

**A PSYCHOLINGUISTIC STUDY ON PERCEPTIVE  
LANGUAGE DISORDER OF THE MAIN  
CHARACTERS IN *MOZART AND THE WHALE* FILM**

THESIS

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WHALE* FILM**

THESIS

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2008

## APPROVAL SHEET

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Written by Halimatus Sa'diyah has been approved by the thesis advisor, for further approval by the Board of Examiners.

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## MOTTO

**“Failure is a misfortune but regret is a catastrophe”**

**“Bring supply when you go, bring charity when you die”**

## DEDICATION

I wish to express my gratitude to my parents,  
Mrs. Suciati and Mr. Moch. Hasyim  
for your true love, the best prayer and the biggest attention to my life.

I would like to say a special thank to my future husband,  
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who really gives the continuing support, exceptionally helpful and wonderful  
time for me.

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Completing this thesis is not a simple thing at all and I have spent my great deal of time, but it gives me a valuable experience. This study would not have been completed without some contributions and supports from many people. Thus, I would like to give my sincere gratitude to: (1) my beloved father and mother (Mr. Hasyim and Mrs. Suciati) who always give prays, support and great motivation both materials and spirituals during my study until completing this thesis. I dedicated to you, Dad and Mom, (2) Prof. Dr. H. Imam Suprayogo as the Rector of the State Islamic University (UIN) of Malang, (3) the Dean of the Faculty of Humanities and Culture (Drs. H. Dimjati Ahmadin, M.Pd), (4) The Head of English Letters and Language Department (Dra. Hj. Syafiyah, M.A), (5) My great advisor who has done her very best in guiding, encouraging and criticizing the writer so that this thesis can be accomplished successfully (Rohnami Nur Indah M.Pd), (6) All of honored lecturers of the State Islamic University (UIN) of Malang, (7) My dear Mamy, a million thanks to knowledge and experience given to me, I'm nothing without you. (8) All my beloved friends, I wish to express my great appreciation for them.

## ABSTRACT

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Key words: A psycholinguistic study, perceptive language disorder, the main characters

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Language disorder is language disability which causes the damage of understanding and the expression of language is one of the frailties of human, such as Asperger Syndrome. Asperger syndrome (AS) is the kind of autism that is a disorder in development that usually begins before the age of four. It is caused by brain damage especially in the left side of the head, which prevents the sufferer to make social interaction with other people. Asperger syndrome (AS) is also characterized by impaired social interaction, impaired communication, repetitive or odd patterns of behavior or interests, and unusual responses to stimulation and environments.

This research uses descriptive qualitative method that emphasizes the specific case—language disorder by using psycholinguistic approaches to analyze the perceptive disorder of the main characters as people who suffer from Asperger Syndrome in *Mozart and the Whale* film, they are Donald Morton and Isabella Sorenson. Therefore, it is an interesting thing observing them in order to discuss the kind of perceptive language disorder. The data are collected by observing their utterances in the film.

The result of this study shows that Donald Morton and Isabella Sorenson have some kinds of perceptive language disorder, namely: Absurd Response (AR), Odd Response (OR), Relevant but Not very Polite (RNP) Response, and Marginal Response (MR). The result also shows that Relevant but Not very Polite (RNP) Response is mostly found in both of them, while Absurd and Odd Responses rarely occur.

Finally, after analyzing the perceptive language disorder in Donald Morton and Isabella Sorenson, people who will interact with the sufferer of Asperger Syndrome will understand their communication strategy, because they tend to lack of having a good communication and social interaction.



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## CHAPTER I

### INTRODUCTION

This chapter discusses six items. They are background of study, problem of study, objective of the study, significance of the study, scope and limitation of the study, definition of the key terms.

#### 1.1 Background of the Study

اللَّهُ يَعْلَمُ مَا تَحْمِلُ كُلُّ أُنْثَىٰ وَمَا تَغِيضُ الْأَرْحَامُ وَمَا تَزِدَادُ<sup>ط</sup> وَكُلُّ شَيْءٍ عِنْدَهُ بِمِقْدَارٍ ﴿٨﴾

*God doth know what every female (womb) doth bear, by how much the wombs fall short (of their time or number) or do exceed. Every single thing is before His sight, in (due) proportion. (Q.S. Ar-ra'd: 8)*

Based on the verse above, Allah as the lord of the universe has the greatest power to arrange the human life, the only one knows the measurement of his creations. He gives us different mercy in order we respect each other's mercy and receive it sincerely, because there is a great secret on the different mercy of human.

Talking about human being, however nobody is perfect in this world. Although God has created human being better than other creatures, He still gives weakness in every person. Abnormal social interaction of human also refers to the weakness which is categorized as language disorder. Language disorder refers to language disfluency which causes the damage of understanding and expression of language, such as autism.

The word autism has been popular in our mind. Autism is one of language disorder which can be defined as a neurodevelopmental disorder that manifests itself in markedly abnormal social interaction, ability, communication (complex and motor activity), pattern of behavior and pattern of interest (Britannica Encyclopedia - digital, 2003). The autistic has problem in language, social interactions, and communication (Carrol, 1985: 390). It stands to reason that the autistic people will suffer major problems in daily conversation, since it is the area of language competence which is most closely related to social function.

Abnormal social interaction in persons with autism is reflected in such behaviors as failure to seek comfort from a parent and lack of eye contact. They do not understand the social behaviors necessary to make friends or to work with other people. This lack of social contact isolates people with the disorder from many experiences by which most people come to understand the world (Jacobs, 2005: 941)

There are some related researchers which may have similar discussion with this research. However some of them discussed about autistic children and language disorder, for example, a study conducted by Fauziyah (2003). She focused on a pragmatic study on speech acts used by autistic children. She has investigated speech acts used by some patients of autistic therapy of RSI- Dinoyo- Malang in the intermediate and advance level and also the researcher conducted by Nafiah (2008). She focused on the expressive language disorder of the autistic child in “Mercury Rising” Film.

Based on the explanation above, investigating the perceptive language disorder becomes important to do, this is because have the knowledge of the strategy to communicate with people with language disorder is very important. Therefore, this study focuses on the perceptive language disorder of the main characters in Mozart and the Whale Film and observes the main characters, Donald Morton and Isabella, as adults with Asperger syndrome. The reason of choosing this film is because Mozart and the Whale is a dramatic, romantic comedy inspired by the live of two people with Aperger's Syndrome. Asperger is a neurological condition and part of the *Autism Spectrum* of disabilities that affects social and emotional interaction which is an affliction few known existed 20 years ago. Yet, today's studies suggest that as many as 1 in 150 kids age 10 and younger may be affected by autism or a related disorder with a total of nearly 300.000 children in the U.S. alone. It is developmental disability, which most likely presents at birth and affects development throughout life. Asperger Syndrome (AS) is also characterized by impaired social interaction, impaired communication, repetitive or odd patterns of behavior or interests, and unusual responses to stimulation and environments.

The form of autism, which has emotional dysfunction threaten to sabotage the budding romance in Mozart and the Whale film. Donald (Josh Hartnett) is a good-natured but hapless taxi driver with a love of birds and a superhuman knack for numbers. Like many AS sufferers, he likes patterns and routines. However, when the beautiful but complicated Isabelle (Radha

Mitchell) joins the autism support group he leads, his life-and his heart-are turned upside down (<http://www.rottentomatoes.com>).

Based on several considerations explained above, this research focuses on analyzing the perceptive language disorder of Donald Morton and Isabella as Aperger's Syndrome in Mozart and the Whale film, because perceptive language disorder in people with autism is very interesting to be analyzed.

## **1.2 Research problem**

The problem of this research is "How is the perceptive language disorder of Donald Morton and Isabella in the conversation of Mozart and the Whale film". To get the description of this question, it is divided into two questions, as follows;

1. What types of perceptive language disorder occur in the conversations between the main characters (Donald Morton and Isabella Sorenson) in Mozart and the Whale film?
2. What types of perceptive language disorder occur in the conversations between the main characters and other characters in Mozart and the Whale film?

## **1.3 Objective of the study:**

The final aim of this research is to describe the perceptive language disorder of Donald Morton and Isabella in the conversation of Mozart and the Whale film. It answers the research questrasing :

1. Identifying the types of perceptive language disorder occur in the conversation between the main characters (Donald Morton and Isabella Sorenson) in Mozart and the Whale film.
2. Identifying the types of perceptive language disorder that occur in the conversation between the main characters and other characters in Mozart and the Whale film.

#### **1.4 Significance of the study:**

Theoretically, the results of this study can supply important implications on Psycholinguistics especially on the perceptive language disorder of people with autism.

Practically, the results of this study are expected to be useful reference for the students of English Department who conduct the research in the same field. Beside that, the researcher hopes that the result of this study can also give more information for the people who are concerned with perceptive language disorder especially in autism such as therapists, educators, and parents.

#### **1.5 Scope and Limitation of the Study**

In order to make this research manageable, the researcher sets the scope of a Psycholinguistic study on language disorder. There are two kinds of language disorder based on Carrol theories; they are expressive and perceptive language disorder. Therefore the researcher investigates the language disorder focuses on perceptive language disorder, not for the expressive one.

The study is limited to the main characters; they are Donald Morton and Isabella in Mozart and the Whale film. The research only investigates the

comprehension on perceptive language disorder of Donald Morton and Isabella in Mozart and the Whale film, because meaning is very important to be understood to reach the aims of communication. The conclusion drawn is particularly to answer correctly the questions stated in the problems of the study based on some theories that deal with this study which will be presented on the next chapter.

### **1.6 Definition of the Key Terms**

The title of this thesis is “A Psycholinguistic Study on perceptive Language Disorder of the Main Characters in Mozart and the Whale Film”. In order to avoid misunderstanding in interpreting the terms used in this study, this study gives some definitions related to the key terms:

1. A Psycholinguistic study:

The study of the psychological and neurobiological factors that enable humans to acquire, to use, and to understand language.

2. Perceptive language disorder:

Any problems with verbal communication and the ability to understand utterances to make communication with others. The disorder may involve the content of language and the function in communication.

3. Main characters:

Main characters in this thesis means that Donald Morton and Isabella as people who suffer from Asperger’s syndrome. Asperger’s syndrome is the kind of autism that is a disorder in development that usually begins before the age of four. It is caused by brain damage especially in the left side of



the head, which prevents the sufferer to make social interaction with other people.

4. Mozart and the Whale:

It is one of the films which were produced by Millennium Films in Spokane, Washington on March 2, 2004. This film has a unique love story between two people who discover they have as many special gifts as special needs.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter reviews the underlying theories of the study. The research takes some theories that deal with this study. They are psycholinguistic analysis, language disorder; expressive and perceptive language disorder, Autism; characteristics of autism; asperger's syndrome, Language in autism, *Mozart and the Whale* film, Previous Study.

#### 2.1 Psycholinguistic analysis

Firstly, before we are going to the next mentioned theories, the basic study must be understood, because it is very important for us when we learn and comprehend a language to make communication with others. Some theories are presented based on some references like, Gleson & Ratner (1993:3) who stated that psycholinguistics or the psychology of language is concerned with discovering the psychological processes by which human acquire and use language. Conventionally, psycholinguistics addresses three majors concerning comprehension (how people understand spoken and written language), speech production (how people produce language), and acquisition (how people learn language).

According to Field (2003:2) psycholinguistics explores the relationship between human mind and language. It's supported by Taylor's statement (1990:3) that psycholinguistics is the study of language behavior and language use to communicate ideas. In addition, psycholinguistics asks questions such as, how is language produced, perceived, comprehended, and remembered?

How is it used for different communicative purposes? How is it acquired? How does it go wrong? How is it represented in the mind?

On the other hand, Fromkin, Rodman, Hulten, and Jorgensen (1995 ; 427) have argued that psycholinguistics is the area of linguistics that is concerned with linguistic performance, how we use our language competence, our knowledge of language in speech production and comprehension. The human brain is able not only to acquire and store the mental grammar, but also to access that linguistic storehouse to speak and understand what is spoken.

Based on the definition and the statement above, it is quite necessary for us to learn, understand and use language. Yet, some aspect cases might appear in the scope of psycholinguistics. One of the cases dealing with psycholinguistics is language disorder. It will be described in the following.

## **2.2 Language Disorder**

Language disorders can be developmental (present from early childhood) or they can be acquired as the result of surgery, a stroke, an accident or old age. In certain cases, this had a marked effect upon their ability to communicate in speech or in writing (Field, 2003:53).

Historically, language disorders have been defined through a combination of exclusionary criteria (primarily hearing loss, significant emotional disturbance, mental retardation, and frank neurological disorders).

As defined by the American Speech-Language-Hearing Association:  
A language disorder is the impairment of deviant development of comprehension and/or use of spoken, written, and/or other symbol system. The

disorder may involve (1) the form of language (phonologic, morphologic, and syntactic systems), (2) the content of language (semantic system), and/or (3) the function of language in communication (pragmatic system) in any combination (American Speech and Hearing Association, 1982).

Form of language; (1) Phonology is the sound system of a language and the roles about how sounds are combined. (2) Morphology is the structure of words and how word forms are constructed. (3) Syntax is the order and combination of words to form sentences. Content of language; Semantics is related to the meanings of words and sentences. Function of language; Pragmatics is the combination of language components (phonology, morphology, syntax, and semantics) in functional and socially appropriate ways. Impairment of language development is characterized by a marked slowness or gaps in the development of language skills. Aphasia is the loss of acquired language abilities, generally resulting from stroke or brain injury (<http://www.asha.org/students/professions/overview/sld.htm>).

Considering the explanation above, language disorder is inability to communicate because having some problems in communication. Two problems dealing with language disorder; if a person has poor expressive skills, the problem occurs when someone tries to communicate. Additionally, if the person has poor perceptive skills, the problem occurs after someone says something to him/her. Mostly, some causes of speech and language disorders include hearing loss, neurological disorders, brain injure, mental retardation, drugs abuse, physical impairments such as cleft lip or palate and vocal or

misuse ([http://www.kidsource.com/ASHA/child\\_language.html](http://www.kidsource.com/ASHA/child_language.html)). Therefore, to get further information about expressive and perceptive language disorder will be explained follows.

### **2.2.1 Expressive language disorder**

Expressive language disorder is a problem with fluency, voice, and/or how a person says speech sound.

- Fluency disorder is an interruption in the flow or rhythm of speech characterized by hesitation, repetition, or prolongations of sounds, syllables, words, or phrases.
- Articulation disorder is difficulties with the way sounds are formed and strong together, usually characterized by substitution one sound for another (wabbit for rabbit), omitting a sound(han for hand), and distorting a sound (ship for sip)
- Voice disorder is characterized by inappropriate pitch (too high, too low, never changing, or interrupted by breaks); quality (harsh, hoarse, breathy, or nasal); loudness, resonance, and duration (<http://www.asha.org/students/professions/overview/sld.htm>).

The explanation above is also related to the prominent role in autism which is stated by Bortulacci, Eppel, Pierce, and Streiner (1976: 391) that the phonology of autistic people is much poorer than normal people, they make some kinds of errors. The autistic people made various phonological errors (substitution, deletion, assimilation, and addition). Meanwhile, there are many

places of articulation and manner of articulation which are difficult to be produced by autistic people.

### **2.2.2 Perceptive language disorder**

Perceptive language disorder means having difficulties with understanding what is said to them. The symptoms vary between individuals but, generally, problems with language comprehension usually begin before the age of four years.

The cause of perceptive language disorder is often unknown, but is thought to consist of a number of factors working in combination, such as the child's genetic susceptibility, the child's exposure to language, and their general developmental and cognitive (thought and understanding) abilities. Perceptive language disorder is often associated with developmental disorders such as autism.

([http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/perceptive\\_language\\_disorder](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/perceptive_language_disorder)).

Ferguson in Stubbs (1977: 240 - 241) has developed in great detail the value of studying deviant production and comprehension. He argues for the values of studying language produced where there are perceived difficulties in communication. And he also argues that users have views of what it is psycholinguistically easy to process. One way of breaching is to concentrate on the causes, forms and effects of miscommunication. Rather than attempt to capture directly how people communicate, the problematic aspects of communication situations – points, for example, at which the communication

typically breaks down or encounters difficulties. It is done by looking what happens when people fail to get the message across, at why this happens and at what speakers do in order to reinstate the normal structures of behavior. In addition, even in everyday conversation, moments of miscommunication arise more frequently than is often realized. But there is a general rule in our society that demands that interaction proceed at a smooth flow: silences are often considered embarrassing and disagreements must normally be mitigated.

In conversation, the notion of coherence becomes a more complex process. How person stick to another's topic and rules determine what the acceptable response to another's statement in conversation. Scharck in Carroll (1977, 1985: 282) argues that there are, indeed, rules of this kind, though it is probably more accurate to say that they govern rather than severely restrict one's responses. This is reflected in the observation that although some responses are clearly, there are a wide range of "acceptable" responses to any statement. For example; which of the following strikes you as a reasonable response to "I just bought a new hat"? (1) Fred eats hamburgers. (2) I just bought a new car. (3) There is supposed to be a recession. (4) My hat is in good shape. (5) What color?. Many would describe (1) as an absurd response, and (2) as least odd (3) is more relevant but not very polite; (4) is marginally relevant; and (5) seems to be a reasonable response.

On the other hand, Daniel Dennet (1996) stated that mind with language is so different from mind without language that calling both "minds" is a mistake. Humans are social beings, and language is inseparable from social

interaction of which one manifestation is conversation. Conversation is an interaction where information is exchanged between speaker and hearer, and vice versa, often resulting in mutual satisfaction. It relies on mutual understanding. Conversation with individuals affected by Autism is characterized by problems in this mutual understanding, with verbal communication taking unexpected turns.

After we understood the explanation above, these results suggest that both two prominent role of autism that are expressive and perceptive language disorder have the same important cases to be analyzed but this research only focuses on observing the one of language disorder that is perceptive one.

### **2.3 Autism**

Autism is a severe developmental disorder that begins at birth or within the first two and a half years of life. Less severe cases may be diagnosed with Pervasive Developmental Disorder (PDD) or with Asperger's Syndrome (these children typically have normal speech, but they have many "autistic" social and behavioral problems).

For many years autism was rare occurring in just five children per 10,000 live births. However, since the early 1990's, the rate of autism has increased exponentially around the world with figures as high as 60 per 10,000. Boys outnumber girls four to one. In 2007, the Centers for Disease Control reported that 1 in 150 children are diagnosed with autism. The majority of autistic persons remain impaired in their ability to communicate and socialize (<http://www.autism.com/autism/index.htm>).



In autism, there are two combinations between cognitive and social deviations. Children with autism can become deaf even dumb until 5 years old, or they only imitate some words from others. This matter indicates that autistic children have limited views, it means that they are difficult to know ‘world’ from other’s point of view. All communication aspects are difficult to be reached by autistic children, except phonological aspect. Based on phonological aspect, their articulation is clear enough although often appears some mistakes in mentioning objects. Their intonation is rather slow and smooth. Syntactical ability is very languid because often appears imitative sentences, repetitive sentence which is not relevant to context. Also, their ability to comprehend semantics is weak, such as differentiate between “the girl feeds the baby” and “the baby feeds the girl” (Carrol, 1985: 393).

Some people with autism have mental retardation, but autism occurs among individuals of all levels of intelligence. Children with autism tend to have brains that are somewhat larger than normal, while children with mental retardation, alone, tend to have small brains. This suggests that the causes of the two conditions are different, even though they sometimes occurs together (Jacobs, 2005: 942).

### **2.3.1 Characteristics of Autism**

Rutter (1971: 391) stated that Autistic people typically show very little interest in social interaction; to the contrary, they usually avoid eye contact with others. Basically, autistic people are more interested in an object than people, and will play for hours a time their mechanical toys. Additionally,

recent research has converged on a definition of autism based on four characteristics, as follows;

- (1) Lack responsiveness to humans, including avoidance of eye contact
- (2) Obsession with sameness in the environment characterized by ritualized behavior and tantrums or panic in response to changes in the child's surroundings or daily routines
- (3) Language disability, including abnormally slow development and imitative speech
- (4) Onset before 30 months

### **2.3.2 Asperger's syndrome**

Barbara (2001) has argued that Asperger Syndrome or (Asperger's Disorder) is a neurobiological disorder named for a Viennese physician, Hans Asperger, who in 1944 published a paper which described a pattern of behaviors in several young boys who had normal intelligence and language development, but who also exhibited autistic-like behaviors and marked deficiencies in social and communication skills. In addition, Individuals with AS can exhibit a variety of characteristics and the disorder can range from mild to severe. Persons with AS show marked deficiencies in social skills, have difficulties with transitions or changes and prefer sameness. They often have obsessive routines and may be preoccupied with a particular subject of interest. They have a great deal of difficulty reading nonverbal cues (body language) and very often the individual with AS has difficulty determining proper body space. Often overly sensitive to sounds, tastes, smells, and sights, the person

with AS may prefer soft clothing, certain foods, and be bothered by sounds or lights no one else seems to hear or see. It's important to remember that the person with AS perceives the world very differently. Therefore, many behaviors that seem odd or unusual are due to those neurological differences and not the result of intentional rudeness or bad behavior, and most certainly not the result of "improper parenting".

By definition, those with AS have a normal IQ and many individuals (although not all), exhibit exceptional skill or talent in a specific area. While language development seems, on the surface, normal, individuals with AS often have deficits in pragmatics and prosody. Vocabularies may be extraordinarily rich and some children sound like "little professors." However, persons with AS can be extremely literal and have difficulty using language in a social context (<http://www.udel.edu/bkirby/asperger/aswhatisit.html>).

### **2.3.3 Language of Autism**

Communication is a complex cognitive and motor activity. The act of communicating can be verbal or non-verbal or a combination of both. These skills are developmental and have a number of components. Communication includes semantics (understanding the meaning of words) and pragmatics (social use) of language. Carrol (1985: 390-391) Problems in language and communication also play a prominent role in autism. The speech of autistic children is usually clear, it often consist of memorized lines parroted back in seemingly inappropriate situations. The creativity found in the speech of normal children is conspicuously absent in autistic language, and even when

autistic children form their own sentences they seem to have little value. In particular, although the speech of autistic children is usually clear, it often consists of memorized things they heard or watched in inappropriate situation. Indeed, they have some problems in communication and language development such as phonology, syntax, semantics, and pragmatics. These are two points of language disabilities that play prominent role in autism. It is supported by Taylor's statement (1990:392) that a person with autism, in their left brain is damage to broca's area in the left frontal area diffluent and anagrammatic speech. Where as, damage to wernickle's area in the left temporal lobe causes impairment of comprehension coupled with fluent but defective speech.

On the other hand, the autistic person often lacks the pragmatics. Pragmatics is the ability to use practical language in a social setting. Baltaxe (1977; 394) analyzed the interview transcripts of five adolescents who had been diagnosed as autistic in childhood and found three specific pragmatic deficits: impairments in speaker/hearer role relationship, in rules of conduct governing a dialogue, and in distinctions between given and new information. These results suggest that they have limited repertoire of devices for initiating topics in discourse.

Based on Paccia and Curcio in Carrol (1982) discussed earlier, they found that echolalia in autistic was related to the comprehensibility of others utterances. Echolalia was more common when autistic did not understand the other speech, though it occurred with comprehended utterances to lesser extent. Echolalia sometimes occurred with contrastive intonation. These results

suggest that at least some echolalic responses, like questions, are communicatively reasonable responses to conversational situations. The autistic appears to respond differentially to different types of speech but lack the syntactic resources to make a sophisticated contribution to the conversation. In its place, they use intonation, an aspect of language over which they have some control, apparently to mark different kinds of echolalic responses.

Otherwise, according to John, Natalie, and Helen (2005) that *Autistic disorder* is characterized by qualitative impairment in social interaction and communication, and restricted repetitive and stereotyped patterns of behavior, interests and activities. These core features are present in all individuals with ASD throughout their lifetime, but clinical manifestation and functional disability will vary according to age, linguistic and cognitive ability, comorbidity, family and social environment.

([www.hic.gov.au/providers/incentives\\_allowances/medicare\\_initiatives/allied\\_health.htm](http://www.hic.gov.au/providers/incentives_allowances/medicare_initiatives/allied_health.htm)).

## **2.4 *Mozart and the Whale***

### **a. Description of the film**

The screenplay of *Mozart and The Whale* film is written by Academy Award winner Ron Bass. The film is directed by award-winning director Petter Naess. Executive producers are Andreas Thiesmeyer, Josef Lautenschlager, Avi Lerner, Danny Dimbort and Trevor Short. Producers are Robert Lawrence, Frank DeMartini and James Acheson. The creative team includes director of

photography Svein Kroevel, editor Miklos Wright, production designer Gary Steele and costume designer Ha Nguyen.

The film, an Equity Pictures Mediafonds/Robert Lawrence production in association with Millennium Films and Swingin' Productions, Inc. stars Josh Hartnett, Radha Mitchell, Gary Cole, Allen Evangelista, Sheila Kelley, Erica Leerhsen, John Carroll Lynch, Nate Mooney, and Robert Wisdom.

Principal photography began on "Mozart and the Whale" in Spokane, Washington on March 2, 2004. Spokane, the heart of the Inland Northwest-a region that encompasses Eastern Washington, Northern Idaho, and Western Montana- is Washington's third largest city.

#### **b. Review of the film**

This film is a dramatic-comedy inspired by the lives of two people with Asperger's Syndrome (AS). It chronicals their budding romance and the nature of the challenges presented by Asperger's. Donald is a good-natured but hapless taxi driver with a love of birds and a superhuman knack for numbers. Like many people with AS, he likes patterns and routines. But when the beautiful and complicated Isabel joins the autism support group he leads, his life and his heart are turned upside down. In his journey, Asperger's, while very much a part of that journey, takes a back seat only to the human desire for love and to be loved and for connection despite all odds.

Donald runs a support group for people with Asperger's and in the group they can all be themselves. Donald, not long into the movie, while talking to the guys in the group in the park said that as a young boy it was obvious he

wasn't the child his parents had hoped for and that he wasn't "normal". He adds that "you can't control people or even predict them" pointing out that things are different with numbers and that as he always says with numbers, "you can count on them."

Donald then says, "People with Asperger's want contact with other people very much, we are just pathetically clueless about it all."

A new member joins Donald's group, Isabel. Not long after they meet they are drawn and attracted to one another. There is a celebration of what they can understand about each other from their own Asperger experience. This understanding, however, in the context of their relating has its limits, challenges them both and lead them to experience a lot of stress and anxiety as they continue to find their way to each other. Their journey is not without its obstacles.

The chief obstacle they face, ironically enough, is how to accept their collective difference in society and also cope with their own individual differences within that collective and shared difference.

At one point in their journey the question as to what the point of the efforts to sustain the journey of their connection, of their love, is arises, and the answer given is, "to not be alone."

This is an often unrecognized similarity between those with Asperger's Syndrome and those who are neuro-typical (NT). It is at this juncture where the reality of being human superimposes any differences and where there is a meeting point of not wanting to be alone and of wanting to be connected.

## 2.5 Previous Study

These are some previous studies which may have similar discussion with the present study. However, some of them discussed about autistic children, speech disorder and language disorder.

Fauziyah (2003) focused on a pragmatic study on speech acts used by autistic children. She has investigated speech acts used by some patients of autistic therapy of RSI- Dinoyo- Malang in the intermediate and advance level. She described about the theory of Hymes "SPEAKING", characteristic of pragmatic study, speech act theory, and language in autistic children. She found three acts from the utterances of autistic children. They are assertive acts, directive acts, and expressive acts. The autistic children utter some acts to represent the social purposes in differently with the truth of the expressed proposition obviously.

Nafiah (2008), *Expressive language disorder of the autistic child in Mercury Rising film*, investigates Simon Lynch as a child with autistic. She uses descriptive qualitative research method. The result of the study shows that Simon Lynch's utterances have some kinds of speech and language disorder namely phonological disorder, articulation disorder, voice disorder, and also language disabilities as an autistic child. The result also shows that voice disorder is mostly found and language disability as an autistic child seldom occurs.

Those related researches have nearly the same discussion with the present research even though the similarity is not the same at all. The similarity



between this study and those previous studies is that they tried to research about the sufferer of autism in the film based on the psychological approach and the language disorder. Otherwise, the difference is they conducted the research focused on the speech act and expressive language disorder, on the other hand, this study focused on the perceptive one. However, the study about perceptive language disorder of autism is rarely investigated by the other researchers, therefore this study may lead the next researchers to conduct the research on the same field in the other objects.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter covers the research method which includes research design, data source, research instruments, data collection, data analysis, and triangulation.

#### **3.1 Research Design**

This study uses a qualitative research and the technique of analysis descriptive research design. The descriptive qualitative method is chosen for this study because the data are in the form of conversations taken from the film. So that, the study emphasizes the specific case namely perceptive language disorder by using psychological approaches to analyze the language comprehension of the main characters in *Mozart and the Whale* film.

#### **3.2 Data Source**

In this research, the data which are used to support the researcher are taken from the conversation between the main characters and other characters in *Mozart and the Whale* film.

#### **3.3 Research Instruments**

In this research, the researcher as the main instrument spends a great deal to understand the script of *Mozart and the Whale* film, watch, and listen the cassette disc of the film.

#### **3.4 Data Collection**

The first step of collecting the data is investigating the data from *Mozart and the Whale* film. The data are collected by watching the film from the

beginning up to the end to know how long and frequent the data will be presented. Secondly, selecting and gathering the data which related to the theory of perceptive language disorder of autism. The data are gathered by taking the responses of the main characters which are related to the problems of their perception based on each scene on the conversations between Donald M with Isabella S, Donald M with other characters, and Isabella S with other characters.

### **3.5 Data Analysis**

The first step to analyze the perceptive language disorder of the main characters with asperger's syndrome in film is categorizing the data accordance with perceptive language disorder of autism. Second step is interpreting the data accordance with context of the story. The third, analyzing the data from each scene based on the theory of perceptive language disorder of autism. After analyzing the whole data, the research assumes the perceptive language disorder which is comprehended by Donald Morton and Isabella in *Mozart and the Whale* film. The last is making conclusions from the analysis of the data to obtain the answer to research question, that are types of perceptive language disorder occur in the conversation between Donald Morton and Isabella and the conversation between Donald Morton and Isabella as the main characters and other characters in *Mozart and the Whale* film and identifying how the perceptive language disorder of Donald Morton and Isabella in the conversation of *Mozart and the Whale* film.

### **3.6 Triangulation**

For confirming the data found, the researcher uses nearfalistimatic method of confirming finding called triangulation. Triangulation is the way to check the validity of the data by using other things outside the data to check and compare them. The research uses the data triangulation that is observing the film as well as uses script of *Mozart and the Whale* film as a substance of analysis. In addition, this study compares the problems of the study to the related theory about perceptive language disorder in the main characters as stated in chapter II in order to get more valid analysis. The last, the research also needs to get another perspective that is given by the advisor who teaches psycholinguistics as well to recheck the validity of the data.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the analysis of data findings according to the theoretical framework as stated in the previous chapters, including the interpretation of the finding and the discussion based on the analysis of the data findings to explain the research concerned. The findings are discussed based on the appearance of the data in the perceptive language disorder of the main characters in *Mozart and the Whale* film.

#### 4.1 Research Finding and the Analysis

This part explains the finding and the analysis of the data. In the research finding, the utterances and the chronological data in each scene which are taken from *Mozart and the Whale* film is identified and described.

The data finding are formed in some kind of symbols for making the simplicity of the data analysis process, based on the utterances that are found such as Donald Morton the data presentation uses DM, Isabella Sorenson uses IS, Man who is the seller of flowers uses M1, Gracie uses G, Man who is driving uses M2, Man who is sitting on the car uses M3, Hank Wallace as the Boss uses B, Dr. Jeffries uses DJ, and Man who is sitting on the long chair uses M4.

Additionally, the symbol also uses the number such [1.1] means that the first utterance and the first datum or [3.10] is from the third datum and the tenth utterance, etc. then the data analysis is directly presented under the data finding.

#### 4.1.1 Scene I

M1 : What the hell is this?  
What's the matter with you?  
Are you crazy or something?  
Look at this! Look at all...!  
Who's gonna pay for all this?  
I am talking to you.  
This is coming out of you, pal. [1.1]

DM : *We're gonna get you home before group.* [1.2]

Context:

Donald Morton as a taxi driver begins to work. He has two passengers in his taxi. Donald tries to talk something to the passengers that being a taxi driver is the best job for him, but the passengers do not pay attention to him, they are talking by them selves. Donald still tries to make conversation with them, giving any information about him self and his bird, but the passengers ignore him. Because DM doesn't pay attention to the way, he bangs the taxi up to the flower truck. Therefore, the owner of the flower truck talks to him angrily, but DM only keeps silent[1.1], and directly says that he will get the passengers home before the group, then he takes his own things and goes, without giving any responsibility to the accident happened, he leaves the passengers and his taxi.

### **Analysis:**

The utterance “*We're gonna get you home before group [1.2]*” means that (DM doesn't care about what the accident he made. He thinks it is not merely his mistake and he is very socked and confused. Therefore, he ignores M1 and leaves the passengers). This utterance shows a kind of RNP (Relevant but Not Polite) response. Because he responses M1 impolitely, he makes M1 more angry with him. Normally, DM should make the situation better by apologizing to M1 and do not leave him and the passengers directly.

#### **4.1.2 Scene II**

- G : The candy bar Baby Ruth.  
Was named after the daughter....  
of President Glover Cleveland.  
He once worked as a hangman.  
In Buffalo, New York. [2.1]
- IS : *No. Don't distract with a lot of weird  
'ball stuff 'cause I get completely lost.* [2.2]
- G : He was one of the presidents.  
Who had illegitimate children....  
together with Thomas Jefferson  
and Warren G. Harding. [2.3]
- IS : *I don't get that. How do 3 guys have children together?  
They didn't even live in the same century.* [2.4]

Context:

In the park, all the members are gathering. They are sitting down on the ladder step. Isabella introduces her self and asks her friends to help her asking something by walking near them. Gracie begins to open the topic of their conversation [2.1]. Isabella responds the topic disappointedly and a little angry by smoking [2.2]. But Gracie continues the conversation in the same topic constantly [2.3]. Isabella laughs at the story given by Gracie and she responds it [2.4].

**Analysis:**

The utterance ” *No. Don't distract with a lot of weird all stuff 'cause I get completely lost* [2.2] “has a meaning (IS doesn’t like the topic given by G in their conversation because she will feel very confused). Based on the data finding above, she makes a kind of RNP (Relevant but Not Polite) response, because she refuses and interrupts her topic directly while she is speaking. Moreover, G hasn’t finished her story yet. It shows autistic expression or it is called by psychological pressure. The revised of her statement is she doesn’t have to interrupt it directly, and has to respect what G wants to tell, whether she is interested or not.

In addition, the analysis also finds MR (Marginal Relevant) response in the utterance ” *I don't get that. How do 3 guys have children together? They didn't even live in the same century*” [2.4]. It appears because she is faithful to the topic identified by the speaker, but she shows missing the point because sometimes she takes the meaning literally.



### 4.1.3 Scene III

- IS : Hey, why are you laughing?  
I just told you I was raped.  
Keep laughing, ladies.  
I don't care what my shrink says. I'm out of here! [3.1]
- DM : Excuse me. Is there some kind of confusion here? [3.2]
- IS : *This is no damn confusion, this is a fight.* [3.3]
- DM : *Hi, I'm Donald Morton. We haven't met.* [3.4]
- IS : *Can you tell the difference  
between confusion and a fight...  
or are you just as dingy as they are?* [3.5]
- DM : Some of us aren't as functional  
as the others...but that's no reason to call anyone "dingy". [3.6]
- IS : *Don't... Don't condescend to this woman.  
They're no crazier than I am.* [3.7]
- G : Yes, we are! [3.8]
- IS : *I'm weird, but I'm not strange!* [3.9]
- DM : *You're right. This is no matter of confusion.  
It's a matter of discord. That's a nice sweater.* [3.10]
- IS : *Look, this is my first time in your little fish tank...  
and I'm just giving these women a lesson  
from my heart...which they sorely need.* [3.11]
- DM : *So that's all about self-esteem.* [3.12]

- IS : *You can kiss my self-esteem butt, Donald Duck!*  
*Why tell your life story..., and tell only the good parts?* [3.13]
- DM : *It's Donald Morton.* [3.14]
- IS : *You're missing my point!* [3.15]
- DM : *No, I'm not. I just never know what to say.* [3.16]
- IS : *Neither do I.* [3.17]

Context:

After Isabella tells her experiences to Gracie that she was raped and had been making love with woman, she thinks that it was dingy, because there was no dick, it makes Gracie laughs at her. Therefore it also makes another friend hysterical. Then Isabella asks her why she is laughing, Isabella dislikes it, but she commends her friend roughly to keep laughing; she feels offended and suppressed [3.1]. The condition is so crowded, all her friends are confused. Isabella walks away angrily. Donald tries to intercede and looks for the causal factor. He asks to Isabella [3.2]. IS answers his question hardly [3.3]. DM puts his hand out and introduces him self to Isabella [3.4]. IS ignores him, and speaks to Donald hardly. Donald still puts his hand out [3.5], and Donald tries to argue by avoiding eye contact and putting his hand out [3.6]. Isabella replies his statement, she feels suppressed [3.7]. While, Gracie responses Isabella's statement by laughing [3.8]. Isabella assists herself from Gracie [3.9], then Donald supports her, but he also gives an argument about what is happening with them, suddenly he praises her sweeter [3.10]. She looks at her own sweater but she ignores what he said, and replies him with other topic [3.11].

Donald announces to his friends that it is about self confident but he actually misses her point. Therefore she is angry with him [3.12] and [3.13]. Donald replies her by avoiding eye contact [3.14]. She makes convincing statement that he is misunderstanding by screaming [3.15]. Donald replies quickly that he is not misunderstanding, he only doesn't know what to say [3.16] and Isabella laughs [3.17].

**Analysis:**

The utterance “*This is no damn confusion, this is a fight* [3.3] means that telling the true problem of the situation to blame DM's statement. The data analysis shows the kind of RNP (Relevant but Not Polite) response. It happens when IS responses DM impolitely in high intonation. Moreover, they do not know each other. IS can't control her emotion during the conversation. It is called by psychological pressure. She shouldn't have to response DM's question in highly intonation, because it is very impolite but it is quite relevant to the topic. Therefore, the way she said should have to be more polite by using a calm intonation without being angry.

The data analysis also shows a kind of AR (Absurd Response), it appears in the utterance “*Hi, I'm Donald Morton. We haven't met*” [3.4] meaning he introduces himself, because he tries to switch and make of a new topic in the conversation that is about introduction, whereas, the topic of their conversation is about confusion and a fight. Therefore, DM doesn't need to switch and add a new topic during conversation, while the old topic is still not already finished yet.

The utterance “*Can you tell the difference between confusion and a fight..or are you just as dingy as they are?*”[3.5] is the kind of RNP (Relevant but Not Polite) response, because IS says it in impolite way, whereas, DM doesn’t know the real causal factor of the problem, but IS makes him upset on her statement that insulting him in a high intonation. Therefore, IS should be able to respect everyone, moreover, DM only wants to ask the causal factor to make the condition getting better.

The utterance “*Don't... Don't condescend to this woman. They're no crazier than I am*” [3.7] and “*I'm weird, but I'm not strange!*”[3.9] include the kind of RNP (Relevant but Not Polite) responses. She tries to explain something by speaking in a very bad sentence with angry. She is afraid to DM will help the woman and then blame her as the wrong one in the confusing situation. Therefore, she saves herself with some kind of explanations but in impolite ways.

Additionally, the data analysis of the scene IV is also showing a kind of MR (Marginally Relevant) response in utterance “*You're right. This is no matter of confusion. It's a matter of discord. That's a nice sweater*” [3.10]. This statement is quite relevant but DM is failed in perceiving the point of IS’. Then, he tries to caught the meaning literally. On the other hand, the continuing utterance “*That's a nice sweater*” means that he might not know what he should say, therefore he praises IS’s sweater but he adds the new topic and it is not relevant to the topic being talked. Therefore, it is called by the kind of AR (Absurd Response).

The utterance “*Look, this is my first time in your little fish tank...and I'm just giving these women a lesson from my heart...which they sorely need*” [3.11] means that she tries to explain the basic factor of the problem. It is the kind of RNP (Relevant but Not Polite). She speaks and explains something in a hard intonation. Therefore, it makes the conversation being more strained.

The utterance “*So that's all about self-esteem*” [3.12] includes OR (Odd Response). DM can not get the point of IS, and try to add the new topic, that is about self-esteem. DM tends to take a meaning literally.

On the other hand, the utterance “*You can kiss my self-esteem butt, Donald Duck! Why tell your life story..., and tell only the good parts?*” [3.13] is the kind of RNP (Relevant but Not Polite) response. IS says something impolitely in a high intonation because she can't bear her temper, although she shows the relevant topic response of their conversation.

While the utterance “*I'm Donald Morton*” [3.14] means that he shows the real of him, if he doesn't know what to say sometimes. Therefore, it is called by OR (Odd Response), because his response is not quite relevant to the topic and he tries to responded by another topic and show misunderstanding.

#### **4.1.4 Scene IV**

IS : Hello. Hello [4.1]

DM : *First I'd better get a machine, don't you think?* [4.2]

Context:

Donald phones Isabella, the phone is connected [4.1]. DM takes the phone and closes the phone [4.2].

### **Analysis:**

The utterance “*First I'd better get a machine, don't you think?*” [4.2] means that is unusual thing for DM to listen the voice receiver of the phone directly, because listening to the operator voice (machine) of the phone connected is his repetitive activity. Therefore, that utterance is the kind of MR (Marginal Relevant) response. He does something different from normal that called psychological condition as Asperger syndrome that always makes a repetition on the daily activity like the fist receiver of the phone should always the operator voice. DM should not close the phone while the phone is connecting and he should also response the phone receiver to have a conversation.

#### **4.1.5 Scene V**

- IS : So this is who you really are? [5.1]
- DM : Yeah. [5.2]
- IM : This is so hot! [5.3]
- DM : yeah [5.4]
- IS : Are you in there? Mr. Jonah!  
What are you laughing at, toots?  
At least my boyfriend is a vegetarian! [5.5]
- DM : *You have a boyfriend?* [5.6]
- IS : No, it's a joke. [5.7]

Context:

Isabella and Donald are wearing Halloween costume, Isabella is wearing a Mozart costume, while Donald is wearing the costume of a nice whale. Basically, they tend to come to the Halloween party, but they cancel it. They only meet in the mall. Isabella waits Donald for so long, then she picks him up to the home, because Donald is late 63 minutes. So they take a walk in the mall. Isabella awes Donald costume cheerfully [5.1]. Donald and Isabella are walking on the edge street [5.2]. Isabella gives her opinion about Donald's costume [5.3]. Donald agrees what Isabella says [5.4]. Isabella holds the tongue of the whale costume many times happily. A kid laughs at her [5.5]. Donald surprises at Isabella statement [5.6]. Isabella tells what she means [5.7].

**Analysis:**

The utterance “*You have a boyfriend?*” [5.6] means DM is shocked to the IS statement and makes his understanding surely right by asking it to her. It shows the kind of MR (Marginal relevant) response, because his response is quite relevant but he makes a mistake of IS's point. DM tends to take a thing literally, while he doesn't realize that IS only makes a joke.

**4.1.6 Scene VI**

- |    |   |       |
|----|---|-------|
| DM | : You want something to eat?                                    | [6.1] |
| IS | : You got any old food in the fridge?                           | [6.2] |
| DM | : <i>yeah, yeah. I got lots of old food. You like old food?</i> | [6.3] |
| IS | : Donald.   | [6.4] |

Context:

In Donald's home, Donald and Isabella are sitting. Isabella is putting the birds from her body, while Donald is offering something to eat to Isabella by avoiding eye contact [6.1]. Therefore it makes Isabella laugh [6.2]. Donald goes to kitchen [6.3] and Isabella plays with birds, the birds are flying to her body [6.4].

**Analysis:**

The utterance "*yeah, yeah. I got lots of old food. You like old food?*" [6.3] means making sure that he really has a kind of old food to IS. Therefore, it is called by the kind of MR (Marginal Relevant) response. His response is quite relevant to the topic of the conversation. But he misses IS's point that actually she is only joking.

#### **4.1.7 Scene VII**

IS : This is about sex. I'm sorry.  
Was that a little abrupt? [7.1]

DM : It's just that I haven't had any...in a long, long time. [7.2]

IS : Yeah. I had an instinct there.  
But sex is gonna be terrific.  
It's the most fun you can have with your clothes off. [7.3]

DM : I'm sure you've been with more attractive men. [7.4]

IS : Are you kidding me? You are so hot.  
Anyway, attraction is a whole package.  
And I've never been with anyone like you. [7.5]



DM : You mean the hygiene? [7.6]

IS : You know how many guys would take me home...  
after that show at the ring toss? [7.7]

DM : Plenty. [7.8]

IS : Well, they wouldn't be there in the morning. [7.9]

DM : *I'll be there in the morning. I live here.* [7.10]

Context:

Isabella is sitting on the sofa and putting a bird to the edge sofa beside her in Donald's home [7.1]. Donald stops his walk, turns his body back and pays attention to Isabella by avoiding eye contact [7.2]. Isabella puts another bird on the table in front of her, and then she stands up, and comes closer to Donald [7.3]. Donald answers her question by avoiding eye contact [7.4]. Isabella is looking at Donald and speaks to Donald about sex, she thinks of Donald is different than other boys. But, Donald thinks that he is different because he is untidy anymore [7.5] and [7.6]. Isabella makes sure everything she says if he is different from other boys by asking a related question [7.7], [7.8],[7.9] and [7.10] and then they make a love.

**Analysis:**

Data finding shows a kind of MR (Marginal Relevant) response again in the utterance "*I'll be there in the morning. I live here*" [7.10] means that he won't go anywhere, IS will be able to find him in his house every time. Actually DM responses it in a quite relevant topic but tends to takes the point literally. Whereas, IS means that some guys will not be responsible to what

they have done, and they will not also stay beside her to give their love and leave her directly.

#### 4.1.8 Scene VIII

- DM : Izzy, I'm home! Oh, no. *What did you do?*  
*Where's my stuff? Did you hear, Izzy?* [8.1]
- IS : Everything's here. It's just organized.  
I thought you'd like it.  
Well, now I know where everything is,  
so you'd better be nice to me...  
or I'll take the secret to my grave. [8.2]
- DM : *Where's my shower curtain, huh?* [8.3]
- IS : I threw it out. [8.4]
- DM : What? God! [8.5]
- IS : Well, I called the Center for Disease Control in Atlanta...  
but it was more than they could handle. [8.6]
- DM : *It was mine! This is all my stuff!*  
*You had no right to do this!* [8.7]
- IS : *I thought you'd like it.* [8.8]
- DM : *You stole my life* [8.9]

Context:

Donald is going home from buying something. The home is clean and tidy, because Isabella has cleaned the home before he comes. He is surprised with all the sides of his house, it seems different. He sees all the things he has.

After opening the freezer, he also sees the bath room, while the curtain is changed, so, he feels he loses his beloved curtain. He is angry with Isabella who is sleeping on the bed room [8.1], therefore Isabella wakes up and tries to explain to him that she only makes it cleaner and tidier [8.2]. But he ignores her, he feels disappointed and angry with her, because she has thrown his curtain out and changed with another curtain [8.3], [8.4] and [8.5]. While Isabella doesn't think that he will be angry as this. She tries to explain again [8.6] but Donald goes looking for his own curtain, then he finds it and takes it [8.7]. He is really angry and disappointed with her, but Isabella thinks that he will like it [8.8]. It is out of her thoughts, then Donald says to Isabella that she stole his life [8.9]. They are misunderstanding and it makes them fight and sad.

**Analysis:**

The utterances "What did you do? Where's my stuff?" [8.1], "Where's my shower curtain, huh?" [8.3], "It was mine! This is all my stuff! You had no right to do this!" [8.7] are the kind of RNP (Relevant Not Polite) responses. The topic he is responded to is quite relevant, but DM speaks to IS in a very hard intonation and impolitely. He shows a psychological pressure because he can't receive something different around him. Whereas, IS does something good for him, but it makes DM very angry and misunderstanding to her. Normally, he should not be shocked to see the very clean house, because it can make him have a better condition than before. Moreover, IS has done it with much effort, so he should respect and thank to IS.

The data finding appears a kind of MR (Marginal Relevant) response in the utterance “*I thought you'd like it*” [8.8]. Basically her response is relevant but she has a little bit misperception about what DM will response of her doing. Therefore, it makes her sad, because DM is very angry with her. To revise this condition, actually DM must be happy to see good something different from his house, but not to be angry like that. This condition shows psychological pressure.

In addition, the utterance “*You stole my life*” [8.9] is RNP (Relevant but Not Polite) response. DM shows a relevant topic but in impolite way, because his statement is very hard and hurt IS’ heart by very high intonation and doesn’t respect her anymore. Whereas, IS has done something good for him.

#### 4.1.9 Scene IX

M2 : Trying to get yourself killed? [9.1]

DM : *Maybe later.* H-Lime.

What’s that supposed to mean? [9.2]

M3 : Harry Lime. Orson Welles.

“The Third Man”.It’s a movie. [9.3]

DM : *Your plate’s better.*

*You can trade the letters for Roman numerals, that’s 215.*

*If you add the one, that’s 216.*

*That’s 6 cubed. 27 is 3 cubed.*

*I’m doing all the numbers in the parking lot.*

*It helps calming me down.* [9.4]

M3 : Did you lose your job? [9.5]

DM : No, my woman. [9.6]

Context:

In the parking place, Donald is looking at all the plat number of many cars and counting something. When he is walking, a car nearly bangs him up suddenly. So that, he is surprised, then the driver is angry with him [9.1]. Then he replies the driver by avoiding eye contact. Suddenly he sees a symbol in one of plat number of cars, he is interested in it but he doesn't know the meaning [9.2]. A man who is sitting on the car answers and explains his question [9.3]. Then Donald praises his plat number car, and begins counting [9.4]. The man wants to know him more, so he asks a question and Donald answers it directly [9.5] and [9.6].

**Analysis:**

The utterance “*Maybe later*”[9.2] which is said by DM is the kind of RNP (Relevant but Not very Polite). He responses M2 in a relevant topic but it's not very polite, “*Maybe later*” should have not been said to M2 because DM is in a wrong position. It will be better for him saying “*I'm really sorry*” to M2.

In addition, the data finding shows a kind of OR (Old Response), in the utterance “*Your plate's better. You can trade the letters for Roman numerals, that's 215. If you add the one, that's 216. That's 6 cubed. 27 is 3 cubed. I'm doing all the numbers in the parking lot. It helps calming me down*” [9.4] moreover, when he begins to say numeral counting, it is very meaning less,

because the topic of DM and M3 are not very connected. When DM's is counting, he is in depressed condition, after having a problem with his shower curtain. Therefore, it called by psychological pressure.

#### 4.1.10 Scene X

B : For one thing, I understand you're a mathematical genius. [10.1]

DM : *Who said that?* [10.2]

B : Dr. Jeffries recommended that I called...  
Isabelle Sorensen. I hope that was all right. [10.3]

DM : *It's her fault that I'm here in the first place.* [10.4]

Context:

In the office, Donald is having an interview with the boss of University, because Isabella wants him to get a good job. During the interview, Donald only keeps silent and avoids eye contact, because he feels very lazy and gets a little bit angry to Isabella for forcing him to have a job. Therefore, when the boss begins to talk and commend something about his intelligent whom he known [10.1], Donald responses it cynically and avoids eye contact [10.2]. Otherwise, the boss still wants to talk with him, and then begins to tell where he knows about him from [10.3],but Donald responses it by blaming Isabella that is all her fault to bring him there [10.4].

### **Analysis:**

The data finding shows RNP (Relevant but Not Polite) response in the utterance “*Who said that?*” [10.2]. DM is faithful to the related topic. But he responds it in impolite answer by cynical and avoiding eye contact during the conversation. Therefore he should do that, when a people have a conversation, they should be very polite whether in the way speaking or behaving, moreover, during the interviewing with the leader of a company like B.

The utterance “*It’s her fault that I’m here in the first pace*” [10.4] means that the idea to give him a job is basically IS’s mistake, so that DM blames her. It is called by RNP (Relevant but Not Polite) response because he responds and answers B’s question cynically by avoiding eye contact. He doesn’t realize that having a good job is very good for his future but he doesn’t think like this, he thinks the opposite one. He has a missing perception. Therefore, it is a kind of perceptive language disorder.

#### **4.1.11 Scene XI**

- IS : We're going to put this big sandbox right here  
in the living room...so people and animals can play...  
Whatever! And then, outside we're going to put this big  
aviary...so birds and lizards and Bongo can hang out.  
Have you met Bongo? [11.1]
- B : No, not officially. [11.2]
- DM : *Have you noticed that winters are coming later  
and later every year?* [11.3]

IS : I like that. Have you?  
and it was actually Donald's idea  
that we put... a piano in the yard  
so that all the local animals can listen to me play. [11.4]

DM : *It must be global warming.* [11.5]

IS : (to donald) Interrupting is not the way  
to become the focus of attention...  
it's very autistic. (to other) Where was I?  
The walls. So I'm gonna paint them  
in this one-of-a-kind savage colors...  
and get fabrics to put all over the carpet and stuff...  
that scream jungle, you know?  
And then... right up there, by the doorway,  
I wanna put this whale-shaped thing...  
that you have to walk through and then eventually...  
a full-size aquarium because obviously we love birds,  
but we also love fish. [11.6]

DM : *How are we gonna pay for all this!* [11.7]

Context:

Mr. Hank Wallace (the Boss) is visiting DM's house for dinner after working. The home is very dirty and untidy, and the animals are in every where. They do not see IS at home. At a moment, they find her sitting in the park beside their house by smoking and drinking a beer. Actually, she realizes



that the home is dirty and untidy but she doesn't care about it. DM and B walk near by her, then B introduces himself to IS by shaking his hand. Suddenly IS begins to talk about what genius DM is and she had been advised to be polite this morning using allusion and in a little bit bad humor showed to DM. Then she invites B to come in. In the dining room, B, DM and IS enjoy the meal and beer by talking everything about their life. Firstly they are telling about their hobbies likes painting, music, and etc. Both DM and IS want to tell their own opinion of their hobbies to the Boss. They do not want be the loser. It makes the Boss confused, he faces DM and IS alternately. For a moment they stop talking, but IS begins to open another topic to make a conversation again by telling about her self to the boss. On the middle of story, Donald interrupts to add her statement suddenly. But IS is still focusing on her story, she continues her story constantly. Against, DM interrupts to refuse her statement directly. But IS is still continuing her story. While, B is only be the best listener for them without giving any comments. After that, IS changes her topic to tell about her planning to manage the home, and her animals to B, she also wants B plays with bongo, her beloved pet [11.1]. On the other hand, DM seems very unlike to listen IS's story because she is too much talk. Therefore, it makes him begins to confuse, pressure and depressed. DM interrupts them by talking unrelated topic to their conversation suddenly [11.3]. But IS ignores him, and she is still making a joke with the Boss and Bongo and continues talking constantly [11.4]. DM interrupts again with unrelated topic hardly by avoiding eye contact [11.5]. IS dislikes his way, then she tries to remind him to be more

polite to not interrupting, and she continues her telling dreaming Ideas and plans to the boss [11.6]. DM can't receive it, he rises his hand tends to interrupt, but IS ignores him and doesn't stop talking. So that, he replays it angrily by pounding on the table, he can't control his temper [11.7]. They are really surprised, while IS stops talking directly.

**Analysis:**

The data finding shows a kind of AR (Absurd Response) in the utterance "*Have you noticed that winters are coming later and later every year?*" [11.3]. It appears when DM tries to have a strange topic during the conversation. The basic topic of their conversation is about the home and animal but he switches the topic about the weather. Therefore, it is called by psychological pressure to get another one attention.

The utterance "*It must be global warming*" [11.5] is also the kind of AR (Absurd Response), it is the way he used to attract other person. He actually wants to join to B and IS's conversation but he responses it in unconnected topic, he tends to talk about his own topic then respond to their topic conversation.

The utterance "*How are we gonna pay for all this!*" [11.7] is the kind of RNP (Relevant but Not Polite). DM interrupts the conversation directly and impolitely by speaking loudly, hardly, and pounding on the table. This situation shows psychological pressure. People with autistic usually can not control their temper when they feel in pressure and depressed.

#### 4.1.12 Scene XII

- DM : My boss is going to think that we're crazy. [12.1]
- IS : *Who got you that job in the first place?* [12.2]
- DM : *You only got it for me so*  
*I could get you this house... and these luxuries.* [13.3]
- IS : *Well, it's obvious we don't share the same dreams.*  
*That job was for you. And I pushed,*  
*and I sweet-talked you into it...*  
*because I knew that you would never*  
*go down there by yourself.*  
*But it was all for you, so you could be proud of yourself!*  
*I have put up with an array of stuff from you that no one should*  
*tolerate... because I thought that you would do the same for me.*  
*But you made me feel like a freak. Behave for your boss? Suddenly*  
*this is coming from who, Mr. Whale Costume?*  
*Mr. Toxic Toilet!* [12.4]
- DM : What about the show that you put on in there?  
Did you do one thing the entire night  
that was even halfway normal? [12.5]
- IS : *No. Because I was mad and, sadly,*  
*I was just being myself.* [12.6]
- DM : Oh, that's yourself? That's yourself? [12.7]
- IS : *That's the whole point, Donald Duck.*

*You're just one more guy who sees*

*who I really am and can't handle it.*

*It broke my heart to see how scared you were.* [12.8]

DM : Scared? [12.9]

IS : *Bringing home your boss to prove...*

*that you're normal by showing off your smart pretty little wife?*

*Only he saw that she was just as crazy as you are.* [12.10]

DM : *Crazier! Crazier!* [12.11]

IS : There's one difference between us, Donald.

You want to be normal. You crave it.

And that is what broke us up. [12.12]

Context:

After having dinner with the boss, DM and IS are walking to the park and sitting beside their house [12.1]. Each of them is angry. They continue to fight. DM feels very embarrassed and regrets what he has done at that time in front of his boss. He also really feels disappointed at IS. Otherwise, IS is really feels angry with him because DM blows her up in front of the Boss. Actually, from the first meeting, she is angry with DM because she thinks that he has advised her to keep the behavior. Whereas, DM only wants her to prepare everything to receive his Boss very well because he is very kind and DM respects him very much. On their fighting, both of them want to be the winner, each of them gives the strong argument. IS thinks that DM wants to show his smart pretty little wife to his boss, but it makes her pressure, mad and sad. Therefore, she

behaves as just being herself that was talk in active and showing everything she has. On the other hand, DM considers her is like showing a kind of freak thing. They are in a very serious debate. It hurts them selves. Then IS goes into the home, tends to break with DM and goes out from the house.

**Analysis:**

The utterance “*Who got you that job in the first place?*”[12.2]. “*You only got it for me so I could get you this house... and these luxuries* [12.3]. *Well, it’s obvious we don’t share the same dreams. That job was for you. And I pushed, and I sweet-talked you into it... because I knew that you would never go down there by yourself. But it was all for you, so you could be proud of yourself! I have put up with an array of stuff from you that no one should tolerate... because I thought that you would do the same for me. But you made me feel like a freak. Behave for your boss? Suddenly this is coming from who, Mr. Whale Costume? Mr. Toxic Toilet!* [12.4] are the kind of RNP (Relevant but Not very Polite) responses. Although, the responses are relevant but the way to say is not very polite because it has the deepest meaning to make the partner feels in offended.

The data finding shows the kind of MR (Marginal Relevant) response in the utterance “*No. Because I was mad and, sadly, I was just being myself*” [12.6]. It appears when IS tries to answer DM’s question, which means IS feels in pressure and mad because of DM’s requesting to prepare every thing to be nice for his Boss who wants to come for dinner. Therefore, it is called by psychological pressure. Whereas, normally, a wife whose husband will get a

special guest must prepare anything to be nice, moreover, when the husband asks her to do it.

The utterance "*That's the whole point, Donald Duck. You're just one more guy who sees who I really am and can't handle it. It broke my heart to see how scared you were*" [12.8] is called RNP (Relevant but Not very polite). It appears when IS responds to DM statement which makes her very angry by saying something in a high intonation. Actually the topic is nearly relevant but she has a kind of misunderstanding of attitude and statement because they are in the same feeling of pressure. Therefore it makes them in a fighting.

The data finding shows the same kind of RNP (Relevant but Not very Polite) response in the utterance "*Bringing home your boss to prove...that you're normal by showing off your smart pretty little wife? Only he saw that she was just as crazy as you are*" [12.10]. It appears when IS says a bad thing about him that is bringing the boss to dinner in their house to show his wife who is as crazy as himself. Therefore this is a kind of impolite perception because she tells the bad thing which is not surely done by DM.

The kind of RNP (Relevant but Not Polite) also appears in the utterance "*Crazier! Crazier!*" [12.11] that is means DM doesn't receive IS's statement who calls him as crazy as she is, therefore he replies it harder than IS's statement. Moreover, he says it in the high intonation and makes IS feels depressed and sad. The topic is relevant but it is such an impolite response.

#### 4.1.13 Scene XIII

DM : I wanted the place to be special because...  
I have something special to talk about. [13.1]

IS : Is it a surprise? What is it? What is it?  
Donald? What is it? Tell me! Tell me! What is it? [13.2]

DM : Izzy...I don't think you know what you want.  
You got us a house, and you got me the job.  
And we keep fighting...  
but you keep bringing me back into your life.  
And today you brought up marriage,  
and I think that you want that.  
And I want that too, because...  
you're my only chance, and I want that chance. [13.3]

IS : That's very freaking flattering. [13.4]

DM : You are my only chance because I love you.  
And I'm your only chance because you love me too.  
Marry me, Isabelle. [13.5]

IS : *Thanks for taking the pressure off!* [13.6]

DM : Isabelle, don't freak out! [13.7]

IS : *No. You're just like all the others.* [13.8]

DM : No, I'm not like all the others. [13.9]

IS : *I don't want you to save me!*  
*I just want to be left alone!* [13.10]

### Context:

At one night, DM and IS come to restaurant for dinner. The waiters welcome them friendly. It is a special night for them. IS looks so happy, she always smile cheerfully, sometimes, she laughs at strange and funny things she knows. They have a sit in the middle of the restaurant. When IS is opening the list of menu book, DM begins to open their conversation [13.1]. IS very interested in what DM wants to say. She doesn't care of what the waiter speaks beside her. She thinks she will get surprise from Donald. Therefore, she wants him to begin it quickly [13.2]. Doubtfully, DM begins and tells what he wants to be. He wants IS to get marry with him because they have the same dream [13.3]. IS begins to feel under pressure, although she says that she is very freaking at flattering [13.4]. DM still tries to explain what he wants [13.5]. By pounding on the table, she says something loudly [13.6] and [13.8] and leaving the place and DM angrily [13.10]. Donald is so shocked, he doesn't think it will be like this.

### Analysis:

The data finding shows RNP (Relevant but Not Polite) response in the utterance "*Thanks for taking the pressure off!*" [13.6] means that IS feels under pressure because of DM. it appears when IS responses DM impolitely. She interrupts him directly during the conversation, showing the psychological pressure that she dislikes his request. This utterance makes ambiguous meaning, if DM takes it literally on the word "thanks", he will get misperception.



The data shows MR (Marginal Relevant) response in IS's utterance when she says "*No. You're just like all the others*" [13.8]. She thinks that DM will leave her like the other people. Therefore, she doesn't believe in DM, whereas the day before, has told to DM that she can't live without him. He says that statement while she feels in pressure. Therefore it is called by psychological pressure.

This utterance "*I don't want you to save me! I just want to be left alone!*" [13.10] is the kind of RNP (Relevant but Not Polite) response. Actually, both the responding and the topic are quiet relevant but the way she says it is impolite. Because she uses high intonation, it makes DM shocked and feels disappointed because he doesn't think that it will be like this before.

#### 4.1.14 Scene XIV

- DJ : Donald? I'm Dr. Jeffries, Isabelle's psychiatrist.  
Are you okay? [14.1]
- DM : *Is she okay?* [14.2]
- DJ : I signed the release, and she left. [14.3]
- DM : Is that safe? [14.4]
- DJ : She's going to be fine. She'll be in therapy. [14.5]
- DM : *She doesn't need therapy. She's not crazy.* [14.6]
- DJ : Donald, she needs someone to listen to her. [14.7]
- DM : *I'll go home and I'll listen.*  
*I'm an excellent listener. I'll improve.* [14.8]
- DJ : No, I won't. Well, Asperger's is a funny animal. [14.9]

DM : Can I go home now? [14.10]

DJ : Donald. I don't want you to see her,

I don't want you to call her.

And neither does she. Okay? [14.11]

Context:

At the hospital, IS is checking her health because she tries to commit suicide before. All members of the group are waiting for her outside the room. After checking IS up, Dr. Jeffries goes out of the room. She makes a conversation with DM, she introduces herself and advises Donald not to meet and call IS anymore. It makes him feel disappointed. Therefore, he ignores her and permits to go home directly.

**Analysis:**

The utterance "*Is she okay?*" [14.2] which is responded by DM is the kind of OR (Odd Relevant) response. It appears when DJ asks about his condition, but he replies it by asking IS's condition. DM responds by adding the new topic that is about IS's condition not his condition based on DJ's question to him.

Data finding shows the kind of MR (Marginal Relevant) response in the utterance "*She doesn't need therapy. She's not crazy*" [14.6] means disagreement to let Isabella in a therapy. It appears when DJ says that Isabella will be in therapy, but DM doesn't let IS to have it because Isabella is not crazy. Whereas, having a therapy is not always caused of crazy. He misses DJ's point.

The same kind of MR (Marginal Relevant) response also appears in the utterance “*I’ll go home and I’ll listen, I’m an excellent listener. I’ll improve*” [14.8] means that making DJ believes in DM by giving a strong statement and opinion, because actually DM responses quite relevant, but he has a missing perception of DJ’s meaning. Therefore, he gives a stronger opinion to let IS to go home. Whereas, having a therapy is good for her, moreover, she is in depressed condition that is called by psychological pressure.

#### **4.1.15 Scene XV**

- DM : Excuse me,  
do you know when the next bus 217 runs? [15.1]
- M4 : Sorry. [15.2]
- DM : *I’m chasing someone.* [15.3]
- M4 : By bus? [15.4]
- DM : Well, it’s important. [15.5]
- M4 : Important enough to take the bus. [15.6]
- DM : My girlfriend left me because...  
I wanted to get married  
and she wanted to stay just friends. [15.7]
- M4 : The slower this chase, the better. [15.8]
- DM : *Yeah* [15.9]

Context:

DM never calls IS for some days, because IS's psychiatrist asks him not to phone her. But when he is just out from his office, he sees so many people walking around the yard are walking and one of them is IS. Therefore, he runs after her quickly. While, IS wants to visit to a certain place by bus. Then, she has got a bus. But, the bus leaves DM and he can't chase it. Therefore, he can't join the same bus with IS, so he must be waiting for the next bus for a long time. DM asks a question when the next bus will come to someone who is sitting on the white chair [15.1], but he doesn't know [15.2]. DM tells his purpose to him directly [15.3]. After that, he replies it strangely [15.9]. DM doesn't connect what he says to him because he is very busy going with back and front in the hall of the hospital.

**Analysis:**

The utterances "*I'm chasing someone*" [15.3] and "*Yeah*" [15.9] are the kind of MR (Marginal Relevant) because the response of his conversation with M4 is quite relevant but he has a missing perception like the word "yeah", actually DM doesn't need to say it because it is out of his wanting, because it has a bad purpose to take the bus slowly. Whereas, he actually really wants to take the bus quickly to chases IS by bus.

**4.1.6 Scene XVI**

IS : I hated you for not calling..  
'cause you were always going to be there  
and when you weren't... it was as if...

you didn't love me anymore. [16.1]

DM : *So go home. I'll call you.* [16.2]

IS : I can't promise you the future, Donald Duck.

I don't know if this is for 2 days or 20 years. [16.3]

Context:

For so many days, DM and IS do not meet each other. During the time, Donald is only confused and depressed. But one day at a certain place, they meet each other incidentally. Then they are talking to each other about their feeling lonesome.

**Analysis:**

The utterance “*So go home. I'll call you*” [16.2] that shows prom Donald response is the kind of MR (Marginally Relevant) response. The topic of their conversation is quite relevant, but it shows a kind of misunderstanding response. Whereas, IS shows her disappointed feeling to DM why doesn't he phone her, he replies it calmly asking IS to go home because he will call her.

## **4.2 Discussion**

In this discussion, the data analysis is used to characterize the components of research concerned proposed on the first chapter which has been discussed in the fourth chapter, such as the kinds of perceptive language disorder based on the utterances response of Donald Morton and Isabella Sorenson as people with Asperger syndrome in *Mozart and the Whale* film.

The data analysis above shows that Donald and Isabella as person who suffer from Asperger Syndrome shows some kind disorder in language

perception, moreover, when they are responding the utterance of other speakers. The responses can be classified as Absurd Response (AR), Odd Response (OR), more Relevant but not very Polite (RNP) Response, and Marginal Response (MR). Otherwise, the kind of Relevant but not very Polite (RNP) Response is mostly found in the utterance responses of Donald Morton and Isabella Sorenson in this film.

#### **4.2.1 Types of perceptive language disorder**

This part presents the discussion of the types which occur in Donald Morton and Isabella Sorenson, namely: Absurd Response (AR), Odd Response (OR), more Relevant but not very Polite (RNP) Response, and Marginal Response (MR).

##### **4.2.1.1 Absurd Response (AR)**

Absurd response appears when someone responds the other utterances with a strange and unconnected topic during conversation. Sometimes, it is used to attract other people attention, example: in the utterance “*it must be global warming*” [11.5] which is said by Donald, shows the kind of it because he has a certain topic which is not related to the topic responding. In addition, from the analysis found there is rarely Absurd Response (AR) which is mostly responded by Donald Morton. It was only found 3 data in this finding that is (3.4), (11.3), and (11.5) but in the utterance of Isabella Sorenson’s, the data was not founded anymore.

#### **4.2.1.2 Odd Response (OR)**

Odd response (OR) appears in the utterance of someone who responds to the other speakers by adding a new topic but it is still nearly relevant to the topic of the conversation, example : “ *is she okay*”[14.2], it shows odd response (OR) because when Dr. Jeffries asks question about Donald’s condition, he responds it by asking Isabella’s condition. This type is rarely found in the utterance response of Donald Morton. It occurs only in (3.12), (3.14), (9.4), (14.2), and (15.3).

#### **4.2.1.3 Relevant but Not very Polite Response (RNP)**

The kind of RNP response appears in the conversation of someone who responds other speaker by giving an impolite way, a high intonation response, and cynically expression during conversation, which sometimes makes other speaker get upset, feel disappointed and hurt their heart. Interrupting the speaker directly during the conversation also considered as this response, example: “*Thank for taking the pressure off!*”[13.6], it is said by IS when she interrupts DM’s conversation directly because what DM says makes her feels under the pressure. This type is found mostly in the utterance of both Donald and Isabella.

#### **4.2.1.4 Marginal Relevant Response (MR)**

Marginal Relevant Response appears when someone responds in quite relevant topic but sometimes makes some misunderstandings perception of the speaker’s meaning. This response can also happen to the normal people in a certain time during their conversation, example: “*you have a boy*

*friend?*”[5.6]. It shows MR response because when Isabella introduces DM as her boy friend to other people, DM thinks that IS has a boy friend, therefore he makes a misperception of her. Additionally, this type is found mostly in the utterances of both Donald Morton and Isabella Sorenson.

#### **4.2.2 Perceptive language disorder of the main characters**

The following section discusses the perceptive language disorder of Donald Morton and Isabella Sorenson as the main characters in *Mozart and the Whale* film.

##### **4.2.2.1 Donald Morton’s Response**

Based on the data analysis, found mostly the language perception of Donald Morton’s utterances is mostly in the type of Relevant but Not very Polite (RNP) response in (1.2), (8.1), (8.3), (8.7), (8.9), (9.2), (10.2), (10.4), (11.7), (12.3), (12.11) and Marginal Relevant (MR) response in (3.10), (4.2), (5.6), (6.3), (7.10), (14.6), (14.8), (15.9), (16.2). These are not only because Donald takes more action than the other actors, but also because he has responded more which are related to the perceptive language disorder, like: when he is speaking to the other people, he tends to avoid eye contact and answers the other’s question the way he likes, but actually it is very impolite to say. On the other hand, he also tends to perceive wrongly other people’s point of view, sometimes; he takes a thing literally although the topic of his response is quite relevant in the conversation.



#### **4.2.2.2 Isabella Sorenson's response**

Isabella's utterances also show the disorder in her language perception. Based on the data analysis, it can be classified as Relevant but Not Polite Response (RNP) found in (3.3), (3.5), (3.7), (3.11), (3.13), (12.2), (12.4), (12.8), (12.10), (13.6), (13.10), and Marginal Relevant (MR) response found in (2.2), (2.4), (3.9), (8.8), (12.6), (13.8). Those all appears when she feels under the pressure, therefore, she will not be able to control herself. Sometimes, she tends to misunderstand what other's mean and answers the other's questions hardly. Actually the way her responding to the other people's topic of the conversation is quite relevant but not very polite.

From all the explanation above, God has told in Q.S. Ar-ra'd: 8 that Allah as the lord of the universe who has mercy to arrange the human life, the only one who knows the measurement of his creations to give and manage human being whether to have sufficiency or weakness. Therefore, the sufficiency is shown in Donald's ability that is very genius in counting numbers, while Isabella is very genius in remembering tones and clever at painting. On the other hand, the human weakness is also shown in their ability to understand each other which are out of a normal, because they lack of making communication and social interaction.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After presenting the findings and the discussion in the preceding chapter, the research derives conclusion and provides some suggestions to the readers in this chapter, moreover to the people who concern with language disorder especially in perceptive language disorder and for the next researchers who want to conduct the research in this scope.

#### 5.1 Conclusion

The result of this analysis leads to the prompt answer of the research question, referring to all the findings discussed, this study concludes that from the data which are taken from Donald Morton (DM) and Isabella Sorenson's (IS) utterances in *Mozart and the Whale* film, some kinds of perceptive language disorder are found namely: Absurd (AR) Response, Odd (OR) response, Relevant but Not very Polite (RNP) and also Marginal Relevant (MR) Response. Here is the brief conclusion of perceptive language disorder found:

a. Absurd Response (AR)

Absurd response occurs in Donald Morton utterance when he gets difficulty in responding the real topic in a conversation, he tends to make strange and new topic to get attention or other purposes.

b. Odd Response (OR)

This disorder appears in Donald Morton's utterance when he lacks of relevancy in responding other speaker's utterances, but he not adding the new topic during conversation.

c. Relevant but Not very Polite (RNP) Response

RNP response happens in both Donald and Isabella when they have a quite relevant topic to the conversation but lack of politeness on the response. Sometimes, it happens when they feel under pressure and can not control their emotion.

d. Marginally Relevant (MR) Response

This response is shown in Donald and Isabella's utterances when they lack of understanding to the other speaker means but still in a quite relevant topic of the conversation.

## 5.2 Suggestion

After this study explains the perceptive language disorder by using psycholinguistic approaches to analyze the language perception of Donald and Isabella as the sufferers from Asperger Syndrome in *Mozart and the Whale* film, it may gives a contribution on the improvement of understanding the language studies, psycholinguistics, especially on perceptive language disorder.

Furthermore, there are several suggestions based on the result of the study. Actually, *Mozart and the Whale* film doesn't only show about the habit and love story of people with Asperger Syndrome, but it also contains the knowledge on their communication strategy such a new knowledge may be useful for people who will interact with people who suffer from Asperger

Syndrome because they tend to use RNP response as they lack of making a good communication and social interaction.

Finally, this study shows that people with Asperger Syndrome found the perceptive language disorders that are Absurd Response (AR), Odd Response (OR), more Relevant but not very Polite (RNP) Response, and Marginal Response (MR). Therefore, for the next researcher to conduct the research identify the types of perceptive language disorder in other objects.

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**Table of Data Analysis**

Scene	Sentence of response	Listener		Kinds of response				Note*
		DM	IS	AR	OR	RNP	MR	
I	<i>We're gonna get you home before group</i>	✓				✓		[ 1.2 ]
II	<i>No. Don't distract with a lot of weird 'ball stuff' 'cause I get completely lost</i>		✓				✓	[ 2.2 ]
	<i>I don't get that. How do 3 guys have children together? They didn't even live in the same century</i>		✓				✓	[ 2.4 ]
III	<i>This is no damn confusion, this is a fight</i>		✓			✓		[ 3.3 ]
	<i>Hi, I'm Donald Morton. We haven't met</i>	✓		✓				[ 3.4 ]
	<i>Can you tell the difference between confusion and a fight...or are you just as dingy as they are?</i>		✓			✓		[ 3.5 ]
	<i>Don't... Don't condescend to this woman. They're no crazier than I am</i>		✓			✓		[ 3.7 ]
	<i>I'm weird, but I'm not strange!</i>		✓				✓	[ 3.9 ]
	<i>You're right. This is no matter of confusion. It's a matter of discord. That's a nice sweater</i>	✓					✓	[ 3.10 ]
	<i>Look, this is my first time in your little fish tank...and I'm just giving these women a lesson from my heart...which they sorely need</i>		✓				✓	[ 3.11 ]
	<i>So that's all about self-esteem</i>	✓			✓			[ 3.12 ]
	<i>You can kiss my self-esteem butt, Donald Duck! Why tell your life story..., and tell only the good parts?</i>		✓				✓	[ 3.13 ]
	<i>It's Donald Morton</i>	✓			✓			[ 3.14 ]
IV	<i>First I'd better get a machine, don't you think?</i>	✓					✓	[ 4.2 ]
V	<i>You have a boyfriend?</i>	✓					✓	[ 5.6 ]
VI	<i>yeah, yeah. I got lots of old food. You like old food?</i>	✓					✓	[ 6.3 ]
VII	<i>I'll be there in the morning. I live here.</i>	✓					✓	[ 7.10 ]
VIII	<i>What did you do?Where's my stuff?</i>	✓				✓		[ 8.1 ]
	<i>Where's my shower curtain, huh?</i>	✓				✓		[ 8.3 ]
	<i>It was mine! This is all my stuff! You had no right to do this!</i>	✓				✓		[ 8.7 ]
	<i>I thought you'd like it</i>		✓				✓	[ 8.8 ]

	<i>You stole my life</i>	✓				✓		[ 8.9 ]	
	<i>Maybe later</i>	✓				✓		[ 9.2 ]	
IX	<i>Your plate's better. You can trade the letters for Roman numerals, that's 215. If you add the one, that's 216. That's 6 cubed. 27 is 3 cubed. I'm doing all the numbers in the parking lot. It helps calming me down</i>	✓			✓			[ 9.4 ]	
X	<i>Who said that?</i>	✓				✓		[ 10.2 ]	
	<i>It's her fault that I'm here in the first place.</i>	✓				✓		[10.4 ]	
XI	<i>Have you noticed that winters are coming later and later every year?</i>	✓		✓				[ 11.3 ]	
	<i>It must be global warming</i>	✓		✓				[ 11.5 ]	
	<i>How are we gonna pay for all this?</i>	✓				✓		[ 11.7 ]	
XII	<i>Who got you that job in the first place?</i>		✓			✓		[ 12.2 ]	
	<i>You only got it for me so I could get you this house... and these luxuries</i>	✓				✓		[ 12.3 ]	
	<i>Well, it's obvious we don't share the same dreams. That job was for you. And I pushed, and I sweet-talked you into it... because I knew that you would never go down there by yourself. But it was all for you, so you could be proud of yourself! I have put up with an array of stuff from you that no one should tolerate... because I thought that you would do the same for me. But you made me feel like a freak. Behave for your boss? Suddenly this is coming from who, Mr. Whale Costume? Mr. Toxic Toilet!</i>		✓				✓		[ 12.4 ]
	<i>No. Because I was mad and, sadly, I was just being myself.</i>		✓				✓		[ 12.6 ]
	<i>That's the whole point, Donald Duck. You're just one more guy who sees who I really am and can't handle it. It broke my heart to see how scared you were.</i>		✓				✓		[ 12.8 ]
	<i>Bringing home your boss to prove...that you're normal by showing off your smart pretty little wife? Only he saw that she was just as crazy as you are.</i>		✓				✓		[ 12.10 ]
	<i>Crazier! Crazier!</i>	✓					✓		[ 12.11 ]
XIII	<i>Thanks for taking the pressure off!</i>		✓			✓		[ 13.6 ]	



	<i>No. You're just like all the others.</i>		✓				✓	[ 13. 8 ]
	<i>I don't want you to save me! I just want to be left alone!</i>		✓			✓		[13. 10]
XIV	<i>Is she okay?</i>	✓			✓			[ 14.2 ]
	<i>She doesn't need therapy. She's not crazy.</i>	✓					✓	[ 14.6 ]
	<i>I'll go home and I'll listen. I'm an excellent listener. I'll improve</i>	✓					✓	[ 14.8 ]
XV	<i>I'm chasing someone</i>	✓			✓			[ 15.3 ]
	<i>Yeah</i>	✓					✓	[ 15.9 ]
XVI	<i>So go home. I'll call you.</i>	✓					✓	[ 16.2 ]

<b>Note:</b>	<b>DM</b>	=	<b>Donald Morton</b>
	<b>IS</b>	=	<b>Isabella Sorensen</b>
	<b>AR</b>	=	<b>Absurd Response</b>
	<b>OR</b>	=	<b>Odd Response</b>
	<b>RNP</b>	=	<b>Relevant but Not Polite</b>
	<b>MR</b>	=	<b>Marginal Relevant</b>
*)	<b>Based on scene/chronological data/context of utterance</b>		