

**COMMUNICATION STRATEGIES USED BY AUTISM
CHARACTER IN THE FILM *I AM SAM* :
A PSYCHOLINGUISTIC STUDY**



Submitted to the Faculty of Cultural Sciences Hasanuddin University
as a Partial Requirement to Obtain Bachelor's Degree in
English Literature Study Program

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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 1652/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the thesis draft by **Novia Kurnia Sari** (F041181026) to be examined at the English Department, Faculty of Cultural Sciences.

Makassar, 29th August 2022

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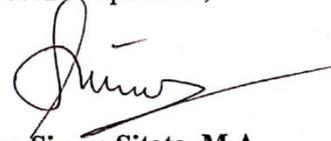


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ENGLISH LITERATURE STUDY PROGRAM
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LEGITIMATION

THESIS

COMMUNICATION STRATEGIES USED BY AUTISM CHARACTER IN

THE FILM *I AM SAM* : A PSYCHOLINGUISTIC STUDY

BY

NOVIA KURNIA SARI

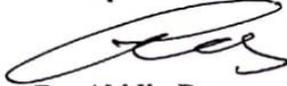
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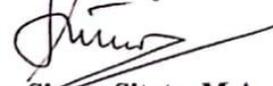
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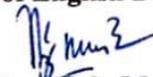
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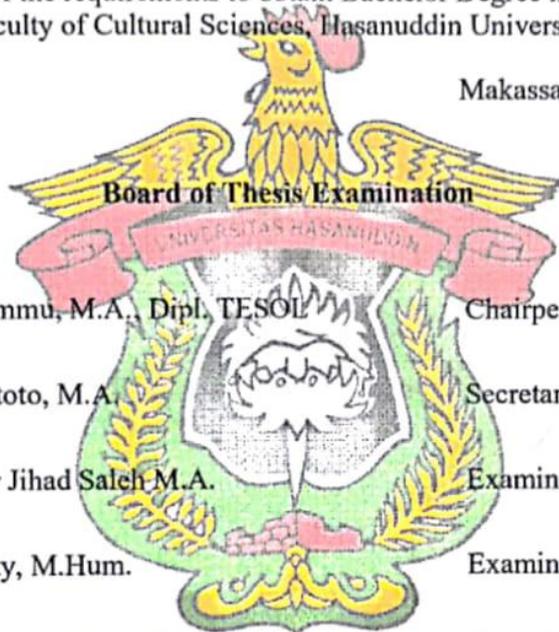
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AGREEMENT

On Friday, October 28th 2022, the Board of Thesis Examination has kindly approved a thesis by Novia Kurnia Sari (F041181026) entitled *Communication Strategies Used by Autism Character in The Film I Am Sam : A Psycholinguistic Study* submitted in fulfillment of one of the requirements to obtain Bachelor Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 28th October 2022



- | | | |
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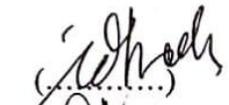
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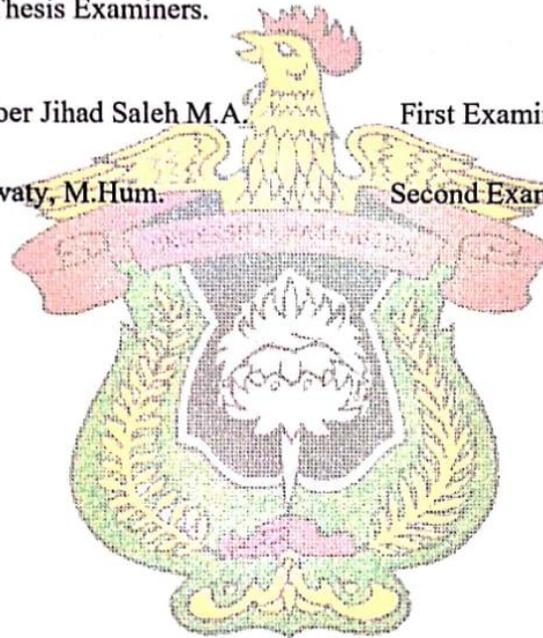
DECLARATION

The Thesis by Novia Kurnia Sari (F041181026) entitled *Communication Strategies Used by Autism Character in The Film I Am Sam : A Psycholinguistic Study* has been revised as during the examination on 28th October 2022 and is approved by the Board of Undergraduate Thesis Examiners.

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Dengan ini menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya yang ditulis atau diterbitkan orang lain kecuali sebagai acuan atau kutipan, dengan mengikuti tata penulisan karya ilmiah yang lazim.

Makassar, 25 Oktober 2022

Yang Menyatakan,



Novia Kurnia Sari

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Finally, the writer realizes that this thesis is far from being perfect. Therefore, suggestions and construtive comments related to this thesis are highly appreciated.

Makassar, 2nd August, 2022

The Writer

ABSTRACT

NOVIA KURNIA SARI. *Communication Strategies Used by Autism Character in The Film I Am Sam: A Psycholinguistic Study* (supervised by **Abidin Pammu** and **Simon Sitoto**)

This study aims to analyze the use of communication strategies, forms of verbal and nonverbal language, such as the symptoms shown by autistic sufferers in the film I Am Sam.

The research method used in this study is a qualitative descriptive method to analyze the data. In detail, the writer watched the film I Am Sam. Then the writer carefully observed and listened to the conversations in the film, read the film script, recorded and documented important things during the research, then identified the conversations that were included in verbal, nonverbal communication strategies and the symptoms shown by the main character as a mild autistic sufferer.

The results of the research shows that there are 2 data that fall into the category of communication strategies, namely verbal language and nonverbal language. The data is divided into 15 data on the use of verbal language, 7 data on the use of nonverbal language, and 9 data that shows behavioral symptoms of people with autism. The types of verbal language used are speaking, writing, and reading. As for the types of nonverbal language used namely, emblem, adapter, touch, affect displays, and illustrator. In addition, the symptoms of autism shown are conscientious to things that are small and patterned, apprehensiveness about various social situations or activities outside of routine, and difficulty understanding what other people are thinking or feeling.

Keywords: *Psycholinguistics, Communication strategy, verbal language, nonverbal language, Autism, I Am Sam.*

ABSTRAK

NOVIA KURNIA SARI. *Penggunaan Strategi Komunikasi oleh Karakter Autis dalam Film I Am Sam: Penelitian Psikolinguistik* (dibimbing oleh **Abidin Pammu** dan **Simon Sitoto**)

Penelitian ini bertujuan menganalisis penggunaan strategi komunikasi, bentuk-bentuk bahasa verbal dan nonverbal, serta gejala yang ditunjukkan oleh seorang penderita autis pada film I Am Sam.

Adapun metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif untuk menganalisis data. Secara terperinci, penulis menonton film I Am Sam. Lalu kemudian penulis mengamati dan mendengarkan percakapan dalam film secara seksama, membaca skrip film, mencatat dan mendokumentasikan hal-hal penting selama penelitian, kemudian mengidentifikasi percakapan yang termasuk kedalam strategi komunikasi verbal, nonverbal serta gejala yang ditunjukkan oleh karakter utama sebagai penderita autis ringan.

Hasil dari penelitian menunjukkan bahwa terdapat 2 data yang masuk kedalam kategori strategi komunikasi, yakni bahasa verbal dan bahasa nonverbal. Adapun datanya terbagi kembali menjadi 15 data penggunaan bahasa verbal, 7 data penggunaan bahasa nonverbal, dan 9 data yang menunjukan gejala perilaku pengidap autis. Jenis bahasa verbal yang digunakan yakni berbicara, menulis, dan membaca. Sedangkan untuk jenis bahasa nonverbal yang digunakan yakni, emblem, adaptor, Sentuhan, Affect displays, dan ilustrator. Selain itu gejala-gejala autis yang ditunjukkan ialah cermat terhadap hal-hal yang kecil dan berpola, kekhawatiran tentang berbagai situasi atau kegiatan sosial di luar rutinitas, dan kesulitan memahami apa yang dipikirkan atau dirasakan orang lain.

Kata Kunci : *Psikolinguistik, Strategi komunikasi, Bahasa verbal, Bahasa nonverbal, Autis, Film I Am Sam*

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is one of the most important aspects of everyday life. Language is the main support for someone in communicating. Through language, we can show our point of view, our understanding of something, the origin of our nation and country, our education, even our nature. Language becomes a reflection of our character and nature, both as a nation and as ourselves. In order for communication to run smoothly, the recipient and the sender of the language must master the language.

Humans in language certainly involve mind and mentality. As it is known that this is a natural. However, everyone has different brain capacity and ability that play a role in controlling language use. This could be the main influence comes from the language acquisition process, the environment, and other language processes that are experienced. For example, the use of language by normal people and people with mental disorders will certainly be different both in terms of spoken language, gestures, expressions and others.

In language there only symptoms that affect the language itself, for example, autistic symptoms. Autistic is a disturbance in the aspects of social interaction, in verbal communication and non-verbal, as well as specific and limited behavior patterns. When humans speak it can be seen clearly that humans are having a disability will have different performance (appearance) with normal people. For example speaking in communication process. The difference will be visible at the time humans who have psychic disorders, such as those with autism at the time to communicate. Autistic sufferers are a developmental disorder in terms of interact and behave.

Basically, people with language disorders find it difficult to accept language stimulation compared to other normal people. The language strategy used by the person with a language disorder in communicating and social interaction will

clearly be different from a normal human being in general. In the communication process, autistic people will use unconventional means, such as using hand gestures themselves, speaking by repeating words, and gesturing through gestures. The fact of the existence of people with autism can be seen in the way of thinking, speaking, and conveying the language he means. For example, in terms of interaction, sufferers autistic do have not the courage to make eye contact, then from the language side, autistic sufferers tend not to have a regular tempo in pronouncing words. Other things related to the characteristics of children with autism, such as laughing and crying for no apparent reason and excessive fear.

In line with the above problems, the writer perceived require to know further how the language strategies used by autistic sufferers when communicating. This research will be conducted by taking the research object of a movie entitled "I Am Sam". The movie tells the story of his main role as an autistic person. The reason is that a movie is not only able to provide entertainment value, but also there are many opportunities to be able to apply the theory of science in it. This research is a psycholinguistic study. In this study, it will be seen how the language strategy is conveyed by autistic sufferers when communicating and interacting with other people, both verbally and non-verbally.

B. Identification of The Problem

According to the writer, the main points of the research problems are :

1. Communication problems that occur when communicating caused by language disorder
2. Social interaction problems that occur in autistic people are not maximal when interacting with other people
3. Problem in the sensory field and mental disorders affect sensitivity to the surrounding environment
4. There are differences in play patterns between autistic and normal people in a social environment
5. Different behavioral patterns affect the mind and psychology on daily behavior
6. Emotional regulation of autism is not the same as normal people

C. Scope of Study

Based on the problems above, the author only discusses the communication strategy section and the differences in daily behavior in people with autism. The author describes the language strategies used by the character 'Sam' as a person with autism in the film I Am Sam. For the next section, the writer also discusses the forms of verbal and nonverbal communication shown by the character with autism when communicating with other people. In the last part, the writer Explain the symptoms of autism found in the behavior patterns of autism.

D. Research Question

1. What are the language strategies used by autism?
2. What are the forms of verbal and nonverbal communication used by autism ?
3. What are the symptoms of autism found in the behavior patterns of autism ?

E. Objective of the Study

Based on the formulation of the problem above, this study aims to know the following:

1. To reveal the language strategies used by autistic sufferer.
2. To describe the forms of verbal and nonverbal communication used by autism.
3. To explain the symptoms of autism found in the behavior patterns of autism.

F. Significance of the Study

This research is expected to provide theoretical and practical meanings.

1. Theoretically

This research can be an attempt to enrich psycholinguistic theory in the relationship between language and thought. This research can be a reference in the field of psycholinguistics which discusses the strategies of autistic sufferers in communicating both verbally and non verbally.

2. Practically

- a. For the readers, writer is useful for enriching their knowledge in recognizing how to communicate with people with autism.

b. For the academic community is expected to be able to contribute in the study of Psycholinguistics and can be a reference for future researchers.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

After analyzing various types of research it was found that several previous studies were quite related to the topic raised by the writer, which this research focuses on psycholinguistic studies, especially on language disorders. The main object that became the main discussion in this research was communication on Autism Spectrum Disorder (ASD). Therefore, some of the studies taken are also related to language disorders.

The first previous study is conducted by Aliyah (2012) "A psycholinguistic study of speech disorder of stuttered character in the movie entitled the king speech" In Brawijaya University. This study focuses on language disorders, namely stutter, where the main focus of the writer is to analyze the pattern and the situation of stutter. The writer used qualitative research and from the results of the study. The writer managed to find a pattern of stutter which became a language disorder in one of the characters namely repetition, closure, hesitation, addition of schwa, and revision. Repetition is the most frequently occurred pattern that consists of repetition of the first letter in a word, repetition of whole words, repetition of single whole word, and repetition of a syllable in a word. Bertie's stuttering utterances were influenced by 3 situations, namely nervousness, emotion, and stress.

The Second previous study is conducted by Agustina (2014) " A psycholinguistic analysis of schizophrenic speech and behavior portrayed in the main character in Canvas Movie" in Yogyakarta State University. Her study focuses on analyze the linguistic phenomenon of schizophrenia suffered by Mary, the character in the canvas movie. It is concerned with the description of the data in the form of utterances produced by the schizophrenic, Mary, in the Canvas movie. However, numbers were also used to support the analysis of the data. The purpose of this study is to analyze the linguistic phenomenon of schizophrenia suffered by Mary, the character in the canvas film. The description of the data is

in the form of utterances produced by the schizophrenic, Mary, in the film *Canvas*. Research findings show that first, among the eight types of schizophrenic language disorders, only five occur. They are determined, non-logical reasoning (odd logic), slackness, weakening of purpose, and poverty of speech. Meanwhile, the types that do not exist are the use of strange words, strange sentences, and distractions. Other deviant behaviors, namely aggression, painting, affective grooming, and unnecessary use of water, have the most frequent phenomena in schizophrenic patients.

Another research is done by Sunnuraini (2018) entitled "The Profile of Linguistic Deviation found in Dyslexia Character in *Life Stars on Earth* movie" in Hasanuddin University. This research is also under the umbrella of psycholinguistics where the purpose of this study is to analyze the linguistic deviation of dyslexia by one of the characters in the film. In this study, the characteristics of dyslexic sufferers are described, then the researcher also categorizes and explains the types of linguistic errors in the dialogue, as well as in-depth analyzes and shows the methods used by the teacher to help the main character in the movie *Like Stars on Earth*. This study uses a qualitative descriptive method in describing the data.

Then the last research is written by Humairah (2014) "Students' Communication Strategies in Speaking Class at English Course" in Hasanuddin University. This research is a case study that aims to analyze the communication strategies used by novice students and to find out the factors that influence novice students using the strategy. in-class communication speaking in English courses. The author used descriptive qualitative and quantitative methods in analyzing the data. These methods are realized in several steps of completion.

This research is certainly different from previous research. As the previous researches only focus on discussing language disorders experienced by one of the characters, the scope of the study is under psycholinguistic approach. However, in this study the writer examines two things, namely the language disorders experienced by the main character and the communication strategies used. The writer uses descriptive qualitative research methods to further support the

objectives of this study. Apart from that, what distinguishes this research from other research is that it lies in the main object, where the author takes the Autism Spectrum Disorder language disorder which is studied with a different movie.

B. Theoretical Discussion

a. Psycholinguistic

Psycholinguistics itself has many definitions from experts. “Language in a linguistic context seen as a sound system arbitrary, conventional, and used by humans as a means communication” (Harras & Bachari, 2009. p.1). Definition this shows that there is no connection between language and other phenomena, it stands alone and it aims as a means of communication. However if language is associated with processes the acquisition then the language is not exist independently but exist other persons involved in formation. In Psycholinguistics, a language user is determined by the linguistic performance and personal mental apparatus, and to find out the pattern of linguistic behavior, that is by finding out in a group of people who have speakers of the same language (Field, 2003)

One of the studies in linguistics is Psycholinguistics. Psycholinguistics can be said to be an interdisciplinary between Linguistics and Psychology. Psycholinguistics is the development of these two fields of science. “Psycholinguistics is a science that explores the relationship between the mind and human language” (Field, 2003: 2). In his study, psycholinguistics also discusses the relationship between brains human with language. From the above explanation, it can be concluded that In general, psycholinguistics is one of the fields of study of macro linguistics which studies the mental processes that humans go through in language.

According to Soenjono (2003) in detail, psycholinguistics studies four main topics: (a) Comprehension, namely the mental processes that humans go through so that they can catch what people are saying and understand what is meant, (b) production, namely mental processes in themselves. it is we who make us able to say what we say, (c) the biological and neurological foundations that enable humans to speak, and (d) language acquisition, which is how children acquire

their language. From the point of view of psycholinguistics, there are two kinds of comprehension. The first is comprehension which is related to understanding the speech we hear. Second, comprehension relates to actions that need to be done after understanding the speech that we hear. Second, relating to actions taken after understanding occurs. For the first kind, comprehension can be defined as a mental process in which the listener perceives the sound emitted by a speaker and uses these sounds to form an interpretation of what the speaker might mean. It can easily be said that comprehension is the formation of meaning from sound (Clark & Clark, 1977).

According to Field (2003) two important things are of primary concern in psycholinguistics, namely:

- a. To establish an understanding of the processes which underlie the system we call language.
 - b. To examine language as a product on the human mind and thus as evidence of the way in which human beings organize their thoughts and impose patterns upon their experiences.
- b. Language Acquisition

The acquisition of children's language has become a study that has attracted the attention of linguists. In fact, how a child acquires a language and how a child learns a language cannot escape the studies conducted by experts in various fields of science. For example, the fields of education, psychology, and linguistics itself. In the acquisition of the first language, there is a process of competence and a process of performance. Process competence is a requirement for the performance process related to the process understanding and the process of producing speech. Acquisition of the first language according to nativism is supported by language acquisition device (LAD). This was revealed by Chomsky as a hypothetical implication conscience with the fact that children do not need to memorize sentence patterns but by carrying out the internalize process in gaining mastery of language rules (Indah, 2017). In bilingualism there can be code switching and code mixing. Switching code is the process of changing the language used by someone

who is bilingual. Occurrence over code that is, because when the speaker is speaking his mind comes up with a reason acceptable to the interlocutor. Code switching, that is use two or more language or the variety of languages used for example if the speaker wants to show proficiency in using certain foreign language vocabulary.

In principle, the acquisition of a second language is divided into: (1) guided and (2) naturally. Acquisition of the first language is called acquisition and learning of the second language is called learning. Acquisition is more spontaneous meanwhile learning is more structured. The second language processing hypothesis consists of Klein's hypothesis: Similarity Acquisition (Identity Hypothesis) and Krashen's (1982) hypothesis: a natural approach includes five hypothesis items, namely (1) the acquisition versus learning hypothesis; (2) input hypothesis; (3) natural order hypothesis; (4) monitor hypothesis; and (5) hypothesis affective filter. There are various perspectives in understanding the discourse focus of acquiring a second language then discussed from the perspective of foreign language teachers, children's language researchers, linguists, psycholinguists, and sociocultural theorists. The discourse covers the optimal age acquisition of language, time required, optimal conditions required, traits learners, the factors that influence acquisition, use of language obtained, as well as the relationship between the mother tongue and second language (Indah & Andurrahman, 2008). Normal children acquire language naturally and are able to follow language learning. However, some others for various reasons have difficulty in acquiring language and learning language. Whereas language is one of the important aspects for humans to be able to express themselves, socialize, and gain knowledge in education, and is used in communication with the surrounding environment.

c. Language Disorder

People with language disorder have difficulty expressing themselves and understanding what others are saying. This is unrelated to hearing problems. Language disorder, formerly known as receptive-expressive language disorder, is

common in young children. It occurs in 10 to 15 percent of those under the age of 3 years old, according to the University of Mississippi Medical Center. By age 4, language ability is generally more stable and can be measured more accurately to determine whether or not a deficit exists. Language disorder is often noticed in childhood first.

Other symptoms include:

- 1) Reduced vocabulary in comparison to other children of the same age;
- 2) Limited ability to form sentences;
- 3) Impaired ability to use words and connect sentences to explain or describe something;
- 4) Reduced ability to have a conversation;
- 5) Leaving words out;
- 6) Saying words in the wrong order;
- 7) Repeating a question while thinking of an answer;
- 8) Confusing tenses (for example, using past tense instead of present);

Some of these symptoms are part of normal language development. However, your child may have a language disorder if several of these issues are persistent and do not improve. Sudiarto (1991) suggested that brain maturation, environment, motor and cognitive development, structural and functional integrity of the organism are the main factors of language development in children. If there is a disturbance in the child's development process, it will also have implications for language learning in children. These disorders can be in the form of language disorders, hearing problems, mental retardation, autism, aphasia, dyslexia, etc.

Language disorders in children can be in the form of speech delays. Mc Cormic and Schiefelbusch (in Sidiarto, 1991) divide language disorders into five categories of causes:

- a. Language and communication disorders related to motor impairment. Included in this group are children with cerebral palsy;
- b. Impaired language and communication related to sensory deficits. Included in this category are children with hearing loss;
- c. Impaired language and communication related to central nervous system damage. Damage to the nervous system can be mild or severe. This group belongs to aphasia;
- d. Impaired language and communication related to severe social-emotional dysfunction. Included in this group are children with psychosis, schizophrenia, and autism;
- e. Language and communication disorders related to cognitive disorders. Included in this category are children with mental retardation.

Some of the language disorders that have been described, it is possible for children to be able to speak and communicate with the surrounding environment. To provide treatment for language disorders in children, it is necessary to early identify the type of disorder. Furthermore, it should also be noted that in handling language disorders in children, two collaborative disciplines are needed as a solution. The main aspect that must be used as a basis is linguistics. This collaboration is based on the aspect that will be studied, if it is related to the psychological aspect of the child, then the foundation that is used as the basis for the study is psychology. In fact, it is possible to include a neurological basis.

d. Autism Spectrum Disorder (ASD)

Autism is one of the developmental disorders in children, where problems occur in social interaction, communication problems and imaginative play (as if life has its own world of play) which begins to appear since children are under three years old. The term autism comes from the Greek word *autos* which means self or self. According to Sutadi R (2002: 1), “ autism is a severe developmental

disorder that among other things affects the way a person communicates and relates to other people. People with autism cannot relate to other people in a meaningful way because, among other things, their inability to communicate verbally and non-verbally”.

Autism spectrum disorders (ASD) are a diverse group of conditions. They are characterized by some degree of difficulty with social interaction and communication. Other characteristics are atypical patterns of activities and behaviors, such as difficulty with transition from one activity to another, a focus on details and unusual reactions to sensations. The abilities and needs of autistic people vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support. Autism often has an impact on education and employment opportunities. In addition, the demands on families providing care and support can be significant. Societal attitudes and the level of support provided by local and national authorities are important factors determining the quality of life of people with autism.

Characteristics of autism may be detected in early childhood, but autism is often not diagnosed until much later. People with autism often have co-occurring conditions, including epilepsy, depression, anxiety and attention deficit hyperactivity disorder as well as challenging behaviors such as difficulty sleeping and self-injury. The level of intellectual functioning among autistic people varies widely, extending from profound impairment to superior levels.

According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), a guide created by the American Psychiatric Association that health care providers use to diagnose mental disorders, people with ASD often have:

- a. Difficulty with communication and interaction with other people;
- b. Restricted interests and repetitive behaviors;
- c. Symptoms that affect their ability to function in school, work, and other areas of life.

In terms of neurolinguistics (Sidiarto, 1991: 140), the cause of autism is the difficulty of children in functioning sensory integration and sequencing processes. This function is the basis for the development of communication systems and linguistics. Impaired use of verbal language for communication, communication interaction, and the lack of ability to read body language, facial expressions, or tone of voice indicate that neurologically, the child has damage to both hemispheres of the brain.

According to the Childhood Autism Rating Scale (CARS), autism is divided into three levels, namely (Mujiyanti, 2011):

- a. Mild Autism. In this condition, children with autism still show eye contact even though it does not last long. This autistic child can give little response when his name is called, show facial expressions, and in two-way communication even though it happens only occasionally;
- b. Moderate Autism. In this condition, the autistic child still shows little eye contact but does not respond when his name is called. Aggressive or hyperactive actions, self-harm, indifference, and stereotype motor disturbances tend to be a bit difficult to control but still manageable;
- c. Severe Autism. Children with autism who are in this category show very uncontrollable actions. Usually, autistic children beat their heads against the wall repeatedly and continuously without stopping. When parents try to prevent it, but the child do not respond and keeps doing it, even in the arms of his parents, the child with autism keeps banging his head. Children just stop after feeling tired and then immediately fall asleep.

Factors causing autism are still being sought. However, some recent theories state that genetic factors (heredity) play an important role in the process of autism. Prenatal, perinatal, and neonatal complications are also found in children with autism.

Hadis (2006:46) also describes the characteristics of children with autism from six problems or disorders, namely:

- a. Problems/disorders in the field of communication: language development of children with autism is slow or completely absent. The pond children are deaf and have difficulty speaking. Likes to parrot (echolalia) and likes to grab other people's hands to express his wishes;
- b. Problems/disorders in the field of social interaction: autistic children prefer to be alone, do not make eye contact and even tend to avoid eye contact;
- c. Sensory problems/disorders: autistic children are not sensitive to touch (Avoid Hugs), immediately cover their ears when they hear loud sounds. Enjoy kissing and licking toys, and is insensitive to pain and fear;
- d. Problems/disorders in the field of play patterns: autistic children is different playing toys like children in general, have low skill in creativity-not for all children-, like to play with rotating objects, and do not want to let go of objects that they can hold and carry everywhere;
- e. Problems/disorders in the field of behavior: autistic children can behave hyper actively and sometimes hypo actively, stimulate themselves, like to sit blankly with a blank stare, and do not like change;
- f. Emotional problems/disorders: autistic children are often angry for no reason, sometimes aggressive and destructive, sometimes self-harming, and lack empathy.

The symptoms of autism in adults can be seen with the following characteristics (hellosehat.com) :

- a. Difficulty understanding what other people are thinking or feeling;
- b. Very anxious about various social situations or activities outside of routine;
- c. Difficult to make friends or prefer to be alone;

- d. Often speaks bluntly and rudely and avoids eye contact with other people;
- e. Difficult to show feelings to others;
- f. When talking to other people, his body position will be very close to you. It can also be the other way around, don't like other people being too close or making physical contact, such as touching or hugging;
- g. Very fastidious to things that are small, patterned, and easily distracted by smells or sounds that are considered normal by others.

Various studies suggest that autism cannot be completely cured. However, the symptoms can be minimized with a structured and systematic method accompanied by habituation of learning behavior. Therapy for autistic children aims to reduce abnormal behavior, improve learning abilities, and improve development so that their abilities are in accordance with the child's age.

Therapy that can be used to improve communication or language disorders in people with autism is communication therapy. This therapy is the most basic therapy among the various types of therapy for people with autism, and the success of this communication therapy can facilitate the implementation of other therapies. According to Subyantoro (2011) "Child communication therapy is more on the ability to communicate with others, so it does not have to emphasize that children must be able to speak". Another thing that can be done to treat autism is to conduct early intervention supported by the CFGF (Casein Free Gluten Free) diet, which is a diet for autism by not consuming foods and drinks that contain casein and gluten. This can support the process of improvement in psychological, neurological, physiological, and endocrine conditions. Language intervention programs that can be carried out for people with autism include: 1) involving colleagues to communicate; 2) pay attention to the level of development and learning styles of children; 3) meaningful communication that involves prelinguistic intent and combinations of various words, for example: "what is your name?"; 4) communication occurs in a natural context so that children are aware of

differences and appropriate communication in the appropriate environment; 5) involve many parties for the progress and success of children.

e. Language and Communication

The final key to unlocking the nature of language is communication. The most important function of language is a means of communication and interaction. Language becomes the glue that binds family, community, and language together in social activities of life. Although communication has been studied since ancient times, attention of communication only emerged at the beginning of the 20th century. Barnett Pearce (1989) mentions the emergence of the role of communication as a discovery revolutionary (revolutionary discovery) caused by the discovery communication technology, such as radio, television, telephone, mobile phone, satellite, and computer network. According to Shanon and Weaver (in Wiryanto, 2004), "Communication is a form of human interaction that influences each other, intentionally or unintentionally and is not limited to forms of verbal communication, but also in terms of facial expressions, painting, art, and technology". Meanwhile, according to Anwar Arifin, communication is a type of social process that is closely related to human activities and is full of messages and behavior. Outline, communication is divided into two types, namely verbal communication and non-verbal communication.

1. Verbal Communication

Verbal communication is communication that uses words, both orally and in writing. Most verbal communication used in human relations, to express feelings, emotions, thoughts, ideas, facts, data, and information as well as explain it, exchange feelings and thoughts, argue with each other, and fight.

There are several types of verbal communication, namely:

a. Speak and write

Speaking is vocal verbal communication, while writing is non-vocal verbal communication. Presentation in a meeting is an example of vocal verbal

communication. Correspondence is an example of non-vocal verbal communication.

b. Listening and reading

Hearing and listening are two different things. Hearing means only taking sound vibrations, while listening is taking meaning from what heard. Listening involves elements of listening, paying attention, understanding and remembering. Reading is one a way to get information from something written.

Verbal communication has the following characteristics:

a. Clear and Concise

It is simple, short and direct. If few words are used, then there will be less confusion. Speaking slowly and clearly pronouncing the word will make the word easier to understand.

b. Vocabulary

The use of words that are easily understood by someone will increase the success of communication. Communication will not succeed if the sender of the message is not able to translate words and speech.

c. Connotative and denotative meaning

The connotative meaning is the thoughts, feelings or ideas contained in a word, while the denotative meaning is giving the same meaning to the words used.

d. Intonation

A communicator is able to influence the meaning of the message through the tone of voice that is sent. Emotions play a big role in this tone of voice.

e. Speed of speech

The success of communication is also influenced by the speed and the right tempo of speech. The impression of hiding something can arise when there is a quick diversion of the subject in the conversation.

f. Humor

Humor can increase success in giving emotional support for the interlocutor. Laughter helps reduce listener tension thereby increasing success to gain support.

2. Nonverbal Communication

Humans communicate using verbal and nonverbal codes. Nonverbal code is called sign or silent language languages). Through nonverbal communication we can know emotional mood of a person, whether he is happy, angry, confused, or sad. Our initial impression of knowing someone is often based on his nonverbal behavior, which encourages us to know more. Nonverbal communication is all signs that are not words. Nonverbal messages are very influential on communication. Nonverbal messages or symbols are much more difficult to interpret than verbal symbols. Verbal language goes hand in hand with nonverbal language, for example when we say "yes" our heads will nod. More nonverbal communication. Honestly express what you want to say because it is spontaneous. Nonverbal communication is much more widely used than verbal communication. Nonverbal communication is permanent and always exists. A study conducted by Albert Mehrabian (1971) concluded that the confidence level of people's speech was only 7% from verbal language, 38% from vocal sounds, and 55% from facial expressions. He also added that if there was a conflict between what someone said and his actions, other people tended to believe things that were nonverbal.

According to Yuniarti (2016) Nonverbal communication has several types, namely:

a. Touch (haptic)

Touch, or tactile message, is a non-visual and non-vocal nonverbal message. The receptor for touch is the skin, which is capable of receiving and discriminating various emotions conveyed by people through touch. Alma I Smith, a researcher from the Cutaneous Communication Laboratory stated that various feelings that can be conveyed through touch, wrong one is love (mothering) and touch has health benefits.

b. Object Communication

The most frequent use of object communication is the use of clothes. People are often judged by the type of clothing they wear. Although this is a form of judging someone only based on perception. Examples can be seen in the use of uniform by an employee of a company, stating identity the company.

c. Chronemics

Chronemics is how nonverbal communication that is done when using time, which related to the role of culture in a particular context. For example Students value time. There are times when we are able to judge how do students / students who take advantage of the use time appropriately and effectively.

d. Body Movement (Kinesthetic)

Body movements are usually used to replace a word or phrases. Some forms of kinesthetic are:

1. Emblem, which is a body movement that can directly translated into a specific verbal message. Usually serves to replace something. For example ,nod as a sign of agreement; index finger in front of mouth do not make noise.
2. Illustrator, is body movements that accompany verbal messages to describe the message as well as complete and reinforce the message. Usually done on purpose. For example, sign with your hand when you say someone fat/thin.
3. Affect displays, is body movements, especially faces that are show feelings and emotions. Like sad and happy, weak and strong, spirit and tired, angry and scared. Sometimes expressed consciously or without aware. Can support or contradict the verbal message.
4. Regulators, is nonverbal movements that are used to regulate, monitor, maintain or control other people's talk. Regulators are tied to culture and not universal. For example, when we hear people speak, we nod our heads, purse our lips, and eye focus.
5. Adapter, is body movements used to satisfying physical needs and controlling emotions. Done when someone is alone and unintentionally. For example, biting your lip, playing with a pencil in your hand, scratching your head when people in anxious and confused moment.

In addition to body movements, there is also eye movement (gaze) in nonverbal communication. Gaze is the use of eyes in communication to provide information to other parties and receive information from other parties. The functions of the gaze include seeking feedback between the

speaker and the listener, informing the other party to speak, signaling the nature of the relationship (positive relationship when the gaze is focused and attentive. Negative relationship when eye contact is avoided), and sensing functions. For example, when we meet a fighting partner, we shift our eyes to maintain their privacy.

e. Proxemic

Proxemic is the language of space, that is, distance is used when communicating with other people, including the place or location of the position. The distance setting determines how close a person's level of intimacy is with other people. the distance can define a relationship

f. Environment

The environment can also be used to convey certain messages. Among them are the use of space, distance, temperature, lighting, and color.

g. Vocals

Vocals or paralanguage are nonverbal elements in a song speech, namely the way of speaking. For example, the tone of voice, tone of voice, loud or weak voice, speed of speech, voice quality, intonation, and others.

Nonverbal communication has universal characteristics, including:

- a. Communicative, namely intentional/unintentional behavior to communicate something so that the message can be received consciously.
- b. The similarity of behavior, namely the similarity of nonverbal behavior between 1 person and another person. In general, it can be seen in hand movements, how to sit, stand, voice, speech patterns, loudness of voice, silence.
- c. Artifactual, namely nonverbal communication can also be in the form of artifacts such as how to dress, make-up, stationery, cars, houses, furniture and how to arrange them, items used such as watches.
- d. Contextual, is nonverbal language occurs in a context. help determine the meaning of each non-verbal behavior. For example, hitting the table during a speech will have a different meaning than hitting the table when hearing the news of a death.

- e. Package, namely nonverbal language is a package in one unit. Nonverbal package when all parts of the body work together to communicate a certain meaning. It must be seen as a whole (package) of the behavior Example: a girl passes by then winks. A combination of verbal and nonverbal packages, for example verbal anger accompanied by tense body & face, frowning forehead.
- f. Trustworthy, in general we are quick to believe non-verbal behavior. Verbal & non-verbal must be consistent. Inconsistency will appear in nonverbal language that will be easily recognized by others. For example, a liar will do a lot of unconscious movements when he speaks.
- g. Controlled by rules, from childhood we learn the rules of propriety through observing the behavior of adults. For example: Learning to convey sympathy (when, where, reasons) or touching (when, what situations are allowed or not allowed).

C. Film

Film is a work of art in the form of a moving recording with a storyline that is taken from the reflection of society itself, the recording of the image is taken by utilizing supporting electronic media. Film are usually grouped into two basic divisions, namely the category of story film and non-story film. Meanwhile, according to other opinions, films are classified into fiction and non-fiction. Story films are films produced on the basis of stories written and played by actresses and actors.

Usually, story film have a commercial nature, which means they are shown in theaters with a certain ticket price or shown on television with the support of certain advertising sponsors. Meanwhile, non-story film that are taken from the reality story as the subject, either individually or in certain community groups.

Currently, film becomes one of the media that many people choose to convey their aspirations. film can be a medium to unite various elements such as images, writing, and sound. Films are now an effective medium to summarize everything that someone wants to convey. Moreover, it is supported by many

modern sophisticated tools as a support during the manufacturing process. Meanwhile, according to Effendy (2003), the types of films that exist in the world are divided into three groups, namely story films, documentaries, and cartoon films.

D. Synopsis of the film I Am Sam

I Am Sam is a drama film by director Jessie Nelson which was released in 2001. This inspiring film stars Sean Penn, Dakota Fanning, Michelle Pfeiffer, Dianne Wiest, Loretta Devine, Richard Schiff and Laura Dern. This film received many awards, one of which Sean Penn was named Best Actor in a Leading Role at the 2002 Academy Award.

Sam (Sean Penn) is a single parent who suffers from mental retardation, at his age he has the IQ of a seven-year-old child. With these conditions, Sam must raise his daughter, Lucy (Dakota Fanning) alone because her mother ran away. He was very overwhelmed taking care of his daughter, especially when Lucy's first day home from the hospital she kept crying. Luckily, her neighbor, Annie (Dianne Wiest) always helps Sam take care of Lucy. Annie explained things and taught Sam a good way to raise a baby girl. Sam's friends who also have a disability are love Lucy very much. Lucy grows up to be a smart girl and is able to face her father who suffers from mental retardation.

Unfortunately, when Lucy was seven years old, the school worried and doubted Sam's upbringing. They also took the case to court and called the Department of Child and Family Services to deal with the matter. Sam's heart was broken, he was separated from his daughter whom he had raised so well. Sam does not want to give up, he meets Rita Harrison (Michelle Pfeiffer), a reliable lawyer to help her struggle. At first Rita did not want to help but because of Sam's persistence, who came to see her every day, she melted. Rita even wants to help Sam get back his custody without asking for anything in return.