

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This Chapter presents a brief overview on the theory of cooperative principles by H.P.Grice and schizophrenia by Nancy Andreasen.

#### **2.1 Pragmatics**

Pragmatics is the branch of linguistics other than phonetics, phonology, syntax and semantics. Pragmatics is the study of meaning the speaker and the meaning interpreted by the listener (Yule, 1996: 3). It also includes analysis of context or the circumstances when the conversation occurs. Therefore, Yule (1996: 3) said that pragmatics as a study of meaning in context. By studying the meaning, the listener can understand what is meant by the speaker in order to produce a good communication ways. Nevertheless, to convey the meaning of communication, interlocutor should follow certain strategies of language philosopher H. P. Grice (1975) has termed as Cooperative Principles. The principle consists of four maxims: quality, quantity, relevance, and manner, which represents how people are anticipated to perform in a conversation, in general. In other words, the Cooperative Principle is certain restrictions on participants to adjust their speech in correspondence with the maxims.

##### **2.1.1 Cooperative Principle**

The most noticeable feature of human communication is represented in a conversation. The conversation, itself, as a mutual act, maintains specific rules and regulations. Cooperative principle is general guideline to make conversation

cooperative, coherence and mutually accept by speaker and listener. According Grice in Yule (1996:37), *“In the cooperative principle, the speaker and listener of the conversation should make their contribution such as is needed, at the point at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.”*

Grice introduces the general name of the cooperative Principle with CP. CP consists of four sub principles called maxims. Those are the maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner.

### **2.1.2 Maxim of quality**

Maxim of Quality is speakers expected to be saying something that they believe to be true. They are tried to make true information. They are assumed not to say anything for which they lack evidence. Some speakers like to draw their listener‘ attention to the fact that they are only saying what they believe to be true and that they lack adequate evidence.

Grice (1975) suggested sub maxims as follows:

1. Give as much as possible information that is needed (not more).
2. Do not lie, just say the truth.
3. Try to make your contribution one that is true.
4. Do not say that for which you lack adequate evidence

If we are unsure of what we want to say, or want to avoid someone inferring we have evidence for what we say, we often use hedges such as: *As far*

*as I know ...*”, *I guess ...*’, to show we are aware of the cooperative principle. Just to be truthful and don’t add any speculations disguised as objective information.

Julie : I’ll ring you tomorrow afternoon then.

John : Erm, I shall be there *as far as* I know, and in the meantime have a word with Mum and Dad if they’re free. Right, bye-bye then sweetheart.

Julie : Bye-bye, bye. (BNC, cited by Arthanti: 2013)

### 2.1.3 Maxim of quantity

Maxim of Quantity is to make the contribution as informative as required. It means the information fulfill the current purpose of the exchange. The speakers do not to make it more informative than is required, and do not say too much or too little.

Example :

A : “What are you playing?”

B : “I am playing scrabble.”

In this case, the answer of B is informative for the question which asks by A. When A asks about the subject of the game, B’s answer is “scrabble”. It is enough because the message is delivered.

### 2.1.4 Maxim of Relation

Maxim of relation is which says that speakers are assumed to be saying something that is relevant to what has been said. Stay on topic (don’t get carried

away). Speakers' contribution should relate clearly to the purpose of the exchange, it should be relevant.

Example :

A : "Oh, I forget my book in class"

B : "I will accompany you to take it in class".

In this utterance, B's response has relation with the statement that is said by A. A forgets her book in class, whereas B hears A's utterance and B expresses his utterance which is relevant with A's utterance.

### **2.1.5 Maxim of manner**

Maxim of manner is telling the speakers to be perspicuous, avoid obscurity of expression, avoid ambiguity, be brief precise utterances, avoid unnecessary prolixity, be clear, and be orderly in our interaction. We should be clear in what we say. There are two kinds of clarity, those are clear text and clear message. Clear text is constructed by syntax and phonology of the language. Never use a long word where a short one will do.

Example :

A : "Where is Billy?"

B : "He is still drinking orange juice at kitchen."

In this case B's answer is constructed by clear syntax and the message that is conveyed does not make ambiguous. So that utterance is clear text and message.

### 2.1.6 Maxim violation

Sometimes, the speaker faces a situation where he/she has to choose between two or more meanings to arrive at a clear interpretation of the message conveyed. In such a case, Grice suggests that the hearer assumes that the speaker is cooperating and intends the hearer to infer. The speaker's intentions can be determined by the four types of violation of the four maxims. A speaker can be said to violate a maxim when they know that the hearer will not know the truth and will only understand the surface meaning of the words. According to Grice (1975) in Khosravizadeh and Sadehvandi (2011:122), *violation takes place when speakers intentionally refrain to apply certain maxims in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes.*

Grice (1975) cited by Tupan and Natalia (2008) gives the criteria of violation of maxim. Violation maxim of quantity can occur if the speaker does circumlocution, uninformative, talks too much, talks too short, and repeat certain words. As the example cited in Khosravizadeh and Sadehvandi (2011:123):

John : “Where have you been? I searched everywhere for you during the past three months!”

Mike : “I wasn’t around. So, what’s the big deal? “

John asks to Mike seriously but Mike says in return does not lack the truth, however is still insufficient. John does not say as much as it is necessary to make his contribution cooperative. Hence, he leaves his listener unsatisfied.

Violation maxim of quality take place when the speaker lies or says something that is believed to be false, makes ironic or sarcastic statement, denies something, and distorts information.

Example:

Boss : “Did you work all day long to finish that paysheet?”

Employee : “Yes, I’ve been doing that till know!” (The employee who has been playing his handphone all day long.)

In the example above, the employee was untruthful and violated the maxim of quality. He was lied to avoid unpleasant consequences such as: punishment from office or reduce of salary. He distorts the information which is the fact he does not work all day long and makes his boss believed that he works and makes a paysheet all day long.

The violation maxim of relation can happen if the speaker makes the conversation unmatched with the topic, changes conversation topic abruptly, avoids talking about something, hides something or hides a fact, and does the wrong causality.

One of the examples of this violation:

Mother: “Have you finished your homework?”

Son : “Mom, my head is dizzy”.

From the example above, the son violate maxim of relation by not responding in a relevant way. On the other hand, by giving this response the son signal to his mother that he want to move away from the topic of conversation that has been

raised. That is one of the sign that he is violating maxim of relation (by changing the topic).

The violation maxim of manner take place when speaker uses ambiguous language, exaggerates thing, uses slang in front of people who do not understand, and speaker's voice is not loud enough. As the example by Khosravizadeh and Sadehvandi (2011:122-123) of violating maxim of Manner :

Sarah : "Did you enjoy the party last night?"

Anna : "There was plenty of oriental food on the table, lots of flower all over the place, people hanging around chatting with each other."

From the example above, Sarah asked a simply question but Anna answer's is protacted description of what was going on in the party last night. There are two interpretation can be caught from Anna's answer. 1. Anna had such a good time in the party that she is obviously too excited and has no idea where to begin. 2. Ana had such a terrible time and she does not know how to complain about it. She has violated maxim of manner.

## 2.2 Schizophrenia

Schizophrenia is one of the serious mental illness affecting the normal functioning of the brain. Previously this illness called "*dementia praecox*" by Emil Kraepelin. He named that because dementia means "an illness that effects the ability to think clearly and is persistent and chronic" and praecox means "an illness that occurs primarily in young people". Therefore, Eugen Bleuler stated that "dementia" was misleading, since it suggested that the patients would steadily

worsen overtime, as typically happens in neurodegenerative disorder and some patients developed their illness at later age. Finally, he replaced that name with “*schizophrenia*”. This name literally means “fragmenting” of the mind and is derived from classical Greek (*schizo* = split, fragmented; *phren* = mind). He chose this name because he believed that schizophrenia was an inability to think clearly and to link together “associative threads” during the process of thought and speech (Andreasen, 2001: 195).

The signs and symptoms of schizophrenia are diverse. There are three categories: positive, negative, and cognitive. Positive symptoms are psychotic behaviors not generally seen in normal people. People with positive symptoms may “lose touch” with some aspects of reality. According to Andreasen (2001: 197), people usually are recognized as being mentally ill because their positive symptoms are clear indicators that they suffer from a serious problem that impairs their sense of reality. Symptoms include:

1. Hallucinations (disorder of perception)
2. Delusions (inferential thinking)
3. Thought disorders (unusual or dysfunctional ways of thinking)
4. Movement disorders (agitated body movements)

Negative symptoms are often the first signs of the illness to appear. This symptoms associated with disruptions to normal emotions and behaviors. Symptoms include:



1. “Flat affect” (reduced expression of emotions via facial expression or voice tone)
2. Reduced feelings of pleasure in everyday life
3. Difficulty beginning and sustaining activities
4. Reduced speaking

For some patients of schizophrenia, the cognitive symptoms are subtle, but for others, they are more severe and patients may notice changes in their memory or other aspects of thinking. Symptoms include:

1. Poor “executive functioning” (the ability to understand information and use it to make decisions)
2. Trouble focusing or paying attention
3. Problems with “working memory” (the ability to use information immediately after learning it) (National Institute of Mental Health, 2016).

### **2.2.1 Formal Thought Disorder**

Formal thought disorder or often called FTD is one of the positive symptoms of schizophrenia that talk about abnormal speech production running without feedback control (Hinzen and Joana, 2015). FTD denotes to it is ‘disorganized thinking’, which is typically inferred from the individual’s speech.

Indicators of formal thought disorder include poverty of content (failure to express sufficient information), loss of goal (slippage away from the intended

topic), clanging (chaining together similar-sounding words as if distracted by them), and other kinds of incoherence and unintelligibility.

### 2.2.2 Andreasen's 18-point scale

The Thought, Language and Communication or TLC is standard account of schizophrenic language to provide a base for later research and clinical practice by Andreasen (cited in Covington et al, 2005).

The scale comprises 18 symptoms:

1. Poverty of speech
2. Poverty of content (word vagueness)
3. Pressure of speech (excessive speed or emphasis)
4. Distractibility (by stimuli in the environment)
5. Tangentiality (partly irrelevant replies)
6. Loss of goal
7. Derailment (loss of goal in gradual steps)
8. Circumstantiality (numerous digressions on the way to the goal)
9. Illogicality
10. Incoherence (word salad, severely disrupted structure)
11. Neologisms (novel made-up words)
12. Word approximations (coined substitutes for existing words, such as handshoe: glove)
13. Stilted speech (pompous or overly formal style)
14. Clanging

15. Perseveration
16. Echolalia
17. Blocking (sudden stoppage)
18. Self-reference (talking about oneself excessively)

Chaika who had researched 45 patients of schizophrenia based on Thought, Language and Communication scale reported that derailment, loss of goal, poverty of content, and tangentiality were the most common of the 18 thought-disorder symptoms; poverty of speech, pressure of speech, illogicality, and perseveration were moderately common; self-reference and incoherence were moderately uncommon; and the remaining thought-disorder symptoms were rare (Covington et al: 2005).

The existence of symptoms Schizophrenia will influences the communication between people with schizophrenic and people around them. It causes many people with schizophrenia as speakers do not follow the maxims when producing the speech. Then, their answers to questions are off-topic, rambling, and uncooperative (Covington et al: 2005).