A PSYCHOLINGUISTIC ANALYSIS OF FUNCTIONAL DELAYED ECHOLALIA AND AUTISTIC RESPONSES IN BARRY LEVINSON'S *RAIN MAN* MOVIE

EKOLALIA TERTUNDA DAN RESPONS ORANG AUTIS PADA FILM RAIN MAN

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Abstract

This study aimed at analyzing delayed echolalia and autistic responses in Barry Levinson's *Rain Man* movie. The study first classified the types of interactive and non-interactive delayed echolalia and autistic responses derived in the form of lingual units: words, phrases, and sentences of the utterances from the script of the movie. Second, this study described and explained the meaning of utterances indicated each type of delayed echolalia and autistic responses. This study applied descriptive-qualitative method. The findings of the study were nine of nine types of interactive delayed echolalia, four of five types of non-interactive delayed echolalia, and two types of autistic responses: cognitive response with its two types that are cognitively irrelevant and relevant responses, and social responses with its two types that are socially inappropriate and appropriate responses found in the autistic character's utterances in Barry Levinson's *Rain Man* movie.

Keywords: psycholinguistic analysis, autism, functional delayed echolalia, response, *Rain Man* movie

Abstrak

Penelitian ini bertujuan untuk menganalisis ekolalia tertunda dan respons autis yang muncul pada film milik Barry Levinson yang berjudul "Rain Man". Penelitian ini khususnya mengklasifikasikan jenis-jenis ekolalia tertunda interaktif dan ekolalia tertunda non-interaktif serta respons autis yang diperoleh dalam bentuk unit kebahasaan: kata, frasa, dan kalimat dari utaran yang didapat dari naskah film. Kedua, mendeskripsikan dan menjelaskan makna utaran yang mengindikasikan tiap jenis ekolalia tertunda dan respons autis. Penelitian ini menggunakan metode deskriptif-kualitatif. Hasil penelitian menunjukan ada sembilan dari sepuluh jenis ekolalia tertunda interaktif, empat dari lima jenis ekolalia tertunda non-interaktif, dua jenis respons, yakni respons kognitif dengan dua tipe yaitu: respons kognitif tidak relevan dan respons kognitif relevan dan respons sosial dengan dua tipe yaitu: respons sosial yang tidak sesuai dan respons sosial yang sesuai yang didapat pada utaran karakter autis pada film milik Barry Levinson yang berjudul Rain Man

Kata kunci: analisis psikolinguistik, autism, ekolalia terntunda fungsional, respons, film "Rain Man"

INTRODUCTION

As social beings, people make conversations and interactions with other people to convey feeling, ideas, or information either by using verbal or non-verbal languages. To make the conversations run well, language competence is greatly needed as it is one of the important tools to bridge people's conversations and interactions. During conversations, there will be responses as indication that both speaker and interlocutor understand what is being talked.

In responding each other, the responses might be related or unrelated. Those different responses are caused mostly

by how brains function. When the brain functions well in absorbing the information, the responses will be relevant. Besides, different person might have different speeds in giving responses. People with special needs, for instance, respond slowly due to dysfunctional problems in their brain. Those problems might occur due to the brain damage. People experiencing language disorder, such as autism, have problems in expressing and understanding conversations including in giving responses.

According to Kanner in Aarons (1999:5), Autism or Autism Spectrum Disorder (ASD) is a developmental disorder that is characterised by having some problems in social communication and interaction, along with repetitive patterns of behaviour and activities. Language difficulties experienced by an autistic person is in terms of expressing and understanding conversations and having language difficulties in production, communication, and social interaction. Those difficulties are in the way of using verbal language properly and functionally, to pronounce words clearly and correctly, and to convey thoughts and concepts to other people.

The main topic of this research is one of the language difficulties that an autistic person experiences which is called *delayed echolalia* (Kjelgaard, 2001:288). Delayed echolalia is repeating or echoing speech that is mostly done by an autist. They tend to repeat utterances coming from other people or other things. It is, however, a normal phenomenon for children at certain age as it is a nature of a child/toddler "to imitate". Theoretically, delayed echolalia is divided into two types: interactive delayed echolalia and non-interactive delayed echolalia. This research discussed both interactive and non-interactive delayed echolalia. However, it also investigated responses given by an autistic man in having conversations as it has a direct connection with delayed echolalia. Both delayed echolalia types are interesting to be investigated in order to build some strategies while communicating with or taking care of autistic people. Morover, compared to other topics in language difficulties in autism, delayed echolalia is one of the topics that is infrequently used as thesis in undergraduate level in spite of its interest and relevancy. The main character of *Rain Man* movie, in this case, is not totally mute. Even though some autistic people rarely make conversations with other people, Raymond has a really good communication skill but lack of giving attention, tend to repeat, and sometimes the responses he gives are irrelavant for topics that he does not understand or interested in.

The reason for choosing this movie is because it sufficiently portrays the story of an autistic man. The movie portrays how the main character as an autistic man communicates and interacts with other people. Much information can be found by

analyzing deeper on how communications go with a man with autism.

The previous study done related to autism phenomenon was written by (Kiswandari, 2014) entitled A Psycholinguistic Analysis of An Autistic Person's Language In Temple Grandin Movie. The previous study also discussed delayed echolalia but as one of the features of autistic people while this research discussed delayed echolalia as the main focus and investigated the responses of an autistic in conversations. The second previous study was written by (Setyowati, 2011). Though both studies have the same focus, that is to analyze speech disorder, there lay some differences because this present research used autistic person as the object while the previous study did not, and the theories used were slightly different. The other previos study was a dissertation written by (Edelstein: 2015) entitled Effect of Demand Complexity on Echolalia in Students with Autism. Compared to this present research, the previous research observed echolalia in a wide focus while this present research analyzed only delayed echolalia. Another difference is regarding the object the research conducted in the previous research.

In conclusion, this research is expected to give sufficient information about how an adult man with autism communicates and gives responses by figuring out the types of interactive and non-interactive delayed echolalia and what types of autistic person responses.

RESEARCH METHOD
Types of study

The research applied a descriptive-qualitative method that the results of the research were rendered in descriptive text. The results of the data analysis of both functional delayed echolalia and autistic responses were presented in the form of lingal units: words, phrases, clauses, and sentences than in the form of numbers. than in the form of numbers.

Time and Place of the Study

The present study is written from August 2017 to July 2018 in Jogjakarta.

Subject of the Study

The subject of the study was the character of autistic person in Barry Levinson's *Rain Man movie.*

Data, Intrument, and Data Collection Techniques

The form of the data was the utterances of the autistic character. The context was the dialogues of the autistic character in the movie. The source was the transcript of Barry Levinson's *Rain Man* movie.

The main instrument in this study was the researcher herself supported by data sheets. For the data collection techniques, there are some stages the researcher did. Those are: watching the movie as the primary source of the data, scrutinizing the transcript

of the movie, creating the data sheets, checking the suitability between the movie and the transcript, watching and re- watching the movie, identifying the scene of the movie with the support of the transcript that are in accordance with the objectives of the study.

Data Analysis

The data analysis is analyzed following some steps. All the data found in the conversations involving the autistic man were classified and brought into the data sheet. The classifications were based on their types—interactive and non- interactive delayed echolalia and types of responses that is cognitively disruptive and socially inappropriate responses.

In drawing the analysis into the data sheets, the researcher concentrated closely on the classifications of both types of delayed echolalia and cognitively disruptive and socially innaproprate responses. The researcher avoided making mistakes by putting the data into the unsuitable criteria. Then, the discussion of the data found in this research was porposed for a evidenced-based result, that can become adequate data for other researchers of the same topics. In the last stage, the researcher wrote all the data as the report of the research.

In tabulating the data, the researcher tabulated all the data that have been selected, collected, and classified into three different data sheets. The researcher divided those three data into: (1) types of interactive delayed echolalia (2) types of non-interactive delayed echolalia (3) types of responses the autistic person gives in his conversations. The researcher provided the data derived from the transcript of the movie, its types and explanation.

FINDINGS AND DISCUSSION

The findings of the study were presented in the form of table. The researcher presented one example of each type of each objective on the data explanation.

Table 1. Types of interactive and non-interactive and responses which initiate delayed echolalia found in Barry Levinson's *Rain Man* movie.

NO.	Types of Delayed Echolalia	
	Interactive	Non-interactive
1.	Turn Taking	Non-focused
2.	Verbal Completion	Situation association
3.	Labelling	Self-directive
4.	Protest	Rehearsal
5.	Request	
6.	Calling	
7.	Affirmation	
8.	Directive	
9.	Providing information	

The table shows the types of interactive and non-interactive delayed echolalia occured in the autistic character's utterances in Barry Levinson's *Rain Man* movie. Nine of nine types of interactive delayed echolalia and four of five types of non- interactive delayed echolalia were found. They were turn taking, verbal completion, labelling, protest, request, calling, affirmation, directive, and providing

information. Concerning the second objective-non-interactive delayed echolalia, the researcher found four of five types. They were non-focused, situation association, self-directive and rehearsal.

They were non-focused, situation association, self-directive and rehearsal.

1. Interactive Delayed Echolalia

a. Turn taking

Susana : [*holding a flashcard of a figure of baseball player*] **"Raymond. Ted Kluzevski."**

Ray :"**Kluszewski**. Ted Kluzevski. 'Big Klu'. First base."

Susana :"**He** played for Cincinnati."

Ray :"**He was traded for Dee Fondy, 1957. Lifetime batting average 298**..."

From what Raymond says, even though the way he replies shows no eye contact as he is walking while talking, the topic remains the same. Raymond does not give the right answer in a complete sentence but he replies by providing noun and noun phrases as answers, and those are still related to what is being talked about. It shows the types of turn taking of interactive delayed echolalia.

b. Verbal completion

Charlie: "Go to sleep!"

Ray : [*reading a book*.] "**It's nine minutes to 11. Light's out at 11**."

Charlie: "Yeah? Well, new rules." [*turning off the lamp*.]

Ray : [*keep on reading, turning on his own reading lamp*.]

Raymond is reading a book and is asked to stop reading but it is 10.51 p.m that night. After Charlie tells Ray that he gets

new rules to sleep even it has not reached 11 p.m., Raymond keeps on reading. His utterances that he should sleep at 11 p.m. shows a verbal completion of interactive delayed echolalia that he does his routine and produces utterances which completes verbal routines. The way he said "**Light's out at 11**" followed by keeping on reading shows a verbal completion of interactive delayed echolalia.

c. Labelling

Charlie: "Look at you with all those lights. Mr. Vegas. You are Mr. Las Vegas now! What do you think?"

Ray : "**There's a lot of lights. It's very sparkly. Very twinkly**."

Charlie is telling Ray that he deserves to be called as Mr. Las Vegas after he makes an unbelievable moment in the pub of the Las Vegas-winning the game. When Charlie asks him about his feeling being called as Mr. Vegas, Raymond does not reply related to what Charle means. He labels Las Vegas after hearing that words. He tells Charlie how it looks like. Raymond does label an object-the city and gives his personal opinion about that. By labelling in this case is giving comment obout a thing discussed.

d. Protest

[*his book is touched by Charlie Babbit*]

Ray : [*get irritated, screaming*] "Ohh..ohh"

Susana : "He said not to touch the books."

Ray :"**Not to touch the books**."

Raymond is screaming to show his protest because Charlie touches his book. He

only utters "Ohh..ohh" as a means of getting irritated. The situation of the movie shows how Raymond does not feel comfortable by moving around, nodding his head with his hands touching his head. He clearly gives protest after Susana acknowledges what Raymond means. He says "Not to touch the books." as the repetition of what is said by Susana. At the beginning, he could not initiate what he wants to say. Thus, he gives protest after another person touches his books. Again, without producing any other utterances, he repeats what his interlocutor has just said.

e. Request

Charlie: "Are you hungry?"
Ray : "Yeah. **Tuesday we have pancakes**." Charlie: "Pancakes? That sounds good."
Ray : "**With maple syrup**."

From the conversations between Charlie and Raymond which takes place in a restaurant, it is known that Charlie asks him what to have for breakfast and Raymond clearly says that he has pancakes on Tuesday (they are truly in the restaurant on Tuesday) at that time. His utterances mean request, requesting that he wants pancakes. Also, Charlie's second turn saying "Pancakes? That sounds good" is followed by Raymond saying "With maple syrup" reveals that he makes a complete request toward what is being asked by Charlie. Raymond's routines, again, intertwine with his behaviour in almost of his conversations with other people that lead him to be talking about the things

related to his routines. Refering to Vicker (1999), the utterances produced by Raymond do clearly show request throughout his utterances in the context.

f. Calling

[*in the car, Charlie and Susana are talking*]
Ray : "**I'm an excellent driver**." Susana: You can't drive now, Ray.

Raymond's utterances indicate that he is trying to initiate conversations while Charlie and Susana are talking together. Raymond seems bored on his way to Susana's home, that it leads him to say that he is an excellent driver, which is normally an impossible thing for other people to believe. By saying so, Raymond can get Charlie and Susana's attention. Referring to Prizant (1983), the utterances produced by an autistic person used to get or call attention from other people is called as calling of interactive delayed echolalia. The utterances of this type of calling can be overlapping with the type of providing information. However, what makes it different is the context of the conversations. Raymond produces his utterances as a means to be involved in Charlie and Susana's talks. However, if from the beginning he is involved in the conversations, it might show the type of providing information of interactive delayed echolalia.

g. Affirmation

Iris : "Why don't we try to get to know each other?"
Ray : "Yeah, **get to know each other**."
Charlie: "He doesn't have any money,

honey."

Iris : "That's all right, sugar, 'cause we are just talking."

Ray : "Yeah, **we're just talking**."

Raymond, when talking to Irish saying "get to know each other" shows that he gives an affirmation that he agrees with what Iris wants. Also, when Charlie asks them what they are doing, Raymond keeps repeating what Iris has just said, that is "cause we are just talking" showing that he agrees with her. Raymond gives an affirmation showing that he does agree with what his interlocutor is talking about.

h. Directive

[*walking over Susana who is watching tv*]

Ray : "**We're not allowed to watch TV**

   during the dinner. Definitely not."

Susana : "We can watch TV here. We can and we're allowed"

Raymond wants Susana not to watch TV during a dinner time. Raymond tells Susana that he is prohibited to watch TV at that time when he is at Walbrook Institution. However, Raymond's repetitive activity has shaped his mind. From his utterances when talking to Susana, he tells her that she should not watch TV. His utterances can be seen as an imperative or command that are used to direct his interlocutor's action. The command is given directly to Raymond's interlocutor.

i. Providing Information

[in the airport]

Ray : "**Oh-oh in 1987, there were 30 airline accidents, 211 fatalities, 230 definitely passangers**." [*keep

on telling Charlie about other airline accidents in the past.*]

Charlie:"All airlines have crashed at one time or another. That does not mean they are not safe."

Ray : "**Qantas. Qantas never crashed**"

Raymond and Charlie are arguing at the airport that Raymond does not want to go to LA by plane. However, Charlie thinks that it is impossible to go there by car because he does not have much time. Raymond, however, thinks that going somewhere by plane is dangerous. He lists many airline accidents he has known from either watching from TV, listening to radio, or reading books. He keeps on listing other airline accidents and that makes Charlie gets angry. Raymond is told that all airlines have crased but he knows an airline that has not crashed—Qantas. From how Raymond at first listing airline accidents and telling Charlie that Qantas has never crashed shows that he is providing information in the conversations. The information provided by Raymond can be both have been known or not by Charlie as it is a common issue that everybody might know.

2. Non-interactive Delayed Echolalia

a. Non-focused

[*moving the table in the bedroom*, the *table lamp falls*]

Ray : "**Uh-oh! Uh-oh! V-E-R-N**"

Susana: "Ray?"

Ray : "**V-E-R-N!**"

Raymond's utterances are produced when he causes the table lamp fall. "Uh-oh! Uh-oh! V- E-R-N" shows a non-focused of non-interactive delayed echolalia. Raymond

does not give an interactive conversations to Susana. He produces his utterances as a means of showing that he is shocked and irritated. He shows a monotonous and flat expression when producing those utterances. He is annoyed by the falling stuff— table lamp. Non-focused behaviour of non-interactive delayed echolalia occurs because there are some fears, frustration, pain, or depression of an echolalic person. Raymond, in this case faces fear after causing the table lamp fall in a new place he has just stayed in. He is annoyed by the sound of the falling table lamp, shows odd gestures and easily gets irritated. He keeps on calling "V-E-R-N", his closest man from Walbrook Institution even though who is there is Susana. His non-focused behaviour also occurs because he has not yet coped with his new atmosphere. He keeps on recalling his repetitive behaviour wherever he is.

b. Situation association

[*watching TV program he used to watch*]

Ray : "Wheel.... of.... Fortune! Look at the studio, filled with glamorous merchandise, fabulous and exciting bonus prizes. A pair of cars for today's busy couple, thousand of dollars in cash. Over hundred $150,000 just waiting to be won as we present our big bonanza of cas on .... wheel.... of....... Fortune!"

The scene takes place in the living room where Raymond is sitting on the couch while watching TV. He likes talking to himself about what is heard from the TV. He repeats all the utterances uttered by the host of the TV with his odd voice. He memorizes

all of them without any mistakes. He keeps on repeating that until he is bored and goes somewhere in the house. From the situational illustration above, it can be seen that an autistic person has in mind that what have been shown and once s/he is exposed by those things, her or his brain will automatically recall it. It is a situational repetition.

c. Self-directive

[*Ray's busy with a stuff*]
Charlie : "Will you give me a break with this?"
Ray : "I can't."
Charlie : "Ray, stop it."
Ray : **"Ray, stop it."**
[*he stopped playing with the stuff*]

Raymond does clearly make a self-directive type of non-interactive delayed echolalia. He is commanded to stop playing with a mechanic tool that he has. Consequently, Charlie keeps on telling him to stop with any different forms of commands. At Charlie's very last utterance "Ray, stop it" then Raymond repeats the same utterances and makes a practical action— stops playing with the mechanic tool. The utterances produced are used as a processing aid, and is also followed by an action indicated by utterances that were echoed previously. He directs himself to do an action towards what he says after repeating his interlocutor's utterances.

d. Rehearsal

[*listening to a song*]

[*Winter's passed spring and fall. You never wrote me, you never called. Nathan Jones, you've been gone too long.*]

Ray : [*moves his body and follows the music of the song dancing.*]

The song he hears is the one he used to listen to. He recognizes all the lyrics of the song and moves his body for a dance. This is a clear example of rehearsal type of non-interactive delayed echolalia. Referring to Prizant (1983), the utterances produced by an autistic person is a repetition of what was said by another person or thing. In this example influencer that makes him do such a thing is the song.

Table 2. **Types of responses which initiate delayed echolalia found in Barry Levinson's *Rain Man* movie.**

NO.	Types of Autistic Responses	
	Cognitive Responses	**Social Responses**
1.	Cognitively Irrelevant Responses	Socially Inappropriate Responses
2.	Cognitively Relevant	Socially Appropriate

Table 2 shows the types of responses employed by the autistic person in Barry Levinson *Rain Man*. The researcher found two major types of responses proposed by Rothwell (2000). The first type is cognitive response with its two classifications: cognitively irrelevant response and relevant response. The second type is social response with its two classifications: socially inappropriate and appropriate response.

1. **Cognitive Responses**
   a. **Cognitively Irrelevant Response**
      [*arrived at Charlie's*]
   Charlie: "Here's the presidential suite."
   Ray   : "**Dinner's at 6:30 pm.**"

Raymond responds Charlie's utterances by providing a new topic that is not relevant at all. What Charlie wants to deliver is about giving an information. However, Raymond is supposed to be talking about things related to, perhaps about his opinion toward the suite but he makes a statemant that is not in line with the topic. Raymond's response indicates he does not seem to understand the topic that Charlie gives. According to Rothwell (2000), irrelevant responses mean incoherence.

   b. **Cognitively Relevant Response**
   Susana: [*holding a flashcard of a baseball player*] "Raymond. Ted Kluzevski."
   Ray   : "**Kluszewski. Ted Kluzevski. 'Big Klu'. First base.**"

According to Kelley in Flein (2011), an autistic person might be quite fluent verbally. Raymond, when he is introduced to something he has already known, he will recall that and tells his interlocutor about that thing. When Susana asks him about a figure named Ted Kluzevski, he automatically responds "Kluszewski. Ted Kluzevski. 'Big Klu'. First base." What he means with his response is giving information to Susana about who Ted Kluszewski is. It is acknowledged as a relevant response as according to the theory used, the concept of

relevance concerns with the relevance of linguistic aspect and it is logic as well.

2. Social Responses

a. Socially Inappropriate Response

Vern: "Come on. My main main!"
Ray : "**Vern, my main man. My main man, Vern**."

The context of the dialogue indicates that Raymond gives a response to Vern with an odd response. The occurence of an odd response can be acknowledged as socially inappropriate responses. It is in accordance with Schank in Carrol (2008) that inappropriate responses are categorized into three categories and one of them is odd responses. The odd responses Raymond gives is in terms of whether he understands what his interlocutor meaning or not. In the conversation between Raymond and Vern, Raymond is called to come out from his room. However, his responses by mentioning Vern's name show an odd response. He is not supposed to mention Vern's name when he is called by him.

b. Socially Appropriate Response

Charlie: "Hey, Ray, you want to go take a walk?"....."Hmm? Ray?"
Vern : "Ray, you want to show your brother your ducks?"
Ray : "**Course, it's 27 minutes to Jeopardy.**" The context portrayed in the movie shows

That Charlie and Raymond have just met for the first time. Raymond, at first, does not want to talk to him. However, there is Vern who becomes the bridge between them. Raymond is asked whether he wants to accompany his brother to see his ducks or not. He responds to Vern's question by saying

"**Course, it's 27 minutes to Jeopardy**", which shows that he does understand what Charlie means. His response 'course' also gives a sign that he wants to accompany Charlie. Thus, it does show a socially appropriate response.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Concerning delayed echolalia of an autistic character as observed in Barry Levinson's *Rain Man* movie, there are all nine types found in the research. They are turn taking, verbal completion, labelling, protest, request, calling, affirmation, directive, and providing information. Protest is the most appear type of interactive delayed echolalia.

With regard to the types of non-interactive delayed echolalia of an autistic character seen in Barry Levinson's *Rain Man* movie, there are four of five types found in the research. They are non- focused, situation association, self-directive, and rehearsal. Non-focused is the most appear type of non-interactive delayed echolalia while the least appear is labelling of non-interactive delayed echolalia.

Regarding the responses of an autistic person in Barry Levinson's *Rain Man* movie, the two major types of responses, namely cognitive and social responses, were found in the main character's autistic responses. For the cognitive responses, the research found its two types, that were irrelevant and relevant responses. Also, for

the social responses there were inappropriate and appropriate responses. The types of responses of the autistic man in Barry Levinson's *Rain Man* movie occur due to the repetitive behaviour and routines of him and mostly caused by the difficulties in building and maintaining his conversations with others.

B. Suggestion

1. To the students of English Department and other researchers

This research can be one of the references to observe one of the phenomena in psycholinguistic field, especially related to communications with people with special needs. This research is expected to give different views on analyzing autism, specifically from delayed echolalia perspective and generally from autism perspective. Research on delayed echolalia is still rare and the more it is observed with different instruments and objects, the more it will open wider perspectives.

2. To readers in general

This research is still far from perfection. However, this study reflects a real depiction of daily conversations of an autistic man. It is expected that readers can recognize people with such disorder, so they can help them overcome a little of their difficulties in building conversations with normal people in social life.

3. Parents and people taking care of an autistic people

This research, as it analyzed the prototype of an autistic person from the movie, it sometimes carries some doubts about the credibility of using the movie as its object of analysis. However, it is expected that parents or people taking care of an autistic person can understand more about this disorder. Acknowledging how autistic people communicate and interact with other people, making friend with them, and overall understanding what they really mean when having conversations are needed to be taken a look seriously. People with special needs—autism, are all special. They often need special but simple ways to be taken care of, and be involved in social life.

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