

Language Features of Autistic Character in *Please Stand By* Film: Psycholinguistic Analysis

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ABSTRAK

Penyandang autisme pada umumnya mengalami kesulitan dalam bersosialisasi dan berkomunikasi. Hal ini menyebabkan mereka sering diabaikan dan disalahpahami oleh orang lain. Salah satu fenomena autisme digambarkan dalam sebuah film yang berjudul *Please Stand By*. Penelitian ini bertujuan untuk menganalisis ciri-ciri dan jenis tanggapan orang autis yang digambarkan oleh Wendy, seorang karakter autis dalam film tersebut. Penelitian ini menggunakan metode deskriptif kualitatif dan pendekatan psikolinguistik. Selain itu, penelitian ini menggunakan teori Wing dan Gould untuk mengidentifikasi ciri-ciri orang autis dan teori Rothwell untuk mengidentifikasi jenis-jenis tanggapan yang diberikan oleh orang autis. Hasil dari penelitian ini menunjukkan dua poin penting. Pertama, berdasarkan temuan penelitian ini, terdapat tiga ciri orang autis yang dialami oleh Wendy diantaranya gangguan kualitatif dalam interaksi sosial timbal balik, gangguan kualitatif dalam komunikasi verbal dan non-verbal dan dalam aktivitas imajinatif, dan repertoar aktivitas dan minat yang sangat terbatas. Kedua, terdapat tiga jenis tanggapan yang diberikan oleh Wendy diantaranya tanggapan yang tidak relevan secara kognitif, tanggapan yang relevan secara kognitif, dan tanggapan yang mengganggu secara kognitif dan tidak sesuai secara sosial. Dalam tanggapan yang mengganggu secara kognitif dan tidak sesuai secara sosial, terdapat tanggapan yang aneh, tanggapan yang relevan tetapi tidak terlalu sopan, dan tanggapan yang sedikit relevan. Hasil temuan penelitian ini mengungkapkan bahwa penyandang autisme dapat memberikan tanggapan yang relevan kepada orang lain meskipun mengalami kesulitan dalam interaksi sosial dan komunikasi.

Kata kunci: psikolinguistik, gangguan bahasa, autisme

ABSTRACT

Language is a communication medium used by people for various purposes thereby it always creates dynamic phenomena. Persons with autism disorder generally have difficulty in social and communication. Due to these impairments, they are often ignored and misunderstood by others. One of the phenomena of autism is portrayed in a film entitled *Please Stand By*. This study is aimed to analyze the features of autistic person and the kinds of responses given by autistic person represented by Wendy, an autistic character in the film. This study employed descriptive qualitative method and a psycholinguistic approach. In addition, this study used Wing and Gould's theory to identify the features of autistic person and Rothwell's theory to identify the kinds of responses given by autistic person. The results of this study show two important points. First, based on the findings of this study, there are three features of autistic person experienced by Wendy, they are qualitative impairment in reciprocal social interaction, qualitative impairment in verbal and non-verbal communication and in imaginative activity, and markedly restricted repertoire of activities and interests. Second, there are three kinds of responses given by Wendy, they are cognitively irrelevant responses, cognitively relevant responses, and cognitively disruptive and socially inappropriate responses. In cognitively disruptive and socially inappropriate responses, there are odd responses, relevant but not too polite responses, and marginally relevant responses. The findings reveal that persons with autism can provide relevant responses to others even though they have difficulty in social and communication.

Keywords: psycholinguistics, language disorder, autism

A. INTRODUCTION

Persons with autism disorder generally have difficulty in producing and understanding language normally, so it is difficult for them to interact with other people in daily conversations. This phenomenon can be developmental or caused by the impairment of the brain due to surgery, stroke, accident, or old age (Field, 2004). Furthermore, Frith and Happe in a journal entitled *Autism Spectrum Disorder* stated that autism is a developmental disease that is diagnosed based on early social and behavioral symptoms. Persons with autism show limitations in communication patterns of rigidity and repetition of interests and behavior. The way these manifest differs widely depending on age and skill, and Autism Spectrum Disorder (ASD) is a term used to describe a group of people who has been implemented in order to recognize this variety. Volkmar et al. (2005) suggest that ASD is generally characterized by marked and enduring impairments within the domains of social interaction, communication, play and imagination, and a restricted range of behaviors or interest. This is why persons with autism have such problems in daily conversation since conversation is the field of language competence that is most closely linked to a social function. Due to the impairments in social and communication, persons with autism are often ignored by other people. Their comments often misinterpreted and discussions misunderstood by others.

In this study the researchers observed Wendy's character in *Please Stand By* film as a young woman with autism. *Please Stand By* is a film about Wendy's autism life, where she struggles to connect with other people's world because for someone like her, sees the world as a confusing place and also has a different world in her mind. The reason for choosing this film as the object of the research is because this is an inspiring film about autism. Despite having difficulties and limitations in communicating, socializing, and other symptoms of autism, the main character managed to overcome her impairments to send her script for the Star Trek script-writing contest from San Francisco to Paramount Pictures Studios in Los Angeles all by herself. The main character faces all her limitations and still tries to adapt to her environment to communicate and socialize as other people do. Moreover, there are still no researchers who have done research on this film especially on language disorder in autism. In addition, this film represents the real life of a person with autism.

Based on the explanation above, the phenomenon inspires the researcher to conduct an analysis on autism language disorder that focus on the features of autistic person and the kinds of responses given by autistic person. Therefore, this research is important because the findings of this study will give readers valuable knowledge about the features and responses of autistic person. Besides, it is also beneficial to help readers to recognize the disorder, so they can help persons with autism to overcome their problems and understand well about their utterances and behaviors.

B. LITERATURE REVIEW

1. Language Disorder

Language disorder is a symptom of autism that has been identified in many autistic children and adults. Language disorders can have an impact on the social interaction and communication of persons with autism. According to Field (2003), language disorder is a study of where some aspect of linguistic processing is impaired. Language disorders can be developmental (i.e. present from early childhood) or they can be acquired as the result of surgery, a stroke, an accident or old age.

In addition, Tatman (2005) in her paper entitled *Youth and Speech and Language Disorders* defines language disorders as difficulties understanding and/or using words in context, either verbally, nonverbally, or both. The severity of these disorder ranges from sound substitutions to the inability to comprehend or use language. Besides, Tatman states that there are numerous causes of speech and language disorders, but the cause is frequently unknown. One of the known causes is autism. Thus, people with autism must experience language disorders, but the characteristics are different for each person.

2. Autism

Field (2003) states that autism is characterized by a withdrawal from linguistic interaction with others and the sufferer is often mute or uses language in a non-communicative way. Delays in cognitive and linguistic development, as well as a diminished ability to respond to people, events, and things, are all symptoms of autism. The pronunciation of phonemes by autistic people is usually unaffected, though their rhythm and intonation can be flat and monotonous. Furthermore, meaning processing can deviate from normal patterns, possibly due to an inability to connect world knowledge and linguistic experience. Thus, in conversation, persons with autism can get problems in giving responses to their interlocutors and are often misunderstood by others. In addition, Frith (2008) states that autism is a developmental disorder which means that in autism, the impact of this disorder can improve either in a better way or vice versa, depending on good education and support from their family .

3. Features of Autistic Person

The three core features of autism by Wing and Gould are qualitative impairment in reciprocal social interaction, qualitative impairment in verbal and nonverbal communication and in imaginative activity, and markedly restricted repertoire of activities and interests (in Happe, 1994).

a. Qualitative Impairment in Reciprocal Social Interaction

According to American Psychiatric Association (1994) in Diagnostic and Statistical Manual of Mental Disorder, Fourth Edition (DSM-IV) about Diagnostic Criteria for Autistic Disorder, this feature is related to some aspects, they are: (a) marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction; (b) failure to develop peer relationships appropriate to their developmental level; (c) lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest); (d) lack of social or emotional reciprocity.

b. Qualitative Impairment in Verbal and Nonverbal Communication and in Imaginative Activity

According to Zager (2005), this feature is related to some aspects, they are: (a) absence of any desire to communicate with others because communication confined only to express needs, desires, and preferences, rather than to convey sincere interest in others, or to share experiences, excitement, and feelings; (b) often fail to make conversational transitions, new topics, or personal associations with their speaking partners; (c) vocal modulations such as intonation and cadence are meaningless; (d) fail to understand metaphor, irony, sarcasm, and facetiousness because they are highly literal and concrete in their language and thought processing.

c. Markedly Restricted Repertoire of Activities and Interests

Zager (2005) states that this feature is related to some aspects, they are: (a) hypersensitivity to various stimuli (auditory, tactile, visual, and olfactory) and unexpected reactions may convey the impression of physical pain or a marked overload of the central nervous system; (b) rigidity and inflexibility in response to minor change and transition in the environment and daily routines; (c) a range of repetitive stereotyped, compulsive, and ritualistic behaviors; (d) stereotypic movements, such as hand and arm flapping, toe walking, repetitive jumping, head shaking and weaving, and side-to-side rocking; (e) interests and preferred activities are generally narrow and restricted. Things of particular interest and importance are factual information, concrete perceptions, and the process of classification, categorization, and taxonomy.

2. Autistic Responses in Conversation

Rothwell (2000) classified the kinds of responses given by autistic person as cognitively irrelevant responses, cognitively relevant responses, and cognitively disruptive and socially inappropriate responses:

a. Cognitively Irrelevant Responses

Cognitively irrelevant responses are incoherent. This means, this kind of response is not coherent with the utterance given by the interlocutor. Moreover, Schank classifies cognitively irrelevant responses as absurd responses.

b. Cognitively Relevant Responses

A relevant response is one that is coherent and socially appropriate. This means the response given is in accordance with the topic given by the interlocutor. In addition, Schank states that cognitively relevant responses are reasonable responses.

c. Cognitively Disruptive and Socially Inappropriate Responses

Cognitively disruptive and socially inappropriate responses are responses that are inappropriate to a conversational topic that is being talked about, and even the responses contain a digression which is considered disruptive to conversational coherence. Schank in Carrol (2008) classifies this response as odd responses, more relevant but not too polite responses, and marginally relevant responses.

1) Odd Responses

Schank (1977) states that odd responses deal with adding a new topic to a conversation, but it is still nearly relevant to the topic given. This response shows that the new topic remains nearly relevant to the speaker's utterance because the utterance still mentions an object related to the speaker's topic, but the speaker adds a new meaning to the topic.

2) More Relevant but not too Polite Responses

Volkmar (2005) states that a problem in following the rule of politeness occurs in individuals with autism. It shows that although individuals with autism can give relevant responses, they sometimes break the rule of politeness. This response means that persons with autism will ignore politeness and show expressions that sometimes make their interlocutors feel upset, disappointed, and hurt by using a high intonation in their communication and displaying anger toward others. This response also occurs when persons with autism interrupt and are unable to control their emotions.

3) Marginally Relevant Responses

Dascal (2003) states that marginally relevant responses mean the listener's topic is relevant to the speaker's point but rather marginally in the sense that the listener's topic is not required to provide a question whereas a relevant answer is required by a question. The required answer is one that is relevant to the speaker's utterance.

C. METHOD

1. Research Design

This research used a descriptive qualitative design since it deals with the spoken language and its context. Berg (2001) states that qualitative research refers to meanings, concepts, definitions, characteristics, and descriptions of things. In this case, the qualitative design is used to describe the phenomenon of autistic person including the features and the kind of responses of autistic person experienced by the main character in a film. Meanwhile, on the other hand, this research used psycholinguistic as an approach. Psycholinguistic approach requires a discussion of the research questions dealing with language disorder of autism disorder.

2. Data and Data Sources

The data of this research are the behaviors and utterances spoken by the main character, an autistic young woman, and her interlocutors that are related to the features and kinds of responses of an autistic person in *Please Stand By* film. While the data sources are *Please Stand By* film and its script.

3. Research Instrument

The main instrument of this research is the researcher herself. She is involved in all processes of data collection, data analysis, data interpretation, and data conclusion. It is related to Bogdan and Biklen in Wiersma et al. (2009) statement that the researchers should keep written accounts of their own thoughts about the data they have collected. The secondary instrument is observation to the film and its script, which consisted of language phenomena found in the utterances of the autistic character in *Please Stand By* film.

4. Data Collection Techniques

The researcher applied systematic ways in collecting the data. First, watching the film and then reading the script in order to check the correctness of the main character's utterances. Second, coding the data elements or providing labels, then selecting the data which are related to the topic. Third, classifying the data into two tables which are consisted of features and kinds of responses of autistic person. Forth, reducing the data which are inappropriate to the discussion topic.

5. Data Analysis Techniques

The researcher carried out several stages in analyzing data. First, presenting the data which are consisted of features and kinds of responses of autistic person. Second, discussing and interpreting the data based on the theory of features and kinds of responses of autistic person. Third, making a conclusion based on the result of the research to obtain the answer to the research questions, which are features of autistic person and kinds of responses given by the main character as an autistic person in Please Stand By film.

6. Triangulation

This research used data triangulation. According to Denzin (1978), data triangulation means using multiple data sources, including time, space and persons. This type of triangulation is used to strengthen conclusions about findings and reduce the possibility of misinterpretations.

D. FINDINGS AND DISCUSSION

1. Features of Autistic Person Represented by the Main Character as an Autistic Person in *Please Stand By* Film

A. Qualitative Impairment in Reciprocal Social Interaction

This feature often occurs in every situation when Wendy interacts with other people, even with her therapist, family, and friend. The following dialogue clearly illustrate Wendy's qualitative impairment in reciprocal social interaction.

Nemo : Uh... By the way, I... I made you something. (*showing Wendy a CD of tracks*)
Wendy : (*just silent*)
Nemo : It's got some really dope tracks on there. I really hope you enjoy it.
Wendy : ... (*still silent and focus making Cinnabon*)
Nemo : I'm gonna clean the mixer. (*clears throat*)

(Data-08/00:09:31)

The conversation takes place at Wendy's workplace in a Cinnabon store. Nemo approaches Wendy who is making Cinnabon and gives her a CD of tracks. When Nemo talks to Wendy, Wendy does not make eye contact, and she does not show any interest in the social interaction by giving a flat expression and ignoring her interlocutor by focusing on making Cinnabon. She even does not say "thank you" when she receives the CD from Nemo. Wendy's behavior makes her interlocutor becomes awkward. In addition, Wendy also shows an inability to share joy with others, as seen in her not responding to Nemo who is sharing about his preferences.

B. Qualitative Impairment in Verbal and Nonverbal Communication and in Imaginative Activity

This feature occurs in some situations when Wendy communicates with other people, including her therapist, family, and friend. The following dialogue contain the example of qualitative impairment in verbal and nonverbal communication and in imaginative activity represented by Wendy.

(*Wendy is still knitting while having a conversation with Audrey*)

Audrey : I brought you a picture of Ruby. (*shows Wendy the picture*)
Wendy : **What can Ruby do now?** (*Wendy stops knitting and takes Ruby's picture*)
Audrey : She can say "Mama" and "Dada"... and "Elmo". (*laughs*) She loves Elmo.
Wendy : **Can I have this picture of Ruby?** (*Lack of eye contact*)
Audrey : Yeah, I brought it for you.
Wendy : **When can I meet Ruby?**
Audrey : Soon.
Wendy : **I'm her aunt.**

(Data-13/00:19:21)

The situation happens in the living room of the assisted living center. Wendy is focus on knitting while having a conversation with her sister, Audrey. Wendy's behavior shows that she does not enjoy casual conversation and lacks of any desire to communicate with others. Still, she will show interest when it comes to the topic of her preferences, needs, and desires. This can be seen in the data where at first, Wendy shows no interest in the conversation with Audrey by focusing on doing her work, but when it is come to the topic of her niece, Ruby, she shows interest by stopping knitting and focusing on her niece's picture that was given by Audrey. She even asks for more information about her niece. Besides, Wendy also shows that communication is confined only to expressing her desire, where she tells Audrey that she wants to meet her niece.

C. Markedly Restricted Repertoire of Activities and Interests

This feature occurs in Wendy's daily life and in different situations. The following dialogue contains an example of markedly restricted repertoire of activities and interests experienced by Wendy, dealing with her behavior. The example below shows MRRAI in having repetitive daily routine activities.

(Wendy is still having a conversation with Scottie)

Scottie : Okay, now, can we go over your everyday schedule?

Wendy : **My everyday schedule... Wake up. Make bed. Get towel and toiletries. If my towel smells funny, put it in the hamper and get a new towel. Go into bathroom. Check to see if I'm having my period. If I am having my period, remember that I am having my period.**

Scottie : And how do you do that?

Wendy : **I put one thumb up to help me remember. If I am having my period, put on a Kotex maxi pad, and put my thumb down. Put on an outfit. Monday, orange. Tuesday, lavender. Wednesday, blue. Thursday, dots. Friday, yellow. Saturday, purple. Sunday is red. Go into the kitchen to make toast. Unless Richard "the Fuck Face" is hogging the toaster.**

Scottie : Wendy...

Wendy : **Unless Richard is hogging the toaster. Go to work. Turn right onto Page Street. Turn right onto Buchanan Street. And when I get to Market Street, stop... Because I'm not allowed to cross Market Street under any circumstances. Wait for the 321 Bus to Stonestown Galleria. Remember to smile at work, while I say... Welcome to Cinnabon! Would you like a Cinnabon? But don't repeat the words too quickly. And make it sound different each time. Welcome to Cinnabon. Would you like a Cinnabon? Welcome to Cinnabon! Would you like a Cinnabon? 3:00 pm, study.**

Scottie : Yeah, see how his mouth goes down? (*Scottie shows a picture of a man then Wendy imitates his facial expression*)

Scottie : Okay.

Wendy : **4:00 pm, take Pete for a walk. When you see the man with the legs, it means you can walk. When you see the red hand, it means that you have to hold up your hand before you can walk. 6:00 pm, watch "Star**

Trek” on TV Land. 7:00 pm, dinner. 8:00 pm, chores. And then I have free time before I go to bed.

Scottie : Beautiful. I think your sister’s gonna be very impressed.

(Data-05/00:04:16)

The above situation occurs in the living room of the assisted living center. Scottie helps Wendy prepare before meeting her sister, Audrey. Wendy explains her daily schedule, from getting up in the morning to going back to sleep at night. Wendy always repeats her activities every day without missing anything. This shows that Wendy has routines and always doing them repetitively. She will experience anxiety if she does not carry out her routine and can even trigger tantrums and cause physical pain. This is because person with autism is rigid and inflexible in responding to minor changes in their environment and daily routine.

2. Kinds of Responses Given by the Main Character as an Autistic Person to Her Interlocutors in *Please Stand By* Film

a. Cognitively Irrelevant Responses

Wendy provides CIR not only with strangers, but also with those who are closest to her. The following dialogue contains the example of CIR experienced by Wendy when talking with her therapist.

Scottie : Okay, now it’s time to work on your “Names and Places”.

Wendy : “Names and Places” sucks! (*angrily*)

Scottie : Well, it’s not my favorite activity either, but we need to do it.

Wendy : **Can I watch TV?**

(Data-06/00:06:30)

The situation happens in the living room of the assisted living center. Scottie helps Wendy prepare before meeting her sister, Audrey, by deepening her knowledge. Instead of giving a relevant response to Scottie’s utterance, Wendy suddenly changes the conversation topic to what she wants. She ignores Scottie’s conversation topic about her "Names and Places" by asking about another topic which is watching TV. This indicates that Wendy gives an irrelevant response to her interlocutor. This situation occurs because Wendy does not like to talk about topic that make her feel uncomfortable, thus making her give an irrelevant response to her interlocutors.

b. Cognitively Relevant Responses

Wendy can provide CRR not only to her closest person but also to strangers. The following example shows that Wendy provides CRR when talking with her therapist.

(*Wendy is having a conversation with Scottie*)

Scottie : So, next week, your sister’s coming to visit. How are you feeling about it?

Wendy : (*mumbles*)

Scottie : Out loud thinking, please.
Wendy : **I'm feeling somewhat a little bit nervous.**
Scottie : What does that feel like?
Wendy : **Like I've got to pee, but I don't.**
Scottie : That's how nervousness feels for me, too.

(Data-02/00:03:54)

The conversation above shows how the role of others in helping an autistic character to provide relevant responses to the conversation topic. The conversation takes place in the living room of the assisted living center, which happens when Scottie helps Wendy prepare herself before meeting her sister. Scottie asks Wendy how she feels about her sister visiting soon, and at first Wendy answers it by mumbling, but after Scottie tells her to speak louder, Wendy answers that she is a bit nervous. Then Scottie asks again what the nervousness feels like, and Wendy replies that it is like she wants to pee, but actually no. This indicates that Wendy gives relevant responses to her interlocutor's topic.

c. Cognitively disruptive and socially inappropriate responses

1) Odd Responses

As mentioned before, there is one odd response experienced by Wendy, an autistic character in the film. The following example shows an odd response given by Wendy.

(Wendy and Rose are sitting in a store)

Rose : I've got a grandson like you. Sweetest boy in the world, but he always has trouble trying to figure it all out.
Wendy : **This is my niece, Ruby. (Wendy shows a picture of Ruby to Rose)**
Rose : Oh, she's adorable!

(Data-37/00:46:51)

From the dialogue above, Wendy's utterance can be classified as odd responses (OR) because she adds a new topic that gives a different meaning from the previous topic. The conversation above takes place at a store where Wendy and Rose are sitting while having conversation. Rose tells Wendy that she has a grandson like her. Wendy responds to Rose's utterance by talking about her niece. She shifts the conversation topic which is nearly relevant to "grandson", that is "niece". The words grandson and niece have a connection, that is *family relatives*. In addition, Wendy and Rose's utterances are almost relevant because both are talking about someone they adore.

2) More Relevant but not too Polite Responses

The phenomenon which portrays MRNPR in Wendy's utterance can be shown in the following example when she talks with her therapist.

Scottie : Okay, now it's time to work on your "Names and Places".
Wendy : **"Names and Places" sucks! (angrily)**

(Data-05/00:06:30)

The conversation between Wendy and Scottie takes place in the living room of the assisted living center, which happens when Scottie helps Wendy prepare herself before meeting her sister. When Scottie tells Wendy that they are going to talk about her "Names and Places", Wendy refuses

it by shouting at Scottie and saying she does not like it. She even shows her anger towards Scottie when giving the response. This shows that Wendy gives a relevant response to her interlocutor, but it is not polite. She should explain her opinion calmly and not shout at her interlocutors when talking.

3) Marginally Relevant Responses

The example below shows Wendy giving a marginally relevant response when she talks to her therapist.

(Wendy is printing her Star Trek script at night)

Scottie : Hey, Wendy. Big day tomorrow. Anything you need before I go?

Wendy : **Have you read my script yet?**

Scottie : I'm working on it.

(Data-10/00:17:20)

The dialogue above takes place in the living room of the assisted living center. Wendy is printing her Star Trek script when Scottie asks Wendy what she needs from her before Wendy meets her sister. Wendy misunderstands Scottie's question. She gives a marginally relevant response because the response is not appropriate to Scottie's point by asking something else that she needs from Scottie that is not related to meeting with her sister. Instead of telling Scottie what she needs before meeting her sister, Wendy asks if Scottie has read her script.

Discussion

After analyzing the data, the researcher found that Wendy represented all the three features of autistic person. This finding is in line with Wing and Gould's theory about features of autistic person and it is supported by the previous study which conducted by Kiswandari (2014) entitled "A Psycholinguistic Analysis of an Autistic Person's Language in *Temple Grandin* Movie." Although the previous and present studies use different theories, they state the same where the two research objects from both studies have the same severity of autism spectrum that are difficulties in social interaction and developing relationships with other people.

Wendy represented the features of autistic person in her utterances and behaviors, and also when she communicates with other people, not only with strangers but also with those who are closest to her such as her therapist, family, and friends. In addition, these features occur in her daily life and in different situations. The highest feature of autistic person represented by Wendy is QIRSI. This finding indicates that persons with autism have difficulty in social interactions. It is proven that Wendy often gets difficulty to socialize with other people and does not like making eye contact with her interlocutors because of her autistic features. She even avoids social interactions with others and ignores when someone wants to be close to her. The second position is QIVNCIA. This feature means that persons with autism have difficulty understanding communication, which makes them sometimes give unusual responses to their interlocutors. In addition, persons with autism are very literal and concrete in their language. This is shown by Wendy, where she does not enjoy casual conversations with other people by using limited language and usually, she is only interested in communicating when talking about her preferences. She is also very literal and concrete in her language, which sometimes confuses her interlocutors with her utterances. The third position is MRRAI. This feature means that persons with autism have routine activities and have an obsessive quality of interest, and this is shown by Wendy where she has daily routine activities and a restricted interest in Star Trek.

Furthermore, the researcher also found that Wendy's responses reflect all the three kinds of responses. This is in line with Rothwell's theory which stated that persons with autism may provide several kinds of responses, and it is also supported by the previous research conducted by Kiswandari where she also found that the three kinds of responses were reflected in her research object. However, the result of the finding of the present research is contradictory to the previous research. Kiswandari found CDSIR as the highest rank, whereas the present research found CRR as the most frequent occurrence. This phenomenon proves that each autistic person has different communication skills and experiences a different spectrum of autism disorder.

Wendy gives not only relevant responses but also irrelevant and inappropriate responses in her daily life in different situations, not only with strangers but also with her closest person. The finding shows that the most frequent occurrences of the kinds of responses are cognitively relevant responses (CRR). This phenomenon gives an idea that even though Wendy has language disorder due to her autism, she can still provide relevant responses, especially in terms of her preferences, needs, and desires. This can be seen in Wendy's utterances, which are often relevant when talking about the topics. Although CRR occurs the most, but it is undeniable that she has language disorder due to her autism. This is proven where she also experienced cognitively disruptive and socially inappropriate responses (CDSIR) in the second position and cognitively irrelevant responses (CIR) in the third position.

E. CONCLUSION

Based on the findings, Wendy, the main character with autism in the film, exhibits all the three features of autistic person, they are qualitative impairments in reciprocal social interaction (QIRSI), qualitative impairments in verbal and non-verbal communication and in imaginative activity (QIVNCIA), and markedly restricted repertoire of activities and interests (MRRAI). The features are reflected in her utterances and behaviors. The most frequent occurrence is QIRSI. The second position is MRRAI and the last position is QIVNCIA.

Furthermore, based on the findings, Wendy, the main character with autism in the film, experienced all kinds of responses, they are cognitively irrelevant responses (CIR), cognitively relevant responses (CRR), and cognitively disruptive and socially inappropriate responses (CDSIR). For the CDSR, there are odd responses (OR), more relevant but not too polite responses (MRNPR), and marginally relevant responses (MRR). The most frequent occurrence is CRR. The second position is CDSIR and the third position is CIR.

The researcher hopes that the next researchers who are interested in conducting research on the psycholinguistic issues, particularly on autism language disorder, will use this study as a reference or will apply any other different perspectives for analyzing the features and responses of autistic person. Furthermore, by utilizing additional objects and instruments, the specialized research on the topic of autism language disorder could be widened. This study is still far from perfection and still has many weaknesses, but the researcher expect that this study will provide additional knowledge for other people in understanding autistic language features and kinds of responses and how we are supposed to respond, behave, and maybe help them.

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