

## **A Psycholinguistic Study on Expressive Language Disorder of Autistic Characters in Miracle Run Movie**

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### **ABSTRACT**

Recently, it has been reported that the prevalence of autism has increased significantly. One of the characteristics of autism is a language problem, or it is well-known linguistically as a language disorder. This study is conducted to analyze categories of expressive language disorder of autism represented in Miracle Run Movie and contexts affecting them in producing those utterances. This study applies a descriptive qualitative approach using Carroll's framework (1985). As the result of analysis on 75 data, Philip and Steven, as the autistic characters, face all kinds of expressive language disorders covering phonology, syntax, semantics, and pragmatics in various cases. They face phonological language disorder in the case of inappropriate stress, flat and singsong intonation, and expressionless speech. They also face syntactical language disorder in the case of echolalia and semantic language disorder involving their disability in using semantic bias. In addition, they have pragmatic language disorder in the case of fewer complex gestures, politeness strategy, spontaneous remarks, misuse of pronouns, limited repertoire devices to initiate a topic in a conversation, and tendency to use a question to gain a response from a listener. Concerning the context when the autistic characters produce expressive language disorder, there are six types of context affecting their utterances. They have expressive language disorder when they pose a question to someone, answer a question of others, and express their ambition, expectation, surprise, and dislike. This study is an excellent guide for EFL teachers interested in working with autistic students.

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**Keywords:** Autism, Expressive language disorder, Miracle Run movie

### **1. INTRODUCTION**

Most of the children progress through the stages of language development without significant difficulty or delay, but some children are not lucky to have these stages, such as those who face language disorders (Lightbown & Spada, 2006). American Speech-Language-Hearing Association (Clark & Kamhi, 2011) provides a clear definition of language disorder which is a significant delay in the use and understanding of spoken or written language. Furthermore, this also emphasizes that the disorder may involve the form of language (phonology, syntax, and morphology), its content or meaning (semantics), or its use (pragmatics). Obviously, it is a matter of fact for them to maintain their existence in

conversation because they are not able to interact with others as well as normal children generally can do.

From the explanation above, we could see how crucial this case is to discuss because it often attacks children in early age. If children face this problem, they will also face other problems such as language delay, expressive language disorder, or even receptive language disorder. In other words, a language disorder is the root case that can spread to others. The sooner we know the symptoms of language disorder, the sooner we can identify the best treatment for the problems because the severity of the language disorder is basically the single best predictor of the child's future development (Rutter et al., in Carroll, 1985). In brief, children's language development holds the most valuable step in their future progress.

Language disorder can be divided into two; expressive and receptive language (Gregster, 2003). DSM-IV (Clark & Kambi, 2011) reports that an expressive language disorder is characterized by language production skills that are below an age-appropriate level. Deficits in expressive language appear in both the formation and production of language and include weak vocabulary skills, word finding difficulties, word omissions, poor narrative skills (i.e. story telling), difficulty providing providing information, and grammatical errors. In addition, expressive language disorder can affect both oral and written language. It could occur in a child of normal intelligence or be a component of a condition affecting mental functioning more broadly, i.e. mental retardation such as autism (Morales, 2006). While deficits in receptive language appear when children do not understand language at an age-appropriate level and include difficulties in following directions, understanding words and sentences, and answering questions even comprehension of both oral and written language can be affected (Clark & Kambi, 2011). In short, language disorder in both expressive and receptive is the failure of children to pass the normal development of language.

In this study, the concern is on expressive language disorder of autistic children because this case commonly happens in children who have mental retardation, especially for those who are autistic. The term autism was used firstly by Kanner (Heming in Indah & Abdurrahman, 2008). Children with autism show impairments in social interaction, communication, and imaginative play before three years old as well as stereotyped behaviors, interests, and activities (William & Wright, 2004). The problem with language indicates abnormally slow development, imitative (Rutter in Carrol, 1985), and distortion on attention, perception, reality judgment, and motoric gestures (Safaria, 2005). Referring to this phenomenon, there is one thing that should be paid attention to what speech imitation means here.

According to some experts, speech imitation does not always refer to autism, if some children imitate only words they already know, and others imitate only grammatical structure they only know, it will be fine then because it is to reinforce the aspect of language (Nash, 1978), or it is as intermediate steps in language development (Duran & Barlow, 2007). Furthermore, Bloomfield also points out that speech imitation also belongs to normal children because they imitate only a friction of speech utterances they hear and imitate in a different style (Bloom et al., in Nash 1978). On the other hand, for those who imitate all words or parts of an utterance in an irrelevant context, it can be classified as one of the symptoms of autism or it is well-known as echolalia (Indah & Abdurrahman, 2008). Durand and Barlow (2007) also signify that autistic children not only imitate others' speech but also imitate the intonation of that speech. Therefore, speech imitation in autism is markedly different from one in normal children.

In addition to echolalia, the children with autism also refrain from peer relationship such as sharing thoughts, feelings, or interest with others (Halgin & Whitbourne, 2007). This statement is supported by Field (2004) stating that autism represents a combination of cognitive and social impairment. Also, another report says that autistic individuals struggle getting along with others because they can't communicate well and their language skills develop slowly and in a strange way (Field, 2003). They also can't form relationships with other people (Bee & Boyd, 2007). Parents should look into their children's behavior if they don't babble or point by the age of one, respond to their name, learn two words by the age of two, or repeat words they have heard many times (Bupa's Health Information Team, 2010).. In other words, it can be concluded that the autistic sufferers did not pass their critical period in which the language acquisition takes place successfully. As a result, they have difficulty learning language during development (Yule, 1996). Dealing with this issue, the phenomenon of an expressive language disorder in autism is very interesting to discuss, as in *Miracle Run* movie. This movie represents the phenomenon of an expressive language disorder in autism in a very good way. It is because this movie is based on the true story of a mother who has twin autistic sufferers.

Many studies about language disorder related to mental retardation one of which autism have been conducted (Aini, 2010; Degaf, 2010; Mukminah, 2007; Wulan, 2010). To begin with, Nafiah (2008) examines expressive language disorder of Simon Lynch's utterances which include some kinds of speech and language disorder namely phonological disorder, articulation disorder, voice disorder, and also language disorder. Secondly, Afni (2010) investigates a language disorder of an autistic savant with some uncommon patterns when uttering something based on the context. Similarly, Levia et al. (2019) explore type of language disorders found in autistic savant portrayed in Levinson's *Rain Man* film. Their study shows that the type of expressive language disorder is 67.7% while the receptive language disorder is 32.3%. Hikmawati et al. (2019) examine the variety of utterances autistic children can create through a field investigation. The results indicate that children's skills in executing utterances can be categorized into four types of processes: word imitating (subtest CELF-R); imitating, producing, and arranging words (subtest CELF-3); expressing words, producing words, and imitating words (subtest CELF-4); and mentioning and continuing words. Currently, Pratiwi and Indah (2020) scrutinize a form of communication issue related to understanding Mandy's speech, an autistic character in the film *Fly Away*. Based on their analysis of 43 pieces of data, they find five types of communication disorders: repeating words, having little or no response, having trouble communicating, using strange words, and saying things rarely.

It is estimated that there are 2.4 million people with autism in Indonesia with an increase of 500 people per year (Triyudha, 2018). This study is aimed to dig in depth about the case of expressive language disorder of two autistic subjects in verbal communication in order to get a better understanding of how language disorder occurs by holding the theory of Carroll (1985). Based on the background of the study explained previously, this study is mainly focused on the following problems: (1) What kinds of expressive language disorders occur in the conversation between the main characters and other characters in *Miracle Run* movie? and (2) In what context do the autistic characters produce their expressive language disorder?

## 2. RESEARCH METHOD

In accordance with the aims of this study, a descriptive qualitative approach is used. This study describes the phenomenon of language disorder focusing on kinds of expressive language disorder in autism. Subsequently, it also describes the contexts affecting twin autistic characters, as the subjects of this study, when producing those kinds of expressive language disorders in the *Miracle Run* movie employing the Carroll's theory (1985). There are some procedures for collecting the data. First is watching the *Miracle Run* movie many times to get an understanding of how autistic characters produce their expressive language disorder. Second is transcribing their utterances into text. Next is selecting the data which contains the expressive language disorder. Finally, it is coded based on the necessities to answer the research problems of this study.

In analyzing the data, identifying, classifying, and analyzing were applied. The transcript in the form of text gotten by watching the movie is identified to get the description of the kinds of expressive language disorder. After that, it is classified based on its kinds of expressive language disorder. As a final point, those data are analyzed by using Carroll's theory to obtain trustworthy findings. In this study, the writer as the main instrument (Moleong, 2005) employed two kinds of triangulation namely data source and other writers to ensure the trustworthiness of the data. The other writers here must have enough knowledge as the main writer to gain the good result (Rahardjo, 2010).

## 3. RESULTS AND ANALYSIS

This part describes and identifies the data which consist of expressive language disorder of the autistic characters in *Miracle Run* movie. This movie tells about Corrine Morgan-Thomas' life as the mother of autistic twins Steven and Philip changes dramatically when she uncovers that her sons have autism. When she tells her husband about their twin autistic sons, he is devastated and decides to leave them. Corrine is committed to combat the societal stigma associated with autism. She does not tell Steven and Philip's new school about their situation since she wants them to be treated like any other students. Because her children are plainly different, the teachers at that school accuse her of abusing them. They then advise her to look for a different school for the boys. Surprisingly, in the end, her boys put their minds on winning noteworthy successes in running and music competitions. It demonstrates that autistic children can do things that any other child can do.

To answer the research problems, the data are divided and presented based on the kinds of expressive language disorder in autism (Carroll, 1985) as Bishop (1989) points that language abnormalities are a central symptom of autism. To begin with, phonological language disorder covers the Jack of stress assignment, intonational patterns including singsong and flat intonation, expressionless speech, and staccato delivery. Syntactical language disorder focuses on echolalia in autism both immediate and delayed echolalia. Semantic language disorder involves the less ability of autism to use semantic bias that is about whether or not an event to be likely to happen while the semantic one talks about the language competence of autism dealing with social function of the language itself. Here, the social function of the language in pragmatics refers to the use of complex gestures, the soliloquies, rules of conduct governing a dialogue including rules for politeness, misuse in anaphoric pronoun, question role, the lack of spontaneous remarks, and limited repertoire of devices to initiate topics in a discourse.

### 3.1 Kinds of expressive language disorder produced by the autistic characters

#### Phonological Language Disorder.

Based on the data analyzed, there are fourteen utterances of the autistic characters which have phonological disorder most of which happen in different cases such as great; /grei .....t/ in it's great (10.1). This datum includes phonological disorder because the autistic character produces this word in inappropriate stress and in a singsong intonation. He makes stress error by producing this word in two syllables, gre and it, and he puts the stress in the last syllable. It should be /greit/ with the certain stress in one syllable. Besides, the word great also contains an error because the autistic character produces it in a singsong intonation in the case of having long intonation /grei ... ....t/. It should be /greit/ with short intonation.

Still dealing with phonological language disorder of the autistic characters, other data also hold this problem but in dissimilar case that is about flat intonation and expressionless speech. Running (20.1) is the example for phonological disorder because this utterance is produced in flat intonation and expressionless speech. The word running is actually a respond of the autistic character for his mother's question but he just utters this word in flat intonation and expressionless speech. As normal rule in conversation, the word running should be spoken in expressive speech as a respond of a question. In addition, the same case of this disorder also occurs in other data. They are:

P: They pushed her very hard. (21.2)

P: My brother Phillip and I are autistic. (28.2) P: I am 15 years old. (28.3)

P: And I overcame many obstacles. (28.4) P: My mother was told. (28.5)

P: We would be in an institution for life. (28.6) P: But she refused to accept this. (28.7)

P: In the past, I had no friends. (28.8) P: I.. (28.9)

P: I did not know exactly how to make any friends (28.10)

P: I was very lonely. (28.11)

P: If it was not for the love of my mother. (28.12)

All of these utterances are spoken in flat intonation and expressionless speech. They should be spoken in lively intonation and expressive speech as normal one who is delivering speech informal situation such as in the headmaster's room or in front of audiences. It is because both lively intonation and expressive speech are as the representative of grammatical features of the utterance that someone produces.

The phenomenon of phonological language disorder in autism does not end here. In this study, the phonological language disorder in autism is also accompanied by syntactical disorder. The word Pi ... Pizza; /pi..t pi:tsə/ (8.1) includes phonological disorder because this word is produced in halting intonation, little bit unarticulated, and lack of stress assignment. It should be /pi:tsə/ in articulated voice and appropriate stress in the first syllable. Additionally, the word Pi ... Pizza is also called syntactical language disorder because the autistic character produces this word by repeating it from his mother or it is known as echolalia in autism. In line with this phenomenon, Let's go fishing (18.2) shows the same problem in phonological and syntactical disorder but in different case that is known as delayed echolalia because the autistic character only repeats the word fishing from his mother and he combines it to be Let's go fishing.

Still relating to the phonological language disorder in autism, this case comes with pragmatic disorder as well such as do we have to? (14.2). This utterance is produced in flat

intonation as a response of the autistic character for his mother's advice and it also contains pragmatic language disorder because he produces a question instead of a statement to gain a response of his mother. It represents that the autistic character's use of a question may indicate his pragmatic understanding of a conversation.

Similarly, the utterances *My name is Steven* (28.1) and *My brother and I would not be here tonight* (28.13) also include both in phonological and pragmatic language disorder. Both of them are produced in flat intonation and inappropriate social functioning. *My name is Steven* is the first utterance spoken by the autistic character when he is delivering his speech in formal situation. Pragmatically, he should have an opening, greeting, or at least an introduction for his speech, while *My brother and I would not be here tonight* is at the end or closing of his speech. Seen from pragmatic theory, at least he should have gratitude expression to end his speech. These two problems are related to a social function of the utterance in pragmatics.

Another uniqueness of phonological language disorder in this study is because it comes together with syntactical and pragmatic language disorder at one time. *I want to go fishing* (18.1) is spoken in flat intonation although the speaker actually wants to express his willingness to go fishing and at the same time he repeats this utterance from his mother that is called delayed echolalia by repeating the word *fishing*. Besides, *I want to go fishing* also can be classified as pragmatic disorder since when the autistic character produces this utterance, he uses lack of gesture to express what he wants to do although he is in his own home.

#### Syntactical Language Disorder.

As it has been explained before, the most common feature of language in autism is echolalia. In this study, there are at least sixteen data that comprise syntactical language disorder. The apparent example is *What have you done with the jewel?* (1.2). This word includes syntactical language disorder because it is produced by the autistic character by repeating *What have you done with the jewel?* from the TV program when he is watching a cartoon serial. In addition, this kind of repetition is called an immediate echolalia since autistic character simply repeats what he has heard word for word. The same phenomena also happen in other data of this study. They are:

- P: Superman (1.1)
- P: Another step and she is doomed (1.3)
- P: the equipment works anyway (2)
- P: One More Day (3.1)
- P: In the sun (3.2)
- P: Until you're ready (4)
- P: Cry and cry with pain (5.1)
- P: Cry and cry with pain (5.2)
- P: Crazy mom (6)
- P: Chalk (7)
- P: Pizza (8.2)
- P: Pizza (8.3)
- P: Piz.za (8.4)
- P: Skinny thing, Steven, skinny thing (10.4)
- P: Good luck (22)

Still talking about syntactical language disorder in autism, this phenomenon is also accompanied by both phonological and pragmatic language disorder at the same time. They are; *Pi ... Pizza* (8.1) and *Let's go fishing* (18.2) for syntactical and phonological

language disorder while I want to go fishing (18.1) belongs to syntactical, phonological, and pragmatic language disorder as it has been explained in 4.1.1. Further, the phenomenon of syntactical language disorder in autism also involves semantic and pragmatic language disorder in one utterance such as I don't know (26). The autistic character produces this utterance by repeating part of his mother's utterance that is know or it is known as delayed echolalia in autism.

Before producing I don't know, the autistic character and his mother have talked about someone whom he loves. The mother asks him whether it is true or not and he answers it by saying I don't know. Logically speaking, this is impossible for him not to know what he feels to that girl. Based on this reason, this phenomenon belongs to semantic language disorder in autism. Another important thing that emerges from the utterance I don't know is about pragmatic language disorder. When the autistic character produces this utterance, actually he is not able to maintain the topic in the conversation between him and his mother. In other words, he produces it to avoid his mother's question about that girl but at least he still gives the reasonable respond to the conversation.

#### Semantic Language Disorder

Talking about semantic language disorder in autism, there are six data which emerge for this phenomenon in this study. First of all, This is Jeffrey (10.2) includes semantic language disorder in autism because this event is unlikely to happen. When the autistic produces this utterance, actually he wants to express his ambition to be outstanding person named Jeffrey to the babysitter who is greeting him in a particular time. Semantically speaking, it is impossible for him to be someone else. Compared with the common conversation, it is better for him to express his ambition in another way such as I want to be a great person like Jeffrey.

The second case comes from the utterance Maybe, she should be my girlfriend (13.2). When the autistic character produces this utterance, he hopes that the girl who has just smiled at him in the school will be his girlfriend. It can be clearly seen that this utterance is not suitable to express what he means to the listener next to him. Unfortunately, the listener himself is also autistic hence he does not have any idea to respond it. Thus, the utterance Maybe, she should be my girlfriend (13.2) will be more communicative if it is replaced by Maybe, she will be my girlfriend.

Thirdly, the utterance Doug is clean (19.1) is the simplest instance of semantic language disorder in autism related to the conversational situation when it is produced. When the autistic character utters this utterance, he uses the appropriate gesture to state his surprise to someone who is coming to his house with different style of face performance exactly beard. The autistic character has known him with luxuriant beard but special at that night; he comes to his house with no beard because he has cut it and looks more handsome than before. In other words, the utterance Doug is clean (19.1) will be more understandable one if it substituted by Doug's beard is clean or Oh, Doug, you have cut your beard.

Another phenomenon of semantic language disorder in autism is from the utterance They look like giants in the box (19.3). At glance, this utterance does not have something wrong but when a normal people listen to it, they will be curiosity to know what look like giants in the box actually. It seems impossible to see giants in the box. If it is likely to happen, how a big box is then. Based on this sense, the utterance They look like giants in the box is categorized as semantic language disorder in autism since the autistic character is less able to use semantic bias to state that what he means for the word They in They look like giants in the box (19.3) which actually just refers to the shrimps for his dinner.

Yet about semantic language disorder in autism, there are two remarkable phenomena that go along it. They are syntactic and pragmatic language disorder which attach to semantic language disorder at the same utterance. The first datum comes from the utterance Yeah, I want to join the cross country team. I want to run like Rocky (16.2) that belongs to semantic and pragmatic language disorder. It can be called as pragmatic disorder because when the autistic character produces this utterance, actually he is answering, his mother question whether he want to join to the college or not. It can be clearly seen at the first word of his answer, he wants to join to the college but the next words of it show irrelevant event. Logically, a college is a place where people can study for a particular major. If he wants to join in a running competition, a college is not appropriate the place for it.

Thus, the utterance Yeah, I want to join the cross country team. I want to run like Rocky (16.2) as the respond of a question should be replaced by Yeah, I want to join to the college actually but I prefer to join the cross country team because I want to run like Rocky to be a more reasonable communicative response. Besides, this utterance is also classified as semantic language disorder because the autistic character just uses little spontaneous remarks in replying a question from his mother. He just produces Yeah, I want to join the cross country team. I want to run like Rocky to respond a question and express his ambition to be a great runner. It will be better if it is stated such the one explained before.

Additionally, the utterance You are mad at me? (23.2) also has semantic and pragmatic language disorder. When the autistic character produces this utterance, actually he is asking his mother whether she is proud of him or not because he is good at running. Semantically speaking, this utterance will be more reasonable if is stated in You are proud of me mom, aren't you?. Besides, the utterance You are mad at me? also includes pragmatic language disorder since it less uses the politeness strategy in a conversation.

Another datum of semantic language disorder in autism is I don't know

(26) which is more complex than the one above because it covers semantic, syntactic, and also pragmatic disorders at one time as it has been explained previously.

Pragmatic Language Disorder

In having a good conversation, gesture is one of the grammatical features of chatter which includes in pragmatic area. If it is not created in a conversation, it will make that conversation ineffective. Generally, people use gesture based on the need to illustrate or even make their utterance stronger than what they are uttering in a conversation. Need here refers to simple or complex gestures. Commonly, people use simple gestures when they want express something simple too and complex gestures when they convey something beyond their utterances.

Unfortunately, the using of proper gestures in a conversation does not always work in autism. In this study, there are at least three data which have pragmatic language disorder in the case of less complex gesture in a conversation especially when it occurs at home like I'm going to be a fighter like Rocky (10.3). This utterance is produced by the autistic character to express his ambition to someone else with flat gesture just by pointing out the picture of Rocky. In conveying his ambition, it is better for him to use the more complex gestures such as acting like Rocky or another one to make a lively conversation with others. The same case also happens in I do not like raw eggs (10.2) and Like rocky to keep the shape (20.2). Both of them are uttered in monotonous gestures. They should be produced with appropriate gestures to be more communicative utterances.

Still dealing with pragmatic language disorder in autism, the following data clearly show the inability of the autistic characters in using the correct pronouns in a conversation. For example, the utterance So, are you Phillip? (10.5) contains pragmatic language disorder



because the autistic character reverses the pronoun I to be you in his conversation. When he produces this utterance, basically he wants to confirm to someone whom he is talking to whether he really looks skinny or not. This utterance will be more understandable if it stated in So, am I Philip? which represents whether he is very skinny or not. The same problem also happens in Rocky drinks raw eggs (11.1). This utterance is a respond of the autistic character for his mother who asks what he is doing. Logically, when there is someone asks to someone else by producing what you are doing, it must be answer by the pronoun I such as in I am doing this one but in fact it does not always work in autism. He replaces the pronoun I by Rocky.

The next case of pragmatic language disorder in autism is about the effectiveness of question use posed to the others. In this study, when the autistic characters are not sure for something, they usually pose a question to someone else. This phenomenon can be proved by having a look at the datum; At us? (13.1). This short question is posed by the autistic character to whom he is talking to make him sure whether the girl whom they have just met smiled at him or not. In addition, So, are you Phillip? (10.5) and Do we have to? (14.2) also include in this case although at the same time they contain another problem of pragmatic language disorder as it has been explained before. Concisely remarks, all of those the autistic characters' questions are aimed to get a respond from the listener. Based on this, questions of autism are supposed to be pragmatically effective.

Above, some features of pragmatic language disorder in autism have been discussed. Now, still in the same area but in different case that is related to the rule of politeness. Generally, the autistic characters in this study are less able to use the politeness strategy in a conversation. The following data are the examples for this case; Don't make any fun (14.3), Rocky Three, a pity full (21.3), and I don't see why not? (24). All of them are produced in the lack of politeness strategy either in formal or informal situation. The same case also happens in You are mad at me? (23.2) as it has been explained in 4.1.3.

The phenomena of pragmatic language disorder in autism do not end here. The use of spontaneous remarks in autism is also interesting to be analyzed. One of the examples of this case is the utterance Phillip ate raw egg (11.3). When the autistic character utters it, actually he wants to mock his brother who is vomiting the raw egg because it is really not nice. Thus, the utterance Phillip ate raw egg will sound more appropriate with the condition when it is produced if is replaced by serves you right! Who told you to eat raw egg, Philip! Other data also show the same problem such as the following produced in the lack of spontaneous remarks like sorry, because, yeah, words of greeting, or thank you. They are You bought me weights (17.2), They were hurting Jennifer (21.4), Mom, I join the cross country team (23.1), I just wanna do something on my own. You always do everything for us (23.3), Watch (25), and I saw her with another boy (27).

Another type of pragmatic language disorder in autism is about repertoire to initiate a topic in a conversation. In this study, the most frequent phenomenon that happens is this case. For instance, When the autistic character produces the utterances I ate raw egg last night. I puked all over the floor (12.2) to tell someone else without any opening or any lips services of what he did. From this utterance it can be clearly seen that the autistic characters are not good at initiating a topic to have a good conversation. Similarly, the following data also contain this problem. They are:

S: These guys are big (9)

P: I am... (10.6)

S: I am gog to get one this. I am going to develop my muscle (12.1)

S: Let me Just go home (14.1)

- S: His eyes are swollen and shocked (15.1)  
 P: And Mickey says: can you see what he is doing to you again? (15.2)  
 S: And Rocky says: I can see nothing (15.3)  
 P: So yells, open my eyes which means they have to cut them to the other pressure (15.4)  
 S: He makes them do it. He does not care about the pain. He just wants to win...(15.5)  
 S: Philip beat a skid named Ward. He was supposed to be the best (16.1)  
 S: I don't want a guitar (17.1)

When producing all these utterances, the autistic characters are not only less able to create repertoire to have a good motion but also maintain the topic in a conversation. Therefore, the conversation that they have with other characters usually gets stagnant or ends at not good closing. In addition, the phenomenon of pragmatic language disorder in autism can be categorized as surprisingly finding because it not only covers the pragmatic language disorder with different cases but also pragmatic language disorder which is accompanied by other kinds of expressive language disorder in autism such as phonological, syntactical, and semantic language disorders as it has already been explained formerly.

In detail, Philip beat a skid named Ward. He was supposed to be the best (16.1) and You are mad at me? (23.2) belong to semantic and pragmatic language disorders, Do we have to? (14.2), My name is Steven. (28.1), and My brother and I would not be here tonight. (28.13) are for phonological and pragmatic language disorders, I want to go fishing (18.1) is for phonological, semantic, and pragmatic language disorders, and I don't know (26) is for syntactical, semantic, and pragmatic language disorders.

Briefly, there are twenty data belong to phonological language disorder which occur in various cases. In detail, fourteen data only focus on phonological disorder completed by its different categories. One datum belongs to inappropriate stress and singsong intonation problem and thirteen data are in flat intonation and expressionless speech. In addition, there are special things of this study in which the phenomenon of phonological language disorder in autism is accompanied by syntactical and pragmatic disorder at the same datum; three data are for phonological and pragmatic language disorder and one datum is for phonological, syntactical, and pragmatic language disorder as it has been explained in the previous one.

The second phenomenon of expressive language disorder in autism is syntactical language disorder. There are nineteen data which contain syntactical language disorder covering immediate and delayed echolalia. In detail, sixteen data are found in syntactical language disorder only all of which are in the case of immediate echolalia, two data emerge from the combination of syntactical and phonological language disorder, and one datum is for syntactical exactly delayed echolalia, phonological, and pragmatic language disorder.

The third kind of expressive language disorder in autism is semantic disorder. Seven data are certainly found. In point, four data are produced by the autistic characters dealing with their poor ability in applying semantic bias of event, two data are for semantic language disorder attached by pragmatic one, and one datum covering semantic, syntactic, and also pragmatic disorder at the same time. Fourth, the poorest ability of the autistic characters in this study is for pragmatic language disorder. In detail there are twenty nine data deal with pragmatic language disorder. Two data focus on semantic and pragmatic

language disorder. Three data talk about phonological and pragmatic language disorder. One datum has phonological, semantic, and pragmatic language disorder. Another one is for syntactical, semantic, and pragmatic language disorder.

The results of a prior study on expressive language problem of an autistic subject (Nafiah, 2008) indicate that one data point can only explain one case, possibly due to the general theory of phonology and phonetics used to analyze the subject's expressive language disorder. In this study, however, there are numerous data that can describe more than one case of expressive language disorders covering phonological, syntactical, semantic, and pragmatic language disorder in autism by their specific characteristics clearly. This is because this study uses Carroll's theory (1985) to look at not only the signs of an expressive language disorder in general (Levia et al., 2019), but also all the different kinds of expressive language disorder. Furthermore, this study backs up Prastiwi and Indah's (2020) findings that the limitation of autism's communication function is defined by echolalia or word repetition in syntactical expressive language issue. Similarly, a field research by Hikmawati et al. (2019) demonstrates that an autistic child generates verbal imitation.

### **3.2 The Contexts Causing the Expressive Language Disorder of the Autistic Characters**

The finding of this study shows that the most frequent cases occur in this study is pragmatic language disorder followed by, phonological, syntactical, and the least one is semantic language disorder. Considering this fact, the contexts causing the expressive language disorder in the autistic characters are going to be discussed based on the most frequent to the least one. Discussing about the phenomenon of pragmatic language disorder in autism, Carroll (1985) states that the autistic would suffer major problems in pragmatics since it is the area of language competence most closely related to social functioning. This theory is really suitable with the phenomenon in *Miracle Run* movie. In this movie, the autistic characters suffer language disorder in various cases of pragmatics frequently.

According to Bartak et al. (in Carroll, 1985), the autistic sufferers use less complex gestures when they are at home. In this study, the autistic characters produce the utterances containing pragmatic language disorder when they are trying to express their ambition to be great runner or fighter to someone else in flat gesture although they are at home. Dealing with the pragmatic language disorder in autism, Baltaxe (in Carroll, 1985) find three specific pragmatics deficits two of which are about politeness strategy and misuse pronoun in a conversation. These two phenomena can be found in this study when the autistic characters are being asked to tell the truth both in formal and informal situation and pose a question to somebody else. Hurtig et al. (in Carroll, 1985) describe question role of autism which questions are significant pragmatically because they can systematically elicit sort responses from the listener. It happens when the autistic characters in this study are told by somebody else about themselves. To make sure themselves, they pose a question to someone who tells something to them to gain a certain answer or respond.

On the contrary, Cantwel et al. (in Carroll, 1985) find different case of autism in pragmatics in the case of using fewer spontaneous remarks in a conversation. In this study, the autistic characters are not really good at using spontaneous remarks in a conversation when there is someone poses a question to them both in formal and informal situations. In addition, they are also not able to create spontaneous remarks when they have to start a conversation with other. Another study related to pragmatic language disorder in autism was done by Hurting et al. (in Carroll, 1985) reporting that there is a limited repertoire of

devices in autism to initiate a topic in a discourse. This case can be proved by checking some utterances of the autistic characters in this study. They face difficulty to create a repertoire to have a good topic in a conversation when they have to start a conversation from them. In opening or starting a conversation, the autistic characters just directly express what they want to the listener. When the listener responds their utterances, they usually are not able to maintain the conversation. In other words, limited repertoire of devices in autism is the root of ineffective conversation.

The pragmatic language disorder in autism is also accompanied by other phenomena at the same time such as pragmatic with phonological disorder, pragmatic with semantic disorder, etc. This occurs when the autistic characters pose a question to someone else and want to express their characters in this study mostly happens when they both pose and receive a question and also express their ambition. Talking about phonological language disorder in autism, Baltaxe (in Carroll, 1985) states that the autistic sufferers are more likely to make errors in stress assignment, flat intonation, expressionless speech, and singsong intonation (Rutter in Fay & Mermelstein in Carroll, 1985). In line with these theories, the autistic characters in this study face these cases when they answer a question, express their ambition, deliver their speech in formal situation.

The phenomenon of phonological language disorder in autism is attached by other phenomena such as syntactical and pragmatic disorder at once. In this study, the autistic characters make errors related to these problems when they are taught to say something correctly, deliver speech in front of the audiences, express what they want, and pose a question to someone else. In syntactical language disorder, the glaring feature of this case is echolalia. Fay and Mermelstein (in Carroll, 1985) define echolalia as the repetition by the child of something heard in the speech of others. In addition, they also clearly divide echolalia into two kinds; immediate and delayed echolalia. An immediate echolalia has been defined as the child's repetition word for word of what was said, while when the child repeats something heard before not always word for word. Characteristically, it involves repeating an utterance in an inappropriate context such as repeating an utterance from television program. Similarly, this study represents the case of echolalia in autism. When the autistic characters were in children, they simply repeated something they heard word for word as it is known as an immediate echolalia. But when being teenagers, they just repeat a word of others or it is known as delayed echolalia. The most common immediate echolalia occurs when the autistic character is watching TV program or listening to music. In addition, it also happens when he is having both formal and informal class exactly repeating what his teacher has explained and in another occasion, he produces an immediate echolalia of someone who has said something.

Bit by bit, the problem of an immediate echolalia of the autistic characters change into delayed one when they are in teenagers. They make this kind of error when there is someone pose a question to them and want to express their interesting thing to do. Additionally, the autistic characters of this study also mix their problem in echolalia with other kinds of language disorder such as phonological, semantic, and pragmatic language disorder at once. They produce this kind of error when again there is someone pose a question to them and want to express their interesting thing to do. Another phenomenon that happens in this study is semantic language disorder. Dealing with this case, Tager-Flusberg (in Carroll, 1985) argue that the autistic sufferers are less able to use semantic bias; whether or not an event is likely to happen. In this study, the autistic characters show their disability in using semantic bias such as Doug is clean (19.1). They face this difficulty when they want to express their expectation, surprise, something they dislike, and desire to have a particular activity.

In the case of semantic language disorder, the autistic characters produce mixing language disorder covering semantic, syntactical, and pragmatic disorder at once when they both pose a question to other and receive a question from other. In other words, the autistic characters of this study make mistakes in their utterances which cover all of the kinds of expressive language disorder mostly in two lines of important situation. The first is when they are posing a question to someone else and the second is when they are answering or responding a question of other. Then, it is followed by the context in which they express their ambition, expectation, surprise, and something they dislike.

#### **4. CONCLUSION**

Based on the finding discussed in this study, it can be concluded that the autistic characters in the *Miracle Run* movie face difficulty in expressing their utterances covering all four kinds of expressive language disorders, phonological syntactical, semantic, and pragmatic disorders. They face phonological language disorder in the case of inappropriate stress, flat and singsong intonation, and expressionless speech. Subsequently, the autistic characters deal with syntactical language disorder when they repeat what they have heard of the other's speech known as echolalia of autism. On the other side, they stand facing semantic language disorder involving their disability in using semantic bias and pragmatic language disorder in the case of less complex gestures, politeness strategy, spontaneous remarks, misuse of pronouns, limited repertoire device to initiate, a topic in a conversation, and tendency to use a question to gain a response from the listener. In addition, all kinds of expressive language disorders in autism do not stand by themselves. Each of them is always accompanied by another or even others in one utterance produced by the autistic characters. For instance, syntactical attaches to phonological language disorder, syntactical and phonological go along with semantic language disorder, etc., as it has been discussed in the preceding chapter.

Concerning the context when the autistic characters produce their expressive language disorder both in each kind and mixing cases, there are six types of context affecting their utterances obviously which are arranged based on the most frequent to the last one. The autistic characters produce their expressive language disorder when they pose a question to someone, answer or respond to a question of other, or express their ambition, expectation, surprise, and something they dislike. These findings suggest that autistic students' interlocutor should be alert to and supportive of their efforts to use verbal techniques to communicate their intentions. Since the finding also shows that context really affects autistic sufferers in producing their language, it is better for the next writers who are fascinated by the phenomenon of expressive language disorder in autism to conduct the study of autistic sufferers within various contexts to enrich newer and more remarkable findings. Furthermore, it is also a very good idea for the next writers to use this study as their main reference because it has a very good result.

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