and sounds like it's conveying an emotional idea, the information it contains is minimal, implicit, and its meaning is difficult to grasp. In the sentence, Adam begins with the question *"How come you don't feel like..."*, then inserts the phrase *"you know,"* and abruptly ends with *"rage"* that isn't properly integrated into the sentence structure.

Furthermore, people with this disorder sometimes repeat the same words or phrases, or use clichés and stereotypes. A person can recognize the disorder when they realize the speaker has been talking for a long time, but fails to get to the point, or when something could have been explained in just one or two sentences. In some cases, this person can sound like they're speaking philosophically, but without a clear meaning a term sometimes called *"hollow philosophizing."* It's essential to distinguish this phenomenon from people who naturally like to explain in detail. In **poverty of content**, the problem is a lot of words, but a lack of meaning or relevant information. An example of this is when someone is asked, *"Why do people believe in God?"* and the answers are circular, like *"Well, first of all, because he is a savior, he walks and talks to me... a lot of people don't know they have a personal self..."* and so on. These sentences are long, sound religious or philosophical, but do not provide a concrete or direct answer to the question. The severity of poverty of content can be measured by how often it occurs in interviews, ranging from mild (occurs occasionally), moderate (occurs in about a quarter of conversations), severe (occurs in about half of interviews), to extreme (most conversations are unclear or can be drastically shortened).

These irregularities reflect **Perseveration**. Perseveration is a condition where someone continuously repeats what they've said. For example, if someone starts talking about something or mentions a word, they'll keep returning to that topic or word repeatedly throughout the conversation. This differs from the use of common words like "*you know*" or "*like*," which many people use as additional words while thinking. Filler words like these are not considered perseveration because they are common in everyday conversation and don't have a disruptive repetition pattern. An example of perseveration can be seen when someone says, "*I think I'll wear that shirt, that shirt, that shirt, that shirt,*" which indicates repetition of words without a clear purpose. Another example is Adam's utterance, "*Nothing else works! Nothing else works! ... Nothing else works! ... Nothing was designed to work! That was the plan. I was right, I was right the whole time.*" Adam appears to say "*Nothing else works*" several times. This indicates his difficulty shifting from one topic to another flexibly. This is very common in individuals with cognitive disorders such as schizophrenia, where the mind becomes stuck on a single idea that is repeated over and over again, even though it is irrelevant to continue.

Meanwhile, the phrase "*Nothing was designed to work! That was the plan*" reinforces Adam's paranoid or delusional belief that there is a grand plan deliberately designed to prevent everything from failing, and that he is always right. This speech pattern not only indicates a disturbance in the flow of thought, but also the possibility of a strong distortion in the perception of reality, typical of psychotic episodes or paranoid schizophrenia. Perseveration can be categorized according to its severity,

ranging from mild (repeating one set of words or ideas), moderate (repeating two or three different sets), to severe (repeating four or more different sets of words or ideas). This disorder is usually a sign of a disorder in the thought process or certain psychiatric conditions.

And then, these irregularities reflect **Thought blocking**. Thought blocking is a disorder often characterized by the sudden cessation of speech before a topic or thought is completed. Following this interruption, silence often ensues, lasting for several seconds or even minutes. In situations like this, a person with this disorder will appear to have difficulty continuing the conversation because they cannot recall what they intended to say. For example, Adam's statement, *"I wanted... I want to know if you'd like to go to prom with me?"* There is a pause after the word *"I wanted..."* and also a sudden correction from the past tense (*"I wanted"*) to the present tense (*"I want"*), which can indicate hesitation or confusion in conveying meaning directly and structured. Sudden changes in tense with pauses (*"..."*) can indicate unstable or hesitant thought processes. This inability reflects the cognitive disorganization typical of schizophrenia. When a person with schizophrenia experiences disorganized thoughts, it is often evident in unstable speech patterns or even pauses in the middle of speech. In this scene, Adam appears to be struggling to continue his speech, but is interrupted by unstructured thought processes, resulting in pauses that lead to interrupted, hesitant, and self-correcting sentences. This indicates that Adam is experiencing cognitive disintegration, a condition in which the integration of ideas in the mind is fragmented and fails to be communicated coherently. To be categorized as speech blocking, this

condition must meet one of two main requirements: first, a person states that they have lost their train of thought or forgotten what they wanted to say; and second, when asked why they stopped speaking, they explain that they don't remember what they wanted to say. In other words, speech blocking occurs not simply due to a pause or silence in speech, but also accompanied by the speaker's awareness that their thoughts have abruptly stopped and they are unable to continue.

Paragrammatism, Incoherence is a speech pattern in which a person's speech becomes difficult to understand because the content does not cohere logically or linguistically. In this condition, a person may have difficulty applying grammatical rules correctly, such as in the use of tense, agreement, or phrase structure, so that the sentences spoken can seem random, unconnected, or even have no clear meaning. Sometimes, we can still catch small parts of the sentence that at first glance sound normal, but the overall sentence is not quite right. For example, in Adam's statement below, *"I've study the menu for years."* Grammatically correct English, after the auxiliary verb *"have"* or its contraction *"I've,"* the verb that follows should be in the past participle form (Verb-3). However, in this sentence, Adam uses the base form *"study"* instead of the past participle form *"studied."* Therefore, the sentence structure does not conform to applicable English grammatical rules, and the correct form should be *"I've studied the menu for years."* This incoherence indicates a disruption in the sentence formation process, which could indicate a disturbance in internal language planning. Thus, the sentence *"I've studied the menu for years"* is a concrete example of a grammatical irregularity that reflects a disruption in mastering correct sentence

structure. Although the meaning of the sentence is still understandable to the listener, this grammatical irregularity still indicates a dysfunction in language skills typical of schizophrenia with symptoms of disorganized speech. The severity of incoherence can be measured by how often it occurs during a conversation, ranging from mild (once), moderate (two to four times), severe (five to ten times), to extreme (more than ten times or continuously to the point where speech is completely unintelligible). Such errors can reflect a disturbance in the brain's executive function, where individuals experience difficulty planning, organizing, and implementing complex language structures. This condition often manifests itself in speech that is meaningfully understandable but grammatically incorrect.

B. Discussion

This study discusses the findings presented in the previous chapter and then further examines the two research questions presented in this chapter. (1) What syntactic and grammatical irregularities are found in Adam's speech in words on the bathroom walls? (2) How do their irregularities reflect or correspond to this schizophrenic condition as portrayed in the film?

1. What Syntactic And Grammatical Irregularities Are Found In Adam's Speech In Words On Bathroom Walls?

Chomsky — Dominant Type of Syntactic Irregularity

According to Chomsky (1986) syntactic framework, the most dominant syntactic irregularity in Adam's speech is **omission**, specifically the deletion of obligatory

grammatical elements such as auxiliary verbs, determiners, and subjects. Examples include utterances like “Schizophrenia a chronic mental disorder” (omission of *is*) and “I went to cheese seminar in Oregon” (omission of article *a*). These omissions reveal Adam’s inability to maintain syntactic completeness, indicating disruption in the *functional category projection* phase of sentence construction. Psycholinguistically, this pattern suggests that Adam experiences difficulties in encoding abstract grammatical categories due to impaired working memory and attention control. Such omissions are not random errors but systematic reflections of the cognitive disorganization associated with schizophrenia, where the linguistic system fails to realize necessary structural elements in real-time speech production.

First, Adam, as the main character in the film *Words on Bathroom Walls* (2020) shows various forms of syntactic irregularities related to his schizophrenia. These abnormalities in his speech appear as a reflection of Adam's cognitive impairment. This results in several syntactic irregularities experienced by Adam, such as omission of auxiliary verb, incomplete sentence, clause structure error, word order deviation, repetition of clause, disconnected phrase, tense confusion in a complex sentence, misuse of embedded question, and inversion error. In Adam's speech in the film *Words on Bathroom Walls* (2020), one of the irregularities is visible in sentences such as in datum 1 omission of auxiliary verb: “*Schizophrenia a chronic mental disorder in which a person loses touch with reality.*” This sentence should have the auxiliary verb “*is*” after the subject “*schizophrenia,*” becoming “*Schizophrenia is a chronic mental*

disorder in which a person loses touch with reality." The loss of important elements, such as auxiliary verbs, in syntactic structures can cause sentences to sound less informative and poorly structured. This shows that Adam is experiencing poverty of speech, namely the poverty of speech structure, which is closely related to expressive disorders in schizophrenia.

According to Andreasen (1986), this language disorder is an indication of disorganization of thoughts, which causes schizophrenics to have difficulty in constructing coherent and correctly structured sentences. This is also supported by Chomsky's theory (1965). He explains that in language production, sentences start from deep structures, which are then transformed into surface structures. In individuals with schizophrenia like Adam, this transformation process is often disrupted, so that the surface structure that appears loses important sentences such as auxiliary verbs. This disruption makes sentences incomplete and confusing to listeners. This finding is also supported by research by Rahman, A. (2023). This study focuses on how syntactic disorders (fragmented or incomplete sentence structures) (regular) and semantic disturbances (changes in word meaning or confusion in the use of terms) are studied using a linguistic approach and qualitative analysis methods.

The results of the study indicate that syntactic irregularities often include incomplete sentences, errors in word order, and unclear relationships between clauses. In addition, the omission of auxiliary verbs in this study also indicates cognitive impairment due to hallucinations and delusions, which are typical characteristics of schizophrenia sufferers. In other utterances by Adam, it appears that he is unable to distinguish

between reality and his perception, which affects the way he conveys information. Thus, the omission of auxiliary verbs in this film is not only a grammatical error, but also a reflection of cognitive impairment and disorganized thinking that occurs in individuals with schizophrenia. This phenomenon strengthens the results of previous studies and provides evidence that certain syntactic structural errors can be linguistic indicators for recognizing a person's mental state, especially in cases of schizophrenia.

Swan — Dominant Type of Grammatical Irregularity

In the grammatical domain, the most dominant irregularity is **tense and verb form errors**, as categorized by Swan (2005). Adam frequently misuses verb forms and fails to mark tense accurately, as seen in utterances like “I’ve study the menu for years” instead of “I’ve studied the menu for years.” These errors suggest a deficiency in morphological control, where Adam cannot consistently apply grammatical inflections to signal temporal relations or subject agreement. From a psycholinguistic perspective, such errors result from cognitive instability and executive dysfunction, which hinder the retrieval and application of correct verb morphology. The dominance of tense and verb form errors demonstrates that Adam’s grammatical system is affected by his mental disorder—his language mirrors the temporal confusion and cognitive disorganization inherent in schizophrenia.

Second, Adam, the main character in the film *Words on Bathroom Walls* (2020), exhibits various forms of grammatical irregularities related to his schizophrenia. These speech abnormalities reflect Adam's cognitive impairment. This results in several types of grammatical irregularities, categorized into several types, including Subject-Verb Agreement Error, Tense Inconsistencies, Preposition Error, Verb Form Error, Incomplete Prepositional Phrase, Misused Verb Complement, Misuse of Pronouns, Article Omission, and Auxiliary Misplacement. In Adam's speech in *Words on Bathroom Walls* (2020), these irregularities are visible in sentences such as the misuse of pronouns in datum 16: *"Excuse me, I'm looking for Maya. Do you know where I could find him?"* At first glance, the sentence sounds grammatically correct and remains communicative in its surface structure. However, upon closer inspection, there is an error in the use of personal pronouns. The pronoun *"him"* is used to refer to *"Maya,"* even though in the film, Maya is a woman.

According to Swan (2005), this type of error falls into the category of grammatical deviations that commonly occur in individuals with cognitive impairments. Mistakes in pronoun use like this are not only incorrect in form but can also disrupt the flow of meaning and the relationship between parts of a sentence, known as coherence and cohesion in discourse grammar. This phenomenon can be an indication of a disorder in social representation processing, a condition in which a person fails to distinguish referential genders that originate from a disruption in the cognitive system that functions to recognize and remember personal information, including names and genders. This error is not only a common linguistic error, but also represents an

inconsistency in processing social information, which has a direct impact on the diagnostic function of language, as it can be an indicator of disorganized thinking or unstable perceptions, which are common in individuals with psychotic disorders.

This finding is further supported by research by Chaves et al. (2023), which identified grammatical errors in schizophrenia sufferers, particularly in pronoun use and sentence structure. This study found that schizophrenics tend to overuse first-person pronouns, indicating a disturbance in self-identity. Furthermore, they frequently omit subjects in their speech, particularly in third-person pronouns. These findings suggest that individuals with schizophrenia make errors in constructing complete and consistent sentence structures, indicating a characteristic language disorder caused by psychological conditions. Therefore, it can be concluded that although the overall structure of the sentence appears grammatical on the surface, the inconsistencies in pronoun choice indicate a discrepancy at the level of meaning, socio-linguistic processing, and possibly an indication of cognitive impairment.

2. How do their irregularities reflect or correspond to this schizophrenic condition as portrayed in the film?

The syntactic and grammatical irregularities found in Adam's speech are not merely linguistic deviations but also reflections of the cognitive disorganization typical of schizophrenia. Based on Andreasen's (1986) theory of Formal Thought Disorder (FTD), these linguistic patterns reveal how disruptions in mental processes manifest through language. Adam's fragmented sentence structures, omission of auxiliaries, and

inconsistent subject–verb agreements demonstrate difficulties in maintaining syntactic control, which correspond to deficits in executive function and working memory often observed in individuals with schizophrenia.

Moreover, phenomena such as derailment, thought blocking, and poverty of content visible in Adam’s incoherent or incomplete utterances indicate a disturbance in semantic cohesion and attention regulation. His tendency to shift topics abruptly or to repeat words (perseveration) shows the breakdown of logical association between thoughts, aligning with the disorganized thinking described in psycholinguistic studies of schizophrenia (Kuperberg, 2010). These irregularities, therefore, serve as linguistic evidence of Adam’s deteriorating cognitive control, where the disruption of syntax and grammar mirrors the fragmentation of his mental processes.

In essence, Adam’s language reflects a mind struggling to maintain coherence between thought and expression. The syntactic disorganization and grammatical errors observed are not random mistakes but symptomatic of a deeper cognitive and neurological disorder. Through his speech, the film effectively externalizes the invisible symptoms of schizophrenia transforming abstract mental disturbances into tangible linguistic forms. Thus, language becomes both a diagnostic and representational tool to portray the inner disarray of Adam’s mind.

Meanwhile, the types of reflections of these irregularities were analyzed using Andreasen's (1986) theoretical framework, which classifies formal thinking disorders into several categories, including: derailment, illogicality, perseveration, poverty of speech content, thought blocking, and paragrammatism. These irregularities not only

reflect ordinary linguistic errors but also indicate an underlying cognitive disorder. Therefore, the deviations in syntactic and grammatical structures in Adam's speech can be categorized as manifestations of irregularities from cognitive and psychological language disorganization.

In some data, irregularities such as unfinished sentences, the insertion of irrelevant phrases, or even a mismatch between the subject and predicate reflect a disturbance in the language processing mechanism in Adam's brain. For example, in Adam's following utterance, *"I wanted... I want to know if you'd like to go to prom with me?"*, thought blocking occurs, reflecting a sudden break in the flow of thought. This indicates a disturbance in the executive function that regulates the speech planning process. Thought blocking is a form of formal thought disorder, which is often characterized by a sudden stop in the flow of thought in the middle of a conversation, resulting in incomplete or interrupted speech. According to Andreasen (1986), thought blocking can occur due to a disturbance in the brain's integrative function, especially in the prefrontal cortex, which is responsible for attention, working memory, and information organization. Thus, this disorder reflects the patient's weak ability to maintain continuity of ideas and mental focus.

This finding is also supported by research by Dwi, P. (2022). This study analyzes the types of speech disorganizations that appear in the schizophrenic character in the film *Black Swan*. The study concludes that these disorganizations represent Nina's increasingly fragmented mental state and illustrate the cognitive impairment processes occurring in her mind. From a linguistic perspective, thought blocking is a form of

interruption in the language production process. As a result, the resulting utterances become fragmented, unfinished, or even deviate from common syntactic norms. In Adam's example, he begins with the past tense structure *"I wanted,"* but fails to complete it and immediately shifts the sentence to the new structure *"I want to know..."*, indicating an inability to plan his utterances. This explains why Adam often experiences incomplete, interrupted, or abrupt changes in direction. Thus, thought blocking is not merely a linguistic disturbance that appears in the form of interrupted sentences, but rather a reflection of an underlying mental disorder. This symptom demonstrates a close relationship between language processing, the brain's executive functions, and psychological disorganization in schizophrenics like Adam.

In addition, illogicality also reflects how the irregularity reflects or corresponds to the condition of schizophrenia as depicted in the film. This is reflected in Adam's following statement, *"If I just... You know, if I can just quiet the voices... maybe things will be okay."* This sentence is the result of thoughts that do not correspond to objective reality, where Adam builds false beliefs based on his hallucinations, thus creating this statement. This irregularity is not only an ordinary grammatical error, but also a reflection of cracks in the cognitive structure. Illogicality is a typical symptom of disorganized thinking, where a person is unable to draw conclusions based on logic and objective reality. Illogicality is seen from the arrangement of propositions that do not have a clear cause-and-effect relationship. In this statement, Adam says, *"If I just... you know, if I can just quiet the voices..."*. Then Adam continues with the statement *"maybe things will be okay,"* which logically does not match the previous statement. This shows

that Adam's thought process bypasses formal logic, and this is directly reflected in his verbal utterances. Furthermore, illogicality also directly impacts social interactions and interpersonal communication, as his speech is often incomprehensible to the interlocutor, leading to confusion.

This finding is further supported by research by Zulfia Alifta (2023), who analyzed the schizophrenia of Sarah in the film *Horse Girl*. The study stated that Sarah experiences auditory and visual hallucinations, which affect thought patterns, resulting in incoherent language structures. This illustrates how mental disorders such as schizophrenia affect not only the content of thoughts but also how those thoughts are articulated verbally. Thus, the illogicality in Adam's speech is a manifestation of a thought disorder that not only affects the form and content of sentences but also reflects a disconnect between thought, language, and reality. This demonstrates how linguistic irregularities in schizophrenia can be concrete evidence of Adam's cognitive disintegration.

Meanwhile, perseveration is also seen when Adam repeats certain words or phrases without adding new information, as in Adam's following utterance, *"Nothing else works! Nothing else works! ... Nothing else works! ... Nothing was designed to work! That was the plan. I was right, I was right the whole time,"* Adam's utterance indicates a failure in controlling linguistic responses and an inability to move from one idea to the next. This indicates that Adam's cognitive control system is significantly impaired, resulting in the repetition of certain words, phrases, or ideas without adding new information or relevance to the context of the conversation. This finding is also

supported by research by Saad Alkhulaib (2020). This study identified the characteristics of disorganized speech, nonverbal behavior that shows oddities, and the extent to which these two characteristics can appear simultaneously. The result is, researchers found six types of disorganized speech, one of which is perseveration. Perseveration is a form of formal thinking disorder that indicates a failure in cognitive control functions, especially in moving from one idea to another (Andreasen, 1986).

This disorder is often associated with executive function deficits that occur in people with schizophrenia. Perseveration is closely related to disorders in the prefrontal cortex, the area of the brain that plays a role in behavioral inhibition and regulating the transition of ideas (Fletcher & Frith, 2009). When this area is impaired, a person will have difficulty stopping their speech, resulting in repeated speech even though the topic of conversation has changed. In Adam's case, sentence repetition not only indicates stagnation in language production, but also indicates a failure to maintain speech progression. Thus, perseveration is not only a linguistic phenomenon in the form of speech repetition, but also reflects a cognitive inability to manage and shift verbal responses, which is a key feature of language disorganization in schizophrenia.

Another symptom of irregularity evident in Adam's speech is poverty of content of speech. This symptom is characterized by utterances that appear to be quite long in quantity, yet do not convey meaningful or relevant information. In other words, the number of words spoken is high, but the quality of the meaning conveyed is very limited (Andreasen, 1986). For example, in Adam's utterance, *"How come you don't feel like... You know, rage?"* Adam's utterance indicates a disturbance in conceptual

thinking skills, thus reflecting a failure to maintain cohesion and coherence within the discourse structure. Although the grammatical structure of the sentences appears correct, they tend to be ambiguous, meandering, or lack propositional clarity Cohen et al. (2022). For example, Adam may speak in long paragraphs, but upon closer examination, it turns out that little new or relevant information is conveyed.

This finding is also supported by research by Roche et al. (2021). About the Study *“The Effects of Schizophrenia on Language Production”* This study analyzed various aspects of language production, including syntax, semantics, and prosody, to see how schizophrenia can impair the ability to speak clearly and in a structured manner. The results showed that people with schizophrenia often have difficulty constructing coherent sentences, with disturbances in sentence structure and errors in word usage reflecting fragmented mental processes. This makes it difficult for the interlocutor to understand the main point of the conversation, due to too many interruptions in speech, repetitions, ambiguities, or even incomplete sentences. Thus, poverty of content of speech is one symptom of a thought disorder that affects the way a person constructs sentences. Although the speech sounds voluminous and long, the content of the conversation is empty and meaningless, thus reflecting a disorder in the way of thinking that is reflected through language.

Then there is Derailment, which is a formal thinking disorder characterized by the failure to maintain a logical and structured flow of thought in verbal discourse (Andreasen, 1979). This symptom causes Adam's speech to *“jump”* between topics, without a clear transition or connection of meaning. An example can be seen in Adam's

following utterance: *"Shut up ... are you happy? This is who I am, it's my big secret okay. Yes it is, I am crazy and I'm dangerous and I'm ... I need you to leave. Do I look like I need a fucking tutor? Find some other way to keep the lights on! Make her leave. Please, everyone get out! Don't touch me."* In Adam's utterance, he appears to be delivering a speech that jumps between ideas without any clear logical transition between one idea and another. He moves from a defensive statement, to a personal confession, then to denial, then to anger. This sudden shift in topic reflects an incoherent thought process, so that the meaning of the entire utterance becomes unclear and confusing for the listener.

This finding is further supported by research by Bening Secyo W (2020). In his study, he highlighted the language production process in individuals with schizophrenia using a psycholinguistic approach. The results of this study indicate that schizophrenics often experience sudden shifts in ideas and unclear sentence structure. Furthermore, there are disturbances in the thought process, resulting in errors in the resulting sentence structure. Psychologically, this symptom is closely related to the cognitive disorganization common in individuals with schizophrenia. Thus, derailment reflects disorganized thoughts expressed linguistically through chaotic, unfocused speech, full of shifts in meaning. Although his sentences sound coherent, Adam's overall speech lacks direction, thus clearly representing the mental chaos experienced by schizophrenics like Adam.

Then there is paragrammatism, which is a linguistic disorder characterized by the use of incorrect grammatical structures but delivered in a fluent flow of speech. For example, Adam's utterance, *"I've studied the menu for years."* In this utterance, there is a syntactic error in the form of a mismatch between the present perfect form (*"I have"*) and the base verb *"study,"* which should use the past participle form *"studied."* This error not only indicates a misconception of grammatical rules, but also reflects confusion in the selection and application of appropriate syntactic structures. This is in line with the characteristic of paragrammatism, namely the excessive or incorrect use of grammatical elements, resulting in sentences that are phonetically fluent but structurally incorrect. This type of error is often associated with cognitive disorganization, where Adam is unable to organize, control, and direct a coherent flow of thought and language. This makes Adam unable to select or combine appropriate grammatical forms within a unit of speech.

This finding is also supported by research by Jo et al. (2023). This study aims to compare semantic and syntactic irregularities in schizophrenic patients with a group of people without schizophrenia. The results showed that schizophrenic patients often made errors in syntactic structure compared to a group of normal people without schizophrenia. Therefore, it can be concluded that these errors indicate a disturbance in the ability to construct sentence structures according to language rules. This disorder is often one of the linguistic symptoms of thought disorders experienced by individuals with schizophrenia, where coherence and cohesion in sentence structure are disturbed. Therefore, the paragrammatism in Adam's speech is a reflection of the disorganization

of thoughts typical of schizophrenic patients, and at the same time indicates a neurological disorder and failure in the application of the normal innate linguistic system.

The findings of this study reveal two main aspects: the types of syntactic and grammatical irregularities found in Adam's speech, and how these irregularities reflect his schizophrenic condition. The analysis identified nine forms of syntactic irregularities and nine forms of grammatical irregularities, including omission of auxiliaries, disordered clauses, subject–verb disagreement, and misused articles. These irregularities are not random linguistic mistakes but rather manifestations of cognitive and neurological dysfunction typical of schizophrenia. Adam's fragmented and incoherent utterances indicate a breakdown in syntactic planning and grammatical control, which corresponds to the disruption of his executive and working memory functions.

These irregularities occur because schizophrenia affects the brain's ability to organize thoughts logically and maintain coherence in language production. The disorganized thought process, attention deficit, and executive dysfunction lead Adam to produce sentences that deviate from normal linguistic rules. For instance, omission and incomplete structures result from impaired syntactic formulation, while perseveration and derailment reflect failures in semantic and attentional control.

The findings also show that Adam's language gradually deteriorates as his mental state becomes more unstable. His speech reflects the increasing fragmentation of thought from slightly disordered sentences to completely incoherent expressions. This

demonstrates that language can serve as a mirror of mental disintegration: the more chaotic Adam's cognition becomes, the more irregular and unstructured his language appears. In short, the findings illustrate that syntactic and grammatical irregularities in Adam's speech are not only linguistic deviations but also direct representations of his schizophrenic thought disorder.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents conclusions and suggestions. The conclusions are drawn based on the analysis of two research questions, namely: what syntactic & grammatical irregularities are found in Adam's speech in the words on the bathroom wall and how these irregularities reflect or correspond to the condition of schizophrenia as depicted in the film. Meanwhile, suggestions for future research to improve and develop what is lacking in this study.

A. Conclusion

This study aims to identify and analyze the forms of syntactic and grammatical irregularities seen in Adam's speech in the film *Words on Bathroom Walls* (2020). Based on the results of the analysis in Chapter IV, it was found that Adam suffers from schizophrenia, showing a number of linguistic deviations both syntactically and grammatically. In terms of syntactic irregularities, nine types of deviations were found, namely: (1) omission of auxiliary verb, (2) incomplete sentence, (3) clause structure error, (4) word order deviation, (5) repetition of clause, (6) disconnected phrase, (7) tense confusion in a complex sentence, (8) misused embedded question, (9) inversion error. These deviations illustrate a disturbance in constructing sentences coherently and structured. This irregularity is in line with the disorganized speech of individuals with schizophrenia, as explained by Andreasen (1979).

Meanwhile, in terms of grammatical irregularities, nine types of irregularities were found, namely: (1) Subject-Verb Agreement Error (2) Tense Inconsistencies (3) Preposition Error (4) Verb Form Error (5) Incomplete prepositional phrase (6) Misused Verb Complement (7) Misuse of pronouns (8) Article omission (9) Auxiliary misplacement. These grammatical irregularities indicate a dysfunction in the language production process that hinders the understanding of meaning and the relationship of elements in a sentence. This finding further convinces us that mental disorders such as schizophrenia can affect grammar (Kuperberg, 2010). This study concluded that schizophrenia has a very significant influence on the thought processes and grammar of sufferers. The irregularities found not only reflect linguistic irregularities, but also cognitive disorders that underlie the thought and language processes in individuals with schizophrenia.

B. Suggestion

The following are some suggestions from the author. The author suggests that future research can expand the scope of analysis not only to syntactic and grammatical aspects, but also to include semantic and pragmatic aspects. In addition, further research is recommended to use comparative data from other characters or films of different genres to see the diversity of forms of language irregularities that may appear in different contexts and characters. This study also encourages the use of multidisciplinary approaches, such as combining linguistics with clinical psychology, neurolinguistics, or discourse analysis, to achieve a deeper understanding of the

relationship between language and mental disorders. Furthermore, it is recommended to use natural speech data, such as transcripts of clinical interviews or recordings of conversations of patients with schizophrenia, so that the results of the analysis are more relevant and applicable to real conditions in the field. The author also hopes that this research can contribute to increasing public awareness and empathy for people with mental disorders, especially in understanding how mental conditions can affect the way a person communicates. The results of this study can also be used as a reference in understanding the symptoms and linguistic disorders in individuals with schizophrenia. And also become material for analyzing linguistic phenomena, especially in characters with mental disorders. With this research, it is hoped that future language studies can continue to be developed in a broader and more relevant context, including in the realm of mental health.

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