

**COMMUNICATION DISORDER OF THE AUTISTIC
CHARACTER IN THE “FLY AWAY” MOVIE**

By :

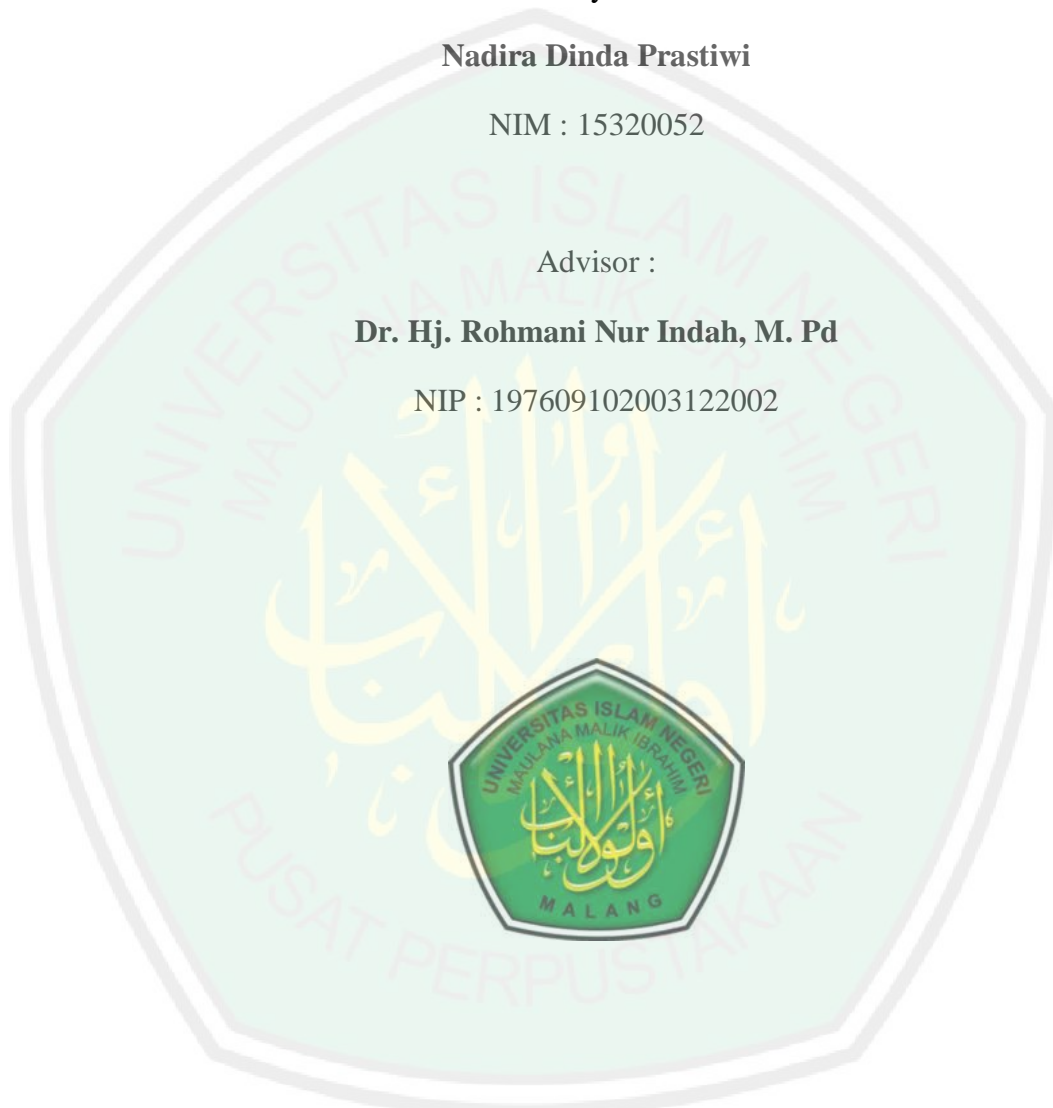
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DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2019

**COMMUNICATION DISORDER OF THE AUTISTIC
CHARACTER IN THE “FLY AWAY” MOVIE**

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra (S.S.)

By:

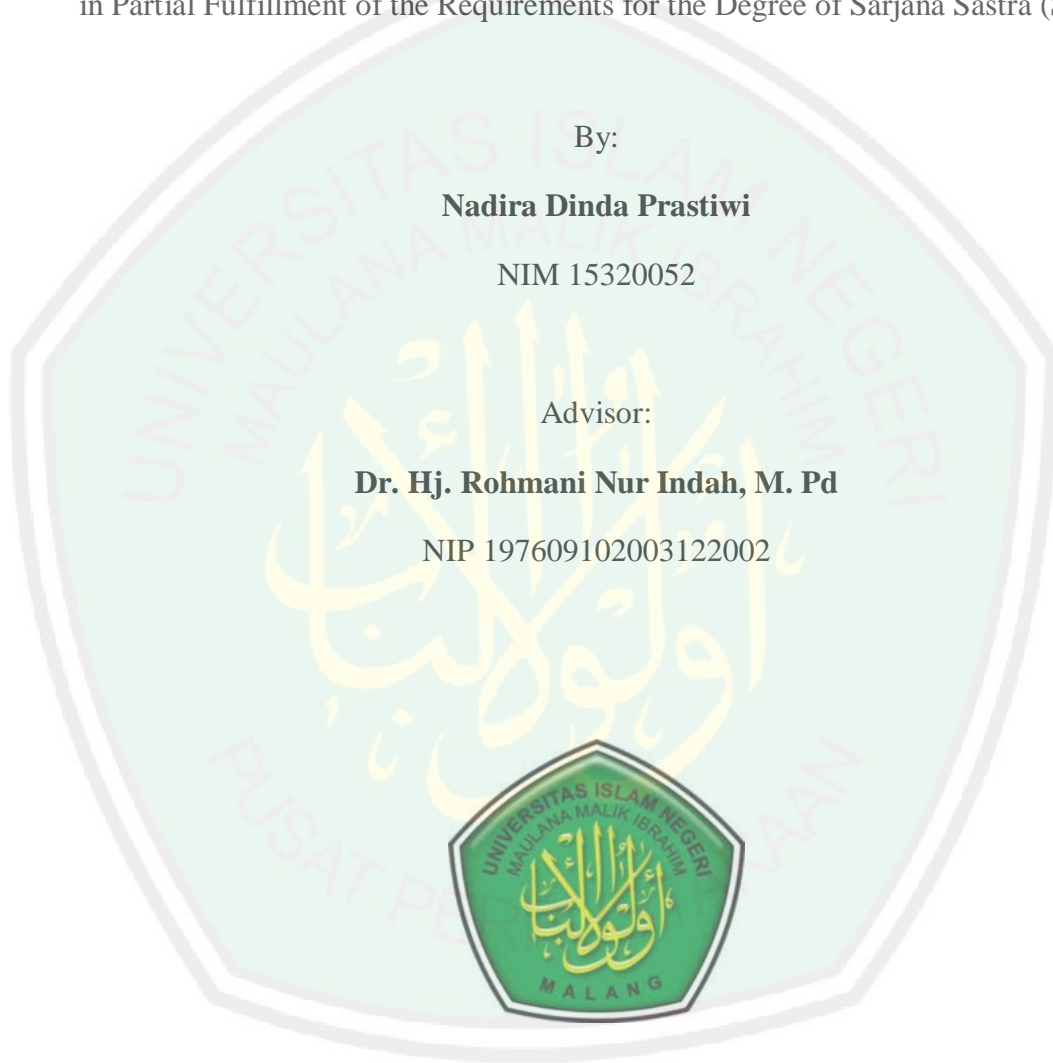
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MALANG**

2019

STATEMENT OF ACADEMIC INTEGRITY

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The researcher certifies that the research I wrote under the title "*Communication Disorder of the Autistic Character in the Fly Away Movie*" to fulfill the requirement for the degree of Sarjana Sastra (S.S) in English Literature Department Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang is my original work. It does not incorporate any material previously written or published by another author. In addition, the writer is the only person who has responsibility for the thesis.

Malang, 30 December 2019



The researcher,

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APPROVAL SHEET

This to certify that Nadira Dinda Prastiwi thesis entitled Communication Disorder of the Autistic Character in the Fly Away Movie has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

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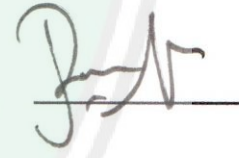
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MOTTO

Success is not a final, only an achievement



DEDICATION

This thesis is especially dedicated to:

My beloved father, Bambang Pramudyono and my mother, Fitria Lating who always give me spirit, support, prayer, and loves, and my little sisters , Dinanda Primanagari, and Nurul Aprilia , thanks a lot for endless love and prays I love you.



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Alhamdulillahirobbil Alamiin...

Malang, 30 December 2019

The writer

ABSTRAKSI

Nadira Dinda Prastiwi. 2019. *Communication Disorder of the Autistic Character in the Fly Away Movie*. Thesis. Malang: English Literature Department, Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim Malang.

Advisor: Dr. Rohmani Nur Indah, M.Pd

Keywords: Communication Disorder, Autisme, Fly Away Movie.

Penelitian ini bertujuan untuk mengidentifikasi jenis gangguan komunikasi dalam memahami pembicaraan ketika berkomunikasi pada karakter penderita autis di film fly away. Selain itu, penelitian ini bertujuan untuk mendeskripsikan terjadinya gangguan komunikasi dalam pemahaman ketika berkomunikasi pada karakter penderita autis difilm Fly Away. Pada penelitian ini, peneliti menggunakan konsep teori gangguan komunikasi pada penyandang autis untuk menganalisis jenis gangguan komunikasi oleh Paul (2008).

Penelitian ini menggunakan metode deskriptif qualitative, untuk menganalisis hasil data jenis gangguan komunikasi pada pemeran utama penyandang autis di film Fly Away. Pada hasil temuan dan analisis, terdapat empat puluh tiga data dari lima jenis gangguan komunikasi yaitu, pengulangan kata, minim respon, batasan fungsi komunikasi, penggunaan kata-kata tidak lazim, dan rendahnya frequency. Hasil penelitian menyatakan bahwa jenis gangguan komunikasi pengulangan kata merupakan jenis gangguan yang sering terjadi pada karakter autis difilm Fly Away. Selain itu, hasil penelitian juga membuktikan bahwa, tidak ditemukan gangguan komunikasi sulit memusatkan perhatian pada karakter utama di film Fly Away. Pemeran utama tidak mengalami jenis gangguan komunikasi sulit memusatkan perhatian.

ABSTRACT

Nadira Dinda Prastiwi. 2019. *Communication Disorder of the Autistic Character in the Fly Away Movie.* Thesis. Malang: English Literature Department, Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim Malang.

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Keywords: Communication Disorder, Autisme, Fly Away Movie.

This research aims to identify the type of communication disorder in comprehending speech when communicating on autistic characters in the fly away movie. In addition, the study aims to describe the occurrence of communication disorders in comprehending when communicating in autistic characters in the Fly Away movie. In this study, the researcher used the concept of communication disorder theory in the autistic to analyze the type of communication disorder by Paul (2008).

The study used a descriptive method of qualitative, to analyze the outcome of communication disorder types in the main cast of the autistic Fly Away film. In the findings and analysis, there are forty-three data of the five types of communication disorders namely, repetition of words, minimal response, limitation of communication function, use of unusual words, and low frequency. The results stated that this type of word repetition communication disorder is a type of disorder that often occurs in autistic characters in Fly Away. In addition, the results of the study also proved that the communication disorder was not found on the main character in the Fly Away movie is difficult to focus on. The difficulty to focus is not to occur in the main character.

مستخلص البحث

نادرة الديندا براتيدوي (2019)، الاتصالات من الطابع التوحد يُفهم في فيلم Fly Away. البحث العلمي، قسم اللغة قسم الأدب الإنجليزي، كلية العلوم الإنسانية جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج

المشرف : الدكتور رماني نور إنداه، الماجستير

الكلمات المفتاحية : اضطراب الاتصالات، التوحد، يطير بعيدا الفيلم

تهدف هذه الدراسة إلى التعرف على أنواع اضطرابات التواصل في فهم الكلام عند التواصل مع شخصيات المصابين بالتوحد في الأفلام البعيدة. بالإضافة إلى ذلك ، تهدف هذه الدراسة إلى وصف حدوث اضطرابات التواصل في الفهم عند التواصل حول شخصية المصابين بالتوحد في فيلم Fly Away. في هذه الدراسة ، استخدم الباحثون مفهوم اضطرابات التواصل لدى المصابين بالتوحد لتحليل أنواع اضطرابات الاتصال التي كتبها بول (2008).

تستخدم هذه الدراسة طريقة وصفية نوعية ، لتحليل نتائج البيانات المتعلقة بأنواع اضطرابات التواصل في المجموعة الرئيسية للأشخاص المصابين بالتوحد في فيلم Fly Away في النتائج والتحليلات ، هناك ثلاثة وأربعون بيانات من خمسة أنواع من اضطرابات التواصل ، وهي تكرار الكلمات ، والحد الأدنى من الاستجابة ، والحد من وظائف الاتصال ، واستخدام الكلمات غير العادية ، والتكرار المنخفض. ذكرت نتائج الدراسة أن نوع اضطراب اتصال التكرار هو نوع من الاضطراب الذي يحدث غالبًا في شخصيات التوحد في فيلم Fly Away بالإضافة إلى ذلك ، أثبتت نتائج الدراسة أيضًا أنه لم يتم العثور على أن اضطرابات التواصل يصعب التركيز عليها في الشخصية الرئيسية في فيلم Fly Away الشخصية الرئيسية لا تواجه هذا النوع من اضطرابات التواصل يصعب تركيز الانتباه .



TABLE OF CONTENT

STATEMENT OF ACADEMIC INTEGRITY	i
APPROVAL SHEET	ii
LEGITIMATION SHEET.....	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENTS	vi
ABSTRACT IND	vii
ABSTRACT IND	viii
ABSTRACT ARB	ix
TABLE OF CONTENT	x
 CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Research Question	5
1.3 Objectives of the Study	5
1.4 Significant of the Study	5
1.5 ...Limitation of the Study	6
1.6 ...Definition of Keyterms	6
1.7 Previous Study	7
1.8 Research Method	10
1.8.1 Research Design	11
1.8.2 Data Source	11
1.8.3 Data Collection	11
1.8.4 Data Analysis	12
 CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Psycholinguistic	13
2. 2 Communication Disorder	15
2.3 Sinopsis Fly Away Movie	18
2.4 Previous Studies	20
 CHAPTER III FINDING AND DISCUSSION	

3.1 Finding	25
3.1.1 Minimal response	26
3.1.2 Low Frequency Communication	37
3.1.3 Limitation of the communication function	39
3.1.4 Repetition word	45
3.1.5 Anomalous meaning	53
3.2 Discussion	57
3.2.1. Mandy's Communication Disorder	59
3.2.2. The communication Disorder Arise Processing Understanding ...	61
CHAPTER IV CONCLUSION AND SUGGESTION	
4.1 Conclusion	64
4.2 Suggestion	65
REFERENCES	67
CURRICULUM VITAE	
APPENDIX	

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, objective of the study, scope and limitation, significance of the study, definition of key terms, previous study and research method.

1.1 Background of the Study

Communication ability is one of the most important aspects that every human being should be aware of. Communication ability easier for people in social interaction because social interaction can occur when there is an individual action that causes a reaction to another individual. Every human being has been introduced to social interaction since early, But not everyone can communicate normally. Some people experience communication disorders, so, they cannot receive and deliver messages. In addition, every people experiences communication disorders with different factors, one of them is the imperfection of hearing and speech.

According to Bogdashina (2005), when children have a lack or complete system of sensing, the central nervous system, adequate mental capacity, and emotional stability can trigger a variety of communication disorders. One of them happened on the autistic. The autistic has a language disorder, so it has difficulty communicating. These two things become barriers to them because language and communication have relevance, the example When people experience language

disorder they cannot speak, read, write, and think normally it becomes one of the factors of communication disorder.

A communication disorder is a disorder of the ability to receive, transmit, process, and understand the verbal or nonverbal concept. Communication disorder can occur starting from the severity to a mild, communication disorder can occur in primary defect sufferer or possibly secondary defect. The fact in the study done by Lord (2005) stated that 30% of the autistic cannot speak for life. Then, the result stated that there were 60% of autistic can speak but experiencing speech delay and they can produce the first word at the age of six years. It's a factor of communication disorder, so that autistic cannot communicate and interact with the environment. Communication disorder is one of the main factors that determined how broadly an autistic person can develop relationships with others and can following daily activities such as people in general either at school, home or inside the community (Paul and Sutherland, 2005).

A communication disorder is a variety of problems in language, speaking, and hearing. In addition, communication disorder is characterized by difficulties in understanding and language. Most communication disorders occur in the autistic because they have mental, speech, auditory, and even visual limitations. These limitations make the autistic to feel difficult in communication with the environment. They communicate using body language, sometimes if they are unable to receive and convey the message, occasionally they express with emotion. This case often occurs with autistic teenage. Shea and Mesiboy (2015, p. 46) state that autistic adolescents showed abnormalities in speech and language. In

addition, communication disorder is a part of linguistics that belongs to psycholinguistics subjects. It is the reason why the researcher chooses communication disorder as a research topic.

This study used the theory of communication disorder by Paul (2008) the researcher chooses the theory because this theory provides a detailed explanation of communication and type disorder. According to Paul (2008), Communication disorders consist of six types. Firstly, the response is minimal in communication. Secondly, it is difficult to focus on. Third, a low frequency of communication. Fourth, there is a limitation of the communication function. Fifth, echolalia or repetition of words. And the last is the use of unusual words. In addition, this research focuses on the communication disruption that occurs to the main character in the "Fly Away" movie. The researcher choose the film as a research object because the main character in the film has a communication disorder. The researcher chooses autism as the subject of research because, the main character in the movie has successfully demonstrated an autistic character that matches the description of the autism characteristics of Mandy as described by (Paul, 2008).

Communication disorder has been investigated by some researchers. Suherman (2015) showed types of language disorder mostly used by the character in the My Name is Khan movie. Secondly, Zakiah (2015) found several types of speech and language disorders namely articulation disorder, phonological disorder, voice disorder, and stuttering disorder. Octavia (2018) stated that autistic people have difficulties in expressing their feelings, needs, and thoughts. Nafiah (2007) showed that sound disturbances and language disability mostly suffered

from autistic children. Fifth, Amelia (2019) showed that the aided language stimulation method affects the enhancement of autistic child expression communication. Sixth, Rosdia and Eko (2017) found that the movement and touch of autistic students are more dominantly used as a way of communication. Seventh, Teresia (2017) demonstrated the improvement of expressive children's communication using the PECS method. Eighth, Wijayaputri (2015) showed that young autistic communication is far below the chronological age, and the intervention given plays a role in developing communication skills.

In the previous studies, it can be concluded that the similarity of this research with prior research is to use film as a research object. The majority of previous studies have used the film as a research object and on average using Carroll's theory (2004). While this study used the theory of (Paul 2008). In addition, the average pick of autistic children and adults are autistic men as research objects. While in the study, the autistic teenage girl is selected as the subject of research.

This research is based on the assumption that the types of communication disorders in the autistic characters that occur in the film are present in the types of communication disorders. Furthermore, the next assumption of communication disorder can occur in the main character in the movie because the lead actor is autistic. Majority communication disorder occurs in the autistic. The researcher is very interested in using the movie as a research object because the movie had a relationship with the research topic. In the movie, the main character is the young woman autistic and experienced various types of communication disorders.

1.2 Research Question

1. What are the types of communication disorders arise in the process of the autistic character in the Fly Away Movie?
2. How communication disorder arise in the process of understanding the utterances by autistic character in the Fly Away Movie?

1.3 Research Objectives

1. To identify the types of communication disorders arise in the process of the autistic character in the Fly Away movie.
2. To describe how the communication disorder occurs in the process of understanding of the autistic character in the Fly Away movie.

1.4 The Significance of the Study

The findings of this research should contribute theoretically and practically. Theoretically, the findings of this research can be a reference in the field of psycholinguistic. In addition, this study can also improve the enforcement of communication disorders, especially in the autistic people in the movie.

Practically, this research is expected to provide the understanding and more knowledge to readers. A communication disorder is useful for subsequent studies that are interested in researching this topic but with different objects and is expected to be able to examine more complete communication disorders.

1.5 Scope and Limitation

The research focuses on communication disorder to the main character in the Fly Away movie. To analyze the types of communication disorders that occur of the main character in the Fly Away movie, the researcher uses the theory of Paul (2008).

As a limitation, this study focuses on analyzing communication disorders in the "Fly Away" movie. The researcher uses the video of the movie which is published on October 26, 2018 with the duration of 1:15:37.

1.6 Definition of Key Terms

1. A communication disorder is a disorder that mostly occurs in autistic people so that, they cannot convey and receive messages either verbally or nonverbal. Communication disorder also occurs due to a problem with the language, speaking, and hearing system. Communication disorder in this study is a disorder that occurs of the main character in the "Fly Away" movie.
2. Autism is a pervasive developmental disorder which is characterized by difficulty in communication. Autism is also a lifelong developmental disorder that is rooted in a neurological problem. Some autistic children since birth have shown certain behavior that differs from human behavior in general, but some symptoms will be recently seen at the age of 18-36 months such symptoms reject the presence of others and have difficulties in language and conversation.

3. "Fly Away" movie is one of the American films that tell the life of a young autistic woman. The movie is a work of Janet Grillo and Pavlina Hatoupis, released on 26 April 2011 and published on YouTube on October 26, 2018.

1.7 Previous Studies

Here are some previous studies that have some similarities and differences. First, Nafiah (2007) examined the expressive language disorder that occurred on Simon Lynch as an autistic child in Mercury Rising movie. This research investigated the types of expressive language disorder. This study used the Theory of Carrol (1985). The result indicated that, there were several types of expressive language disorder that occurred to Simon Lynch in Mercury Rising movie. Namely, phonological disorder, articulation disorder, voice disorder, and the last is Language disabilities as an autistic child. In addition, the result of her research stated that the majority of language disorders that occurred are voice disorder and language disability as an autistic child.

Secondly, Octavia (2018) examined about expressive language disorder occurs in autistic communication when they cannot express verbally and nonverbally. This research was carried out from observations in autistic and conducted an interview with the teacher counselor, and the parents of autistic. This study used psycholinguistic theories to identify language disorders, especially expressive disorders and other theories of Autism Spectrum Disorder. Where the theory is to diagnosed autistic based on symptoms appear. The result of

this research found that autistic have difficulty expressing their feelings, needs, and thoughts especially in the used of expressive language disorder.

Thirdly, the research conducted by Suherman (2015) which examined the language disorder of the main character in “My Name is Khan” movie. This research focuses on the types of language disorders. This study used the ASHA theory (1982). The result of this research is, there are two types of language disorders, namely expressive and receptive language disorder.

Fourth, the study conducted by Zakiah (2015) examining expressive language disorder of the Cerebral Palsy in the “Skallagrig” movie. This study used the theory of Carrol (2004) to analyze the phenomenon that occurred of the autistic children in the movie. The result of this study stated that Esther's as the autistic children experienced some speech and language disorders. They are articulation disorder, phonological disorder, voice disorder, and stuttering disorder. In addition, the result of the study stated that the majority of articulated disorder was found.

Fifth, this study was conducted by Amelia (2019) for her research on the aided method Language stimulation on the expressive child communication with spectrum autistic. The purpose of this research is to prove the influence of aided language stimulation on children with autism syndrome. The research uses the aided Language research method stimulation from previous research of Marsha Acheson (2006). The study chose SLB Dewi Sartika Sidoarjo and the subject selected in this study was a seven-year-old boy with an autistic spectrum. The

results of this study show that the aided language stimulation method has an effect on improving children's expressive communication with spectrum autism.

Sixth, Rosdia and Eko (2017) concern nonverbal communication of teachers and students in understanding the message in the child autistic in TKLB Aisyiyah Krian. The purpose of this research is to know the communication of teachers and students in the understanding of messages in autistic children. This study used the theory of Arni Muhammad (2005). The research also uses qualitative descriptive to analyze the data. The subject in this study was taken from one teacher, three autistic children, and three autistic disciples. In addition, the research object is TKLB Aisyiyah Krian. The result of this research is the movement and touch of autistic students are more dominant used as a way of communicating every day.

Seventh, Teresia (2017) researched on expressive communication using the PECS method for children with autistic syndrome. The purpose of this research is to know the ability of expressive children's communication with autistic syndrome using the method of PECS (Picture Exchange Communication System). The study used Bohan theory (2013) and pre-experimental design in the form of a one-group (pretest and posttest) to obtain the desired data. The subject of this study was an autistic child. The result of this research is to demonstrate the improvement of expressive children's communication using the PECS method.

Eighth, Wijayaputri (2015) investigated communication barriers to autistic autistic teenagers. The aim of the research is to provide an overview of the case of communication barriers and learning methods in adolescent autism. This study

used Paul's theory (2008). The subject of this study was taken from a 19-year-old autistic teenage girl and an autistic teenage boy who was 16 years old. In addition, the object in this study was taken at the Yogyakarta SLB. The result of this study shows that the first of the capabilities of the youth's autistic communication is far below its chronological age, and both interventions are given to the subject from childhood to adolescence play a role in developing the communication skills.

From those previous studies, it can be concluded that the similarity of this research with prior research is to use film as a research object. The majority of previous studies have used the film as a research object and on average using Carroll's theory (2004). In addition, the average pick of autistic children and adults are autistic men as research objects. While in the study, the autistic teenage girls selected the subject of research. One of the researchers previously selected adolescent autistic as the subject of research but autistic teenage boys and girls are not just women alone. The research object was taken in Jogjakarta's SLB while the study used objects in the film. This is different from previous studies if in previous studies both use adolescent autistic subjects but there are differences. In this study using autistic young women, while previous research used subjects of adolescent autistic adolescents mixed male and female.

1.8 Research Method

This section presents the research design, research participants, data and data sources, data collection and data analysis.

1.8.1 Research Design

This research uses descriptive qualitative method for analyzing data. This qualitative method is to interpret and outline the data concerned with the current situation. This research use descriptive qualitative methods to describe communication disorders that focus on the type of communication disorder that occurs in autistic people in the film "Fly Away".

1.8.2 Data and Data Sources

The data sources of this research be taken from Fly Away movie in the Stephanie Young's Youtube channel the movie published on October 26, 2018. The movie start 1 hour 15 minutes. The data focus on Mandy utterance as the main character in Fly Away movie. The problem analyzed in this study is the type of communication disorder arise in the process of understanding of the autistic character in the Fly Away movie. Thus, this research is intended to identify, and describe, communication disorder occur in the movie.

1.8.3 Data Collection

The researcher takes several steps to collect the data. First, the researcher searches the movies that match with the research topic. Secondly, the researcher downloaded the movie used Savefrom Net. Thirdly, the researcher searches and downloaded the movie transcript. Fourth, the researcher watched and listened to a conversation in the movie several times. Fifth, the researcher chooses the types of communication disorders as research. Lastly, the researcher created a code like checklist in the appendix in every type of communication disorder to made analyzed easier.

1.8.3 Data Analysis

The researcher analyzed the data by conducting the following steps. The first, the researcher noticed some responses to the types of communication disorder according to Paul's theory (2008). The researcher then discusses questions on the first research question, types and disorders communication that occurs in the young woman autistic by responding to questions and delivering messages. And the last, the researcher concluded as the result of both analyses.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter examine the underlying theory of the study. The research takes some theories that deal with this study. They are understanding of communication disorders, types of communication disorders, autistic language, film synopsis, and the previous studies.

2.1 Psycholinguistics

Psycholinguistic is a part of the linguistic study which is a field of psychology and linguistic integrity. Psycholinguistic is a field that explores the relationship between mind and human language. According to Levelt (1995), Psycholinguistic is the study of the mental process and the underlying skills of production and understanding of the language. In addition, the field of Psycholinguistic has assumed that the user of the language as a complex information processing system, psycholinguistic emphasizes that the linguistic knowledge brought by the user of the language is to produce and understand the language. Although the structure of psycholinguistic knowledge is the subject of linguistic but does not diminish the psychological entity rather than the processing of the language itself (Chomsky, 1968).

Psycholinguistic can describe the psychological processes that occur if a person utter the sentences and hears at the time of communication, and how the language is obtained by humans. Theoretically, psycholinguistic objectives are seeking a language theory that is linguistically acceptable and psychology can

explain the nature of a language and its process of enrichment. According to Chaer (2003) Psycholinguistic has several kinds of subdisciplines that are, psycholinguistic theoretically discussing about language theories related to human mental processes in language. Then the psycholinguistic developments are reviewing the process of language acquisition, both first language acquisition and second language acquisition. In addition to reviewing the process of language acquisition, psycholinguistic developments also examine the process of semantic acquisition, phonology, syntactic obtained gradually. In addition, there are psycholinguistic social which has a connection with the social aspects of the language. In a language society is an inner bond that is difficult to abandon, not just as a means of communication. Further, that is psycholinguistic education, the psycholinguistic study of the aspects of formal education in the school. The meaning of formal education, such as language role and teaching skills, and knowledge on improving language skills in the process improves the ability to convey ideas and feelings. Then the next is neuropsycholinguistic, which examines the relationship between the language and the human brain.

Psycholinguistic has several sections or discussions the first is, language production and speech error. Second, language acquisition. Third, language and brain. Fourth is language comprehension. The fifth is communication, language, and speech. And the last one is a language disorder. Of the several passages, in this research researchers chose communication disorder as a research topic. A communication disorder is included in the psycholinguistic part of communication, language, and speech. Communication, language, and speech are

interconnected. According to Indah (2017), communication, language, and speech are a connection chain. Communication includes language and language is one of them includes speech.

2.2 Communication Disorder

In general, communication disorder can be interpreted as a collection of psychological disorders characterized by difficulties such as difficulties, difficulties in understanding and use of language. There are several categories of communication disorders i.e. expressive language disorder, mixed language disorder (expressive and receptive), phonological disorders and stuttering. These disorders can affect academic functions, social communication, and in the work environment.

A Communication disorder is a disorder that causes the person does not interact with the environment. A Communication disorder is a disorder that interferes with someone's ability to accept, understand information from others, and not be able to express their ideas. According to ASHA (1993), communication disorder is a disorder that inhibits the ability to receive, transmit, process, understand verbal and nonverbal concepts. Communication disorders can range in severity to a mild level. In communication disorders, there are some problems that occur, that these problems are some problems of communication disorders. According to existing sources titled Speech and Communication Disorder (2007), the problems that occur in communication disorders are problems in speaking, speaking, and listening.

A communication disorder is a problem that occurs in language, speaking, and hearing. Most communication disorders occur in the autistic because they have mental, speech, auditory, and even visual limitations. Autism is one of the syndromes that experience communication disorders due to certain factors. According to Huebner and Lane (2001), autism is caused by the occurrence of abnormalities occurring in the brain. Not all autistic have the same way to show the abnormality that occurs in them, autistic teenagers, children, adults indicate their abnormalities in their respective ways. An autistic teen indicates its abnormalities when they speak. (Shea and Meshibov, 2005).

Communication disorder that occurs in autism is due to several factors as an inhibitory communication on autism. According to Paul (1982), communication disorder is a disorder that can occur biologically, psychologically, and socially, so it does not only happen to the autistic but can occur in normal children. Disorders due to biological factors include imperfections in the auditory system, vision, and speech. While the psychological disorder is a disorder that occurs in the brain, an example of someone who has excessive trauma.

In communication disorder, there are several types of interference and several factors. Paul (2008) stated that there are six types of communication disorders that occur in the autistic that there is a minimal response, difficult to focus, low frequency of communication, limitation of communication function, and repeatedly impersonate words Are heard, and the use of unusual words.

Firstly, a minimal response is limited attention at the time of speech where a person has a failure to respond to someone's talk. Example: No response when the

name is called, someone speaks to us but we have no response, not replying to the conversation. When you get a command like "ordered meal" but do other activities like "sleep" or even just look at the food. (Paul, 2008 p, 7-8).

Secondly, it is difficult to concentrate, it is difficult to concentrate when communicating so as not to understand what people are told. The meaning is difficult to focus on when asked to talk about other things outside the conversation so that it throws sentences that do not fit the context of the conversation. Example: Directing views on other objects, taking into account the movement of other people who are not interlocutors. (Paul, 2008 p, 9-13).

Thirdly, a low frequency of communication is a disturbance to hearing and speech, causing the low frequency of communication. They were unable to express what was in their minds an example: "They wanted to say willing to eat, but that was said to drink. (Paul, 2008 p, 13).

Fourth, the limitation of communication function is a type of communication disorder in autism where communication only serves to request and reject a message, they can not digest, and convey the message well. They can not convey a message with a long sentence just enough with a word or two words. For example: If anyone forbids "don't go out of the house before permission" then they reject it by raging or just look at the person who forbids it then suddenly leaves. (Paul, 2008 p, 13-14).

Fifth, the repeated the word that is heard when it hears a person talking then the sufferer remembers the words and repeats them repeatedly. This is often done autistic while communicating with the other person. Example: If anyone says "dad

just got home from the office" the word "dad just got home" repeated by autistic many times. (Paul, 2008 p, 14-18).

Sixth, the use of unusual words is the words that people cannot understand. Unusual words are vague and meaningless words, this is usually due to the unclear factor in the pronunciation. The example: "the bike was flying". (Paul, 2008 p, 19-21).

From some sense of communication disorders and some types of communication disorders on autistic. It can be concluded that in general, a communication disorder is a disorder that causes one to not interact with the environment. Otherwise, communication disorders cause one does not have the ability to receive, respond to messages That others convey, and cannot express ideas directly. In communication disorders there are six types of response is minimal, difficult to focus, low frequency of communication, limitation of communication function, impersonate repeated words heard, use of unusual words.

2.3 Sinopsis Fly Away Movie

The movie tells the life of an autistic teenager named Mandy. Mandy is only living with her mother because her father (Peter) who works outside the city, every night Jeanne (Mandy's mother) wakes up from her sleep because Mandy is often experiencing anxiety at night. Jeanne attempts to compose Mandy by singing the song "Lady Bug, Lady Bug flew home. If Mandy deters her mother singing this song she is in her arms and makes her become quieter then sleeps.

The next day Jeanne drove Mandy to school. Then after that, he went to the office for work, after a few minutes when he was in the school Jeanne got a call from school principal Mandy informed me that, Mandy was unable to adapt to her friends. This can interfere with the learning process in the school and the concentration of his friends. The headmaster suggested that Mandy be moved to a different school. In desperate Jeanne calls Peter to go home and invite Mandy to the weekend.

Without thinking Peter's length soon came home and invited Mandy and Jeanne on a holiday to the park. They enjoy the moment, the moment that they get very rarely because of the bustle of each. By the time they were enjoying the moment the voice of one of the men named Peter, he cried with a very anxious voice that showed he was in great trouble. Shortly thereafter Peter and Jeanne went from their place and approached the place where Peter's voice came from. Peter says that Mandy had a difference where she was different from the general child, Peter said that Mandy New just attacked one of the children playing in the playground. After hearing it he immediately took Mandy and secured the situation.

The next day Jeanne invites Mandy to buy a re-ice from school, she does so in order to entertain Mandy. But Mandy did an act of suspicion, disturbing the ice-cream sellers. A day later when Jeanne runs with her dog, she encounters a neighbor named Tom. Tom tells Jeanne that Mandy has a distinction she does not like a child in general. He says that Mandy was making a mess in her new school again and she doesn't have a match with her friends, after hearing the words of

Tom Jeanne hurried home then she decides to house Mandy home and not Allowed out of the house for one week. After this incident, Jeanne decided to quit her job and focus on taking care of Mandy.

The next day Mandy and Jeanne meet Tom with his dog in the park Tom begins to try to approach Jeanne but Jeanne keeps his distance. Mandy was expelled from school and inserted into an autistic special quarantine. He had to leave his mother and everything he had at home he gave farewell greetings to his mother by singing the song Fly Away Home. The song is usually sung by Jeanne to compose Mandy when Mandy begins to experience anxiety and rages at the time of not being able to receive messages from people or when she feels unsuitable to others. Jeanne and Peter decide to include Mandy in autistic rehabilitation so that Mandy can get better than ever. Jeanne often imagines Mandy that she must live independently and away from her family and parents.

2.4 Previous Studies

Here are some previous studies that have some similarities and differences.

First, Nafiah (2007) examined the expressive language disorder that occurred on Simon Lynch as an autistic child in Mercury Rising movie. This research investigated the types of expressive language disorder. This study used the Theory of Carrol (1985). The result indicated that, there were several types of expressive language disorder that occurred to Simon Lynch in Mercury Rising movie, namely, phonological disorder, articulation disorder, voice disorder, and language disabilities. In addition, the result of her research stated that, the majority of

language disorders that occurred are voice disorder and language disability as an autistic children.

Secondly, the research conducted by Octavia (2018) examined about expressive language disorder usage of autism sufferer. The study focuses on expressive language disorder occurred of autistic in communication when they cannot expressed verbally and nonverbal. This research was carried out from observations in autistic and conducted interview with teacher counselor, and the parents of autistic. This study used psycholinguistic theories to identify language disorders, especially expressive disorders and other theories of Autism Spectrum Disorder. Where the theory is to diagnosed autistic based on symptoms appear. The result of this research found that, autistic have difficulty expressing their feelings, needs, and thoughts especially in the used of expressive language disorder.

Thirdly, the research conducted by Suherman (2015) which examined the language disorder of the main character in the My Name is Khan movie. This research focuses on the types of language disorder in the My Name is Khan movie. This study used the ASHA Theory (1982) to analyzed the types of language disorder in the My Name is Khan movie. The result of this research is, there are two types of language disorder, namely expressive and receptive language disorder.

Fourth, Zakiah (2015) examined expressive language disorder of the Cerebral Palsy in Skallagrig movie. The purpose of the study is to understand the phenomenon of cerebral palsy expressive disorder in the Skallagrig movie. This

study used the theory of Carrol (2004) to analyze the phenomenon that occurred in the speech of the autistic child in the *Skallagrigg* movie. The result of this study, stated that Esther as the autistic children experienced some speech and language disorders it is articulation disorder, phonological disorder, voice disorder, and stuttering disorder. In addition, the result of the study stated that, the majority of articulated disorder was found.

Fifth, Amelia (2019) researched on the aided method of language stimulation on the expressive child communication with spectrum autistic. The purpose of this research is to prove the influence of aided language stimulation on children with autism syndrome. The research uses the aided Language research method stimulation from previous research of Marsha Acheson (2006). The method is used to analyze the data. The study chose SLB Dewi Sartika Sidoarjo as a research object. The subject selected in this study was a boy with a seven-year-old autistic spectrum. The results of this study show that the aided Language stimulation method has an effect on improving children's expressive communication with spectrum autism.

Sixth, the research of Rosdia and Eko (2017), on nonverbal communication of teachers and students in understanding the message in the child autistic in TKLB Aisyiyah Krian. The purpose of this research is to know the communication of teachers and students in the understanding of messages in autistic children. This study used the theory of Muhammad (2005). The research also uses qualitative descriptive to analyze the data. The subject in this study was taken from one teacher, three autistic children, and three autistic disciples. In addition, the

research object is TKLB Aisyiyah Krian. The result of this research is the movement and touch of autistic students are more dominant used as a way of communicating every day.

Seventh, the research conducted by Teresia (2017) on expressive communication using the PECS method for children with the autistic syndrome. The purpose of this research is to know the ability of expressive children's communication with autistic syndrome using the method of PECS (Picture Exchange Communication System). The study used Bohan theory (2013) to analyze data. In addition, this study used a method of pre-experimental design in the form of a one-group (pretest and Posttest) to obtain the desired data. The subject of this study was an autistic child. The result of this research is to demonstrate the improvement of expressive children's communication using the PECS method.

Eighth, Wijayaptri (2015) examined the communication barriers to autistic teenagers. The aim of his research is to provide an overview of the case of communication barriers and learning methods in adolescent autism. This study used Paul's theory (2008). The subject of this study was taken from a 19-year-old autistic teenage girl and an autistic teenage boy who was 16 years old. In addition, the object in this study was taken at the Yogyakarta SLB. The result of this study shows that the first of the capabilities of the youth's autistic communication is far below its chronological age, and both interventions are given to the subject from childhood to adolescence play a role in developing the communication skills.

From some previous studies, it can be concluded that the similarity of this research with prior research is to use film as a research object. The majority of previous studies have used the film as a research object and on average using Carroll's theory (2004). In addition, the average pick of autistic children and adults are autistic men as research objects. While in the study, the autistic teenage girls selected the subject of research. One of the researchers previously selected adolescent autistic as the subject of research but autistic teenage boys and girls are not just women alone. The research object was taken in Jogjakarta's SLB while the study used objects in the film. This is different from previous studies if in previous studies both use adolescent autistic subjects but there are differences. In this study using autistic young women, while previous research used subjects of adolescent autistic adolescents mixed male and female.

CHAPTER III

FINDING AND DISCUSSION

This chapter explains the findings of the data and discussion based on explanations from the previous chapter. The findings are discussed to answer the research question, therefore the findings are based on the results of data analysis of the thesis discussing the communication disorder on the autistic character in the film Fly Away. Furthermore, the discussion basically discusses the analysis of the research findings.

3.1 Finding

In this chapter, the researcher presents the data analysis discussed based on the Paul (2008) theory of interventions to improve communication in Autism. The data is extracted from the conversation in the movie. The amount of data analyzed is 43 data. This data is selected as the integrity of the conversation whose choice is intended to get a clear description of the context of the conversation. The film was chosen for presenting the character of an autistic teenage girl.

This section describes the communication disorder proposed by Paul (2008) The theory that took place on Mandy an autistic teenage girl in conversation and every scene. This research involves the types of communication disorders on female autistic characters. In addition, in this part the researcher also explained the results of the problem formulation of the latter. The results stated that

communication disorder to Mandy as the main character in the Fly Away movie was as follows. Sometimes when she communicates and generates a type of communication disorder followed by several incidents such as, jumping, excessive laughs, rebellion, repeating the posture of the fore and stern, the eye over, only see the interlocutor and finger bite. It is an expression that happened to Mandy while communicating.

3.1a. Minimal response

Datum 1

Situation : Quiet situation, silent in the night before bedtime, and confused in the morning because Mandy was almost late to school.

Participant : Jane as mom, and Mandy as the autistic, Peter as a father, Tom as the neighbor, and psychologist.

Jane : “ The Pharises house is on fire and your children will roam ladybug ladybug.”

Jane : “*What a little bug come on time to get it up beat up beat my heart.*” [1.1]

Jane : “*get it up beat up beat up my heart* ” [1.2]

The speech expressed by Jane in the Datum (1.1) is a type of minimal response communication disorder. The speaker gave attention by waking Mandy so as not to go to school, but there was no response. It shows that Mandy has a minimal response when asked to communicate. At the datum (1.2) at the time Jane drove her into the car and said that Mandy did not respond to her and did not give a reply to Jane's speech.

In the evening Jane's Room lulled Mandy by singing a fly away home song or a ladybug ladybug so Mandy was calm and could sleep soundly. In the morning Jane woke her up to go to school and said in the Datum (1.1) But Mandy did not respond, she was just silent and just looked at Jane. After she woke up then breakfast, Jane delivered her to the front of the house awaiting the arrival of a pickup car from school. By the time the car came, Jane immediately drove Mandy up into the car. And said in the Datum (1.2) But Mandy did not respond to her and her views were only on the car's depot.

Datum 2

Situation: The situation that happened to Mandy is the confusion of Mandy because it cannot rub teeth before bedtime, and the situation the next day Mandy is very happy.

Participant: Jane as the mother, and Peter as the father.

Jane : *here you go oh good others say who say. House is on fire and your children will wrong ladybug ladybug.* [2.1]

Peter : couldn't make it this weekend.

Jane : *Mandy daddy's here.* [2.2]

Peter : look i bought your present a ballpoint ou can draw all the pictures you want.

The speech expressed by Jane in Datum [2.1] is a type of minimal response communication disorder. The speaker told Mandy to brush her teeth but Mandy did not respond. It shows that Mandy has a minimal response when asked to communicate. In Datum [2.2] as Peter arrives then Jane calls Mandy and says

that her father has come but Mandy does not respond to Jane's speech and does not give Jane a speech or code.

At night in the bathroom, before sleeping Mandy toothbrush first accompanied by Jane. At the moment in the bathroom, Jane tells Mandy to take her toothbrushes and polish the toothpaste topped and then put in her mouth to brush her teeth. Jane tells Datum [2.1] But Mandy does not respond to her, she doesn't take a toothbrush from her mother but she only sees her mother without responding anything until her mother has her hand and gives the toothbrush.

The next day at the dinner table at the time of breakfast, suddenly her father came. But Mandy did not respond to her father's arrival as she had been enjoying her breakfast while watching her favorite cartoon. In the end, Jane summoned Mandy by saying to the datum [2.2] to the living room and meeting her father but Mandy did not respond to her mother's words, to her father who met her at the dinner table.

Datum 3

Situation: The situation at the time was leisurely and disorderly

Participant: Peter as the Father, and Jane as the mother

Peter : sushi dick I'm a lady

Jane : oh god Mandy you can't do that. *Mandy do you have to apologize to Daddy* [3.1].

Jane's utterance in the datum [3.1] is a type of low-response communication disorder. Since Jane said the sentence Mandy did not respond to her and did

not respond back. It shows that Mandy has a minimal response when asked to communicate.

At the time of being secured, Peter invites Mandy to a refreshing stay in the park while it is cool to relax and Mandy is playing with the kids who also play in the park suddenly, Mandy rampaging. Peter was at once trying to calm him down but couldn't Mandy even bite the Peter's hand. Eventually, Peter called Jane to follow up to the park, after Jane got to the park Jane immediately hugged Mandy and calmed Mandy. When Mandy was calm Jane started chatting with Peter asking her chronology why Mandy could be raging like that, then Peter told her that she had attempted to calm Mandy down but Mandy bit her hand. After listening to Peter's statement, Jane tells Mandy to apologize to Peter at Datum [3.1] But Mandy does not respond to her and runs off to the swing.

Datum 4

Situation: The situation was happy, Mandy and Jane kidding while enjoying ice cream.

Participant: Jane as the mother.

Jane : How you saw me committed good not so fast. *Mandy look at a time watch.* [4.1]

Jane's utterance in the datum [4.1] is a type of low-response communication disorder. Since Jane said the sentence Mandy did not respond to her speech and did not give a response back. It shows that Mandy has a minimal response when asked to communicate.

After returning school Jane fulfilled her promise to Mandy, she invited Mandy to the ice cream shop and they both enjoyed the ice cream in front of the shop jokingly. After a few minutes, they joke Jane told Mandy on Datum [4.1] telling her to look at the clock on her watch but Mandy does not respond, but instead, she flicks the ice cream to Jane's face while standing up and leaving her seat They are then followed by Jane.

Datum 5

Situation: The situation when it's leisurely.

Participant: Jane as the mother, Mandy as the female autistic.

Jane : *Mandy look how cute you see the little chihuahua* [5.1].

Mandy: but our planes.

Jane : no honey dogs don't fly

Mandy: dogs and birds fly away

Jane : no honey.

Jane's utterance in the datum [5.1] is a type of low-response communication disorder. As Jane talks to Mandy, Jane attempts to convey the sentence so that Mandy noticed her and responds again to what she conveys, but Mandy doesn't respond to her. This proves that Mandy experienced a kind of minimal response communication disorder.

In the afternoon at the residential complex, Jane invites Mandy's streets around the estate while looking at some of the people running, and walking with their dogs. Then Jane says she's going [5.1] but Mandy doesn't respond to

her speech she just looked down until Jane lifted her face and pointed her to the dog she had intended to appoint.

Datum 6

Situation: The situation at the time was very harmonious because of Jane, Mandy, and Tom running together.

Participant: Jane as the mother, Tom as the neighbors.

Jane : you're dating yourself it's much more fun

Tom: to date someone house right?...

Jane : um well it was great to run into you

Tom: it's great to run into you too. Goodbye Mandy

Jane: now alright i will see ya. Okay come on god job honey

Tom: *see you Mandy* [6.1]

The sentences spoken by Jane in the datum [6.1] is a type of low-response communication disorder. Because when Jane told her to say a farewell greeting she did not respond, she only focused on her dog then went into the house leaving Tom and Jane in front of the house. This proves that Mandy experienced a minimal kind of response communication disorder, as it cannot respond while communicating.

When the afternoon at Jane, Mandy, and their dog was on an afternoon jog they met one of their neighbors named Tom. After meeting Tom finally they are jogging together. After finishing Tom's jogging home with them and chatting for a while in front of Jane's house. After a chat, Tom wishes to return

to go home and Jane tells Mandy to say farewell greeting as in the Datum [6.1] but Mandy does not respond.

Datum 7

Situation: Jane's morning situation busy preparing the breakfast.

Participant: Jane as the mother, and Mandy as the female autistic.

Jane : *Good job*, okay little bug here is our schedule for the day okay? Look look here see, okay here 8.00 a.m. see that's when you and me had breakfast right and here's number two, we get dressed okay?, number three see the clock here 9.00 a.m. that's when you and me and mr. Lamie lam take Brasi for a walk see you clock 9.00 a.m. that's when we'll go okay? [7.1]

Mandy: lambing that mmm-hmm yep.

Jane's utterance in the datum [7.1] is a type of low-response communication disorder. Because when Jane spoke the words to Mandy she didn't respond, she just focused on eating the cereal while watching her favorite cartoons. This proves that there is a minimal kind of response communication disorder on Mandy, Mandy has a minimal response when communicating.

The morning at home is precisely at the dinner table, Jane is taking cereal for Mandy's breakfast then the cereal is put in front of Mandy. Jane opened the fridge picking up milk, by the time she closed the refrigerator and headed for the dining table she saw Mandy make a good cereal and right there was nothing messy. After seeing this, Jane immediately told him [7.1].

Datum 8

Situation: Relaxing and busy morning situation.

Participant: Jane as the mother

Jane : *Mandy get some shoes we're gonna take ross* [8.1]

Jane's utterance in the datum, [8.1] is a type of low-response communication disorder. Because when Jane spoke the sentence Mandy did not respond to her just watching TV. This suggests that Mandy experienced a minimal kind of response communication disorder when communicating.

In the morning at home, Mandy was sleeping on a couch while watching TV and Jane's desk was calling her working friend. Finish closing the phone she invites Mandy to wear shoes and get ready for a morning workout with their dog.

Datum: 9

Situation: The situation when it is not quiet and confusing.

Participant: Jane as the mother, and the Psychologist.

Jane : *Mandy Mandy* [9.1]

Psikolog: *Hey Mandy Mandy guess what we can go over to the ot 1 why your mom has her meeting miss Ashley's Dania and i know she's your favorite right?* [9.2]

Jane greeting to Mandy in datum [9.1] is a type of low-response communication disorder. In addition, the psychologist greeting to Mandy in datum [9.2] is also a type of minimal response communication disorder. Because at the time Jane and the psychologist called Mandy she did not

respond to their call she was just silent and her gaze straight forward. Both of these states that Mandy experienced a minimal kind of response communication disorder when communicating.

At the moment in the room, the Jane psychologist attempts to summon Mandy so that she is more focused and calm before dealing with a psychologist but Mandy does not respond. Shortly thereafter, the psychologist came and sat next to Mandy and greeted Mandy but she did not respond to the greeting.

Datum: 10

Situation: That morning situation was busy

Participant: Jane as the mother

Jane : *Then after we lock the oven we'll call grandma's i'm going to go is grocery storange, okay and then we come home.* [10.1]

Jane's spoken to Mandy, in the datum[10.1] is a type of low-response communication disorder. Because when Jane asked her to communicate Mandy did not give any response, she just looked at the laptop because she was watching her favorite movie. This suggests that Mandy experienced minimal response when communicating.

In the morning at home before Jane and Mandy started their activity that day, Jane explained their agenda for one day. She explained by describing the order of their agenda. At the time Jane explained their agenda while pointing out the drawn picture hoping to get a response from Mandy, but Mandy didn't respond to it.

Datum: 11

Situation: The confusing situation at night.

Participant: Jane as the mother, and Tom as the neighbor.

Tom: she was hiding she said she was looking at the plane

Jane: *it's not funny young lady it's not funny at all* [11.1]

Jane's utterance, in the datum [11.1] is a type of low-response communication disorder. Because at the time Jane pronounces the sentence on Mandy, but Mandy doesn't respond to her speech, but she disallows Jane to do so. This suggests that Mandy experienced minimal response when communicating.

At night at Tom's home, full-day Jane looking for Mandy when they are in the park suddenly Mandy is upset at Jane because she doesn't want Jane to take their pet dog. But Jane continues to take her and eventually Mandy screams and angrily pushes Jane and goes away, Mandy makes Jane confused and looking for her to the night. And apparently, Mandy went to Tom's house, at the time at Tom's house after Jane came in and embraced Mandy then Mandy came in and slept on the couch. Then Jane says the sentence was approached [11.1] while standing to stare at Mandy's will but Mandy did not respond to Jane's words.

Datum: 12

Situation: The situation when it is quiet.

Participant: Psychologist.

Psikolog: To a left here we have the commons area, that's where we have our meals except for breakfast which we serve in the college's each cottage has its own kitchen so kids can learn how to cook how to clean capability independence racing self-esteem that's what we extract achieve here once a month we have a Friday dance *Mandy Mandy do you like dances.?* [12.1]

The psychologist's utterance, in the datum [12.1] is a type of low-response communication disorder. Because when a psychologist calls his name then gives a question like that, he does not respond to the psychologist's speech. This suggests that Mandy experienced a minimal kind of response communication disorder when communicating.

During the day Jane invites Mandy to return to the psychologist, during a trip from the office lobby to the psychologist room. psychologist talks with Mandy as in the Datum [12.1]. After arriving in his room and then sitting he called Mandy and asked him as in the Datum [12.1] But Mandy did not respond to him and did not pay attention to her shirt while playing the shirt and saw the picture on her shirt.

Datum: 13

Situation: The situation is edgy.

Participant: Psychologist

Psikolog: *Mandy would you like to take a walk around the grounds hmm how about it?* [13.1]

The psychologist's utterance in the datum [13.1] is a type of low-response communication disorder. Because when the psychologist summoned Mandy

later offered to call her to the park, she did not respond to the psychologist's speech. This suggests that Mandy experienced a minimal kind of response communication disorder when communicating.

When in the room of a psychologist, the psychologist said as in the Datum (13.1) But Mandy did not respond to the show that Mandy was just silent and then ran out of the room leaving psychology and Jane. Then Jane and the psychologist immediately followed Mandy out of the room trying to summon Mandy but Mandy did not respond to their call.

3.1.2. Low Frequency Communication

Datum: 1

Situation: The situation when it was very memorable.

Participant: Dylan as Mandy's friend in the school, Mandy as the autistic, and Jane as a mother

Dylan: do you like robots? I bought three robots from my after- school activity they are all made out recycled metals everyone needs to recycle because it's good for the environment.

Mandy: *everyone Boeing 747 best is playing sky.* [1.1]

Mandy's utterance when responding to Dylan's words in the datum [1.1] is a type of low-frequency communication disorder. Because at the time Mandy and Dylan had a conversation Mandy suddenly said that with the intent as explained in the context, she was unable to explain with the final details she just issued a

sentence like that. This proves that Mandy was experiencing low-frequency communication interference when communicating.

When Mandy and Jane had just got into the school and wanted to get into the class, suddenly there was a friend Mandy was calling them and then invited to meet. After acquaintance Dylan invites Mandy to speak then he asks if Mandy likes the robot. Mandy did not answer yes or wouldn't but Mandy said the listed arrived [1.1] the intention of Mandy's greeting, she wanted to convey that everyone didn't need a robot but needed a plane to fly. Because for Mandy flying and playing with the clouds is something fun.

Datum: 2

Situation: The situation at that time is insecure, and it is very gripping.

Participant: Jane as the mother, and Mandy as the female autistic.

Jane: Mandy come on

Mandy: *no dog bark* [2.1]

Mandy's utterance to Jane in datum [2.1] is a type of low-frequency communication disorder. Because Mandy's remarks were not the utterance, Mandy wanted to say that she didn't want Jane to take their dog, she didn't like the dog's barks. But he was not able to pronounce the one he had in mind when he spoke such words. It shows that Mandy experienced low-frequency communication when communicating.

The morning before Jane and Mandy ran early in front of the house Jane asked her to run immediately, but Mandy did not run away she said the words were signed [2.1] The intention of her words she wanted to convey that she didn't

want Jane to take their dog. Because he doesn't like the dog's barks, he still forces to take him and eventually Mandy shows his disagreement in an angry and raging way to Jane, prompting Jane to fall down and then flee to leave Jane.

Datum: 3

Situation: The situation at that time very harmonious and enjoyable.

Participant: Mandy as the female autistic

Mandy: *funny, it's so funny* [3.1]

Mandy's utterance to Mandy in the datum [3.1] is a type of low-frequency communication disorder. Because in fact, Mandy wanted to tell Jane that the movie she was watching was funny, and Mandy took Jane to watch. However, he was unable to explain it in a lengthy sentence, so he simply conveyed it through the words. This shows that Mandy experienced low-frequency communication when communicating.

At the time in the TV room, Mandy was watching a cartoon while Jane was in the kitchen. Mandy entertained watching the movie so she called Jane to sit with her watching the film. When Jane has sat in her view, Mandy pronounces the words on datum [3.1] while laughing and pointing to the TV.

3.1.3. Limitation of the communication function

Datum: 1

Situation: The situation at that time was very noisy.

Participant: Jane as a mother, Mandy as the autistic, and Tom as the neighbor.

Jane: Mandy no Mandy that's mommy laptop

Mandy: *my computer my computer* [1.1]

Jane: that's mommy Julie file, did you turn off that file?

Mandy: no

Mandy's utterance to Jane, in the datum [1.1] is a type of communication disorder that limits communication function. Because when Mandy said the words were followed by a rampage, she ramped up indicating that she had not received Jane's ban. He could not get upset with the words of the sentence, so he expressed the rage. It shows that Mandy had a limited communication function when communicating.

In the kitchen, at the time Jane was on the phone with one of her friends she didn't realize that Mandy was opening her working laptop. After he finishes the phone he just realizes and tells Mandy that it's his laptop for work instead of Mandy's laptops that are usually used to watch. Mandy did not believe in Jane's explanation she still told me that it was her laptop, she spoke that way because she thought that it was her regular notebook used to watch her favorite movie. Mandy is against Jane's waffle while raging, suggesting that Mandy is not receiving Jane's strike.

Datum: 2

Situation: The situation at the time was very gripped and confused.

Participant: Jane as the mother, and Mandy as the female autistic,

Jane: oh good job bug you stayed in school all day you're gonna get stars

Mandy: Stay in school about your ice cream, *huaaaaa....haaa...no...no... huuuuu*
buy the ice cream [2.1]

Mandy's speech and action were approached in the datum [2.1] is a type of communication disorder restriction of the communication function. For when Mandy did not receive the greeting of her mother who required her to change her shirt first before to the ice cream shop, she expressed her disapproval by raging and slammed the goods to her mother while saying it On datum [2.1]. It signifies that Mandy had restricted the function of communication when she was unable to convey a message to others, she was unable to express her disapproval when communicating.

During the day home after school, Mandy bills to Jane, who will buy her ice cream if she has come to home school. When he bills the promise Jane says that Mandy had to change clothes first. Mandy did not receive the word Jane she continued to say the words that Jane had delivered earlier in the morning before going to school while repeating the words later she raged and slammed the items around her. He slams these items into his mother throwing his mother with some stuff saying on datum [2.1] until finally, Jane attempts to approach him then instantly embraces him and calm him down. After Mandy calm, Jane immediately invited her to the ice cream shop.

Datum: 3

Situation: The situation at the time was relaxed, confused, and insecure

Participant: Tom as the neighbor, Jane as the mother, and Mandy as the female autistic.

Tom: there's no school today?

Jane: oh is this a holiday

Mandy: I hate school

Tom: yeah i hated it too Mandy

Mandy: I hate it i hate it i hate it, *i hate you...i hate you...i hate you...* [3.1]

Mandy's action and speech were approached in the datum [3.1] is a type of communication disorder restriction of the communication function. Because at the time Tom says it is not like the aforementioned Tom's question. Mandy expressed her dislike with a raging expression while saying the word to datum [3.1]. It signifies that Mandy had restricted the function of communication when she was unable to convey a message to others, she was unable to express her disapproval when communicating.

In the morning when Mandy and Jane were in front of the house getting ready for a morning run, Tom suddenly approached them. Tom invites Jane and Mandy to run for the morning together before they run in the morning Tom asks Mandy as stated by [3]. When Tom asks them, Jane answers the question, and Mandy responds to Tom's question by repeat the words, and sometime later she begins to rebel for dislikes if Tom asks about the school. Mandy repeats the words as it was listed, [3.1] It signifies that Mandy disagrees with Tom's question.

Datum: 4

Situation: The situation at the time was relaxed.

Participant: Mandy as the autistic female.

Mandy: *Berrrrr.....* [4.1]

Mandy's behavior was approached in the datum [4.1] is a type of communication disorder restriction of the communication function. Because of his

actions, it signifies that he wanted the results of his image to be seen and given praise. It signifies that Mandy experienced a limitation in communication function. Because when he wanted to get the praise and the results of his pictures were noticed, he did the action because he could not afford to say with a complete sentence.

In the restaurant during the meal and Jane and Tom are chatting, Mandy is drawing. In the middle of the conversation, Jane and Tom Mandy suddenly showed a result of the image in front of Tom by issuing a word to the datum [4.1]. In the end, Jane and Tom stop their conversation and see the result of Mandy's image and then praise her.

Datum: 5

Situation: The Situation at the time was confused, rookery, and insecure.

Participant: Mandy as the female autistic.

Mandy: *huaaa.....haaaa....haaa...huaaaa... [5.1]*

Mandy's behavior was approached in datum [5.1] is a type of communication disorder restriction of the communication function. Because Mandy's actions indicated that she was uncomfortable with her new school environment, as she was unable to express her inconsistency with words or sentences she expressed through the action. It signifies that Mandy experienced a limited communication function.

At the new school, at the time Jane was broil with the headmaster and Mandy was playing. Suddenly Mandy was raging and threw out the existing game

around her. Until Jane and the school principal were surprised, the headmaster immediately approached him and then held him with one of the teachers.

Datum: 6

Situation: The situation at that moment is silent

Participant: Jane as the mother.

Jane: *you know where those cans go you need to put them away now okay suit yourself but you don't do your chores you don't get a star.* [6.1]

Mandy's actions after listening to Jane's speech were in the datum [6.1] a type of communication disorder restriction of the communication function. Because when Jane spoke the sentence Mandy just turned her face away and then went to her room and locked the door. It signifies that Mandy experienced a limited communication function. She acts because she wanted to convey her message that she disagreed with Jane's remarks and she was angry with Jane.

At home, after returning from the Supermarket at the time Jane was putting the grocery into the refrigerator while telling the Datum [6.1] to Mandy. Mandy is just silent when she hears Jane's speech, she is silent while turning her face away from Jane. Then after Jane finishes talking Mandy goes straight to her room without replying to Jane's speech and then locking the door. Jane attempts to knock Mandy's room door and tells her to open the door, but Mandy doesn't answer her speech.

3.1.4. Repetition word

Datum: 1

Situation: The situation at that moment is quiet.

Participant: Psychologist, and Mandy as the autistic female.

Psikolog: that's what we do here

Mandy: *that's what we do here* [1.1]

The words spoken by Mandy in the datum [1.1] are a type of repetition word communication disorder. Because at the time of communicating, Mandy repeats the words spoken by the other person. Mandy repeats the word many times and is followed by repetitive body movements. This shows that Mandy was experiencing a repetition of words when communicating.

In the psychologist's room, at the time the psychologist was taking him to talk while seated and then at the end of the conversation the psychologist said the words went to [1.1]. By the time the psychologist said the words, Mandy repeated it many times.

Datum: 2

Situation: The situation at that moment was happy and leisurely

Participant: Psychologist, and Mandy as the autistic female

Psikolog: Mandy would you like to take a walk around the grounds hmm how about it you can do that

Mandy: *you can do that you can do that you can you hmm* [2.1]

The words spoken by Mandy in the datum [2.1] are a type of word repetition communication disorder. Because when talking with another person, Mandy

repeats the words spoken by the interlocutor. Mandy repeats the word many times. It means that Mandy was experiencing a repetition of words when communicating.

In the psychologist's room, at the time of sitting and talking psychologist invites Mandy to walk around the playground. Hearing the invitation Mandy was pleased that she repeating the words spoken by the psychologist. While standing and skipping Mandy repeated the word psychologist, while skipping and then they walked out of the room of the psychologist.

Datum: 3

Situation: The situation at that moment was surprising and memorable.

Participant: Jane as the mother, Mandy as the autistic female, and Dylan as Mandy's friend.

Jane: Mandy say hello Mandy

Mandy: *hello Mandy* [3.1]

Dylan: hello Mandy my name is Dylan, i'm in ninth grade

The word spoken by Mandy [3.1] is a type of word repetition communication disorder. Because at the time of talking with the person Mandy repeated some words spoken by her opponents many times. This shows that Mandy was experiencing a repetition of words when communicating.

When Jane and Mandy are new to the school and are walking to class, suddenly a boy Mandy's friend approached them to invite acquaintances and talk. Mandy just laughed then Jane replied to the introduction of Dylan. After that Jane and Mandy continue their steps to get into the class, but only a few steps away

they leave Dylan, Dylan runs then invites Mandy to get acquainted. Dylan instantly mentions his name Mandy is still silent and laughing then Jane tells Mandy to go [3.1] then Mandy repeats the word while laughing.

Datum: 4

Situation: The situation at that time is rushing.

Participant: Mr. Lanza as Mandy's teacher, Jane as the mother, and Mandy as the autistic female.

Mr. Lanza: Dylan it's time to get back to class. hi I'm Mr. Lanza okay is this your daughter?

Jane: yes she a new student I think so that.

Mr. Lanza: it's gerat. Welcome aboard Mandy all right back to class. Oh take care

Jane: bye

Mandy: *back to class right the class* tried to class. [4.1]

The words spoken by Mandy in datum [4.1] are a type of word repetition communication disorder. Because when Mr. Lanza spoke the words Mandy listened to her and indirectly the words kept remembering in Mandy's mind so she repeating these words many times. This suggests that Mandy experienced a type of word repetition communication disorder when communicating.

When Jane, Mandy, and Dylan were talking, suddenly Mr. Lanza approached them and invited them to get acquainted and a little chatting. After that Mr. Lanza told them to immediately enter the class after they finally parted ways and walked to their classrooms. As they walk, Mandy repeats Mr. Lanza many times.

Datum: 5

Situation: The situation at that time was very harmonious and happy.

Participant: Jane as the mother, and Mandy as the autistic female

Jane: Mandy daddy's here

Mandy: *Dad.....daddy is here* [5.1]

Mandy's spoken words arrived [5.1] are a type of word repetition communication disorder. Because when Jane called him and said if Peter had arrived, Mandy repeated Jane's remarks repeatedly. This shows that Mandy was experiencing a repetition of words when communicating.

In the morning at home while the breakfast was suddenly Peter Mandy's father came. When Peter greeted Mandy he did not respond to the Peter's greeting because he was a cool breakfast and watched his favorite cartoon. Knowing it Jane then called Mandy by saying as it is written in the conversation above. Mandy listens to Jane's speech while walking to Jane and the Peter in the living room Mandy repeats the words of Jane many times.

Datum: 6

Situation: The situation at that time is relaxed, confused, and very gripped

Participant: Jane as the mother, and Mandy as the autistic female

Jane: oh god Mandy you can't do that

Mandy: *can't do that can't do that* [6.1]

Jane: say you're sorry

Mandy: *say you're sorry* [6.2]

Mandy's utterance in the datum [6.1] is the type of repetition word communication disorder. Because when Jane said that she repeated it repeatedly. In addition to the Datum [6.2] also includes a type of word repetition communication disorder. For at the time Mandy spoke and listened to the other men she would repeat some words that the other man had said. This shows that Mandy was experiencing a repetition of words when communicating.

In the park when Peter invites Mandy to grant her a day of her holidays together, at the moment when she is playing suddenly, she rages to her friends. Peter attempted to calm her down but could not eventually Peter call Jane, asking Jane to park to soothe her. A few minutes later Jane arrives in the park, she immediately embraces Mandy and attempts to calm her down with the Lady Bug song. A while later Mandy began to calm down. After that Jane asked Peter the chronology of Mandy could have been raging like earlier, Peter said he also did not know his chronology when he was relaxing then sounded the voice of Mandy was screaming and raging. Peter told Jane when she tried to compose Mandy, Mandy bites her hand. Hearing the Peter's speech Jane told Mandy in the Datum [6.1] to hear that Jane's ban Mandy repeated the words repeatedly. In addition Jane asks Mandy to apologize to Peter hearing Jane's speech, Mandy repeats Jane's words repeatedly as in datum [6.2].

Datum: 7

Situation: The situation at that time is very busy, and confusing.

Participant: Jane as the mother, Mandy as the autistic female

Jane: You stay in school all day and I'll buy you a gelato an ice cream.

Mandy: *stay day schooll about the ice cream, ice cream, ice cream, ice cream, ice cream* [7.1]

Mandy's utterance in the datum [7.1] a type of word repetition communication disorder. Because Jane said it was deeply stored in Mandy's mind so Mandy was able to repeat it repeatedly in a long period. It states that Mandy was experiencing a repetition of words when communicating.

In the morning before leaving for school at home, Jane promised Mandy if she managed to stay at school until the hour of her arrival then Jane would ask her to buy ice cream. During the day when Mandy was home school, she charged the appointment by repeating Jane's remarks earlier in the morning. He said the greeting repeatedly, then Jane invites him to the ice cream shop.

Datum: 8

Situation: The situation at that time is relaxed and full of laughter

Participant: Jane as the mother, and Mandy as the autistic female

Jane: mommy chocolate and you coconut

Mandy: no i'm *chocolate, chocolate, chocolate, chocolate, chocolate* [8.1]

Mandy's utterance in datum [8.1] is the type of word repetition communication disorder. Because when Jane spoke those words Mandy remembered her and then repeated her, she repeated the word because she wanted to say that she wanted chocolate ice cream instead of beans. It shows that Mandy was experiencing a repetition of words when communicating.

At the ice-shop, after arriving at Jane's ice cream shop says that Jane chooses chocolate-flavored ice cream and Mandy's peanut flavor. But Mandy

would not want her chocolate ice cream, she repeated the word Jane as in the Datum [8.1]. In the end, she chose to choose ice cream beans and Mandy ice cream chocolate. Mandy was thrilled to eat the ice cream while skipping, then they went out of the shop and ate it on the terrace.

Datum: 9

Situation: The situation at that time is happy

Participant: Tom as the neighbor, and Mandy as the autistic female

Tom: she's an enthusiastic let's go.

Mandy: *let's go, lets go, lets go, lets go, go, go, go, go* [9.1]

Tom: no it's very cool

Mandy: *it's cool it's cool* [9.2]

Mandy's utterance in datum [9.1] and [9.2] is a type of word repetition communication disorder. Because at the time Mandy listened to Tom's invitation he was very happy and Tom's remarks kept remembering in his mind that he was able to repeat the greeting repeatedly. It shows that Mandy was experiencing a repetition of words when communicating.

In the park at the time Mandy and Jane were sitting and playing with their dog, soon Tom approached them. Then they spoke in the park, shortly after Tom said he wanted to take them to the streets and drive them home. To the call of Tom, Mandy was very excited and enthusiastic, and Tom immediately invited them to go and leave the park. Hear what Tom's speech Mandy repeated it many times in Datum [9.1]. Tom says Mandy was very enthusiastic and cold, hearing Tom's speech Mandy repeated it several times as found in datum [9.2].

Datum: 10

Situation: The situation at that time is very exhausting

Participant: Jane as the mother, Tom as the neighbor, and Mandy as the autistic female

Jane: say goodbye to Tom now Mandy

Mandy: *goodbye to Tom now Mandy* [10.1]

Tom: goodbye Mandy

Mandy's utterance in datum [10.1] is the type of word repetition communication disorder. Because when Jane told her to do a farewell greeting Mandy did not pronounce the greeting. However, she re-impersonates Jane's speech. It shows that Mandy was experiencing a repetition of words when communicating. This can happen because Jane's speech was deeply saved in Mandy's memory so she was able to repeat the greeting.

When finished the streets of Tom drove Mandy and Jane returned home. When in front of the house they spoke for a while. Later, after the conversation ended, he would say goodbye to his home. At the time Tom is farewell, Jane tells Mandy to say a farewell greeting. Hear Jane's speech Mandy repeated it, not to say the real farewell greeting to Tom. After that Jane and Mandy get into their house.

In this data, there are the same categories that happened in the film. The same category is found in the Datum 11, 12, 13, 14, and more can be seen in the appendix.

3.1.e. Anomalous meaning

Datum: 1

Situation: The situation is exhausting

Participant: Mandy as the autistic female, and Jane as the mother

Mandy: *a...a...aa....* [1.1]

Jane: oh good others say who say

Mandy's utterance in Datum [1.1] is a type of communication disorder using unusual words. Because when Mandy brushing her teeth then she uttered the greeting, indicating that she wanted to ask whether the way she was brushing her teeth was correct or not. Mandy could not afford to say the meaning with a common sentence or word, so she conveyed according to her thoughts through these unusual words. It shows that Mandy used unusual words when communicating.

The night before bedtime, Jane tells Mandy to brush her teeth first. Jane leads Mandy to the bathroom, having arrived at Jane's bathroom giving her toothbrushes and toothpaste to Mandy. Mandy starts brushing her teeth on when Mandy brushing her teeth, she speaks as in the Datum [1.1]. Mandy's remarks mean that she asked Jane if she had to brush her teeth correctly or not. Then Jane responds to Mandy's speech by saying that it is good, the way she brushing her teeth is correct.

Datum: 2

Situation: The situation at that time is relaxing

Participant: Mandy as the autistic female, and Peter as the father

Mandy: *you've accepted, accepted playing sky...* [2.1]

Peter: Oh baby that is beautiful look at that first fastest way of sky

From Mandy's utterance in datum [2.1] was a communication disorder of unusual words. Because of Mandy's speech, she wanted to say that she had succeeded in drawing the plane that was flying above the clouds and the intention of her speech she wanted to get praise from the result. Mandy used unusual words because she was not able to convey the message that was in her mind. Mandy was unable to convey the message with her most important sentences and correct words, so she only conveyed using unusual words. This suggests that Mandy used unusual words when communicating.

When Mandy and Jane were at the dinner table, suddenly Peter came carrying drawing equipment for Mandy. When Peter gave the equipment, Mandy used to use it and drew the fuselage that flew over the clouds. After a while Peter and Jane were talking, Mandy suddenly showed the results of her image and spoke as in the Datum [2.1]. The purpose of Mandy's saying is that she wants to say that Peter and Jane had to see the image that she was drawing a plane flying over the clouds. Seeing this, Peter praised Mandy's work.

Datum: 3

Situation: The situation at that time is relaxing

Participant: Mandy as the autistic female, and Jane as the mother

Mandy: *Boeing 747 carries 524* [3.1]

Jane: passengers a lot of people

From Mandy's utterance in datum [2.1] was a communication disorder of unusual words. Due to the intention of Mandy's speech, she wanted to say that the aircraft with flight number 747 brought passengers flying with a total of approximately 524 people. Mandy was unable to convey a message with a long and correct sentence according to her thoughts, so she conveyed using unusual words so that her message could be delivered. This suggests that Mandy used unusual words when communicating.

When in the park, at the time Mandy and Jane were sitting and talking suddenly there was a plane passing by and Mandy saw it then said as in the datum [3.1] pointing upwards. Jane responds to Mandy's speech then tries to explain that in the airplane there are many passengers. Hearing Jane's explanation, Mandy is just silent.

Datum: 4

Situation: The situation when it was relaxed and exciting

Participant: Jane as the autistic female, and Jane as the mother

Jane: Mandy look how cute you see little chihuahua

Mandy: *but our planes* [4.1]

Jane: no honey dogs don't fly

Mandy: *dogs and birds fly away* [4.2]

From Mandy's utterance in the datum [4.1] and [4.2] was a communication disorder using unusual words. Because Mandy's remarks had the intention that she wanted to convey that dogs and birds had a difference, the dog could not fly but if the bird could fly. Mandy was unable to convey the message according to her

thoughts in the correct sentence so she used unusual words to convey the message that she had in mind. This suggests that Mandy used unusual words when communicating.

When Mandy and Jane were walking in the park, Jane saw one of their very cute neighbor's dogs then Jane told Mandy to see the cute dog. Mandy saw the dog and said as in Datum [4.1]. Jane tries to explain that dogs cannot fly differently from birds. Mandy did not receive her explanation as she still said that dogs and birds could fly as in the Datum [4.2]. After hearing Mandy's greeting Jane was just silent and invited Mandy to play the swing in the park.

Datum: 5

Situation: The situation when it was very harmonious, and happy

Participant: Mandy as the autistic female, and Tom as the neighbor

Mandy: berrrrrr..... joy writing, joy writing

Tom: alright that looks just like skywriting what are you writing Mandy?

Mandy: *got skywriting is a word that I'm saying* [5.1]

From Mandy's utterance in datum [5.1] is a communication disorder of unusual words. Because when Mandy attempts to give Tom a confusion on datum [5.2] The intention of Mandy's saying is that she tries to give Tom an explanation that the skywriting is an image that has been drawn by him. It shows that Mandy used unusual words when communicating.

When in the restaurant along with Tom, while he was eating and then Tom and Jane were talking and Mandy was drawing. A few moments later in the middle of the chatter Jane and Tom Suddenly, Mandy shifts the image before Tom

and Jane while saying the word. In addition, in Datum [5.2] Mandy's remarks were an explanation of Tom's questions. When saying the sentence Mandy laughed and cried out so the restaurant owner rebuked them as it could disrupt the rest of the visitors. After that they were silent and a few moments later they finished eating and exiting the restaurant.

3.2 Discussion

In this section, presented discussions about the types of communication disorders that appear in Mandy's speech when communicating and communication disorder that happened to Mandy. In addition, researcher explained the data that has been discovered and has been analyzed by researcher in the previous chapter. The discussion also answers the problems in this study in chapter one. First, the discussion mentions the types of communication disorders that happened to Mandy as the main character in the movie. Second, it explains the occurrence of communication disorder on Mandy as the main character in the movie.

After conducting the analysis, researcher found some kind of communication disorder that happened to Mandy as the main character in the Fly Away movie. The results of the analysis found forty-three data that correspond to the types of communication disorders. Of the forty-three data, there are sixteen disorders of repetition type communication, thirteen low-response type communication disorders, six impaired communication type restriction of communication function, five disorders of communication use of words and three communication disorders of the low frequency of communication.

The sense of communication disorder, in general, is a collection of psychological disorders characterized by difficulties such as difficulties in understanding and use of language. In the previous chapter, it has been explained that communication disorder is a disorder that can cause a person to have an inability to interact with the environment. In addition, one cannot accept, understand, and convey messages according to their thoughts. As explained in ASHA (1993), communication disorder is a distraction that inhibits the ability to receive, transmit, process, understand verbal and nonverbal concepts. In addition in the previous chapter, it has been explained that according to Paul (2008) there are six types of communication disorders occur in the autistic namely minimal response, difficult to focus, low frequency of communication, limitation of communication function, Repeatedly impersonate the words that are heard, and the use of unusual words.

From these findings, there were forty-three data. According to the findings, it can be noted that from the data of the six types of communication disorders, it has been found that the type of communication disorder that tends to occur in Mandy when communicate is an anomalous meaning and minimal response. In addition, the findings state that communication disorder low-frequency communication is very rare on Mandy in the film Fly Away. In the film, Mandy often suffered from repeated speech communication disorders when communicating with her surroundings. While talking to the surrounding people, Mandy listens to the other's sayings then there are a few words that Mandy remembered and then repeated the words over and over again. In addition to repeated words, in the

movie, Mandy also often experienced minimal response when communicating. In the film, some of Mandy's scenes often experience minimal response when asked to speak. Mandy sometimes does not respond and sometimes only sees her opponents when asked to speak, when another person calls her name Mandy just doesn't respond to the greeting.

3.2.1 Mandy's Communication Disorder

The first type is **anomalous meaning**. The repetition of the word occurs when someone is talking then the sufferer remembers the words and repeats them repeatedly. This is because the autistic has a very good memory, or an autistic can repeat the word repeatedly because it is only able to pronounce the words to convey the message in mind. Based on the analysis of the above data consisting of one to fourteen datum shows that Mandy often experienced repeated words in the film. The following data found in the analysis data above is datum [1.1] *that's what we do here* , [2.1] *you can do that you can do that you can you hmm*, [3.1] *hello Mandy*, [4.1] *back to class right the class*, [5.1] *Dad.....daddy is here*, [6.1] *can't do that can't do that*, [6.2] *say you're sorry*, [7.1] *stay day schooll about the ice cream, ice cream, ice cream, ice cream, ice cream*, [8.1] *chocolate, chocolate, chocolate, chocolate, chocolate*, [9.1] *let's go, lets go, lets go, lets go, go, go, go, go*, [9.2] *it's cool it's cool*, [10.1] *goodbye to Tom now Mandy*, [11.1] *Jammers, jammers, jammers, jammers*, [12.1] *I hate school I hate it*, [13.1] *pizza, pizza, pizza*, [14.1] *inside, inside, inside, inside*.

The next type found is **minimal response**. The minimal response is limited attention at the time of the speech, which one fails to respond to people's talks or ignore when asked to communicate. Based on the analysis of the above data consisting of one to thirteen datum shows that Mandy often experienced minimal response in the film. The following data found in the analysis data above is datum [1.1] *What a little bug come on time to get it up beat up beat my heart*, [1.2] *get it up beat up beat up my heart*, [2.1] *here you go oh good others say who say*, [2.2] *Mandy daddy's here*, [3.1] *Mandy do you have to apologize to Daddy*, [4.1] *Mandy look at a time watch*, [5.1] *Mandy look how cute you see the little chihuahua*, [6.1] *see you Mandy*, [7.1] *Good job*, [8.1] *Mandy get some shoes we're gonna take ross*, [9.1] *Mandy Mandy*, [9.2] *Hey Mandy Mandy*, [10.1] *Then after we lock the oven we'll call grandma's i'm going to go is grocery storange, okay and then we come home*, [11.1] *it's not funny young lady it's not funny at all*, [12.1] *Mandy do you like dances?*, [13.1] *Mandy would you like to take a walk around the grounds hmm how about it?*.

Another type found is **limitation of communication function**. It is a type of communication disorder in autism where communication only serves to request and refuse a message, they cannot digest, and convey the message well. They can not convey a message with a long sentence just enough with a word or two words. Based on the results of the above data analysis consisting of one to six datum shows that Mandy often experienced restrictions on the communication function in the film. The following data found in the analysis data above is datum [1.1] *my computer my computer* , [2.1] *huaaaaa....haaa...no...no... huuuu buy the ice*

cream, [3.1] *i hate you...i hate you...i hate you...*, [4.1] *Berrrrr.....*, [5.1] *huaaa.....haaaa....haaa...huaaaa....*, [6.1] *you know where those cans go you need to put them away now okay suit yourself but you don't do your chores you don't get a star.*

The use of unusual words is the words that people cannot understand. Unusual words are vague words that do not conform to context. Based on the results of the above data analysis, consisting of one to six datum shows that, there were several times the use of unusual words in the main cast of the film. The following data found in the analysis data above is datum [1.1] *a...a...aa....*, [2.1] *you've accepted, accepted playing sky....*, [3.1] *Boeing 747 carries 524*, [4.1] *but our planes*, [4.1] *dogs and birds fly away*, [5.1] *got skywriting is a word that I'm saying*

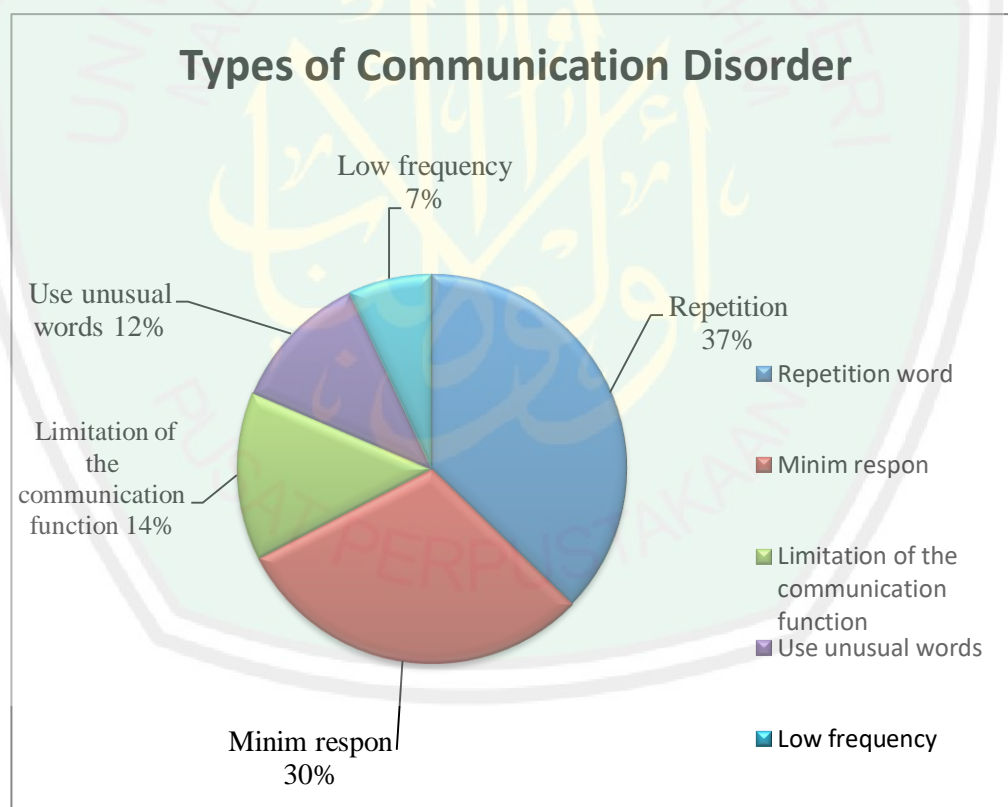
The low frequency of communication is the autistic people are not able to express what is in their minds, because there is interference with hearing and speech, causing the low frequency of communication. Based on the results of the above data analysis, consisting of one to three datum shows that, there is rarely a low-frequency communication on the main cast in the film. The following data found in the analysis data above is datum [1.1] *everyone Boeing 747 best is playing sky.*, [2.1] *no dog bark*, [3.1] *funny, it's so funny.*

3.2.2 The Communication Disorder Arise in the processing understanding

After conducting the analysis above, it is known that there is one type of communication disorder that does not occur in the main character in the movie Fly

Away is difficult to focus on the speech of the opponent. While communicating, Mandy had no trouble focusing on communicating. It is difficult to focus on the difficulty of communicating in the communication, so as not to understand what people are told. The meaning is difficult to focus on when asked to talk about other things outside the conversation so that it throws sentences that do not fit the context of the conversation.

In response to the first issue of problems regarding the type of communication disorder that is occur in Mandy, the following chart is a summary of the results of the analysis.



In this section the researcher answer the results of the analysis of the second problem formulation. The results of the study stated that the interruption of

communication against Mandy as the main character in the Fly Away movie as follows. Sometimes when he communicates and generates types of communication disorders followed by several incidents such as, jumping, excessive laughs, rebellion, repeating the posture of the fore and aft, eyes up, just see the opponent Talk and finger bite. These things are an expression that happened to Mandy when communicating.

In this research, it was found that communication disorders arise in the process of understanding an individual female autistic. The results of this study complement the findings from previous research. Suherman (2015) mentions that, in male autistic individuals experience expressive and receptive communication disorder in general and specifically explained with details on the various difficulties of communication disorder, that arises in the process of understanding with people when communicating.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter summarizes the findings and discussion research on the communication disorder used by the main character in *Fly Away* movie.

4.1 Conclusion

This study provides the types of communication disorders and communication disorders that occur in the autistic. According to Paul (2008), communication disorder is divided into six types. Firstly, the response is minimal in communicating. Secondly, it is difficult to focus on. Third, a low frequency of communication. Fourth, there is a limitation of the communication function. Fifth, echolalia or repetition of words. And the last is the use of unusual words. In this study, according to research findings, it can be concluded that there are forty-three data from five types of communication disorders. In the previous chapter, it has been explained that according to the results of the study found five types of communication disorders of the six types are repetition of words, minimal response, limitation of communication function, the use of unusual words, low frequency. Among the five types, according to the analysis results stated that the repetition word is a type of communication disorder that often occurs in autistic characters in the *Fly Away* movie. In addition, the type of communication disorder that rarely occurs in the autistic character in the movie is the low frequency of communication disorder. The results also prove that not found a

difficult communication disorder zeroed, the main character in the Fly Away movie is not experiencing any communication disorder is difficult to focus on attention or difficult to focus.

In addition to examining the types of communication disorders, the researcher also examined the occurrence of communication disorders on the autistic Fly Away movie. The occurrence of communication disorder on Mandy as the main character in the Fly Away movie varies. The occurrence of communication disturbance to Mandy, sometimes when she communicates and produces types of communication disorders followed by several incidents such as, jumping, excessive laughs, rebellion, repeating posture Fore and behind, eyes up, just see the interlocutor, and bite the fingers. These things are an expression that happened to Mandy when experiencing communication disorders.

4.2 Suggestion

The study examined communication disorders on autistic characters in the Fly Away movie. Based on the findings above, the researcher provides some suggestions for subsequent research that has an interest in the field of psycholinguistic, especially communication disorder.

This study has found five of the six types of communication disorders. Of the five types, it is stated that the repetition of words is the most common type in the autistic and there is often a rebellion in the autistic when he or she wants to refuse or be unable to receive a message delivered Somebody. Researchers suggest to subsequent researchers who have an interest in researching communication disorders on autistic, expected to research with different objectives and different

objects. The implications of communication disorder research results are expected to be used as a reference and benchmark for further research.

In addition, research results can be used as guidelines for people interacting with the autistic, so that they can understand the character of an autistic, and can apply nonverbal communication in an environment with an autistic. Only verbally because verbal communication is not enough for an autistic ability when communicating. In this movie, Mandy helps with the prompt in the form of gestures by the interlocutor.



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CURRICULUM VITAE



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APPENDIX

Types of Communication Disorder

No	Data Utterances	Context	Communicaton Disorder						
			Respon Minim	Difficult to focus	Low frequency of communication	Limitation of the communication function	Repetation word	Use unusual word	
1	Jane: What a little bug come on time to get it up beat up beat my heart.		✓						
2	Jane: Here you go, oh good. Jane: couldn't make it this weekend, Mandy Daddy's here ready pants		✓						
3	Jane: Mandy do you have to apologize to Daddy		✓						

4	Jane: How you saw me committed good not so fast. Mandy look at a time watch		✓				
5	Jane: Mandy look how cute you see the little chihuahua		✓				
6	Tom: see you Mandy		✓				
7	Jane: Good job		✓				
8	Jane: Mandy get some shoes we're gonna take Ross		✓				
9	Jane: Mandy Mandy Psikolog: Hey Mandy Mandy guess what we can go over to the ot 1 why your mom has her meeting miss Ashley's Dania and i know she's your your favorite right.		✓				
10	Jane: then after we lock the oven we'll call grandma's okay see there I'm going to go is grocery storage okay and then we come home.		✓				
11	Jane: it's not funny young lady it's not funny.		✓				
12	Psikolog: Mandy Mandy do you like dances		✓				
13	Psikolog: Mandy would you like to take a walk around the grounds hmm how about it		✓				
14	Mandy: environment everyone Boeing 747 best is playing sky					✓	
15	Jane: Mandy come on Mandy: no dog bark					✓	
16	Mandy: funny, it's so funny					✓	
17	Julie: Mandy no Mandy that's mommy's laptop Mandy: My computer my computer						✓

18	Mandy: waaaaa.....haaaaaa.....huuuuu.....haaaa buy the ice cream					✓	
19	Mandy: I hate you, i hate you , i hate you					✓	
20	Mandy: Berrrrr.....					✓	
21	Mandy: huaaaaaa.....huaaaaa...haaaaa...haaaaa					✓	
22	Jane: you know where those cans go you need to put them away now okay suit yourself but you don't do your chores you don't get a star					✓	
23	Psikolog: that's what we do here Mandy: that's what we do here						✓
24	Psikolog: Mandy would you like to take a walk around the grounds hmm how about it you can do that Mandy: you can do that you can do that you can you hmm						✓
25	Jean: Mandy say hello Mandy Mandy: hello Mandy						✓
26	Teacher: all right back to class Mandy: back to class right the class tried to class.						✓
27	Jane: Mandy daddy's here Mandy: Dad.....daddy is here						✓
28	Jane: oh god Mandy you can't do that Mandy: can't do that						✓
29	Jane: you have to apologize to Daddy say you're sorry Mandy: say you're sorry						✓

30	Jane: you stay in school all day and i'll buy you a gelato an ice cream. Mandy: stay day schooll about the ice cream, ice cream, ice cream, ice cream, ice cream						✓
31	Jane: mommy chocolate and you coconut Mandy: no i'm chocolate, chocolate, chocolate, chocolate, chocolate						✓
32	Tom: she's an enthusiastic let's go. Mandy: let's go, lets go, lets go, go, go, go, go						✓
33	Tom and Jane: it's cool Mandy: it's cool, it's cool						✓
34	Jane: say goodbye to Tom now Mandy Mandy: goodbye to Tom now Mandy						✓
35	Tom: no I love it you're starting a neighborhood trendy I love you jammers Mandy: Jammers, jammers, jammers, jammers,						✓
36	Tom: where there's no school today Mandy: I hate school I hate it hate it hate it						✓
37	Tom: hey Mandy you like pizza? Mandy: yeah... pizza, pizza, pizza						✓
38	Jane: Tom spent most of his day with us Tom: already coming inside let's go I'm so excited Mandy: inside, inside, inside, inside						✓
39	Mandy: a...a...aa... Jane: oh good others say who say						✓
40	Mandy: you've accepted, accepted playing sky.... Peter: Oh baby that is beautiful look at that						✓

	first fastest way of sky						
41	Mandy: Boeing 747 carries 524 Jane: passengers a lot of people						✓
42	Jane: Mandy look how cute you see little chihuahua (nama anjing) Mandy: but our planes Jane: no honey dogs don't fly Mandy: dogs and birds fly away						✓
43	Mandy: berrrrr..... joy writing, joy writing Tom: alright that looks just like skywriting what are you writing Mandy? Mandy: got skywriting is a word that I'm saying						✓