LANGUAGE DISORDER AND FEATURES RESPONSES OF MAIN CHARACTER IN THE "FORREST GUMP" MOVIE

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ABSTRACT

This article is entitled "Language disorders and autistic response features in the main character of the film Forrest Gump." This article aims to find out the language disorders and autistic response features experienced by Forrest Gump. The data is taken from the film Forrest Gump which was released in 1994 in the form of the main character's utterance, which shows the presence of language disorders and autistic response features shown by the main character. This study used qualitative research methods. In this study, Carrol's (2008) theory applies to language disorders and then to the autistic response feature; Kanner's (2000) theory applies. This study indicates that the main characters experience more types of expressive language disorders, namely over-reliance on stock phrases, limited vocabulary, overuse of non-specific words, and word-finding difficulties. At the same time, the autistic response feature shows that the main character experiences more non-communicative response features in this film.

Keywords: language disorders, autistic response features, Forrest Gump

ABSTRAK

Artikel ini berjudul "gangguan Bahasa dan fitur respon autis pada tokoh utama film Forrest Gump". tujuan dari artikel ini adalah untuk mengetahui gangguan Bahasa dan fitur respon autis yang dialami oleh Forrest Gump. data diambil dari film Forrest Gump yang dirilis tahun 1994 berupa ujaran tokoh utama yang menunjukkan adanya gangguan Bahasa dan fitur respon autis yang ditunjukkan oleh tokoh utama. Penelitian ini menggunakan metode penelitian kualitatif. Pada penelitian ini menerapkan teori Carrol (2008) dalam gangguan Bahasa lalu pada fitur respon autis menerapkan teori Kanner (2000). Hasil dari penelitan ini menunjukkan bahwa jenis gangguan Bahasa ekspresif lebih banyak dialami oleh tokoh utama yaitu ketergantungan pada frasa, kosakata terbatas, terlalu mengguanakan kata tidak spesifik dan kesulitan menemukan kata. Sedangkan pada fitur respon autis menujukkan bahwa tokoh utama lebih banyak mengalami fitur respon tidak komunikatif dalam film ini.

Kata kunci : gangguan Bahasa , fitur respon autistic, Forrest Gump

I. INTRODUCTION

Language disorders are disorders that arise in the process of learning lan-guage and its implementation, such as speaking, writing, and using verbal com-munication in individuals. Grammar such as syntax and morphology, meaning, or other aspects of language are included in the problems encountered. These issues are receptive, involving impaired language perception and verbal lan-guage development, or a mixture of both.

It is difficult for people who suffer from language disorders to understand words, syntax, and do not have the ability to enter conversations. People with language disorders understand what they want to

say, but the message is difficult to convey. That is, someone who suffers from certain language disorders cannot produce language as well as normal people (Joffe 2008). They point to two defi-ciencies, both in learning and in interpreting information, both of which can im-pair their clear language skills while at the same time interacting with oth-ers(Indah and Rahman, 2008).

The language disorders described above are also experienced by autistic people. Autism otherwise known as Autism Spectrum Disorder (ASD) is a com-plex disorder of brain and language repair (Flusberg,2014:429). According to Cleland (2010:11) autistic children experience complex developmental problems that have an impact on social, behavioral, and emotional improvements. Chil-dren with autism experience failure in social interactions in everyday life. They have a lack of eye contact when they interact with other people. So they have dif-ficulty in building social relationships (Dawson, 1989:9). Therefore, people with ASD have language and conversational difficulties. In the field of conversation, the delay or absence of spoken language is one of the criteria used to identify autistic disorders (Kjelgaard 2001: 288).

This study analyzed language disorders and response features as autistic people in the film Forrest Gump. Forrest Gump's character as a man with a low IQ follows the discussion of expressive and receptive language disorders and re-sponse features. In addition, Forrest's character is unique and inspiring even though he has a language disorder. This study focused on the object and focus of the speech spoken by the main character. Based on the above background, this study is based on an applied psycholinguistic approach to the phenomena of lan-guage disorders and autistic response features involving the types of language disorders and types of autistic response features created by Forrest as the main character in this film.

II. RESEARCH METHOD

In this study, the source of the data is movie of Forrest Gump published 1994. It is based on the 1986 book of the same name by Winston Groom. Forrest Gump is the main character of both the movie and book. This study used note taking as an instrument of analysis when collecting data. The writer stopped the part when found kinds of language disorder and responses features and underlined the utterances that utterance by Forrest. This study used charting method of note taking who can identify categories by creating tables and making the information neat and structured patterns. Note taking is used after watching the film and the other related details from the film. The writer takes several notes and categorizes the perception of language impairment and feature responses encountered by the lead character in the film.

This study is qualitative research. There are three stages in analyzing the data; the first is to identify the data by coding the transcript, which indicates the presence of language disorders and also the characteristics of the autistic response. Furthermore, in this step, the researcher can answer the formulation of research problems about language disorders and the characteristics of autistic responses. Then in the second stage is data classification, where the researcher groups the data into categories of types of expressive and receptive language disorders and types of autistic response characteristics shown by the main character. The third stage describes the data in more detail, and it can be concluded from the discussion of findings on language disorders and the characteristics of autistic responses.

III. DISCUSSION

There are two problems in this study. The first is an analysis of the four types of expressive language disorders, namely: over-reliance on stock phrases, limited

vocabulary, overuse of non-specific words and word-finding difficulties and three types of receptive language disorders, namely: difficulty following verbal directions, difficulty interpreting words or phrases, difficulty understanding complex sentences. Then the second is the analysis of three types of autistic response features: delay echolalia, non-communicative dan inability to increase relationship.

1.1 Analysis of Over-reliance on Stock Phrases

Over reliance on stock phrases occurs when someone relies too much on phrases such as "my mom said" which indicates that someone else is influencing the phrase without understanding its meaning.

Data 1

Hello. My name's Forrest. Forrest Gump. Do you want a chocolate? I could eat about a million and a half of these. My mama always said **life was like a box of chocolates.**

Forrest exhibits a characteristic overuse of stock phrases by saying, **"life was like a chocolate box."** Forrest relies on a term that his mother often says to Forrest without understanding the sentence's meaning. In general, in ordinary people, depending on the phrase or term we get from someone, we will naturally be able to digest the meaning because we understand the words in the term, however, not with people who have limitations like Forrest— having a low IQ causes Forrest to have limitations in digesting someone's words or sentences and can only express without knowing their meaning.

1.2 Analysis of Limited Vocabulary

Characteristics of limited vocabulary are unintentional delivery accompanied by spontaneity and tone of voice. It may be part of the listening language. on average they listen and imitate the vocabulary and do not understand the meaning of the word.

Data 2

Principal : Your mama sure does care about your schooling, son. You don't say much, do you?
Forrest : **(growl)**

In this situation, the principal finally allowed Forrest to attend a typical child's place after suggesting that Forrest attend a special needs school. Principal Forrest visits Forrest's house and "sleeps" with his mother Forrest, and Forrest hears sighs in his house; and when the principal is about to go home then he talks to Forrest and asks, "You don't say much, do you?" and Forrest answered in a voice he had heard before with a sigh. This indicates a limited vocabulary, so Forrest imitates the sound he heard earlier. So this can be categorizes into limited vocabulary in this situation. Forrest's limited vocabulary makes it difficult for him to answer questions because of his limited vocabulary memory due to low IQ.

1.3 Analysis of Overuse of non-specific

In general they can't use specific words because they don't understand the word and can't tell the difference for example the sentence "he is Muslim and she is Christian". they tend not to be able to distinguish because they think all religions are the same.

Data 3

Jenny : What's wrong with your leg?
Forrest : Nothing at all, thank you. **My legs are just fine and dandy.**

In this dialogue, Jenny asks Forrest why his legs are using leg braces, and Forrest only replies, **"My legs are just fine and dandy."** Forrest does not explain precisely why his feet use crutches. So that another response emerged from Jenny, who seemed confused by Forrest's answer, which was not following the topic asked by Jenny.

Therefore, this study categorized that Forrest in overuse of non-specific words.

1.4 Analysis of Word-finding difficulties

Word-finding difficulties are difficulties in finding the right words so that they lose the right meaning. They tend to find it difficult to find words and get the right words out when communicating or even they "mix up" sentences so that they become inappropriate due to their lack of ability to express certain language colors.

Data 4
President : Congratulations. How do you feel? (be an All-American)
Forrest : **I gotta pee**

In this section Forrest who is an athlete has the honor to come to the white house and meet the president. when the president asked how he felt being part of the All-american athlete then Forrest replied with **"I gotta pee"**. It showed that it can be categorized as difficulty finding words. In this case he was using the wrong words. Forrest, who should have expressed his joy at being an athlete, could not put it into words. Instead of that he had to pee because he drank too much soda.

1.5 Analysis of Difficulty following verbal directions

A type of language impairment that results from poor eyesight or other problems that result in difficulty understanding or delays in processing input the direction of the sentences or words they hear. Therefore, when interacting with someone they tend to do things that are not in accordance with verbal directions because of delays in processing orders or difficulty understanding sentences.

Data 5
Bus driver : Are you coming along?
Forrest : **Mama said not to take rides from strangers.**

Forrest showed difficulty following verbal directions where he didn't use the right words when asked to get on the school bus and he replied **Mama said not to take rides from strangers.** Therefore this can be categorized that Forrest found in difficulty of following verbal. He could not give the direction to the school bus driver and answered that his mother said when he met a stranger never say yes when they offer a ride to him but Forrest could not position the sentence correctly and Forrest should have said he was going to get on the bus and not say anything like that.

1.6 Analysis of Difficulty Interpret Words or Phrases

In this type of receptive language disorder, they have difficulty interpreting the phrases that appear and also have difficulty determining their meaning. Be it technical, connotative, and figurative meanings.

Data 6
Forrest : Earl, what's going on?
Earl : Coons are trying to get into school.
Forrest : **Coons? When racoons try to get on our back porch, mama just chase them off with a broom.**
Earl : Not racoons, you idiot, niggers, they want to go to school with us.

Forrest exhibits the behaviour of having difficulty interpreting phrases or words. Coons meant by Earl was a nickname for black people from white people, but Forrest only knew the word Coons as raccoon beasts so Forrest answered **Coons? When racoons try to get on our back porch, mama just chase them off with a broom.** Like children with autism spectrum disorder (ASD), Forrest suffered damage to the brain, especially in interpreting and processing language problems which caused Forrest to be unable to interpret words or phrases. Therefore, this can be categorized into difficulty interpret words or phrases. Looks

like Forrest didn't know the nicknames at that time.

1.7 Analysis of Difficulty Understanding Complex Sentences

Not understanding complex sentences does not mean difficulty understanding complex sentences but difficulty understanding long sentences and grammar that are difficult to understand. Therefore, people who have difficulty understanding complex sentences tend to experience misunderstandings when dealing with others.

Data 7

Stranger : **Hey, man, hey, listen, I was wondering if you might help me, huh?. Listen, I'm in the bumper sticker business and I've been trying to think up a good slogan and since you have been such a big inspiration to the people around here, I thought you might be able to help me jump into.. Whoa, man! You just ran through a big pile of dog shit!**
Forrest : It happens.

Forrest left by Jenny made Forrest want to run as far as possible because of that action Forrest became the furthest runner in the Alabama area and made him famous and became the center of inspiration for many people who usually do this action to raise funds, while running Forrest suddenly approached by someone who asked for advice on his business slogan. In this dialogue this can be categorized that Forrest as having difficulty understanding complex sentences because Forrest does not understand the long words that the person is telling and says "It happens" which means they almost stepped on dog poop while running which caused a misunderstanding so that the person thought that Forrest's words were suggestions for the name of the slogan. his business.

1.8 Analysis of Delay Echolalia
According to Bogdashina (2005, p. 174),

echolalia is the repeat of words and phrases spoken by another person. Some noises media that a kid has heard can be used to stop repeating words and phrases. The repetition of this word or phrase is often used by someone when communicating or socializing. They usually catchphrases or words from videos or movies or even overhear what other people have to say.

Data 8

Forrest : **Mama said** they'd take me anywhere. **She said** they was my magic shoes.

Forrest, who was sitting waiting for the bus, started his conversation with the stranger next to him after introducing himself and then looked at the woman's shoes. In this dialogue, Forrest shows the feature of delayed response echolalia when he sees the boots that the woman is wearing and captures memories in her past and remembers her mother's words, and Forrest says, "She (his mother) said they were magic shoes" made Forrest reminisce about his childhood past who wears shoes, and leg braces due to the curvature of her spine and her mother always comfort her with those words

1.9 Analysis of Non-Communicative

Non-Communicative feature is the difficulty of making a communicative conversation experienced by autistic people. It doesn't mean they are just silent. When there is a conversation they talk as usual and autistic people can also give detailed answers but their answers are not related to the topic.

Data 9

President: So, are you enjoying yourself in our nation's capital, young man?
Forrest : Yes, sir.
President : Well, where are you staying?
Forrest : **It's called the Hotel Ebbot**

This study categorized Forrest as experiencing non-communicative. Forrest said, **"It's called the Ebbot Hotel,"** indicating a sentence that is irrelevant to the president's question because what the president meant was where Forrest came from. In this scene, Forrest's first question can be answered correctly, then in the second question, Forrest looks confused and doesn't understand the president's question. Hence, Forrest's answer is not according to the topic of conversation. Forrest should answer where he lives from.

1.10 Analysis of Inability to Increase Relationship

People with autism have difficulty interacting with other people, they tend to be more interested in objects than humans. Because they have difficulty interacting with humans, they also have problems building relationships with other people in their social life.

Data 10

Lieutenant Dan: What am I gonna do now?

Forrest : **(just silent and confused)**

Lieutenant Dan, who cannot accept his condition after the war in Vietnam, asks Forrest for advice on what to do because Lieutenant Dan has given up on his life. But Forrest's response was **just silence and confused**. this dialogue can be categorized as Forrest in the inability to improve the relationship features. When Lieutenant Dan gave in to his condition, he asked Forrest, "What am I going to do now?" and only Forrest was silent and confused because he did not know what lieutenant Dan meant to him.

IV. CONCLUSION

In this study, two things can be concluded. First, there are two types of language disorders, namely expressive language disorders and receptive language disorders. There are four types of expressive language disorders: over-reliance on stock phrases, limited vocabulary, overuse of non-specific words, and word-finding difficulties. In receptive language disorders, there are three types of disorders, namely difficulty following verbal directions, difficulty interpreting words or phrases, difficulty understanding complex sentences. Based on the research, it can be seen that Forrest has a language disorder that is more expressive than receptive. This is indicated by the many types of expressive disorders that are more dominant experienced by Forrest.

Furthermore, the second conclusion is about the features of the autistic response. Based on research that has been analyzed by Forrest, it shows three types of autistic features, namely delay echolalia, non-communicative and inability to increase relationships. In delay echolalia, the repetition of words that are delayed when someone sees something will capture memories in the past. In non-communicative, namely the failure of communication that occurs when an autistic person talks to someone. In the last type, namely the inability to increase relationships, autistic people cannot build relationships with other people because autistic people prefer their world. From the research, the non-communicative type is more dominantly experienced by Forrest in this film.

From the conclusion of this study, it is hoped that this study can make a valuable contribution and be used as a reference in other studies. This study is also expected to be taken into consideration in researching the same or relevant topics. Then it is also hoped that other researchers can study language disorders and features of autism response or other psycholinguistic studies, and readers can improve the meaning and concepts of these autism response traits to expand their initial knowledge of psycholinguistic studies.

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