
An Analysis of Language Disorder in "Fly Away" (2011) Movie

Eva Meidi Kulsum^{1*}, Aliya Nurdayani², Ayang Winda Sri Widianingsih³, Rina Mutiarawati⁴

^{1,2,3}Program Studi Pendidikan Bahasa Inggris, Universitas Ma'some

^{1,2,3}Jl. Raya Cipacing No.22, Cipacing, Kec. Jatinangor, Kab. Sumedang

⁴Program Studi Sosiologi, UIN Sunan Gunung Djati Bandung

⁴Jl. A.H. Nasution No. 105, Cipadung, Cibiru, Kota Bandung

*Email: evameidik@gmail.com

Abstrak

Gangguan berbahasa merupakan gangguan perkembangan yang paling sering terjadi pada masa kanak-kanak dan mempunyai dampak negatif yang signifikan terhadap tumbuh kembang anak. Ada beberapa jenis gangguan berbahasa yang dapat dideteksi sejak dini, salah satunya adalah autisme. Penelitian ini bertujuan untuk mengkaji gangguan berbahasa dalam sebuah film yang berfokus pada salah satu karakter yang menunjukkan gejala Autism-Spectrum Disorder (ASD). Metode yang digunakan dalam penelitian ini adalah metode analisis kualitatif. Dengan mengumpulkan data melalui film. Analisis penelitian ini dilakukan terhadap karakter Mandy dalam film "fly away". Hasil penelitian kemudian dikategorikan, dianalisis dan disimpulkan berdasarkan teori yang mendasarinya. Dapat disimpulkan bahwa Mandy menunjukkan ciri-ciri tipe ASD, ciri-ciri ASD yang ditunjukkan Mandy adalah echolalia, bahasa metaforis, neologisme dan tidak menimbulkan prosodi. Selain itu, penelitian ini diharapkan dapat meningkatkan kesadaran keluarga terhadap diagnosis dini yang memungkinkan mereka mengakses layanan dukungan yang tepat, sumber daya pendidikan, dan program komunitas, memfasilitasi mekanisme penanggulangan yang lebih baik, mengurangi stres orang tua, dan meningkatkan kemandirian ketika dewasa.

Kata kunci: gangguan berbahasa, anak dengan autisme, autism spectrum disorder

Abstract

Language disorder is the most frequent developmental disorder in childhood and it has a significant negative impact on children's development. There are several types of language disorders that can be detected early, one of them is autism. This study aims to examine language disorder in a movie which focuses on one of the characters that shows Autism-Spectrum Disorder (ASD) symptoms. The method used in this research is qualitative analysis method by collecting data through movies. This study analysis was conducted on Mandy's character in the movie "fly away". The results of the study are then categorized, analyzed and concluded based on the underlying theories. It can be concluded that Mandy shows the characteristics of the ASD symptom in the form of echolalia, metaphorical language, neologisms and do not elicit prosody. Additionally, it is hoped that this research can increase families' awareness on early diagnosis that enables them to access appropriate support services, educational resources, and community programs, facilitate better coping mechanisms, reduce parental stress, and increase adult independence

Keywords: language disorders, children with autism, autism spectrum disorder

1. BACKGROUND

Communication is part of the socialization carried out by humans, and the tool for communication is language. According to Asri et al. (2021), language is a tool for communication and a tool for self-expression. Communication through language allows each user to adapt to their physical and social environment. Meanwhile, Sitompul (2019) said that language is a means of communication between community members in the form of sound symbols produced by the human speech apparatus. To support good communication, humans must have good language skills which consist of four aspects, namely listening, speaking, reading and writing (Kulsum et al., 2023). In line with that Istiqoh (2021) argued that language skills must be trained from an early age. Considering that language skills are an important part of communication, it can be concluded that language skills are an important aspect of human life especially for verbal communication (Darancik, 2018), but unfortunately not all humans have good language skills. For instance, a mute or a stutterer has trouble in speaking (Postma et al., 1990) moreover in creating abstract motor plans for speech (Howell & Dworzynski, 2005; Van Lieshout, 1995; Walsh et al., 2015) and is not born with flawless language skills. In addition, there are also people who experience limited language skills when they are adults, for example someone who has a stroke or has an accident so that they lose the ability of language skills (Grass-Clementson, 2018). This disability is also classified as a language disorder. Masitoh (2019) also said that language disorder is one type of disorder in communication with an indication that someone has a disorder in the symbolic process. Since it is known that someone who has abnormalities in brain function and speech, they will have difficulty in speaking both productive and receptive, causing their language skills to be disrupted (Daulay et al., 2021). In addition, according to Khairina et al. (2020) language disorders are one of the focuses of discussion in Psycholinguistics. From the above explanation, we can conclude that language disorder is a person's inability in language skills which will make sufferers experience difficulties in communicating.

There are several factors that lead to language impairment; first, medical factors. Damage to the central nervous system caused by injury or bruising is the medical component that contributes most to language learning problems. Second, the physiological condition is the ability of the organs involved in carrying out their duties to support the smooth running of children in pursuing speech development goals. These organs include senso-motor nerves. Third, environmental conditions. The family environment should be able to create a conducive and positive atmosphere. Distuasion and the role of parents and family in providing verbal stimulus is also needed, if these environmental conditions are not satisfied, a children may experience linguistic limits (language disorders). This is done to help the childrens to further develop their language skills (Masitoh, 2019) and avoid experiencing a language disorder.

According to Violita in Wiratama & Purnomo (2023), language disorders include difficulty in communicating and is mostly experienced by people who have failure in applying language skills. It can be seen from the patients who have difficulty in conveying their thoughts and feelings verbally in the form of words and sentences. Due to those abnormalities in the functioning of the brain and speech organs, it is implied that they have difficulty in speaking. Language disorder is mostly related to different types of cognitive difficulties (Rinaldi et al., 2021), which are shown in many ways, for instance: in procedural memory management (Lum et al., 2012), motor control (Finlay & McPhillips, 2013), phonological working memory (Duinmeijer et al., 2012), and executive functioning (Kapa & Erikson, 2019). Beside its relation with the cognitive abilities, there are several types of language disorders can be detected early (Indah, 2017), namely: autism spectrum (Turner, 2017), attractions, dyslexia (Kazachiner & Boychuk, 2022), stuttering (Rossi & Giacheti, 2019), speech delay (Brown et al., 2020) and cerebral palsy (Norbury & Paul, 2015). The most common causes of developmental disorders is autism (Mufidah & Antono, 2019).

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Other than that, there are also several studies related to the study of language disorders. The first study was conducted by Khairina et al. (2020) with the title "Analisis Gangguan Bahasa pada Anak melalui Kajian Psikolinguistik". This analysis aims to determine the factors that affect children's language disorders, knowing the indicators of language disorders in children. The result of this study is that children aged 5-10 should be able to speak fluently. In addition, in the procedure for pronouncing vocabulary, it is influenced by various parties, including parents, family, neighbors, friends, religious parties, teachers, and information media such as television and parents must play an active role in getting their children used to speaking according to letters and pronunciation.

The second study that has a relationship with language disorder research with the title "Gangguan Bahasa dalam Perkembangan Bicara Anak" by Masitoh (2019). This study has three objectives, namely: First, to determine the stage of language development (speech) of children in general, second, to determine the causes of speech and language disorders, and third, to determine the symptoms and treatment of speech and language disorders. The result of this research is that language and speech impairment is one type of communication disorder that is indicated by a disturbance in the symbolic process. The causes of language and speech disorders are very broad. It can be caused by disorders of the nervous system or abnormalities in organs related to the process of language and speech that occur due to injury or trauma during prenatal, natal, and postnatal periods.

Referring to the studies that have been conducted which focus on analyzing language disorders and their factors for children, this research will discuss language disorders experienced by the character Mandy in the film "Fly Away" by looking at the symptoms. As a difference with the previous study, in this study the language disorder discussed is more focused on people with autism. So the purpose of this research is to find out and describe the language disorder of Mandy's character in the movie "Fly Away". Furthermore the problems that will be covered in this study include: the kinds of linguistic disorder exhibit in Mandy's character and the characteristic signaled in Mandy's character in Fly Away movie. The author hopes that this study can provide knowledge to readers about language disorders, and can be an insight for the community to better understand autistic people in communication.

2. RESEARCH METHOD

The data of this study is taken from the English subtitles of a movie "fly away", this movie was released in 2011. The subject of this study is the character Mandy in the movie. Mandy is a 16-year-old girl who has autism. This movie tells the story of a mother who takes care of her child named Mandy, this movie tells how the mother's daily life when taking care of Mandy, and how the mother's parenting is in taking care of Mandy, this movie also tells how the mother communicates with Mandy, and how the mother overcomes Mandy when Mandy has a tantrum at school or at home.

The type of research that carried out in this study is a qualitative-research using content analysis methods which focuses on words and description to examine the conversation in a movie by gaining direct information from each character without imposing preconceived categories or theoretical perspectives (Shava et al., 2021). For data collection techniques in this study using note-taking techniques. Listening and note-taking techniques were carried out by researchers in viewing the film "Fly Away". By previously watching the film "Fly Away" first and then noting important things related to the language disorder that will be studied, namely autism.

The analysis process is carried out by analyzing the dialogue script of Mandy's character following several steps. First, the researcher watched and understood the storyline of the movie "Fly Away", then

copied all the conversations needed to be analyzed in this study, after that classified the type of language disorder of the character Mandy and finally interpret the data based on the underlined theories.

3. FINDING AND DISCUSSION

Language disorder is the most frequent developmental disorder in childhood and it has a significant negative impact on children's development (Rinaldi et al., 2021). There are several types of language disorders can be detected early (Indah, 2017), namely: autism spectrum (Turner, 2017), attractions, dyslexia (Kazachiner & Boychuk, 2022), stuttering (Rossi & Giacheti, 2019), speech delay (Brown et al., 2020) and cerebral palsy (Norbury & Paul, 2015). The most common causes of developmental disorders is autism (Mufidah & Antono, 2019).

There are many definitions of autism, and there are still many people who do not understand what autism is and what causes autism. Autism is a developmental disorder that is part of the abnormal or autistic spectral disorders of the autism spectrum, Therefore, autism is not a mental illness but a brain disorder that cannot function properly as found in humans in general (Verhoeff, 2012). Rohman & Fauziah (2008) also said that autism is not a contagious disease, but a broad developmental disorder that exists in children. From above definition, we can conclude that the definition of autism is not what is interpreted by the general public, many of them think that autism is a disease that can be contagious and can be transmitted to others, but autism is a developmental disorder that occurs in a person that causes the brain to not function normally.

There are several examples of symptoms that characterize autism, such as; children with autism generally don't want to look at the person they are talking to, they will look away from the person they are talking to so that eye contact does not occur, Children with autism are also reluctant to be held or cuddled, they will box to avoid being hugged by someone. Unwilling to interact, limited communication, slow language learning. children with autism usually like to scream, cry, laugh for no reason, and some of them like to do activities that use a lot of energy, such as running fast, hitting the table or clapping their hands loudly which they don't realize can hurt themselves. In addition, children with autism are also less able to express emotions (Kurniawan, 2021). Besides, Autism can be caused by 3 factors; first, it is caused by genetic factors. A mutated gene can cause a baby to be born with autism. Second, environmental factors are one of the causes of autism, this is due to air pollution, nutrients and mercury. A mother who is pregnant in the first to sixth month if she does not pay attention to the nutrition she eats and the health of the air around her and then does not pay attention to skincare or the items she uses will have the possibility of giving birth to a child with autistic disorders. Third, immune system disorders. Abnormal neuroimmunity can affect the work of the nervous system which can cause neuroinflammation which is one of the factors causing autism (Sari et al., 2017).

The autism spectrum or Autism Spectrum Disorder (ASD) has main characteristics, including; ecololia (Purnama & Dewi, 2022) ,personal pronoun reversal (Shield, 2014), literal thinking (Hutten & M.A., 2018), metaphorical language (Lee, 2021), neologism (Kroenke, 2015), expressing agreement and questions with repetition (Tamm Lessa de Sá, 2014). Desiring the same verbal scenario, autistic style of discourse, does not evoke prosody (Maemonah et al., 2021).

Echolalia is divided into two, namely; immediate echolalia and delayed echolalia (Yang, 2023). Direct echolalia occurs when children hear questions or offers, such as:

"do you want an ice cream?"

When the children with autism are asked like the offer sentence above, they will answer with the offer sentence earlier "do you want an ice cream?". It clearly shows immediate meaningless repetition of a sentence that has just been heard (Rajini, 2023). Children with autism possibly answered 'yes', but they said the same sentence not intending to accept the offer, or this was done because it was non-communicative, they responded to this because they were not focused, or they memorized the offer sentence as a habit. Delayed echolalia is the repetition of a sentence that the child has heard in the past. This also done with two purposes, either communicative or non-communicative. Communicative in delayed echolalia is to take turns speaking, verbal expression, calling someone or protesting something. Whereas Non-Communicative in delayed echolalia is because the child is not focused, talking to themselves, or just because of their habit. for example, when autistic children are at home and they suddenly repeat the teacher's command that they had at school. More over there are some autistic children who remember words or phrases that other people said within a long period of time like hours, the next day, a week, a month, even a year later (Purnama & Dewi, 2022).

The second characteristic of Autism-Spectrum Disorders (ASD) is personal pronouns reversal. The words me or you as first and second person pronouns are not easy for children with autism. They find it easier to say the name as the pronoun. In addition to first and second person pronouns, reference words such as this, that, there, yesterday and so on are also a difficulty for children with autism. Children with ASD may reverse pronouns because they fail to comprehend discourse roles and have a deficit in pronoun production or fail to perform deictic shifting. However, one would expect that they should misunderstand statements whose correct understanding relies on pronouns (Brehme, 2014).

Literal thinking is the third characteristic, they have a very literal understanding, this causes them to find it difficult to understand and distinguish complex sentences such as small talk or figurative language sentences.

"thankyou for being troublesome"

The sentence above is an example of a figure of speech spoken to a child with autism who has broken a vase, so that person feels bothered to clean up the shard, but the figure of speech used will make it difficult for children with autism to understand. They will only respond with the word "you're welcome" instead of an apology, this is because they can't differentiate the sentence and understand it as a reply of a thank you. It results from the underlying communication disorder, which makes them unable to understand the shifting meaning of words in changing situations (Hutten & M.A., 2018)

The fourth characteristic is metaphorical language. Some children with ASD create certain terms as vocabulary and are only understood by those closest to them who know the origin of the meaning of the use of these terms because it requires the ability to go beyond what is explicitly stated (Pastor-Cerezuela et al., 2020)

The next characteristics are neologisms and express agreement with repetition. Neologisms are vocabulary created and owned by verbal autistic children that only they understand. The characteristic of expressing agreement with repetition (Ephratt, 2015). This is similar to echolalia where children with autism will respond or answer questions of agreement with repetition, they have difficulty saying "yes".

The eighth characteristic, wanting the same verbal scenario. Children with autism tend to lead the other person to start a conversation with the order of speech they usually do, they want the same verbal scenario by exemplifying the conversation they want (Maemonah et al., 2021).

The ninth characteristic, autistic discourse style. In general, autistic children use a boring style of speech with different topics. If their conversation is cut off they dare to repeat the sentence from their watchful eye again until they finish the sentence.

The final characteristic of ASD is that it does not produce prosody. The words produced by children with autism tend to be flat, monotonous, with emphasized intonation, and unusual patterns. Likewise, as well as when someone speaks they often fail to interpret and understand the intent of the other person speaking (Lindström et al., 2016).

In this chapter, the author will present the findings of the research conducted for this study by collecting data through listening and note-taking that have been described in the previous chapter. These listening and note-taking were conducted to answer the aims of this study, namely: to find out the kind of linguistic disorder does Mandy's character exhibit in the movie Fly Away and to find out characteristic signaled in Mandy's character in Fly Away.

Data 1

Dady : "yeahhhh.. hmmm what we got here? oh a ballpoint pen you can draw all the pictures you want that puppy there you go"
Mandy : "dad dam for sam dam for sam lets playing on the sky"
Daddy : "Oh baby that is beautiful look at that"

The situation in this dialogue is when Mandy's father comes home bringing a ballpoint pen gift for Mandy to draw, because Mandy really likes to paint. When her father gave the ballpoint pen to Mandy, Mandy didn't answer anything, just accepted the ballpoint pen and painted in her book. When she finished painting, Mandy showed her results to her father while saying "dad dam for sam dam for sam lets playing on the sky". It can be seen that there are some vocabulary words that are not clear and we do not understand, but Mandy's father understands Mandy's words and responds well, "Oh baby that is beautiful look at that"

Data 2

Mandy : "fast fastest way of sky"
Dady : "yeah sweetheart very good artist. yes you are. how about we go find a real one? hmm up in the sky at the playground you and me Saturday at the park?"

This dialogue is a continuation of the conversation from dialogue data 1, here Mandy repeats vocabulary that many people don't understand but her father can understand the words spoken by Mandy. "fast fastest way of sky" what Mandy means here is "planes in the sky", Mandy's father understood what Mandy meant, so Mandy's father responded by inviting Mandy to the park to see a real plane.

The two data above are categorized as the characteristics of Autism Spectrum Disorder (ASD), namely the characteristics of metaphorical language, according to what has been discussed in the previous theoretical explanation, Mandy makes terms or personal vocabulary that only parents, relatives, or people who are close to them understand with Mandy.

Data 3

- Dady : "what she did? She bite me"
Mommy : "oh god Mandy you can't do that"
Mandy : "can't do that?"

In this dialogue, when her father invites Mandy to the park to see the plane, Mandy goes berserk because her father tells Mandy to stop playing on the swing and Mandy bites her father's hand until it hurts. When her mother advised Mandy not to do this to her father. Mandy only responded by repeating part of what her mother said.

Data 4

- Mommy : "mandy you have to apologize to Daddy, say you're sorry"
Mandy : "say you're sorry"

This dialogue is still in the same scene as the data dialogue 3, Mandy's mother tells Mandy to apologize to her father because Mandy bit her father's hand and injured his father's hand. But Mandy didn't say "I'm sorry", but only repeated her mother's orders.

The two dialogues above are also one of the characteristics of Autism Spectrum Disorder (ASD), the characteristic of which is echolalia. Mandy could only repeat the words spoken by her mother. This happened as a form of Mandy's "yes" response to her mother's words or orders

Data 5

- Mandy : "cholaaa.. cholaaa, cholaa.. cholaa.."
Mommy : "give her chocolate and I coconut"
Mandy : "no.. nonot.. noo nonot.. cholaaa cholaaaa"
Mommy : "u can have chocolate and mommy has coconut"

In this dialogue Mandy and her mother are at an ice cream shop, Mandy wants chocolate ice cream but she doesn't pronounce it properly and uses private vocabulary, And his mother asked the waiter for two ice cream flavors of chocolate and coconut. In this condition, what Mandy understands is that Mandy will get coconut-flavored ice cream that she doesn't want, so she keeps screaming "cholaaaaa" which means chocolate.

Data 6

- Mandy : "hahahaha, cholaaa the face cholaaa the face, mommy chola face"
Mommy : "oh yeah? Here chocolate on mandy face"

In this dialogue Mandy shoved her chocolate ice cream into her mother's face. Mandy again mentions chocolate in her own vocabulary and doesn't pronounce the word chocolate correctly.

Data 5 and data 6 are characteristic of neologisms and do not elicit prosody. This is in accordance with the material explained in the previous chapter. Mandy mentioned the word chocolate with her own vocabulary, "cholaaa", and in data 6 Mandy shows the characteristics of does not produce prosody, where Mandy does not understand the mother's intention to buy ice cream with two different flavors, chocolate flavored ice cream for Mandy and coconut flavored ice cream for Mandy's mother.

4. CONCLUSION

From the data described by the author previously, it can be concluded that the character of a 16-year-old girl with autism named Mandy in the "fly away" movie has a type of Autism-Spectrum Disorder (ASD). Based on the results of the study, it is concluded that Mandy shows the characteristics of ASD symptom in the form of echolalia, metaphorical language, neologisms and do not elicit prosody. From this analysis of language disorder focusing on ASD, it is hoped that this research can increase families' awareness on early diagnosis that enables them to access appropriate support services, educational resources, and community programs, facilitate better coping mechanisms, reduce parental stress, and increase adult independence (Okoye et al., 2023).

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Appendix

Data 1

Dady : "yeahhhh.. hmmm what we got here?oh a ballpoint pen you can draw all the pictures you want that puppy there you go"

Mandy : "dad dam for sam dam for sam lets playing on the sky"

Daddy : "Oh baby that is beautiful look at that"

Data 2

Mandy : "fast fastest way of sky"

Dady : "yeah sweetheart very good artist. yes you are. how about we go find a real one? hmm up in the sky at the playground you and me Saturday at the park?"

Data 3

Dady: what she did? She bite me Mommy: oh god Mandy you can't do that Mandy: can't do that

Data 4

Mommy: mandy you have to apologize to Daddy, say you're sorry
Mandy: say you're sorry

Data 5

Mandy: "cholaaa.. cholaaa, cholaa.. cholaa.."

Mommy: "give her chocolate and I coconut"

Mandy: "no.. nonot.. noo nonot.. cholaaa cholaaaa"

Mommy: "u can have chocolate and mommy has coconut"

Data 6

Mandy: hahahaha, cholaaa the face cholaaa the face, mommy chola face

Mommy: oh yeah? Here chocolate on mandy face