

Language Disorder In The Main Character Of *Tyson's Run* Movie

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Abstract. *This at finding out the types of language disorders and finding out the kinds of language therapy given to the main character of Tyson's Run movie. The data was taken from the Tyson's Run movie. The method used in collecting the data was documentation and note-taking of the utterances of the main character. In presenting the data analysis, descriptive qualitative methods were utilized to address the problems of this study. Following the data collection, the mixed method and reducing technique were used in analyzing the data in this study. The theory applied in this study is the theory of language disorder proposed by Carroll (2008), and the theory of language therapy proposed by Beukelman (2013), Scarpa (2013), and Adams (2005). Considering the outcomes of this study, the main character, Tyson Hollerman experiences two types of language disorder, namely expressive and receptive language disorder. From this study, there were 15 data found which indicated the presence of language disorders in Tyson. The 15 data consist of 8 data as expressive disorders and 7 data found as receptive language disorders. Furthermore, based on Tyson's condition, he was provided with various types of language therapies such as Cognitive Behavioral Therapy, Augmentative and Alternative Communication (AAC) and Pragmatic Language Therapy to address his language disorder.*

Keywords: *Language Disorder, Language Therapy, Main Character*

Abstract. Penelitian ini bertujuan untuk mengetahui jenis-jenis gangguan bahasa yang dialami oleh karakter utama dalam film *Tyson's Run* dan mencari tahu jenis-jenis terapi bahasa yang diberikan padanya. Data diambil dari film *Tyson's Run*. Metode yang digunakan dalam pengumpulan data adalah dokumentasi dan pencatatan ucapan karakter utama. Dalam menyajikan analisis data, digunakan metode deskriptif kualitatif untuk menangani masalah-masalah dalam penelitian ini. Setelah pengumpulan data, dalam penelitian ini digunakan metode campuran (mixed method) dan teknik pengurangan (reducing technique) untuk menganalisis data. Teori yang digunakan dalam penelitian ini adalah teori gangguan bahasa yang diusulkan oleh Carroll (2008), serta teori terapi bahasa yang diusulkan oleh Beukelman (2013), Scarpa (2013), dan Adams (2005). Berdasarkan hasil penelitian ini, karakter utama, Tyson Hollerman, mengalami dua jenis gangguan bahasa, yaitu gangguan bahasa ekspresif dan gangguan bahasa reseptif. Dari penelitian ini, ditemukan 15 data yang menunjukkan adanya gangguan bahasa pada Tyson. Data tersebut terdiri dari 8 data sebagai gangguan ekspresif dan 7 data sebagai gangguan bahasa reseptif. Selanjutnya, berdasarkan kondisi Tyson, dia diberikan berbagai jenis terapi bahasa seperti Augmentative and Alternative Communication (AAC) dan Behavioral Speech Therapy untuk mengatasi gangguan bahasa yang dialaminya.

Kata kunci: gangguan bahasa, karakter utama, terapi bahasa

INTRODUCTION

Language is called a tool of communication used by humans to create interaction with each other. Through language, humans are able to express ideas, opinions, and emotions using words spelled out from mouth (oral), movement, body language, and writing. Language plays a role in helping facilitate the passage of communication. Every human learns language in stages, beginning with children and progressing to perfection through formal education in

school. According to Steinberg (2016: p.16), language and brain are inseparable and are intricately connected. Fletcher (2005: 2), stated that a language disorder is here included in children with a variety of developmental disabilities, including mental retardation, autism, and deafness. Related to the appearance of language disorder Carroll (2008) proposed there are two types of language disorder namely: expressive language and receptive language disorder or both receptive and expressive.

Children with receptive language disorders struggle to fully understand and process information through language. They have difficulty understanding the meaning of words spoken to them as well as words read in books or on signs. Autism is one of the factors causing language disorder, which is a condition when a person has difficulty expressing ideas, opinions, or conveying messages through language. Language disorders in autism vary widely, ranging from very striking non-verbal language disorders, echolalia, and speaking a strange language, to not being able to maintain communication for a long time. Connor (2017. pg 5) defined Autism Spectrum Disorder (ASD) as a developmental disorder marked by qualitative impairments in social interactions and social communication, such as difficulties engaging in normal interactional conversations and understanding relationships, as well as a pattern of restricted interest and repetitive or stereotyped behavior, such as an insistence on consistency. Furthermore, this article used the *Tyson's Run* movie as the object of this article. Tyson Hollerman as the main character of *Tyson's Run* movie show speech abnormalities from the main character who has language disorders and is an autism spectrum condition.

THEORETICAL FRAMEWORK

This section covers two parts : (1) theoretical framework and (2) review from previous studies

1. Psycholinguistics

Chaer (2003:5) explore the field of psycholinguistics which aims to understand the mental process involved when individuals produce words they have heard during communications, as well as the acquisition of language skills by a human. Psycholinguistics conducts extensive interdisciplinary research on speech development and language acquisition across diverse age groups. It explores language comprehension and production, language skill acquisition, and factors influencing language abilities throughout different developmental stages. In psycholinguistics, refer to language disorder psycholinguistics explores the psychological processes in language use, while the study of language disorders provides insight into the cognitive and neural mechanism underlying language processing.

2. Language Disorder

Language disorder is an inability that makes it difficult for someone to formulate coherent sentences and locate appropriate words when speaking. American Psychiatric Association (1994), these impairments can range from a delay in the development of expressive language to a total lack of expressive language, from problems with initiating or sustaining a conversation to the use of stereotyped, repetitive, and idiosyncratic language. According to Carroll (2008), language disorder divided into two types, expressive language disorder is the condition where people face difficulty in expressing their ideas and feelings through language. On the other hand people who experienced receptive language disorder found difficulty with processing information and interpreting language. Both of them occur in different conditions, receptive language disorder occurs after someone interacts or communicates with the sufferer, while expressive language disorder occurs when the sufferer wants to try to communicate with others.

2.1 Expressive Language Disorder

Expressive language disorder means difficulty in conveying information in speech, writing, or communication. People with expressive language disorder could recognize the language well, but they could not express it. According to Carroll (2008), expressive language disorder was characterized by several symptoms, which are:

a. Word-finding difficulties

Word-finding difficulties are defined as problems with finding words, remembering names using incorrect words, and mixing words. It is possible that there will be a loss of ability to convey precise shades of meaning or a loss of facility with crossword puzzles.

b. Limited vocabulary

One factor that makes it difficult for people with autism to communicate ideas or feelings is a limited vocabulary. All of the words used in speech constitute a person's speaking vocabulary, the lack of vocabulary makes it difficult to express ideas and feelings. It's probably a subset of listening vocabulary. Words are frequently avoided due to the spontaneous nature of speech.

c. Over-use of non-specific words

People with autism have language disorder symptoms such as the incorrect pronunciation of words such as objects, stuff, things, and so on, and they do not explain or specify the object or things that they mean.

d. Difficulties coming to the point

Language disorders cause more than just a lack of vocabulary. When an autistic person is faced with difficulties coming to the point they will make conversations boring and listeners uncomfortable because it is difficult for them to explain an idea accurately. As a result, the conversation has lost its meaning.

e. Over-reliance on Stock Phrases

Overreliance on stock words indicates a lack of understanding of the bigger picture. The use of stock words in a dialogue without context would not maximize the depiction of the conversation.

2.2 Receptive Language Disorder

Receptive language disorder is one of the difficulties of processing the messages and information received from others. In some cases, some people face mixed receptive-expressive language disorder in which they have symptoms of both types of disorders. According to Carroll (2008), there are several symptoms of receptive language disorder:

a. Not appearing to listen

A person with a receptive language disorder who does not appear to listen is uninterested in what others are saying. Furthermore, people with language disorders have problems understanding what others are saying, making it difficult for them to provide feedback when communicating. Effective listeners demonstrate to speakers that they have been heard and comprehended, but for people with autism sometimes they wouldn't give a long response either because they don't hear the information clearly or just give a response with repetition.

b. Difficulty following verbal communications

Language receptive disorder makes it difficult for people to follow verbal instructions. This is due to auditory processing disorders, which cause the brain to be unable to process sound or spoken words. These problems can be heard perfectly well, but their brains are having difficulty recognizing the information they hear.

c. Difficulty understanding complex sentence

People with receptive language disorder have difficulty understanding complex sentences in this case. A common misunderstanding is difficulty understanding complex

sentences, where a person cannot process the long sentence he or she receives and the grammar in these sentences is also difficult to understand.

d. Difficulty interpreting words and phrases

People with receptive language disorder find it difficult to interpret or analyze literal, non-literal, and figurative, and connotative words or phrases. Furthermore, they have difficulty analyzing the choice of specific words in forming meaning or tone.

3. Language Therapy

Language therapy is a medical method used to help people develop abilities in using and understanding language. Language therapy is the best option for helping people with language disorder improve their language skills.

a. Cognitive Behavioral Therapy (CBT)

Scarpa (2013), stated that CBT integrates cognitive and behavioral approaches to make specific and targeted changes in thoughts, feelings, or behaviors. The therapy is based on the understanding that thoughts, emotions, and actions are interconnected and influence each other. By identifying and modifying negative thought patterns and behaviors, CBT aims to address various mental health issues and emotional challenges.

b. Augmentative and Alternative Communication (AAC)

Augmentative and Alternative Communication is the type of language therapy used for the help helps individual who experienced with difficulty verbal communications such as overuse non-specific words or have difficulty following verbal communication. Beukelman (2013) recently the evidence suggest ACC therapy is not prescribed for specific reasons such as age, cognitive or linguistic abilities, etc. Ideally, the decision on AAC therapy will be based on the agreement between the family and a team of professional experts in language pathology.

c. Pragmatic Language Therapy

Pragmatic language therapy, also known as social communication therapy, is a form of language therapy that focused on improving an individual's pragmatic languages skills. Adams (2005), in this therapy children received an intensive period of individualized speech and language therapy solely targeted at pragmatics and social interaction.

Review of Previous Studies

Several studies focusing on language disorders were found. Rokhim (2022) examined language disorder in "The Good Doctor" series using a descriptive qualitative method and

Carroll's (2008) language disorder theory. Sartika (2020) analyzed language disorder, particularly stuttering, in the IT movie using a descriptive qualitative approach and Carroll and Field's (2003) theory of language disorder. Oktavia (2018) researched language disorders in children with Autism at Autism Education Mutiara Hati Sidoarjo, utilizing descriptive qualitative methods and psycholinguistic theory. Mouridsen (2011) investigated ASD prevalence in siblings of children with DLD, employing quantitative research methods to sample and survey the siblings. Previous studies have focused on language disorders, with distinctions in data sources compares to this study. This study also provides therapeutic suggestions to overcome language disorders and differs from previous studies in its data source.

RESEARCH METHOD

The data for this study were collected from the utterances spoken by the main character in Tyson's Run movie using the note-taking method. In collecting the data, the following steps were taken, firstly, watching the movie, taking notes of utterances that consist of language disorder, sorting and categorizing the data according to each type of language disorder. Finally, the data were entered into a table and sorted based on the frequency of occurrence from the highest to the lowest. Following the data collection, the mixed method and reducing technique (Creswell, 2014: 235) were used in analyzing the data in this study. Moreover, the data were analyzed using the theory of language disorder proposed by Carroll (2008). Finally, the data were presented in the form of formal and informal method (Sudaryanto, 1993:145), Informal method refers to the method of presenting the analysis by using words, while the formal method uses symbols, diagrams, figures, and tables in presenting. The analysis of the data is presented in paragraphs and tables showing each type of language disorder. To facilitate the presentation of data, the first data is sorted to find the number of occurrences of expressive and receptive language disorder which is then presented in the form of a table.

RESULT AND DISCUSSION

This section cover two parts: (1) the types of language disorder experience by the main character in Tyson's Run movie. (2) types of language therapy to help Tyson overcome his language disorder.

1. Expressive Language Disorder experienced by Tyson Hollerman as the main character of *Tyson's Run* movie

According to Carroll (2008), expressive language disorders are a diverse group that often overlaps with other disabilities or conditions. People with expressive language disorder

potentially hinders an ability to use language to express themselves. This condition can be characterized by several symptoms such as over reliance on stock phrases, limited vocabulary, over-use of non-specific words, word repetition and word finding difficulties. Tyson's experience with these symptoms of expressive language disorder is described in the table and data explanation below:

Table 1.1
Expressive Language Disorder Experienced by Tyson Hollerman

Types of Expressive Language Disorder	Frequency of Occurrence
Overreliance on the stock sentence and phrase	2
Word finding difficulties	3
Difficulty coming to the point	2
Limited Vocabulary	1
Total	8

Table 3.1 shows the frequency of the expressive language disorder found in Tyson's utterances arranged from the most to the least. From the 15 amounts of data, 8 data indicate expressive language disorder as follows: 3 data of word finding difficulty, 2 data of over-reliance on stock sentence and phrases, 2 data of difficulty coming to the point, and 1 data of limited vocabulary.

a. Overreliance on Stock Sentence and Phrases

3-1

Eloise : I'm sorry, Tyson, I'm lost. And how do I teach you something I don't even understand myself?

Tyson : **Well, maybe I can learn, and then you can learn from me.**

In (3-1), Tyson is studying Algebra with his mother, Eloise, at home. Struggling with Algebra problems, Tyson seeks his mother's assistance. However, Eloise admits her lack of in-depth knowledge of Algebra, leading her to be unable to help Tyson effectively. Tyson's response highlights his over-reliance on stock phrases, "Well, maybe I can learn, and then you can learn from me" demonstrates a lack of judging ability in his language usage, as stated by

Carroll (2008:154). This situation arises from the crucial role of assessment in the language learning process, affecting both language comprehension and production. Tyson's response exemplifies the pitfalls of relying on stock phrases. Lacking a full understanding, he hinders effective communication and learning progress.

(3-2)

Mrs. Fernandez: Repeat after me.

Tyson : **I was homeschooled until yesterday. My mother didn't teach me Spanish, because she doesn't speak Spanish. I came to regular school to learn algebra, but algebra class is on Thursday, after History.**

In (3-2), Tyson is attending a Spanish language class conducted by Mrs. Fernandez. During the class, Mrs. Fernandez asked Tyson to read the study material on the whiteboard. Meanwhile, Tyson responds with an explanation of his background. He reveals that he was homeschooled by his mother until recently and, as a result, never learned Spanish. Tyson's primary purpose in attending regular school is to learn Algebra. Tyson's response demonstrates his over-reliance on stock phrases, as he repeatedly includes the unrelated sentence without considering Mrs. Fernandez's instruction. This suggests a lack of judging ability, as discussed by Carroll (2008:154). Such reliance on familiar sentences restricts Tyson from effective communication and hinders language learning progress. In this context over-reliance on stock phrases limits his ability to adapt to different language situations and may lead to misunderstandings.

b. Word Finding Difficulties

(3-3)

Tyson : **Because Shannon was nice to me, does that mean she is my friend, or because she's a girl and nice to me, does that mean she's my girlfriend? And if she is my girlfriend, then does that mean I have to kiss her, like you used to kiss my mother, Father?**

Bobby : Eat your food, Tyson.

Tyson : I am eating my food, Father. But is Shannon my girlfriend or just my friend? That's what I'd like to know.

In (3-3), Tyson and his parents are having dinner, and Tyson's mom asks him about his first day at school. Tyson talks about Shannon, his new friend who helped him when he faced bullying in his class. However, he seems confused about the nature of his relationship with Shannon, questioning whether she is just a friend or possibly his girlfriend. Tyson's struggle to find the right words indicates word finding difficulties in his communication. Tyson's difficulties in finding the appropriate words are evident in his conversation with his father. He expresses confusion about the meanings of friendships and romantic relationships, as he questions whether Shannon's kindness implies friendship or a potential romantic connection. This reflects the symptoms of extreme egocentricity often seen in children with expressive language disorders, as discussed by Carroll (2008:90). Tyson's word finding difficulties make it challenging for him to articulate his thoughts and emotions accurately.

(3-4)

Tyson : I have a question. Can I drive my own car to school next year, too?

Bobby : Having your own car, Tyson. It's a big responsibility.

Tyson : **Well, perhaps, I can drive your car, Father.**

In (3-4), Tyson inquires about the possibility of driving his own car to school in the future. His father, Bobby, responds with concern, emphasizing the significant responsibility that comes with having one's own car. Tyson then suggests the idea of driving his father's car instead. This conversation between Tyson and his father reveals a notable presence of word finding difficulties in his expressive language. These difficulties impact Tyson's ability to communicate effectively, leading to potential pragmatic challenges in responding to specific situations as stated by Carroll (2008:153), individual with expressive language disorder experience with the lack of pragmatics simply in asking question, giving appropriate reactions to various messages or maintaining conversations, and submitting rebuttals based on the strong arguments.

(3-5)

Tyson : Were you the best runner in the world?

Aklilu : There were certain days when I ran well enough to finish ahead of some of the best runner in the world?

Tyson : **Can you teach me to run and finish a head of some of the best runners in the world on a certain day?**

In (3-5), Tyson visits Aklilu's shoe shop and notices a photo display showcasing Aklilu's victory in a marathon. Tyson inquires about Aklilu's experience as a runner and expresses his desire to learn how to run well. However, during this conversation, Tyson encounters difficulty in finding the appropriate words to clearly express his specific desire and motivation to become a skilled runner. Tyson's conversation with Aklilu highlights word finding difficulties and pragmatic challenges in his communication. These difficulties may be attributed to a lack of pragmatics, as discussed by Carroll (2008:153).

c. Difficulty Coming to the Point

(3-6)

Tyson: **Do boys kiss girls in Africa, Aklilu? And if boys kiss girls in Africa, Did you ever kiss a girl? And if you ever kissed a girl, did you like it?**

Eloise: Tyson, let's let Aklilu enjoy his meal.

In (3-6), Tyson experiences difficulty coming to the point during dinner with Aklilu. Tyson abruptly asks Aklilu about boys kissing girls in Africa and follows up with more personal questions about Aklilu's experiences. Tyson's curiosity seems to be related to understanding the act of kissing a girl and how it feels. Tyson's question in this conversation reflects his difficulty in coming to the point, a condition often seen in individuals with expressive language disorders, particularly in autism. This difficulty involves challenges in organizing thoughts and expressing them in a coherent and appropriate manner.

(3-7)

Bobby: Coaching. I coach football.

Tyson: **Yes, that's right, you coach football. "Coach," a noun, an instructor or trainer in sport. "Coach," a verb, to teach or supervise someone. To act as a trainer as in sports. To coach an athlete or an athletic team. I could learn algebra at your school and I could see you at your school coaching football.**

In (3-7), Tyson talks to his father about attending a public school to learn Algebra. However, Tyson's true desire is to join his father's coached football club. Despite this underlying desire, Tyson struggles to directly convey his wish to his father and instead focuses on explaining the meaning of the word "coach." Tyson's utterances in this conversation exemplifies difficulty coming to the point, a characteristic often associated with expressive language disorders. Tyson's explanation of the word "coach" reflects his tendency to provide

detailed definitions and explanations, rather than directly stating his true intent. This difficulty can make it challenging for him to express his thoughts with precision and straightforwardness.

d. Limited Vocabulary

(3-8)

Eloise: Remember to stay to the right, okay, honey?

Tyson: **I will remember to stay all the way to the right.**

In (3-8), Eloise reminds Tyson to stay to the right, and in response, Tyson echoes her words, showing a tendency to repeat what she said. This repetition exemplifies a mild case of limited vocabulary, where Tyson often responds by echoing the speaker's statements. He may struggle to modify or paraphrase sentences due to a lack of a broader range of words and expressions. According to Carroll (2008:1560, this phenomenon is called a cognitive deficiency, namely difficulty understanding and distinguishing the meaning of speech sounds.

2. Receptive Language Disorder experienced by Tyson Hollerman as the main character of Tyson's Run movie

Receptive language disorder is known as a language comprehension deficit Carroll (2008:70). Receptive language disorder causes people have a lack of attention when they're communicating or tend to be less involved in conversation. Carroll (2008: 71) receptive language disorder experienced with child's willingness to pay attention and focus on what is being said by the interlocutor. This condition can be characterized by several symptoms such as not appearing to listen, difficulty in interpreting words and phrases, difficulty understanding complex sentence, and difficulty following verbal communication. Tyson's experience with these symptoms of receptive language disorder is described in the table and data explanation below:

Table 2

Receptive Language Disorder Experienced by Tyson Hollerman

Types Receptive Language Disorder	Frequency of Occurrences
Difficulty Interpreting Words and Phrases	3
Difficulty Understanding Complex Sentence	2
Not Appearing to Listen	1
Difficulty Following Verbal Communication	1
Total	7

a. Not Appearing to Listen

(3-9)



Figure 1

Bobby : Hey, Tyson.

Tyson : Tyson still focused with his toys

In (3-9), Bobby greets Tyson by saying "Hey, Tyson," but Tyson appears to ignore him and remains focused on his toys. This behavior indicates symptoms of a receptive language disorder, particularly the challenge of not appearing to listen, where Tyson may have difficulty with auditory processing or might not show interest in others' communications. The behavior of not appearing to listen is common in individuals with receptive language disorders. It may stem from challenges in auditory processing, reduced engagement in social interactions, or difficulty comprehending verbal cues.

b. Difficulty Interpreting Words and Phrases

(3-10)



Figure 2

Bobby : Tyson, come in. What happened to your shirt?

Tyson : **Shannon says I was punked. I don't really understand what that means**

In (3-10), Bobby asks Tyson about the stains on his shirt. Tyson's response indicates a difficulty in interpreting the word "punked." He mentions that Shannon used the term but admits not understanding its meaning fully. Tyson then goes on to describe Shannon as nice, comparing her to his mother. Punked is a word that describes a situation where someone is treated badly on purpose. Punked can also be defined as tricked or fooled by someone or a group of people in order to bully. Carroll (2008:154) stated that individuals with language disabilities cannot understand when other people are joking. Like many autistic children, Tyson has brain damage which results in an ability to interpret the meaning of words or phrases. Therefore, Tyson's condition can be categorized into difficulty in interpreting words and phrases.

(3-11)

Bobby : Take this. My number's programs in there, in case you run into any problems.

Tyson : **I will try not to run into any problems.**

In (3-11), Bobby gives Tyson a cellphone on his first day at school. He provides it so that Tyson can call him if he encounters any difficulties. Bobby's use of the phrase "run into any problems" is a figurative expression, implying potential challenges or issues that Tyson might face. Tyson's response to Bobby's statement indicates his difficulty in interpreting figurative language. He takes Bobby's words literally, saying that he will try not to physically run into any problems, rather than understanding the underlying meaning. Individuals with receptive language disorder may struggle to comprehend non-literal language, such as idiomatic expressions or figurative phrases. According to Carroll (2008:214), individuals with

language disabilities cannot understand when other people are joking or those who use metaphorical language or language idioms. Tyson's response reflects this difficulty in interpreting Bobby's figurative statement.

(3-12)

Tyson : Why didn't you stay for dinner? Did my father say something rude, hurtful when he was speaking to you? Is that why you didn't stay for dinner and left without saying goodbye?

Aklilu : Your father was not rude, he was honest.

Tyson : Honest about what?

Aklilu : Honest about how he feels.

Tyson : **I don't understand, Aklilu. How does my father feel about what?**

Aklilu : How he feels about his son.

In (3-12), Tyson goes to meet Aklilu at his shoe shop after Aklilu leaves Tyson's house without saying goodbye. Tyson asks if his father was rude or mistreated Aklilu so that Aklilu left without saying goodbye. Then Aklilu explained that Tyson's father wasn't rude to him but honest. Tyson didn't understand the meaning of the word honest in this context of the sentence Aklilu conveyed about Tyson's father's feelings about him. In this case Tyson experienced difficulty interpreting words and phrases. This is evidenced by Tyson repeating his question and asking Aklilu to clarify what he means by the word honest in relation to his father's feelings towards him. In terms of semantic implications, according to Carroll (2008:153) that individuals with language disorders have difficulty understanding and interpreting sentences. As a result Tyson's challenge in understanding the word "honest" in this context of conversation.

c. Difficulty Understanding Complex Sentence

(3-13)

Mrs. Fernandez: **Being able to speak a second language is a good thing. And**

Spanish is the second most widely spoken language in the world.

Tyson : **But Chinese is the first. Can you teach Chinese?**

In (3-13), Mrs. Fernandez emphasizes the benefits of speaking a second language to enhance personal qualities. She specifically mentions Spanish as the second most widely spoken language. However, Tyson struggles to comprehend the point of Mrs. Fernandez's information and responds with a remark about Chinese being the first language. He also asks

if Mrs. Fernandez can teach him Chinese. Tyson's difficulty in understanding complex sentences becomes evident in his response to Mrs. Fernandez's explanation. According to Carroll (2008:215), receptive language disorders leads to syntactic difficulties and have difficulty understanding complex sentences.

As a result, instead of grasping the significance of learning Spanish as a second language, Tyson brings up Chinese as the first language and seeks to learn it. Tyson's response in this conversation shown a characteristic or receptive language disorder which is difficulty in understanding complex sentence.

(3-14)

Shannon: **So, I was thinking that maybe we could sit next to each other in all the classes together, if you're cool with that, especially in algebra. I could totally use whatever extra brain cells you can spare.**

Tyson : **That doesn't make any sense.**

In (3-14), Tyson experiences one type of receptive language disorder, namely difficulty understanding complex sentences, which is the difficulty in understanding one long sentence he receives. Shannon invited Tyson to sit at the same table in class for all the classes, especially in Algebra. Receptive language disorder may cause challenges in comprehending long or complex sentences (Carroll:2008:213). Tyson's difficulty in understanding complex sentences becomes evident in his response to Shannon's proposal by saying "That doesn't make any sense". He is unable to grasp the intended meaning of her statement, leading him to express his confusion.

d. Difficulty Following Verbal Communication

(3-15)

Tyson : Hello Aklilu

Aklilu : Don't speak (Aklilu shows a hand gesture as if telling Tyson not to speak)

Tyson : How are you?

Aklillu : Drink slowly and not too much.

Tyson : Even though you told me not to speak, is it okay if I say "thank you?"

In (3-15), Aklilu is training Tyson to run, and after two hours of practice, it's time for Tyson to drink water. Aklilu instructs Tyson to drink slowly and avoid speaking while drinking to prevent choking. Tyson's response to Aklilu's instruction highlights his difficulty in following verbal communication. Despite being told not to speak while drinking water, Tyson

disregards the instruction and asks if he can say "thank you." According to Carroll (2008:212), it can be said that Tyson has difficulty understanding the language of facial expression and body language of the person he is talking to, so that he has difficulty understanding the sentence syntactically by avoiding Aklilu instruction to not speak while drinking.

3. Types of Language Therapy Applied to Tyson

After analyzing the data related to the types of language disorder experienced by Tyson, it has been found that expressive language disorder is the most dominant type in Tyson. Based on this finding, Tyson can be provided with the following types of language therapy to help overcome his language disorder.

a. Cognitive Behavioral Therapy

Tyson Hollerman, who has autism, requires specialized assistance in the form of Cognitive Behavioral Therapy (CBT) to support the development and maintenance of his social interactions with others. Tyson can participate in CBT sessions, either individually or in a peer group setting, aiming to optimize his interactions with others. A trained therapist will guide Tyson through a comprehensive evaluation to identify his specific challenges with expressive and receptive language.

b. Augmentative and Alternative Communication

AAC is an effective therapy for Tyson who experiences expressive language disorder, AAC language therapy can be a valuable approach. Through AAC, Tyson will be exposed to stimuli in the form of pictures, sign language, and text-to-speech systems. These tools will help him learn to express his thoughts and perspectives using language, utilizing visual aids like pictures and text. The ultimate goal is to enable Tyson to effectively communicate his expressions through language in everyday conversations and social interactions.

c. Pragmatic Language Therapy

Pragmatic language therapy, also known as social communication therapy, is a form of language therapy that focused on improving an individual's pragmatic language skills. Tyson has had personal experience with an expressive language disorder, which may be addressed and ameliorated through pragmatic language therapy to enhance his social communication abilities.

CONCLUSION

From the data analysis earlier, it can be concluded at the followings Tyson experienced two types of language disorders, namely expressive and receptive language disorders. Eight data were identified for the expressive language disorder and seven data were identified for the receptive language disorder. Furthermore it can be seen that Tyson Hollerman has a language disorder that is more expressive than receptive. It can be seen in the amount data of expressive language disorders.

Regarding the second research question, the types of language therapy that can be provided to Tyson are as follows: three types of language therapy have been identified, namely Augmentative and Alternative Communication (AAC), Cognitive Behavioral Therapy (CBT), and Pragmatic Language Therapy. The three types of therapy are given to Tyson Hollerman based on the analysis results of the first research question, which indicates that the most prominent language disorder type in Tyson is expressive language disorder. These therapies are considered relevant and beneficial for Tyson, as each model helps in the development of his language skills.

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