RESPONSE AND FEATURES OF LANGUAGE DISORDER USED IN "ADAM" MOVIE : PSYCHOLINGUISTIC STUDY

THESIS

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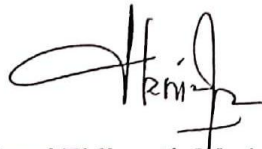
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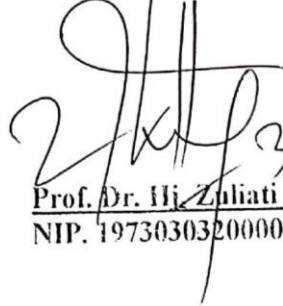
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ABSTRACT

Putri Cinta, Sila. 2019. *A Psycholinguistic Analysis on Language Disorder Used in "Adam" Movie (2019)*, Thesis. English Departement, Faculty of Letters and Humanities, State Islamic University of Sunan Ampel Surabaya. Advisor : Murni Fidiyanti, M.A

Keywords : Language disorder, Cognitively Irrelevant response, Inability Features

Language disorder is an inability in processing and understanding the information which can affect the language skill. The researcher conducted a study about language disorder in "Adam" movie which shows the language disorder phenomena. There are two problems to be solved in this research, namely : (1) What is the types response of language disorder used by the main character Adam of "Adam" movie and (2) What is the types of Features represented by Adam in "Adam" movie.

The researcher focuses in Rothwell's theory of language disorder response and Kanner's theory of Features of language disorder. This research uses qualitative method in relation to the use of clear and systematic description about the phenomena being studied since the data are words, sentences and utterences of the conversation by Adam.

Based on the finding, first point that the researcher finds there are five types of language disorder response that used by Adam. There are Cognitively Irrelevant response, Cognitively Relevant response, Odd Response, Marginally Relevant response, Marginally Relevant but not too polite. Cognitively Irrelevant response is the most type of response that he used. Adam have a problems in the ways how to interact with others. So, adam totally change the topic conversation that are not relevant with the speaker topic. The second point is the features which is represents by Adam. Adam does not represents all features. Adam mostly represents Inability to develop relationship. Adam shows this features because he have difficulty to develop relationship when interact and he avoid a touch and lack of eye.

ABSTRAK

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Gangguan bahasa adalah ketidakmampuan dalam memproses dan memahami informasi yang berefek pada kemampuan berbahasa. Penulis melakukan studi tentang gangguan berbahasa yang terdapat dalam film "Adam". Karena itulah dalam studi ini penulis akan menjawab rumusan masalah dalam penelitian ini yaitu (1) tipe response apa saja yangdigunakan oleh karakter Adam dalam fim "Adam" dan (2) tipe apa tindakan apa saja yang sering ditunjukkan oleh Adam dalam film " Adam". Peneliti berfokus pada teori respon gangguan bahasa oleh Rothwell dan teori Kanners mengenai tindakan. Metodologi yang digunakan dalam penelitian ini adalah descriptif kualitatif karena data penelitian ini berupa kata-kata, kalimat, dan ucapan dari percakapan oleh Adam.

Berdasarkan hasil penelitian tersebut, poin pertama yang penulis temukan ada 5 jenis tipe respon yang digunakan oleh Adam yaitu Cognitively Irrelevant response, Cognitively Relevant response, Odd Response, Marginally Relevant response, Marginally Relevant but not too polite. Cognitively Irrelevant response adalah respon yang paling sering digunakan oleh Adam. Adam memiliki masalah dalam berkomunikasi dengan orang lain. Dia sering memberikan respon yang tidak relevan dengan topic yang sedang dibicarakan dengan memberikan topic yang baru. Point kedua adalah tindakan gangguan bahasa yang digunakan oleh Adam. Tidak semua tipe tindakan ditunjukkan oleh Adam. Adam lebih sering menunjukkan tindakan Inability to develop Relationship. Sebuah tindakan yang menunjukkan bahwa Adam sulit untuk menunjukkan perasaannya. Dia sulit untuk membangun hubungan sosial karena seringkali menghindari sentuhan dan kontak mata.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitations, and the definition of key terms.

1.1 Background of the Study

In everyday life we need to communicate with each other. When people are talking, they have different ways to communicate with others around them. Humans need a language to convey their ideas and feelings and then can give a feedback when the communication is unclear. Language is the important facility in communication. Without a language, humans cannot build the social interaction. Language can facilitate people to understand about what is being talked and give a response. According to Wardaugh (1997, p.10) when people use arbitrary vocal, symbols and sounds to start communication, that is language.

One of the language field is Psycholinguistics. Psycholinguistics as a field of science is the study of psychological and neurobiological factors which enable human to understand and use a language through how the brain processes a language. As we know, psycholinguistics is about the process of language in brain. The brain is an important part in producing language. The process of providing word, utterances and all of the activity of human being are controlled by the brain. It is called Psycholinguistics.

Based on Carrols (2008, p.4) psycholinguistics is the combination between psychology and linguistics that deals with mental process such as production and

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comprehension of spoken and written (Warren 2001, p.20). Meanwhile, according to (Denham and Lobeck, 2013, p.22) also define it how people get their the first and second language and how people can produce and understand it. When someone has difficulty in producing and understanding the information, that situation is known as language disorder.

Language disorder is an inability in processing and understanding the information which can affect the language skill while they are communicating with others. Language disorder includes the impairment of language development and the use of spoken or written language. Based on Scovel (2000, p.70) language disorder can be caused by some factor such as hearing loss, mental retardation, drugs and neurological disorder, and by some accident, traumatic or a genetic problem. So, people with language disorder have a problem with speech.

For normally condition, people can express their feelings and respond an information because information can be distributed and received quickly by their brain. People who have language disorder cannot respond quickly, but they will give a slowly or absurdly response because there is an inadequate connection between brain region and the dysfunctional brain region. The dysfunctional region occurs because of their brain is on damage or the brain cells possess cells degeneration. In this case, language disorder is usually experienced by the children who have mental disorder, such as Autism Spectrum Disorder.

Autism or known as Autism Spectrum Disorder (ASD) is a complex disorder of the brain improvement and language thing Flusberg(2014, p.429). According to Ikalyuk and Kuzymyn (2015, p.88), autism is derived from Greek

word "autos" which means self and "autism" which means isolated-self. Children with autism experience a triad of impairments which includes ordinary in communication, behavior, and social interaction (Cleland, 2010, p.11). It means that children with autism experience complicated developmental issues that provide an impact on social improvement, behavior, and emotion. Children with autism may have a problem in receptive, expressive, or both of them. Children with autism get a failure skill to make social interaction in their daily life. They have lack of eye contact when they are interacting with others. So, they have a difficulty in building social relationship (Dawson,1989, p.9). Within the area of conversation, delay or absence of spoken language becomes one criterion that is used to recognize autistic disorder (Kjelgaard, 2001, p.288). People with ASD enjoy the language and conversation difficulties. They experience expressive and receptive language disorder. The expressive language disorder identifies developmental delays and problems in capacity to produce speech. Meanwhile, the receptive language disorder is inability to recognize speech. People with such disorder deliver responses unclearly so that they are difficult to make a good communication. They often provide imitative even competitive responses when they have interaction with others. So, the interlocutors often get misunderstanding in communication with autistic people.

There have been several studies which are related about language disorder analyses. One of them is conducted by Alvin Fikrotuz (2015) entitled *"The Expressive Language Disorder of the Cerebral Palsy in Skallgarigg Movie"*. The researcher identified the kind of expressive language disorder experienced by

cerebral palsy character. The results showed that articulation disorder or the manner of articulation is mostly found and those experiences are angry, happy, serious and underestimated condition.

The second studies entitled *"Asperger syndrome in the movie Mozart and the Whale"* by Novemia (2011) from State University of Semarang. The researcher analyzed the personal characteristic of Asperger syndrome represented by Donald Marton and his group and how the difficulties of Donald Marton as an Asperger Syndrom in social interaction. As the result of this study, Donald Marton had some difficulties in social interactions because he suffered Asperger syndrome. He is experience bullying and discrimination in his life. So, he had social skill dysfunction. As Asperger Syndrome suffer, Donald Marton still have a good mind division.

The third research is done by Mahardani (2016) entitled *"Language disorder of Autism in State Elementary School of Bangunrejo"*. She analyzed verbal and Non verbal communication skill when student in elementary school perform social interactions. The result showed that the communication is done with the subject in the form. The subject can give the responses in communication.

The fourth article is conducted by Woodword (2006) under the title *"Padded room at heart of autism controversy gave several solutions"*. This article talks about how parents who have autistic children give a treatment and therapy to their child. And the fifth is done by Grant (2006) article under the title *"Some*

autistic child are not III, they are just badly behaved". He discusses about a man age 26 who is stuttered.

Based on five previous studies above, already analyzes the pyschoanalysis using various theory. In this research, the researcher wants to analyze language disorder response and features especially in autism character response used Rothwell and Kanner theory. Hoewever, this research is different from the previous study. In the previous study, the data taken from movie using various subject. The researcher take the data from the utterances produce by autism in "Adam" movie as the main data because it is related with the theme that will analyzed by the researcher and also the features language that used in their life. The researcher found the gap of this research by different theory and problem. Even, the researcher who used "Adam" movie as the data, but none of them analyzed about features language as their problem, the researcher would like to fill the gap by doing this research.

To conduct this present study, the researcher chooses Adam movie as the object and focus to the utterance that said by Adam Raki. This movie is tells about a young man who diagnosed autism. He has difficulties response in communication and diferrent behaviours than normal people. One day, adam living alone in manhattan after his father died, adam has a job in manufacturing company as a technician toy. This story is tells about a romantic drama between Adam and beth. But Beth's father did not repulse if Adam and Beth marry, because Adam is individual with autism and has a behaviour strange.

As the reason, the researcher chooses Adam movie because this movie tells about a young man who diagnosed autism that can be interested the researcher to analyze how a person with autism give a responses and features in her life.

1.2 Statement of Problem

Based on the background of the study above, the problems are formulated as follows:

1.2.1 What are the kinds response of language disorder used by the main character in "Adam" movie?

1.2.2 What are the kinds of features used by the main character in "Adam" movie?

1.3 Significance of Study

The research of the language disorder in Adam movie is expected to be able to give both theoretical and practical significances. The study contributes to analyze the language disorder and the features by autistic child to acquire and explore the language disorder based on the psycholinguistic approach and to enrich the view of the students of English Department especially those who are interested in psycholinguistics and its aspect.

This research is explained to understand the kinds of response of language disorder and the features of the language used by the autistic child. The result of this study is beneficial to help the reader who have autistic child to educate them and understand well about the autistic child statement.

1.4 Scope and limitation

The scope of this study are the kinds of response of language disorder used by the main character in Adam movie which supported by psycholinguistic theory. While the limitation of this study are two points. Those are what is the kinds of respond that used by the main character as autism and the types of features that used by autism character in Adam movie.

1.5 Definition of Key terms

Language disorder: When a person has difficulty to understand and use words correctly. They have problem to interact with others (Lanier, 2010, p.11).

Autism: When a person has problem to maintain the topics of conversation and have difficulties to build the conversation with the listener (Kelley in Fein, 2011, p.12).

Adam Movie: The true story about relationship between a young man named Adam raki with autism syndrom and Beth. This movie is released in 2009, directed by Max Mayer and Hugh Dancy as Adam character (Wikipedia.org).

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Pycholinguistics

Psycholinguistics is one of the term of psychological and how the process of language araise in our brains, wheather in the speaker's brain and also the listeners.. Chaer (2003, p.05) also argues that psycholinguistics is the psychological process to acquire the human skill language.

Based on Carrol (2008, p.4), psycholinguistics is a mental have a look at of language. It combines the fields of psychology and linguistics. The psychology deals with the mental approaches concerned in language use. The mental approaches consist of language comprehension (capacity to extract supposed meaning from language), language production (capacity to talk and write fluently) and language acquisition (language getting to know). Meanwhile, linguistics learns the beginning, structure and use of language.

2.2 Language Disorder

Language disorder is one of symptom of autism that has been found in many autistic child or adult. Autistic person has different characteristic of language disorder. The disorder itself can affect autistic person in social interaction and communication. According to Field (2003, p.53), language disorder can be acquired and developed by an accident such as stroke, some accident or the result of surgery. In this case, the problem has a marked effect in their ability to communicate both in speaking or writing.

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Meanwhile, language disorder is the problem of understanding a language and using right words in context. It is caused by some factor such as hearing loss, drug abuse, problem of physical, vocal abuse. While according to Scovel (2000, p.70) language disorder can also be influenced by some traumatic, problem genetic, and some accidents.

In addition, van Dulm (2002, p.111) states that language disorder is the process of linguistic information. Problem of language disorder may involve a grammar, meaning, or other aspect of language. There are two categoriesof language disorder problem, they are language impaired comprehension and language production (expressive and receptive).

2.3 Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder (ASD) is a developmental disorder. It follow to someone who has problem in brain function which can influence in communication and social interaction. These disorder can affect up to longtime. The abnormality can be caused by some factors such as a genetic fault and brain disorder. But many of them are caused by genetic factors. According to Veague (2010, p.47), the scientist in the Autism Genom Project 2012, he identifies five primary genes and 30 secondary genes that are involved in the developmental of Autism. Sleeper (2007, p.97) also states that the causes of language disorder are complex.

Autism is different with normal people condition. The differences can be seen by some attitudes. Person with autism cannot think about the others' feelings,

they tend to only think about themselves. Moreover, when they talk with others, they will give a limited response because the people with autism cannot build a good communication. They only keep to silent. It is because communication is difficult for them.

According to Scovel (2008, p.83), Autism will show a different sign such as lack of eye contact when they communicate in social activity. By knowing the disabilities of autistic person, they have a delay in language acquisition to acquire communication (Kenner in Matson, 2011, p.8). Yet, people with autism spectrum disorder have difficulties to understand the meaning of the conversation topic. So, they may give unclear response when they are communicating. As usually, they use body language to give responses or to make a conversation (Turnbull, 2005, p.2).

2.4 Types of responses experienced by the Autistic character.

This study is focused on the responses based on utterances given by autistic character in Adam movie. Based on Rothwell (2000, p.37), types of responses of autistic character are categorized as Cognitively Relevant responses (CR), Cognitively Irrelevant (CI), Cognitively Disruptive and Socially Inappropriate (CDI).

2.4.1 Cognitively Relevant Responses (CR)

According to Rothwell (2000, p.37), Cognitively Relevant response is coherent and socially suitable. It means that the reaction is an inquiry response to the topic. Schank (in Carrol, 2008, p.231) shows the example of relevant response such as:

Mr. James : "I just offered a new hat"

Mr. Bryan : "What's shade?"

The example above categorized as Cognitively irrelevant response (CR). On that conversation Mr.James tried to offered *a new hat* to Mr. Bryan, but the reaction of Mr.Bryan which asks approximently with a new topic **"Shade"** to give an answer.

Grice (2003, p.54) states that the idea of responses is one of the key factors in common sense of conversation. The related idea is concerned with the relevance of certain linguistic, good judgment, or cognitive entities known as propositions. As stated above, each sentence has a few propositions. The numerous propositions can be the topic of communication. Individuals with autism range in their language capabilities, they may be completely mute, having confined purposeful language, even they can be verbally quite fluent (Kelley in Fein, 2011, p.124). The quite fluency in verbal communication is given through people with autism. It means that they can also provide relevant responses with their interlocutors.

2.4.2 Cognitively Irrelevant Responses (CI)

Kelley in Fein (2011, p.123) says that language and communication difficulties are one in every impairment skilled through people with autism. They may provide inappropriate responses in verbal exchange because they do not recognize the topic that is being talked completely. According to Volkmar (2005, p.352) People with autism show problems in figuring out the topic initiated by using the interlocutor and presenting relevant responses.

Topics in conversation may be defined in terms of the intersection of propositions throughout sentence (Carrol, 2008, p.231). It means that every sentence has some propositions that may be given responses. For instance:

"*John bought a pink automobile in Baltimore*"

The numerous propositions are: John bought an automobile, the automobile is crimson, and John sold a brand new vehicle in Baltimore. When people with autism provide responses that are not suitable with one of these propositions, it means that they provide inappropriate responses.

Based on Rothwell (2000, p.37), cognitively inappropriate responses are incoherent. Therefore, the responses are not coherent to statements given by interlocutors. Schank in Carrol (2008, p.231) categorizes cognitively beside the point responses as an absurd response. He gives an example:

James : "I simply offered a brand new hat"

Bryan : "Freds eats Hamburger"

The example above categorized cognitively irrelevant response. On that conversation. Bryan response is not always suitable to some propositions of James sentence, due to the fact that Bryan changes the subject. And then, Bryan gives another topic in the communication to give a response.

2.4.3 Cognitively Distruptive and Socially Inappropriate (CDI)

People with autism have kept problems undertaking a conversation. According to Kelley in Fein (2011, p.129), a few studies show that human beings with autism do not reply correctly to question even they have got difficulty in giving applicable responses which provide enough records to the hearers.

Consequently, when people with autism provide responses without imparting enough facts, they may provide disruptive and beside the point responses to the hearers.

This is due to the fact that they may update the topic or upload a brand new topic in the communication. Impairment of verbal exchange is visible as one of features of autism (Bogdashina, 2005, p.169). It means that individuals with autism give responses that include digressions. According to Dascal (2003, p.217), digression does not match in the communication. It breaks the pattern that is composed in each utterance. The digression is considered as disruption to conversational coherence. For that reason, the cognitively disruptive and socially beside the point response is associated with the digression in communication. Schank (in Carrol, 2008, p.231) categorizes disruptive and irrelevant response as odd responses, more relevant but not too polite responses, and marginally responses.

2.4.1 Odd Response

As stated above, people with autism may experience verbal exchange impairment. They may show a few digressions in giving responses to their interlocutors. The digressions may be proven by giving unusual responses. Schank (in Carrol 2008, p.231) says that a few responses may be definitely unusual. The odd responses deal with adding a new subject matter in a conversation. He gives an instance that indicates odd responses:

Speaker: "I just sold a new hat"

Hearer: "I just bought a new car"

The example above is categorized the odd response. The hearer makes a new subject matter that is nevertheless almost relevant to the speaker utterance. The new subject matter **"Sold a new car"** is still having almost relevant topic with this utterances "*I simply sold a new hat*." After analyzing the odd responses of Schank's example, it has a similarity to Dascals' explanation about the digression specifically for an utterances based on digression kind. This kind is characterized through the truth that some types of content relation keep among the mainstream utterances and digressional ones (Dascal,2003, p.224). It means that the utterance states an object that refers to the speaker's subject matter. As Dascal (2003, p.247) stated give examples:

Example 1:

Levinson : John knows that it's far raining in Honolu.

Meira   : This reminds me of the umbrella I forgot to your car.

Example 2:

Levinson : (Making ready salad dressing) Please, bypass the blue   cheese.

Meira   : Blue is the coloration of the sky, my darling, blue is your eyes.

In the example 1, Levinson shows the response to any other topic that belongs to the set of relevance of *"rain",* an object which figures inside the previous utterance. The second example additionally indicates the odd response due to the fact that Meira response provides a new topic that also belongs the set of relevance of *"blue"*, that is stated within the preceding one.

2.4.2 More relevant but not too polite response

Relevant but not too Polite responses (RNP). Actually, the responses are relevant in the direction of the subject given through the interlocutor but it is impolite in giving the responses. According to Volkmar (2005, p.352), a problem in following the guideline of politeness happens in autism. It means that although autism can supply relevant responses, they once in a while damage the rule of politeness. Consequently, the RNP occurs when autistic person has more relevant subject matter to the communication but he or she conveys it with the shortage of politeness method.

Yule (1996, p.60) states that politeness, in an interaction, is the means to reveal attention of person's emotional and social sense or known as individual's face. There are terrible politeness and positive politeness. The negative politeness is a face saving act which is oriented to the individual bad face. This type will have a tendency to show deference, respect to different time, or even express regret for the interruption (Yule 1996, p.62). Example, a person has to keep harmony even when socially interacting with others with the aid of apologizing while having some mistakes, hedging while inquiring for something, keeping off disagreement, respecting to an older, and so forth. Meanwhile, the effective politeness way is a face saving act that has a tendency to expose unity, emphasize that both speakers need the identical issue and have a common intention (Yule, 1996, p.62).

While autistic people show Relevant but not too polite (RNP) respons, they may forget about politeness strategy that has been show the expressions which

make the interlocutors disappointed, dissatisfied and harm. Even, under forced circumstances, autistic person can provide RNP by using the use of a high intonation and showing anger to others. Volkmar (2005, p.519) says that people with autism fail to increase peer relationships due to having bad eye contact, strange emotional intonation of their voices and speech, troubles in sharing leisure, and impairment in use nonverbal behaviors to adjust social interaction.

RNP also while autism interrupt so they cannot manage their feelings. According to Zimmerman and West (in Carrols, 2008, p.238), interruption is as violation of the speakers turn. Therefore, when autism interrupt, they forgot politeness. For example:

Mr. Bucky (Instructor): Please, Submit the project on my desk, now!

A scholar: Good enough, Bucky.

The scholar shows more relevant but not too polite reaction through saying ***"good enough, Bucky"*** without addressing *"Mister" (Mr)*. The scholar has not polite response than the instructor. He must respect the instructor.

2.4.3 Marginally relevant response

Autism spectrum disorder sufferers have problems in communication. According to Volkmar (2005, p.211), a failure in understanding the feature verbal exchange and social problems related to autism can provide upward thrust to serious misunderstandings. He gives an example, if person with autism is asked "*Do you ever hear voices while there is nobody in the room?"* people with autism almost respond within the affirmative *("Yes")* because they are able to pay attention that voices come from many different resources. It suggests that person

with autism can give marginally relevant responses. This is because the people with autism misunderstand the question. Even though the question-answer is quite relevant, the answer does not give the speakers point about the voices in that room.

According to Dascal (2003, p.248), marginally relevant responses mean the hearer's topic is relevant to the speaker's topic however rather marginally within the experience that the hearer's topic is not required to a question while a relevant answer is needed by a question. The specified answer means that the answer is suitable to the speaker's factor. According to Dascal, marginally relevant response is like insertion series. The insertion collection is considered as one of digression. Dascal (2003, p.247) defines that the insertion collection refers to a big sort of corrective and clarifying speech act. The insertion collection constitutes an instantaneous reaction to the conversational material that precedes it. This digression does not deal with the factor of the preceding topic, therefore, it cannot be considered as relevant response. Dascal (2007, p.248) gives an example:

Speaker: "Where is the cheese?"

Hearer: "Have you ever lost your glasses?"

On that conversation the hearer shows that the point is relevant to the previous utterance but the subject of the hearer utterance is not related with the problem of the speaker.

2.5 Features Responses of Autistic Character in a Movie

Based on Kanner (in Volkmar et al, 2005, p.7), autistic life in their own world. They may behave unusually. They show some different behaviors than normal people. Volkmar (2005, p.314) adds that autistic individuals have difficulties socially in interacting with the others; they have impairments in communication and they also show restricted interests. Autism is a developmental disorder with original in infancy but it may cause the greatest disablement in adolescence and young adulthood (Frith, 1991, p.148). The disabilities that appear in childhood either in communication or behavior will be seen clearly in adolescence.

Individuals with autism can show the features of autistic that are often different from normal people. According to Kanner (in Aarons 1999, p.5), there are nine features of autistic person: an inability to develop relationship, delay in the acquisition of language, non-communicative use of spoken language after it develops, delay echolalia, pronominal reversal, repetitive and stereotyped play, maintenance of sameness, good rate memory, and normal physical appearance.

2.5.1 Inability to increase relationship

The first feature of autistic person is an inability to develop relationship. It means that people with autism have difficulties in interacting with people and show more interest in objects than human being. Normally, human beings live in constant interaction with their environments. Meanwhile, individuals with autism have severely disturbed and limited interaction (Frith, 1991, p.38). The disturbance of autistic person is actually presented from birth. It can be seen

on their behavior even in early communication. According to Kanner (in Matson 2011, p.4), autistic aloneness exists from early infancy and children with autism are born with no innate ability to form emotional connections with people. This statement proves that people with autism have problems in building relationship with others in social life.

In social interaction, social skills are necessary to develop and maintain friendship (Bauminger and Shulman in Jones, 2007, p.63). The social skills for social interaction mean that people need to be skilled at learning and assessing what the other people's response. For example, a successful verbal greeting of *"Hello"* also needs to give smile and eye contact to the interlocutor. Unfortunately, people with autism are lack of social skills. For instance, people with autism consciously avoid eye contact, they are unable to understand the others feeling, to respond quickly enough, to provide verbal or non-verbal cues such as smile or use brief verbal response like *"OK"* to indicate empathy or encourage the other person or to continue dialogue and even, people with autism have sensory difficulties. They show discomfort when the other people touch them.

2.5.2 Delay in the acquisition language

The second feature is delay in the language acquisition—the process of learning and develop a language. This process can be started before a baby can speak. Not all babies can develop a language and learn it and properly speak in their age. Usually, there is a delay in obtaining their language. According to Volkmar (2005, p.341), children with autism have a delay in language

development because they experience delay in speech an internal development, they talk more slowly than normally children. According to Aarons (1993, p.31), for some normally children who have been observed when they start a conversation with their parents and then the child can show their responses through a movement. These movements are the basic for social development. But it is different from the child is who diagnosed with autism. They can experience interference to show these movements.

Volkmar (2005, p.341) states that children with autism around the age of a year, they become less responsive to someone who invites them to speak. At this age, they are also less responsive to their mother's voice. In subsequent development, autistic children in age 2 years have problems in expressive and receptive language. At this age, they will have delay not only with their language but also their expressive skills will develop more slowly until the age of 5 years than normally child.

2.5.3 Non communicative use of spoken

The third feature is Non-Communicative (NC). This feature is the inability to use the right words in meaningful communication. Because all people with autism have a problem in language and communication, they only speak in limited way (Volkmar, 2005, p.351). They have limited speak variation in communication situation. They rarely use language to comment, show off, have difficulty to initiate social interactions, or ask the information. Someone with autism has problem to identify the topics in conversation (Volkmar 2005, p.352) Give an example below:

Speaker: "Do you and your sister do things other than cutting leaves in the

park on weekend?"

Hearer: "Yes"

The hearer gives a response *"Yes"*. This answer is correct but the answer

still less to appreciate the real listener purpose to ask the question. On the

other cases, people with autism can give detailed answer. Although, the

answer is not appropriate with the question. For example:

An autistic person asked *"How his day passed?"*

He will explain with the complete description of exact time. When he

awoke in the morning and then he washed his face in the bathroom (Volkmar,

2005, p.352).

2.5.4 Delay echolalia

Delayed echolalia is one of feature that often appears in autistic

communication disorder. According to (Bogdhasina,2005, p.174), echolalia is

a repetition of words and phrase of another person spoken words. The

repetition of words and phrases can be arrested from some sounds media that a

child has heard. Bogdhasina also states that there are two types of echolalia.

The first type is immediate echolalia. It means the repetition of words or

phrase is just when he heard it at the time. For example, when a person in

school, he/she repeats back her teacher's greeting *"Good morning"*, exactly as

it is said to her (Volkmar,2005, p.346).

For the second type is delayed echolalia. This type means the repetition of words and phrase in the past. (Volkmar,2005, p.346) gives an example for the delayed echolalia is like a person who come to his father and saying "*It's time to tickled you!*". The words ***"Tickled"*** as a signal that he wants to be and then he repeats a phrase he has from his father words in the past.

2.5.5 Pronominal reversal

Pronominal reversal is some other often mentioned regular language 22ehavior related to autism. It means simply the individual with autism replacement of personal pronoun which includes "You" for "I" inside the sentence:

Parent: Do you want a biscuit?

Toddler: You want a biscuit.

Confusion of personal pronoun also happens in normal people or individuals with the other At once, they has established an experience of self and practiced the use of the right form disorders. Even though normal people revel in this issue, they are able to conquer it. For people with autism, to make correctness for the confusion of private pronoun could be very tough or even autistic adults on occasion use their proper names to consult themselves or to others (Bogdashina, 2005, p.180).

But, not all person with autism have to stand the problem in the use of pronoun till she or he gets older. Tager-Flusberg (in Volkmar 2005, p.347) states that person with autism will prevent making mistakes in level of reversing pronoun due to the fact she or he will increase linguistically.

Volkmar (2005, p.357) says that within autism, problem in using pronoun is usually considered as a part of a more-trendy problem with deixis. The deixis is not always the simplest marked by means of pronouns however additionally in various approaches in specific language. It consists of various determiners (e.g., this or that) or the choices of verbs (e.g., come or go).

2.5.6 Repetitive and stereotype play

Many people with autism have unusual and interesting repetitive activities (Veague, 2010, p.5). They tend to repeat the same activities and do not build imaginative fake games. According to Volkmar (2005, p.391), games are defined as deliberate manipulation of objects in which exploration and practice are the primary goals of individuals with autism. In general, normal people will use their imagination when they see an object to pretend to play and create a new use of object. For example, normal children regard stone as food for dolls. However, individuals with autism have difficulty describing the game on the object they have just seen.

Repeated manipulation of objects means repetition of the same motor activity used to manipulate the physical environment (Matson, 2011, p.117). Repeated manipulation of objects is carried out by individuals with autism such as aligning objects, flicking light switches, or displaying repeated manipulations of objects such as strings, rubber tubes or toys. For example, someone with autism can turn on and turn off lights repeatedly. This is called Repetitive play object.

2.5.7 Maintenance of sameness

Individuals with autism spectrum disorders show similarity features. Bogdashina (2005, p.58) says that individuals with autism need similarities so that they feel safe in their environment. As autistic people, they consider their environment to be important in recognizing and determining places, things, and people. Schloper (in Matson, 2011, p.115) says that most people with autism show ritualistic behavior that is often compulsive demanding consistency in where they are in the environment and giving actions in the same way at certain times. For example, individuals with autism have the same or regular behavior as every time they leave the room even though there are still people who use the room they will still turn off the lights in that room. Thus, it is important for people around them to be involved in knowing the routine activities of individuals with autism. However, there is a serious problem with the behavior of someone with autism. Autistic people often have inconsistency problems in the environment, schedule and movement (Matson, 2011, p.238). For example: someone with autism may be angry when someone changes the furniture in their room or their activity schedule.

2.5.8 Good rate memory

People who are diagnosed with autism have good memories in terms of visualization, hearing, kinesthetic or touch memory. Bogdashina (2005, p.106) says that extraordinary autistic ability is one of the characteristics of autism which is visually superior than normal people in general. They usually have a higher IQ than ordinary people. They often express ideas through a painting.

Besides, autistic individuals also seem to have good hearing like having audio recordings in their memories. They are able to remember images, sounds of objects, people, and events clearly and equally. Having a strong touch memory indicates that autistic individuals are able to remember in detail when they get a touch which can trigger their memory. For example: when an autistic person touches a picture on the wall, it can trigger their memory through touching the same image in the same room and the events that occur after that.

2.5.9 Normal physical appearance

The last feature is normal physical appearance of Autism Spectrum Disorder (ASD). According to Aarons (1999, p.33), it means people cannot judge that someone is an autistic person because the physical appearance cannot reflect that someone has autism. Autistic person has the same physical appearance like a normally person.

CHAPTER 3

RESEARCH METHOD

This chapter consists of research design, instrument, data and data source, technique of data collection and technique of data analysis.

3.1 Research Design

In this study, the researcher employed the descriptive qualitative method to investigating the data. Descriptive qualitative used in this research because the researcher gives the detail utterances including kinds of responds and features used by the main character in the Adam movie. In addition Knupfer and Mclellan (2001, p.1197) Qualitative method is a method which concern on the description of the data rather than counting of feature (Wray and Bloomer, 2006, p.97). It means that qualitative method is used to describe the data that to be analyzes such as from the utterances, behavior or etc.

3.2 Data Collection

3.2.1 Data

The data of this research is taken from the utterances used by the main character as autism in Adam movie. The researcher used transcription of the movies of "Adam" movie. Therefore, the data was described in the form of the spoken that reflected the speech abnormalities of autistic person.

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3.2.2 Data Source

The data source of this research were taken from Adam Movie. The researcher downloaded the movie from https://indoxxi.tv/movie/adam -2009 and the transcripts was taken from https://subscene/subtitles/adam /english

3.2.3 Instrument

This research had two kinds of instruments. There was human instrument and non- human instrument. The human instrument of this study was the researcher herself as human instrument who selected, collected, and analyzed the data for this research and also reported the result of this study. Based on the data source, the researcher used a movie as object, the researcher used a computer as the non-human instrument in visualizing the movie as a media of this study.

3.2.4 Technique of Data Collection

In collecting the data, the researcher used some steps. They were:

1. Downloaded the movie by the title Adam movie that had been released on 2010 https:/s/indoxxi.tv/movie/Adam-2009

2. Downloaded the movie script from subscene.com

3. The writer watched the movie for many times to find some important scenes that were related with kinds of response and features of language disorder and read the script.

4. The writer stopped the part when she found kinds of response and features and underlined the utterances that utterance by Adam.

3.3 Technique of Data Analysis

`After the researcher obtained the data, the researcher analyzed the data by following these steps :

1. Identify the data

Identify the data with gave a code to the transcript which one was the type of response of language disorder. There were five kinds of response of language disorder; cognitively relevant response, cognitively irrelevant response, odd response, relevant not polite, marginally relevant response. From this step, the researcher also can answer the second research question about types of features.

2. Classifying the data

The researcher classified the data into categorise focused on types of respons and features.

3. Describing the data

   The researcher explained the data more detail

4. Made a conclusion about the finding discussion, it was the types of responses and features given by the autistic character in Adam Movie.

CHAPTER IV

RESEARCH FINDINGS & DISCUSSIONS

This chapter is aimed to find out the kinds of responses used the autistic character (Adam) in Adam movie and the kinds of features represented by Adam. In this chapter, the researcher presents the result of research findings and the discussions which answer the research problems.

4.1 Findings

There are two explanations of the research findings. The first explanation is the kinds of responses used by Adam as an autistic character in the Adam movie and the second explanation is the kinds of features represented by Adam as autistic person. The researcher uses the Rothwell theory (the kinds of responses used by the autistic character are Cognitively Irrelevant, Cognitively Relevant, Cognitively Disruptive and Socially (2000, p.37)). Moreover, the researcher also uses Schank theory (in Carrol, 2008, p.231) which states that the kinds of responses used by autistic characters are categorized as Odd Response, More Relevant but not too Polite, and Marginally Relevant. In the research findings, the researcher also presents the findings by the table to show the responses kinds used by the main character as an autistic person in Adam movie.

4.1.1 The Kinds of Responses Given by Adam in *Adam* Movie.

In this research, the first research question is mainly discussed about the types of response in "Adam" movie, After analyzing the data by using Rothwell theory and Schank theory. The researcher finds out 26 data that indicate five kinds of responses used by Adam in the movie. They are cognitively irrelevant

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response, cognitively relevant response, odd response, marginally relevant response, and marginally relevant response but not too polite response. The detail findings are presented in table 1 below.

Table 1 : The kinds of Responses used By Adam in the Adam movie

Kinds of Response	Frequency Occurence
1. Cognitively Irrelevant Response	8
2. Cognitively Relevant Response	6
3. Odd Response	3
4. Marginally Relevant Response	4
5. Marginally Relevant but not too Polite Response	5
Total	26

4.1.1.1 Cognitively Irrelevant Response

Cognitively Irrelevant Response occurs when the autism person has a bad concentration and a difficult understanding of the utterances. They tend to say their opinion without understanding the topic of conversation. They have difficulty in communication. Thus, the autism person gives irrelevant responses by changing the topic of conversation with the irrelevant topic.

The researcher finds out eight (8) cognitively irrelevant responses used by Adam in the movie. The detail data are below:

Datum 1

> Beth: I mean, I loved it. Downtown my hood. But this place is bigger and it's right around the corner from wildhood.
> Adam: <u>Can you see the sky from the third floor ?</u>

The character gives the irrelevant response by saying "*Can you see the sky from the third floor ?*". The researcher categorizes it into cognitively irrelevant response, because Adam does not understand what beth is talking about, he changes the topic of the conversation suddenly. Beth talks about her impression on the new apartment. But, Adam talks about sky to respond Beth. The sky is not an irrelevant topic with Beth's apartment condition. On the conversation above happens in Laundry room. When Adam meet Beth, his new neighbor in his apartment.

Datum 2

> Beth   : Hi, Neighbor
> Adam : <u>There are new images of Saturn from the Cassini Project</u>

By looking at datum 2, we can know that Adam gives the irrelevant response by talking *"There are new images of Saturn from the Cassini Project"* which is the cognitively irrelevant response because Adam does not give a response to Beth's greeting. He keeps looking at the computer to search the new picture of Saturn. He does not say 'Hello' or 'Hay' to respond Beth's greeting. Adam have difficulty in communication. But he gives a response with the new

image of Saturn. It is not an irrelative topic in the conversation. The dialogue above happens in front of apartment building in the afternoon when Beth just backs to her apartment.

Datum 3

> Beth : That's kinda sad
> Adam : Sad ? Hmm, I I have been talking to much

In the datum 3, Adam shows irrelevant response by saying "*Sad ? Hmm, I I have been talking to much*". It is a cognitively irrelevant response, because Beth was enormously impressed with the Adam's work about sky space and all his explanations. Beth says "*sad*" because she is touched, but Adam is confused and does not understand about what Beth means by saying 'sad' then Adam moves his body and he turns the light and stops his explanations. He thinks Beth is resent with his explanation. The dialogue above happens in Adam's room. Adam shows about planetarium space to Beth.

Datum 4

> Mr. Klieber : Yes, but the world is changing. You cannot be the corner candy store anymore. You have got to compete.
> Adam   : Candy store?

On the dialogues above, Adam says *"Candy store"* which is classified as a cognitively irrelevant response because Mr. Klieber uses an analogy to compete that Adam should compete. So, Adam does not understand what Mr. Klieber saying about *"Candy store"*. The dialogue above happens in office when Adam works. Mr. Klieber says to Adam to go out from his office.

Datum 5

Harlan : Adam, You are the man. You have to start the conversation. Ask her out and take her to dinner.

Adam : <u>I can't do that</u>

Adam says *"I can't do that".* This is considered as a cognitively irrelevant response because the character (Adam) is confused about what he has to do, Adam have difficulty in communication. So, he cannot start the conversation. He just tend to say what is in their mind. The dialogue above happens in the park when Adam and Harlan have lunch together. Adam tells Harlan that there is a girl who moves in his apartment in the third-floor building.

Datum 6

Police : Let me have some ID, sir

<u>Adam : I was looking at the children</u>

Adam answers police by saying *"I was looking at the children"*, this is a cognitively irrelevant response. The dialogue above happens when adam wants to meet beth in the school. He wants to talk to beth that he is fired. But the police guesses adam wants to kidnap the children in the school. So, the police is angry and tries to show adam's ID. In this situation, adam cannot understand what the police means and he is confused with the situation. Adam does not give an alibi to save him from the police.

Datum 7

Beth : I'm sure the right thing will come along

Adam : <u>How can be sure of that?</u>

Adam talks to Beth *"How, she can be sure of that"?* This is a cognitively irrelevant response. Because, when Beth is praying or hoping that the right thing

will come along. But, Adam does not understand that Beth says is about praying

and hoping. The conversation both of Adam and Beth above happens in the park.

Adam and Beth talk about finding a new job for Adam.

Datum 8

> Beth : Mr. Raki ? I'm Elizabeth Buchwald. I will be interviewing you for
> the job we discussed over the phone.
> Adam : Phone ?

Adam says *"Phone?"* , this is classified as cognitively irrelevant response

because Adam is confused when Beth talks about phone. Adam is difficult to

understand the scenario of interview simulation. He cannot differentiate between

the real life and the acting. The conversation happen in Adam'a Apartement. After

Adam is fired. Beth and Adam have interview for acting because Beth knows

Adam have difficulty to communicate with others. So, Beth makes the interview

simulation for Adam. In the scenario Beth has called Adam for interview.

4.1.1.2 Cognitively Relevant Response

Cognitively Relevant response is the right answer given by the autism

speaker to hearers in which the answer is relevant to the conversational topic. The

researcher finds out 6 data of cognitively relevant response type used by Adam in

the movie. The detail data about cognitively relevant response is shown below :

Datum 9

> Beth : I just moved in, Beth Buchwald, 3A
> Adam : ... (just silent) Adam, Second floor. Two

Adam says *"Adam, second floor. Two."* The dialogue above shows a cognitively relevant response, because Adam gives relevant responses to the conversation topic by answering Beth's greeting. The dialogue happens in front of laundry's room when Adam and Beth meet for the first time. Beth greets Adam but he does not respond his greeting. When Adam understands what Beth says, he answers it.

Datum 10

> Beth : what do you do ?
> Adam : I help make a toys
> Beth : You are an elf ?
> Adam : No, I'm an electronic engineer

By looking at datum 10, Adam answers Beth by saying *"No, I'm an electronic engineer"*. It is categorized as cognitively relevant response, because he gives relevant answer to Beth's question about job. The dialogue occurs in Laundry's room. When Adam talks to Beth. He feels comfortable to talk to Beth. Beth asks about Adam's job. And Adam can answer Beth by the relevant topic. Adam gives appropriate response to the topic which is being talked by Beth.

Datum 11

> Beth : what are they doing here ? (indicate to racoons)
> Adam : Foraging
> Beth : How did you know where they'd be ?
> Adam : They live here. I used to come and watch them a lot.

Datum 11 shows Adam can answer Beth's question by saying the relevant topic. He says *"Foraging, they live here .."*. This response is categorized into cognitively relevant response , because his response is relevant to the topic when

Beth asks to Adam "*what are they doing here?"* and *"how did adam know the racoons they'd be?".* Adam gives an appropriate express to the topic which is being talked by the question. The dialogue occurs in Central park when Adam invites Beth to look the racoons. He feels comfortable to talk to Beth about the raccoons in the park.

Datum 12

> Bety's Mom : I didn't even know this theater still existed
> Adam   : <u>The Cherry Lane theater is the oldest continously running teather off broadway. It was converted from a box factory in 1924</u>

Adam gives a response by saying "*The Cherry Lane theater is the oldest continously running teather off broadway. It was converted from a box factory in 1924".* It is classified as cognitively relevant response because Adam gives a relevant response to the topic conversation about Theater. Adam can answer the question of Bety's mom. His answer is appropriate to the topic which is being talked and required by Bety's mom. The dialogue occurs in Bety's house when Beth and Adam come to Bety's house to meet Bety's mom and dad.

Datum 13

> Mr. Wardlow : Uh, you inherit the remainder. That would be the death benefit from Juilliard and the funds from the TIAA retirement plan. Also, there's approximately 300,000 worth of equity in the apartment. So, assuming you sell, after closing fees and taxes.
> Adam   : <u>I won't sell my house, I don't wanna move</u>

Adam says *"I won't sell my house, I don't wanna move"* It is classified as cognitively relevant response, because when Mr. Wardlow talks to adam to sell

Mr. Raki's house. Adam responds Mr. Wardlow by relevant topic to refuse Mr. Wardlow's offer. The dialog above takes place at Mr. Warldlow office. Mr. Wardlow is a lawyer who takes care of Adam family lawsuit. Mr. Wardlow and Adam are talking about Mr. Raki (Adam's Father) house. Mr. Wardlow gives explanation about his father's properties.

Datum 14

> (in Harlans Car)
> Harlan : You're not 10 years old anymore. You need a job
> Adam : I got fired
> Harlan : You know how many times i have been fired ? when your dad and I came back from the service. I might as well have bad a three day week. Day one, i hate the freaking job . Day two, I hate the freaking boss. Day three, I hit someone.

Adam says *"I got fired"* in the dialogue to respond Harlan. It is categorized into cognitively relevant response. Because, Adam gives appropriate response to the topic in the conversation. The conversation above happens in Harlan's car when they are leaving Mr. Wardlow's office. Harlan gives motivation to Adam and tells his story about how he was fired from the job and his bad experience with his partner. Adam tells to Harlan that he was fired from his job and he gets a few inheritance from his father's death.

4.1.1.3 Odd Response

Odd response is the response when individual adds a new topic conversation. They adds a new topic or a new meaning which sometimes makes the speaker confused to catch their words. The researcher finds out 3 data about

the odd responses used by Adam in the movie. The detail data about odd response

is shown below :

Datum 16

> (In front of apartment, Adam and Beth is sitting and talking about saturn)
> Beth : Hi, Neighbour
> Adam : There are new images of saturn.
> Beth : I always wish I knew more about space. You know what's out there?
> Adam **:** I have books, telescopes, star charts. You could borrow some stuff and we could go out look at the sky.

From the dialogue above, Adam responds Beth's question by saying "*I

have books, telescopes, star charts. You could borrow some stuff and we could go

out look at the sky"*. It is classified as Odd response because Adam adds a new

topic that gives a different meaning from the previous topic, Adam gives response

by offering his book to Beth. In their conversation, Adam does not understand

when Beth asks about sky space. Even, he interests about planetarium. From this

response, it shows that Adam does not understand Beth's topic. Adam tends to

take a meaning about what the space sky is. He persumes that beth need to more

know about it. So, he would to invite Beth to go out to look the sky. The dialogue

above happens in front of apartement building, when both of them Adam and Beth

talks about saturn.

Datum 17

> (Adam shows a planetarium to beth in his room)
> Beth : I thought nothing went faster than the speed of light
> Adam : Right, right, right. Nothing goes through space faster. Do you know about the Big Bang ? The inflantion theory says the Big Bag came from as little as a 20 pound chuck of space about 14 billion years ago. That expended to the size of the universe in 10 to the minus 39 seconds.

Adam responds Beth by saying "*Right, right, right. Nothing goes through space faster. Do you know about the Big Bang ? The inflantion theory says the Big Bag came from as little as a 20 pound chuck of space about 14 billion years ago. That expended to the size of the universe in 10 to the minus 39 seconds*." Adam's response is classified as odd response because he adds a new topic that gives a different meaning but still relevant with the previous topic. Thus, when Beth asks about the speed of light. Adam replies by refusing about Big Bang theory. From this response, it shows that Adam does not not understand about Beth's question. He persumes that Big Bang theory has the similar speed like the speed of light in the sky. The dialogue takes place in Adam's planetarium room. When Adam shows about a planetarium to beth. Beth is speechless, and she likes with Adam's planetarium room.

Datum 18

> (Adam are sitting together with Beth)
> Beth : I had really nice time last night in the park
> Adam : Were you excited ?
> Beth : What ?
> Adam : <u>Sexually, when we were in the park</u>

Adam responds Beth by saying " *Sexually, when we were in the park".* His response is classified into odd response because when beth talks about her feeling, when she went out with Adam in the park. Adam gives a response by adding a new topic that make confuses Beth and difficult to catch what adam says about sexually. The dialogue above happens in Adam house. In their conversation Adam does not understand about what makes Beth excited in the park. He persumes that

sexually is such an fabolous system and that was fantastic. He thinks beth is loves

him not only excited

4.1.1.4 Marginally Relevant Response

Marginally Relevant response occurs when autism person gives relevant

responses to the topic but the response is not appropriate to the speaker point.

However, after hearing the responses from autism, the speaker needs a

clarification to understand the topic. The researcher finds out 4 data about

marginally relevant response used by Adam in the ovie. The fetail data is served

below:

Datum 19

> Beth : What are you doing ?
> Adam : Oh, People watching
> Beth : Anyone in particular ?
> Adam : Just people

The conversation in Datum 19 is categorized as Marginally relevant

response because when Beth comes and talks him "*what are you doing?"*. Adam

replies her question by saying ***people watching,*** Beth replies her question again

because adam's response confuses her. Adam still gives relevant respons to the

topic by saying ***"Just people".*** But, the response is not appropriate to Beth's

question. So, Beth needs a clarification or correction to understand the response.

The dialogue above happens in the afternoon in front of apartment. Adam is

sitting in front of his apartment. He does his hobby, watching people in the street

in front of the apartment building.

Datum 20

> Beth : Listen, I'm going out with some friends tonight, if you want to come ?
> Adam **: Oh**
> Beth : But, if not, you know that's fine
> Adam **:** <u>No, I wan't to go. But, um I don't think I can</u>
> Beth : **Okay, if you're busy**
> Adam **:** <u>No</u>

The datum 20 above has marginally relevant response. Because, when Beth talks to adam about hang out with her friends. And she asks Adam to join by saying '*if you wanna come'*. Adam responds her by a relevant response to the topic "No, I wan't to go. But, um I don't think I can". The response still confuses Beth. Beth asks him again to get clarification but Adam still gives marginally relevant response by saying "No". Adam regards that Beth just informs him that she will hang out with her friends. He does not understand about Beth. So, the speaker needs a correction to make the hearer understands.

The conversation occurs in the front of apartment building. Adam is sitting in front of his apartment and watching people in the street in front of the apartment building. In this conversation, Beth gives a clasrification to make Adam understands what beth means. It can be seen in the second respond.

> Beth : I mean it's not a date. It's just a little moving in celebration, you know ?
> Adam : <u>When ?</u>
> Beth : At 08.08 pm. I'll just knock on your door. On my way out and if you can, you can ?
> Adam : <u>Okay.</u>

In the first response, Adam gives a confusing response and he does not accept her invitation, after beth gives a clarification or correction. Adam can

understand that Beth asks his to join together in celebration. So, he gives a response "*Okay*".

Datum 21

> Beth : I had really nice time last night in the park
> Adam : <u>Sexually, when we were in the park</u>
> Beth : No, not exactly

Adam's response is classified into marginally relevant response. Because when Beth says " I had a really nice time last night in the park". Adam does not understand with the beth's utterances, then he responds it by saying " Sexually, when we were in the park Adam regards that "nice time" from Beth means that she likes and feels comfort with him. For Adam as autism, 'sexually' means someone feels comfort and loves him. This response confuses Beth and gives a bad perception for Beth. Because for normal people, 'sexually' means bad or negative perception or attitude.

The conversation takes place in Adam's room apartment. When Beth visits to Adam's room. They talk about encounter in the past time when Adam invited Beth to look racoons in the park. Beth is surprised because she can look racoons in the central park. The next data also can seen below :

Datum 22

> Beth's Friend : Would you like to see the video ? (Says to beth)
> Adam : <u>No, thank you. Where is the bathroom ?</u>

Adam's response is categorized into marginally relevant response. Adam gives the respond because he does not know that Beth's friend is talking with

Beth. When, Beth's friends want to show the video by saying "Would you like the video ?" to Beth. Adam gives a response by saying *"No, thank you*, w*here is the bathroom?"* The respond confuses the hearer. The speaker needs a clarification to understand the respond. In the conversation above, Beth's friend is talking with Beth in Michael Jane's house. They are talking about a new baby born. Adam and Beth comes together to join a celebration baby born.

4.1.1.5 Marginally Relevant Response But Not Too Polite

Marginally relevant but not too polite means autism person gives relevant response to the topics but he/she breaks the rules of politeness. In marginally relevant response but not too polite ignores politness strategies. The researcher finds out 5 data of marginally relevant response but not too polite used by Adam in the movie. The detail data is served below:

Datum 23

> Adam : I'm sorry I didn't come out with your friends
> Beth : No problem
> Adam : I get kind of overloaded**.** *(Sad)*

Adam responds Beth by saying *" I get kind of overloaded".* The response is categorized into marginally relevant but not too polite, because his utterance indicates that Adam is confused to the situation, he cannot socialize with others like be normal people. He feels sad because he cannot go out with Beth. But, he cannot show it. The dialogue above happens when beth comes from event with her friends. She looks adam in upstairs and then Adam says sorry because he cannot come together with beth.

Datum 24

> Beth : Adam, the park's closed
> Adam : <u>J-Just a little bit further</u>
> Beth : I wanna go back ! I'm not
> Adam : <u>Shh-shh. Over here</u>

Adam responds Beth by saying *"Shh-shh. Over here"*. It is classified as marginally relevant but not too polite because the response can make the hearer feel upset to the speaker response. Adam gets difficulty to express it. He keeps saying like that by shouting a field in the park. The dialogue above happens in Central park. Adam wants to show a raccoons to beth. Then, they look a raccons in central park together and they talked late into the night.

Datum 25

> Mr. Klieber : Adam, I've got to let you go. But I will write you a recommendation that will knock your socks off. Let me go ? I'm truly sorry.
> Adam : <u>Yeah, but I I don't wanna go (Angrily)</u>

Adam responds Mr. Klieber by saying "Yeah, but I I don't wanna go". It is categorized as marginally relevant but not to polite, because Adam feels uncomfortable with this condition when Mr.Klieber fired him. But, he cannot express his anger. The conversation takes place in Mr. Klieber's office. Mr. Klieber says to Adam that he want to replace adam's job position. So, it means Adam is fired from the job but he does not want to go out from the Mr. Klieber office. He gets panic attack. He keeps refusing to go out from the office. In fact, his job has fired.

Datum 26

> Beth : So, you live alone ?
> Adam : Yes
> Beth : I mean, It's big for one person for the city.
> Adam : <u>Well, my father lived here too. (Sad)</u>

Adam responds Beth by saying *"Well, my father lived here too."* Adam's respond is classified as marginally relevant but not too poilte because when Beth says that Adam cannot live alone in his apartment. But Adam refuses it, he regards that his father still lives with him in the apartment. his response is hard to express his sad. The conversation above takes place in Adam's apartment. Beth talks about the big rooms in Adam apartment.

Datum 27

> Beth : You can stay for an our. You migh even have fun.
> Adam : <u>Well, I'd have fun at home.</u>

Adam says *"Well, I'd have fun at home"*. The response is categorized as marginally relevant but not too polite response. Because, his utterence indicates that he is not comfortable and shock to the situation because he can not socialize with others like be normal people, but he cannot express it. The dialogue above happens when Adam and Beth just arrived in Beth's Friends Party. Before entering the room, Adam looking around that are all of people have fun and laugh together. Beth tries to calm him down by saying "You can stay for an our. You might even have fun.". But Adam keeps refusing to join in the party. Adam feels uncomfortable with this condition.

4.1.2 The Features of Autism Person Respresented by Adam in Adam Movie

In this research, the second research question is mainly discussed about the types of features language in "Adam" movie. After analyzing the data by using Kanner theory. The researcher finds out 13 data that indicate the types of features used by Adam in the movie. There are Inability to develop relationship, Non Communicative, Delayed Echalolia. The detail findings are presented in table 2 below.

Table 2 : The Findings of Features Represented by Adam in the Adam movie

Types of Features	Frequency Occurance
1. Inability to Develop Relationship	7
2. Non Communicative	6
3. Delayed Echalolia	2
Total	13

4.1.2.1 Inability to develop relationship Features (IDR)

According to table 2 above, the researcher finds out 6 data about the features of inabilty to develop relationship or IDR. This feature shows that autism person has difficulties to build realtionship and socialize with other people.

Inability to develop relationship Features means the social interaction skill. Social skill can be reflected when the speaker and the hearer interacts each other such as doing and understanding other feelings, having sympaty, succesfull greeting.

However, autism person has difficulties in doing those skills when he/she interacts with other. Autism person feels uncomfort when people touch or give a hug to his/him. The following dialogue clearly illustrates Adam respresented Inability to develop relationship Features is shown below :

Datum 28

> Beth : Well, I'll just be hauling these enermous grocery bags upstairs now.
> Adam : <u>Okay (Continue computing)</u>

Through the dialogue above, we can know that Adam says *"Okay ".* This respond is categorized as inability to develop relationship because when Beth needs his help because her grocey bags are heavy. Beth says to adam "Well, I'll just be hauling these enermous grocery bags upstairs now." Adam interprets Beth's utterance as information. It indicates that Adam does not understand how to aware somenone. The conversation above happens in front of apartment building. Beth just arrives and she brings much grocery bags. She meets adam in front of the apartment. Adam finds a new image about saturn in his computer.

Datum 29

> Beth : Could you give me a hug ?
> Adam **:** <u>Yes (Stand still)</u>

Adam says *"Yes (Stand still)"* when Beth asks him to hug her. This response shows the inability to develop relationship Because when Beth tells to adam that she has a hard situation. She tells that her fathers is accused for a serious case in the court. Beth feels so sad and she asks adam to hug her. She needs someone's shoulder to cry on. However, adam shows his happiness and still stands. He does not give a hug to beth. Adam thinks that Beth just gives him a question.This indicates that Adam does not understand how to give sympaty for somenone. The dialogue happens in Beth's apartment. Adam cleans beth's window from outside of the apartment building. Adam enters to beth's apartment through the window.

Datum 30

> (in the office)
> Employers 1 : Don't think about it, bro (touched adam)
> Employers 2: Something will come up, man. I promise.
> Adam : <u>(Just silent and keeps away from others and pretends to go out)</u>

Through the datum 30, by looking at Adam's attitude *(Just silent and keeps away from others and pretends to go out),* we can categorize it as inability to develop relationship. Because he refuses to be hugged and touched by the others employers. He just be silent and keeps away from others, this indicates that adam keeps away a touched and lack of eye.

The dialogue above happens in office after adam fired. The employers give greet attention to adam by touching his shoulder and want to give a hug. In this condtion, it is normal for normal people when someone wants to show his attention to someone who has a fired by saying "Something will come up, man. I promise" and having a touch or hug before he goes out from the office. However, it does not happen to adam who has an autism disorder.

Datum 31

> Beth : The important thing ? All of a sudden you know whats important ? You can't say two words on how you feel about anything but you know whats important to my family.
> Adam : <u>I-I-I do-</u>

Adam utters *"I-I-I do-"* is categorized as the inability to develop relationship features. Because in this situation, Adam is hard to give sympathy to Beth's family problem. He talks about the problem that make beth angry while their situation is not good to discuss. But Adam cannot understand the situation in her family. He does not say something to amuse Beth, he keeps walking behind Beth and still talks about family problem. He should say " I am sorry to talk about it" to make Beth feels better.

 The conversation above happens when Beth and Adam are on the way to go home from the theatre at the night. On the way home, Beth is angry because Adam intrudes into her family problem. Beth actually wants to Adam to stay away from her family problem.

Datum 32

> Beth : You scared me. I though yo were gonna hit me.

Adam : <u>No, I would never, ever do that. The Job was gone. They hired someone for the job but they have another one in an obsevatory. They said I was just what they needed. It starts in April, but it's in Flintridge, California. I want you to come with me</u>.

Adam responds Beth by saying "*No, I would never, ever do that. The Job was gone. They hired someone for the job but they have another one in an obsevatory. They said I was just what they needed. It starts in April, but it's in Flintridge, California. I want you to come with me.*" This respones indicates the inability to develop relationship because Adam does not ask Beth's apologize for his mistake when he gave anger to Beth. The dialogue above happens in Beth's home at the night. Adam walked away to go to Beth's house to meet Beth. In the Beth's house. Adam continues his explanation about his plan to go to California for his job and he wants to invite Beth to join his plan.

Datum 33

Brian : Hey, man (Shake hand)
Adam : <u>Hello Brian</u>

Adam responds Brian by saying *"**Hello Brian".** In this case, Adam represented Inability to develop relationship (IDR) because he fails in making succeful greeting. Brian greets adam by saying "Hey Adam", then Brian shakes Adam's hand. Adam answers Brian's greeting without shaking his hand. This indicates that Adam does not understand how to greet someone else when they meet. He should reply the greeting by shaking hand also, but he does not. The dialogue above happens when Adam meets Brian in the park.

Datum 34

Beth : I'm sorry, I-I took it out on you. I'm just- scared for my father. You can apologize too, you know.
Adam **:** <u>Well, you said it was your fault. I got an interview.</u>

Adam responds Beth by saying *"Well, you said it was your fault. I got an interview"* **.** In this case, Adam shows inability to relationship features because he refuses to say sorry for his mistakes last night about Beth's family problem. The conversation above happens in Adam's apartment. After Beth got angry to Adam last night, she comes in Adam apartment to regret her attitude toward Adam. But, Adam does not know that Beth expects him to say sorry to her. Then, Adam refuses to apologize because Beth says that it is her fault.

4.2.1.2 Non- Communicative (NC)

Non – Communicative feature means that autism person has difficulty to make a communicative conversation. Autism person gives the exact information or idea that is expected by the speakers. Autism person can give more detail answer but the answer is not related to the topic. The researcher finds out 5 data about non-communicative feature used by Adam in the movie. The detail data is shown below :

Datum 35

Beth : A little in the beginning, God Creat-
Adam : <u>The inflation theory says the Big Bang came from as little as a 20 pound chunk of space about 14 billion years ago that expanded to the size of the universe in 10 to the minus 39 seconds.</u>

Adam responds Beth by saying *"The inflation theory says the Big Bang came from as little as a 20 pound chunk of space about 14 billion years ago that expanded to the size of the universe in 10 to the minus 39 seconds."* Adam's

response indicates non communicative features (NC). Adam fails to build a communicative conversation to other people. Because he only says what he wants to say. The utterances above is uttered by Adam when he shows about planetarium space to Beth. Adam explains about Big Bang theory. Adam gives more detail information about Big Bang theory until Beth feels confused to him. The conversation above happens in Adam's apartement when he show a plantarium rooms to beth. The other data is shown below :

Datum 36

> Harlan : No one's perfect, Bethy. That's all I'm saying
> Adam : But their sensor system have detected an error in analyzing space radiation

Through datum 36, we can look at that Adam responds harlan by saying *"But their sensor system have detected an error in analyzing space radiation"* , it indicates that his response is non communicative features (NC). Because Adam gives an information about sensor system until Harlan feel bored while they have to lunch. So, he fails to build a communicative conversation to other people. Because he only says what he wants to say. Those conversation happens in the park. Adam and Harlan sit on the bench park. Harlan talks about Beth, but Adam talks about fluently sensor system.

Datum 37

> Adam : Buying a telescope is a complicated decision. You should focus on your interest.
> Michael : No pun intended
> Adam : What ?
> Micahel : Focus

Adam : <u>Right. Are you interested in the solar system, moons, planets, et cetera ? or deeper space nebulae star clusters, galaxies. Then you want a much larger lens with Dobsonian mount. Uh, the eight bar refractors go up to 180 milimeters.</u>

Adam states *"Right. Are you interested in the solar system, moons, planets, et cetera ? or deeper space nebulae star clusters, galaxies. Then you want a much larger lens with Dobsonian mount. Uh, the eight bar refractors go up to 180 milimeters"*. It indicates non communicative features (NC). Because he only says what he wants to say So, he fails to build a communicative conversation to other people. Adam gives an information about telescope although Michael has shown her dislike by saying " No, intended" which means she is not serious. Adam gets confused and ask "What?" Micahel answer with the word "Focus". Then, Adam still says more detail information about solar system until Michael feel bored because she is not serious to talk about it.. When Adam says "Right. Are you interested in the solar system, moons, planets, et cetera ? or deeper space nebulae star clusters, galaxies. Then you want a much larger lens with Dobsonian mount. Uh, the eight bar refractors go up to 180 milimeters." This dialogue above happens in the Michael's house. Adam and Beth Come on to Michael's house to celebrate a party. Adam talks to Michael about a telescope. The next data about non communicative features also shown below :

Datum 38

Rebecca : We rarely go off Broadway. I didn't even know this theater still existed.
Adam : <u>Oh, the Cherry Lane Theater is the oldest continuosly running theater off Broadway. It was converted from a box factory in 1924 and then in the 20's and 30's and 40's. It presented the work of writers such as F.scott Fitzgerald, John Dos Passos, Eugene O'Neill.</u>

Adam states *"Oh, the Cherry Lane Theater is the oldest continuosly running theater off Broadway. It was converted from a box factory in 1924 and then in the 20's and 30's and 40's. It presented the work of writers such as F.scott Fitzgerald, John Dos Passos, Eugene O'Neill."* This response indicates non communicative features (NC). Because he only says what he wants to say. Adam fails to build a communicative conversation to other people. This conversation happens in the Theatre, when for the first time Adam meets Beth's parents in front of theatre. Rebecca talks about she does not know that theater still existed, then Adam talks fluently about Cherrly Lane Theatre History. Adam gives an information about Cherrly Lane Theatre History until Rebecca feel confused because she does not want to talk about history. Another data shown below :

Datum 39

> Marty : I used to bone up on conversation topics, when I had a date.
> Adam : <u>From 1951 to 1953, Julian Beck and Judith Malina Living Thatre was based here. In 1952, Judith Malina chased a fire Marshal down the street with a spear from her production of Ubu Roi, Um, Endgame, by Samuel Beckeet, had its American premiere here in 1957, followed by other new works such as Happy Days, also by Beckeet, in 1962 Dutchman, In 1964, by Leroi Jones. The happy journey to Trenton and Camden by Thornton Wilder.</u>

Adam responds Marty by saying *"From 1951 to 1953, Julian Beck and Judith Malina Living Thatre was based here. In 1952, Judith Malina chased a fire Marshal down the street with a spear from her production of Ubu Roi, Um, Endgame, by Samuel Beckeet, had its American premiere here in 1957, followed by other new works such as Happy Days, also by Beckeet, in 1962 Dutchman, In 1964, by Leroi Jones. The happy journey to Trenton and Camden by Thornton*

Wilder." It is categorized as non communicative features (NC). Adam fails to build a communicative conversation to other people. Because he only says what he wants to say. This conversation happens in the Theatre, when Adam meets Beth's parents for the first time in front of theatre. Marty uses satrical utterances to stop Adam, but Adam still talks fluently about Cherrly Lane Theatre History. Because he treats Marty's utterances as information. Adam still gives an information about Cherrly Lane theatre history until Marty feel bored because he does not like it.

4.1.2.3 Delayed Echalolia

Delayed Echalolia is the words repetition said in the past. Autism person can repeat the words or phrases by catching from videos, film, News, television that they over heard. The researcher finds out 2 data about delayed echalolia feature used by Adam in the movie. The detail of delayed echalolia feature can be shown in the below :

Datum 40

> Adam : <u>All of which gives us the rare opportunity to explore the mysterious terrain that lies between fame and craft. Between the public persona and the private, precious self. Ladies and Gentleman, the actors studio is proud to welcome, an actress we admire. Julia Roberts. Perfect.</u>

By looking at datum 40, we can know that Adam utters *"All of which gives us the rare opportunity to explore the mysterious terrain that lies between fame and craft. Between the public persona and the private, precious self. Ladies and Gentleman, the actors studio is proud to welcome, an actress we admire. Julia Roberts. Perfect."* His uterence is categorized as delayed echalolia (DE).

Because he repeats the sounds from the video. Adam utters this statement when

Adam is sitting in front of her computer to see the videos in his room. The next

data that distiguish into Delayed echalolia response is also displayed below :

Datum 41

> Beth : Oh, God. I'm sorry
> Adam **:** <u>My Friends Harlan says Queens is where everybody goes to die.</u>

Datum 41 shows that Adam utters *"My Friends Harlan says Queens is*

where everybody goes to die." This utterance is categorized as delayed echalolia

(DE) because Adam repeats the utterances of Harlan in the past by saying

"Queens". The dialogue takes place in Adam's apartment when Adam and Beth

talks about Adam's father that he was die.

4.2 Discussion

Based on the findings above, the researcher takes the data from adam

utterances which indicate the types of response and features. The result are

elaborated into two points. The fisrt point is about the types of response and in the

second point, it disscused the finding of the typesof features language.

In order to answer the first research question, the researcher used

Rothwell theory about the types of response. Rothwell theory elucidated five

types of responses. There are cognitively irrelevant response, cognitively relevant

response, odd response, marginally relevant response and marginally relevant but

not too polite response. The types of response often produce by utterance in

"Adam" movie that used by the main autism character. Consequenlty, there are

five response that were classified based on theory. The response that has been

discovered based on the spoken utterances that given by the main autism character in "Adam" movie.

The first is cognitively irrelevant response, it is the type of response used by Adam as autism person which gets difficulties to communicate with others. Autism person has bad concentration on utterances. Autism person has difficulties on understanding the utterances which uttered by someone. They give a response without understanding the conversation topic. So, autism person has problems in the ways how to interact with others. They cannot produce the appropriate words to respond what the speaker says. After analyzing the data in " Adam" movie. The researcher discovers numerous the types of response that emerged on the "Adam" movie used by the mian autism character. The researcher found 26 data contained in the "Adam" movie. There are 8 data cognitively irrelevant, 6 data cognitively relevant, 3 data Odd response, 4 data Marginally relevant, 5 data Marginally irrelevant, and the most frequently found is command by cognitively irrelevant. It shows that Adam totally changes the topic of conversation or give response that are not relevant with the topic.

The second point is the Features which is represented by Adam in the Adam movie. In the previous explanation, Adam shows that mostly gives relevant response to the topic. But,in the second point. The researcher wants to show the features represented by Adam. There are three kinds of features that represented by Adam in the movie, there are inability to develop relationship, non-communicative, and delayed echalolia. After analyzing the data, the researcher finds out that Adam mostly respresents inability to develop relationship feature.

There are 6 datas of inability to develop relationship feature used by Adam in the movie. This feature shows that autism person has difficulty to develop relationship when he interacts with others. Adam has bad social skills to asses what others response. For normal people, social skill is the important part to build a good interaction such as understanding others feeling, successfull greeting, etc. But, autism person has difficulties in social skills when he interacts with others. Autism person has a bad sympathy and empathy. He cannot understand what the others feeling. He feel discomfort when the others touch or hug him. These difficulties show that Adam has inabilty to develop relationship.

Based on the findings above, the researcher tends to compare the present study with the previous research. Alvin Fikrotuz (2015) she analyzed *"The Expressive Language Disorder of the Cerebral Palsy in Skallgarigg Movie"*. She used the theory of Carroll about speech disorder. She explained about expressive response by cerebral palsy mostly used in movie, but she is not explain about the features of its utterances.

On the other hand, Novemia (2011) also conducted a study regarding the language disorder response, she explained *"Asperger syndrome in the movie Mozart and the Whale"*. In the mentioned research, she explains about the personal characteristic of Asperger syndrome represented by Donald Marton and his group and how the difficulties of Donald Marton as an Asperger Syndrom in social interaction. But, she is not mentioned about features of autism that contains in Mozart and the Whale.

Relating those previous two previous study. This present resrach gives a new finding. It proved by the result of this research. None of the previous research that also analyzed the features language of autism that appear on the "Adam" movie.

To complete this discussion subchapter, the researcher looks forward to the contribution that this research and the finding analyzes can give for the academic society. Hopefully, through the presence of this research, the readers will be able to enhance the concept, the significance, and the response feautures of speech that produce by autism thus they can wides their prior knowlagde in the psycholinguistic study.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the study and the suggestion for the future study to develop knowledge which related to the study.

5.1 Conclusion

This present study examines about the kind of responses and the featuress used by Adam in the Adam movie. Based on the finding, the researcher finds out five kinds of response used by Adam in the Adam movie. They are cognitively irrelevant response, cognitively relevant response, odd response, marginally relevant response, and marginally relevant but not too polite response. There are 8 data about cognitively irrelevant response. This response is the mostly used by Adam in the movie. The second position is cognitively relevant response, there are 7 data in the movie. Odd response only have 3 frequent data. And marginally relevant response have 4 data. For the last types of response is arginally Relevant but not too polite , this response has 5 frequent data.

Cognitively irrelevant response have the highest occurance because its occurance is experienced by autism person when he/she has problem to give relevant answer because he has difficulty to interact with others. The autism person has a bad concentration, he only wants to say what is in his mind.

Secondly, the writer identifies the types of features respresented by Adam as autism character in the Adam movie. Adam just represents three types of features, they are inabilty to develop relationship, non communicative, and delayed echalolia features. Adam mostly represents inability to develop

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relationship feature because this feature has 6 frequent data, the second feature is non communicative feature, it has 5 frequent data, and the last feature is delayed echalolia, it only has 2 data.

5.2 Suggestion

This suggestion can be used as a consideration to the next researcher who interest with this topic. The researcher suggests that the other researchers can use the same topic about pyscholinguistic approach in more various data. The next researcher can be more focused on the autism disorder to identify the responses or features. Finally, the researchers hopes this research can give a beneficial contribution and can be a reference for the next researcher who will conduct the same topic as this present research.

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