

SPEECH ERRORS ANALYSIS PRODUCED BY AUTISTIC CHARACTER IN *WHAT'S EATING GILBERT GRAPE?* FILM

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ABSTRACT

This study aims to find out the types and the causes of speech errors in the autism character named Arnie in *What's Eating Gilbert Grape?* film. The theory used to find out the speech errors of Arnie was Clark and Clark's theory, they are repeats, false starts, pauses, corrections, stutters, and slips of the tongue. Words, phrases, and sentences in the form of dialogues by Arnie were the data in this study. The research design of this study was qualitative. The results showed the speech errors in Arnie's utterances were identified into four types namely repetitions, false starts, pauses, and stutter. The speech errors are caused by cognitive difficulty and social factors which are divided again into situational anxiety and social circumstances. Arnie produced speech errors that were caused by the cognitive difficulty that happened because the speaker has autism disorder and there is a problem in his brain processing his speech properly. Furthermore, the social factor, which are situational anxiety factor of speech error happens when Arnie feels anxious and nervous, then social circumstances influence the speech error when Arnie is uncomfortable with his circle.

Keywords: autism, cognitive difficulty, social factor, speech error

ABSTRAK

*Penelitian ini bertujuan untuk mengetahui jenis dan penyebab kesalahan bicara pada tokoh autis bernama Arnie dalam film *What's Eating Gilbert Grape?*. Teori yang digunakan untuk mengetahui kesalahan bicara Arnie adalah teori Clark dan Clark, yaitu pengulangan, awal yang salah, jeda, koreksi, gagap dan kesalahan lidah. Kata, frase dan kalimat dalam bentuk dialog oleh Arnie menjadi data dalam penelitian ini. Desain penelitian ini adalah penelitian kualitatif. Hasil penelitian menunjukkan kesalahan bicara dalam ujaran Arnie teridentifikasi menjadi empat jenis yaitu repetisi, awal yang salah, jeda dan gagap. Kesalahan bicara disebabkan oleh kesulitan kognitif dan faktor sosial yang dibagi lagi menjadi kecemasan situasional dan keadaan sosial. Arnie menghasilkan kesalahan bicara yang disebabkan oleh kesulitan kognitif yang terjadi karena pembicara mengalami gangguan autisme dan ada masalah di otaknya untuk memproses ucapannya dengan baik. Selanjutnya faktor sosial yaitu faktor kecemasan situasional dalam kesalahan bicara yang terjadi saat Arnie merasa cemas dan gugup, kemudian keadaan sosial mempengaruhi kesalahan bicara saat Arnie merasa tidak nyaman dengan lingkungannya.*

Kata Kunci: autism, kesulitan kognitif, faktor sosial, kesalahan bicara

A. INTRODUCTION

Typically, some people have an inability to produce language properly, especially people who are diagnosed with autism may deteriorate their speech or language. National Institute on Deafness and Other Communication Disorder (NIDCD) states that autism is a developmental disability that can cause significant social, communication, and behavioral challenges. Children with autism are often self-absorbed and seem to exist in a private world in which they have limited ability to successfully communicate and interact with others. They may have difficulty in developing language skills and understanding what others say to them. They also often have difficulty communicating non-verbally, such as through hand gestures, eye contact, and facial expressions. In this case, there will be problems with speech production facing the speaker with autism and accordingly usually making some errors. Furthermore, according to Louise McKeever, some indicators show that speakers with autism have higher rates of speech errors (McKeever 124). The errors by the speaker of their speech can be filled by repetition, false starts, pauses, corrections, stutters, and slips of the tongue (Clark and Clark 264). According to Levelt, speech error is one of the language disorders like someone having problems producing language. Speech errors can occur at each phase of speech production, that is, during lemma retrieval, grammatical and phonological encoding, as well as articulation (3). According to Clark and Clark, speech errors can be caused by brain-damaged speakers, errors in how humans produce language, and problem with the relation between language and the brain (264). In fact, those phenomenon of speech error production in autism is well described in a film entitled *What's Eating Gilbert Grape?*.

The researcher used *What's Eating Gilbert Grape?* film to identify the types of speech errors and the causes of them, especially in autistic character. It is a film produced by Matalon Teper Ohlsson and released by Paramount Pictures in 1993. The film story tells the struggles of an adult man named Grape Gilbert (played by Johnny Depp) who has the responsibility to take care of his family, and also he has to watch out for his young autistic brother named Arnie (played by Leonardo Dicaprio). Their hometown is intolerant of Arnie's atypical, erratic and volatile behaviors and also his dangerous escapades. The family also have dysfunctional situation about their suicidal father. Those situations and conditions make Arnie have social factors about his speech errors besides he is an autism. Therefore, the researcher decides to study the speech error in Arnie's character to acquire how the autism character produced the speech error.

B. RELATED LITERATURE

1. Speech Errors

Speech errors can be identified as natural speech that is full of mismatches between intention and output. Errors can be classified to the units of speech like phoneme, words, or phrase and the mechanism like exchange, substitution, anticipation or perseveration. Speech errors can be caused by brain damaged speakers, the errors of how humans produce language, and the problem with the relation between language and the brain. According to Clark and Clark (264), there are few types of speech errors;

a. Repeats

Repeats are repetitions of one or more words in a row, they can utter something and speak spontaneously and fast. According to Clark and Clark, all words repeated were function words, like articles (the/ the neighbor). Prepositions (in/in the garden),

conjunction (and/and the neighbor), and pronouns (he /he didn't go). On the other hand, most of the words corrected in the false starts were content words: nouns (the man / the woman), adjectives (the silvery / the shiny tray), verbs (can be seen/ can be viewed), or adverbs (the very / the rather nice house) (Clark and Clark 265).

b. False Starts

Clark and Clark narrates false Start divided into two. First is un-retracted, it is false starts that the corrections of a word are included. When the speakers have speech errors, they make corrections of a word but they do not repeat one or more words before the corrected word. They continue saying or speaking the next word without repeating the wrong word. Such as (turn on the stove//heater switch) and (are//do you understand?) (Clark and Clark 266).

The second is false starts retraced, it happen when a speaker has corrected a word or more before corrected words. Most of the words corrected in the false starts are content words like nouns (the man//the woman), adjectives (the silvery//the shiny tray), verbs (can be seen//can be viewed), or adverbs (the very//the rather nice house) (Clark and Clark 266).

c. Pause

There are two kinds of pauses in speech errors, there are silent pauses and filled pauses throughout Clark and Clark, silent pause is a period of no speech between words. The speed of talking is almost entirely determined by the amount of such pausing. People who speak slowly hesitate a lot, and when they speed up their rate of words. They do it by eliminating the pauses, not by shortening the words. The silent pauses, the speakers make no speech at all, they just keep silent between their words (Clark and Clark 262). Meanwhile, a filled pause is a gap filled by ah, er, uh, mm, or the like. The fast speakers are fluent because they do not hesitate much, and slow speakers are not fluent because they hesitate a great deal in filled pauses. The slow speakers filled their pauses by saying the words er, uh, mm, or the like (Clark and Clark 264).

d. Corrections

Corrections are when the speakers may stop in the middle sentence. They may have forgotten something they wanted to refer to; they may be searching for just the right word; or they may be selecting which of several examples they could mention. English has two remarkable devices by which speakers can signal just why they are stopping, the interjection (oh, ah, well, say, etc) and the correction (I mean, that is, well, etc) (Clark and Clark 268).

e. Stutters

Speakers do the stutters because they are hesitant, stumbling, tense, jerky or nervous. Stutters are signed by repeating one letter or syllable for many times before a certain word that will say next. Stutters frequently occur when people give the speech in spontaneous situations because they have to plan the expressions in words before delivery (Clark and Clark 268).

f. Slips of the Tongue

Slips of the tongue are the way they reflect both long and short-term experience with language patterns. Words fall apart in ways that reflect the sequences of sounds a speaker is most familiar with. Clark and Clark propose that "speech consists of a sequence of articulatory gestures. Before executing sounds (e.g. words, phrases, clauses, and sentences), an utterer needs to plan them which is called the articulatory program" (173).

Clark and Clark propose that the types of slips of the tongue are anticipations, perseverations, reversals, blends or haplogogies, misderivations, and substitutions (274).

2. The Causes of Speech Errors

There are a few conditions that speech errors occur by Clark and Clark and supported by Louise McKeever that explain the causes of why a speech error can occur in normal people and autism. They are as follows.

a. Cognitive Difficulty

A sentence on a topic was concrete as objects and abstract concepts. It took people longer to produce the first word of the sentence for an abstract than for a concrete topic. At the level of word selection, hesitations should appear when the speaker has difficulty finding just the right word. For example, when people are asked to describe something, they seem more hesitant and scattered when they speak and give the explanation with the right words (Clark and Clark 272). Other than that, a speech error can occur because the speaker has a speech disease that he cannot speak properly because there is an error in his brain, it can occur in autistic people. Speech error in autism is caused by two factors, it is because of brain disorders and he suffers from echolalia. He was speaking continuously but he did not understand what he said.

According to Louise McKeever, children with autism may exhibit speech production that is characteristically different in its organization from typical speech. This may be due to developmental delay, but may also be due to differences in the underlying psychological or neuromotor structures with social others (113). According to the explanation above, the indicators that include the speaker speaking as cognitive difficulty is hesitation, scattered when they speak, the speaker took longer to produce the first word, there is commonly for normal people and for autism tends to have echolalia, it is speaking continuously or same with repetitions as the type of speech errors.

b. Social Factor

1. Situational Anxiety

When people talk about topics that they are anxious about, they produce more silent pauses and other speech errors. Speakers become tense, and their planning and execution become less efficient. If a speaker worries about certain things, it will cause cognitive difficulty (Clark and Clark 272). Thus, speech error occurs when speakers are anxious. It is supported by Charles F. Hockett who states that whenever a speaker feels some anxiety about possible lapse, he will be led to focus attention more than normally on what he has just said and on what he is just about to say (Fromkin 97). Kanner also described anxiety and excessive fearfulness in his initial account of autism (45). In addition, anxiety contributes to be the primary reason of speech error in autism.

2. Social Circumstances

A speaker must make it clear when he wants to finish what they want to say. If a speaker hesitates too long at any point, his address may take over the conversation. This may push them to use more filled pauses like uh to fill spaces where the other speakers may take over. It can also occur when speaking in front of a passive audience. It happens because a speaker is just more careful in selecting words or because a speaker is executing to make the audience comprehend the speech more (Clark and Clark 273). Other than that, the circumstances of who, when or where the speaker is speaking can be the factor of the speech error occur.

3. Autism

The term autism was first introduced by Kanner, autism is the disorder which are shown by the lateness of speech acquisition and the inability to use communicative speech, echolalia/repeating the words, pronoun reversal, and impaired relationship with other people, repetitive and stereotyped play activities, and normal physical appearance (Kanner 250). Field also states that the condition of autism is characterized by a withdrawal from linguistic interaction with others. The autism sufferer is often mute or uses language in a non-communicative way. The symptoms of autism appear between the age of one and three, and are sometimes misdiagnosed as deafness. They include delayed cognitive and linguistic development and a reduced ability to react to people, events and objects (Field 27).

The American Psychiatric Association explained there are some characteristics of autistic disorder, the first is social interaction impairment. It can be seen that autistic children have difficulty making eye contact with others, show little gestures or facial expressions when interacting, fail to develop peer relationships, and seem uninterested in sharing enjoyment with other people. The second is communication impairment. In this case, autistic children have delays in their speech, lack of the development of spoken language, have difficulty in starting or continuing a conversation, and have stereotyped and repetitive use of language. The last is stereotyped or repetitive behavior, interest, and activities. The autistic boys may perform repetitive routines and have difficulty with changes in these routines (70).

One of the causes why speech errors occur in a person or character is because he has a developmental disorder for example autism. Louise McKeever stated that people with autism are known to have persistent deficits in social behavior, communication, and language, which may be entwined with their difficulties in producing intelligible speech (112). Other than that, Louise also states that a triad of symptoms associated with autism could impair speech errors are social factors. He stated that social motivation is a set of psychological and biological mechanisms that bias a person to orient to the social world, seek social interactions, and maintain social binds. In autism there appears to be a decrease in attention given to social information, causing a cascading effect on the development of social cognitive skills (112).

In conclusion, people who have language disorders like autism find it hard to communicate with others, they tend to be late to understand what other people say and they are also late to speak. The language that they use to speak is delayed, even when starting or continuing a conversation. The phrases or sentences that they create is by using repetition. Their speech is always monotone and sounds like a robot, and when they make a conversation with others it is difficult to make eye contact with people.

4. Previous Studies

The first thesis is “The Analysis of Speech Errors Made by The Main Actors in *Bad Boys I* the Movie” by Muthmainnah (2014). The researcher of the thesis analyzed the object of speech is a mistake made by the two main characters in the film *Bad Boys I*. This analysis focused on the common types of speech errors like the silent pauses, filled pauses, repeats, retraced false starts, false starts un-retraced, corrections, and interjections. The researcher took the data from the dialogue and utterances of the main actors' responses by watching the film and comparing the film transcript. After collecting the data, the writer analyzed them to find out the dominant pattern of speech errors.

Another research regarding speech error was conducted by Wahyu Pamuji (2010). The research entitled “A Psycholinguistic Analysis of Speech Errors Produced by Main Characters in *Finding Nemo*”. This research aims to describe the highest frequency of types and the causes of speech errors produced by the main characters in the *Finding Nemo* film. The type of this research is library research.

The third research has the same film as this research, the research entitled “A Psychiatric Analysis of the Film *What’s Eating Gilbert Grape?*” written by Diana Santos (2009). In Diana’s research, she focused on the analysis of psychiatric mental health in a few characters in the *What’s Eating Gilbert Grape?* film.

In this case, there are gap between those three previous studies and this research. First the limitation of the data in analyzing the character, they analyze more than one character in the film meanwhile this research only analyzes one character. The second gap is the focus of their research which is Muthmainah is only focused on character that does not have any disorder, other than the problem of Pamuji’s research which find the highest frequency of speech error while this research only find the types and the causes of the speech errors and the focused of Santos’s research which focused on the behavior of all the characters through psychiatric theory. Meanwhile, the similarities between the previous studies are the theory of Clark and Clark theory and the psycholinguistics approach that they used. Therefore, after reading the previous study above, there is still no research about speech error in autistic characters, especially in *What’s Eating Gilbert Grape?* film. Furthermore, this idea is found to provide empirical evidence about speech errors in autistic characters. Also this research filled the gap to find out more about speech errors in the old movie with a different focus from the previous study.

C. RESEARCH METHOD

The researcher uses a qualitative research method. The researcher attempts to describe phenomena in speech production that concern speech errors and human behavior. The researcher described the phrase by collecting the data that contains speech errors that relate to an autistic character in the elements of the speech error. Furthermore, this research was employed by an autistic character of *What’s Eating Gilbert Grape?* film. The source of data in this research is a film entitled *What’s Eating Gilbert Grape?* by Matalon Teper Ohlsson. The data are the words, phrases, or sentences by an autistic character named Arnie in *What’s Eating Gilbert Grape* film that contains speech errors in the form of conversation, dialogues, and monologues. The human instrument was used in this research because the main instrument is the researcher herself to observe the film. In order to obtain valid data, the researcher uses the documentary method as the data collection technique. The steps for data collection are the researcher watched *What’s Eating Gilbert Grape?* film, then the researcher highlighted the words or phrases in the script as the data that contains speech errors in the autistic characters while watching the film, and the researcher classified and identified the data related to the problem of study.

The first step in the analysis of the data is data reduction, the researcher selects and focuses the data, and then simplifies the data that consists of speech error classification based on the theory. After the data have been reduced, the second step is to display the data that have been reduced. After all the data had been highlighted as types of speech error, the researcher started to organize the data one by one, by applying the use of reasons in speech errors conveyed by the autistic characters. And the last step is conclusion drawing or

verification. After the types of speech errors have been found and presented, then the researcher explained the causes of speech errors by Arnie in *What's Eating Gilbert Grape?* film.

D. FINDINGS AND DISCUSSION

1. FINDINGS

In this research, the researcher analyzed the types of speech errors by the autistic character's utterances then, the researcher found what are the causes of speech error. The researcher presented the data of the types of speech errors. After explaining the types of the data, the researcher explained the causes of speech errors that influenced the autistic character's speech error in each type of data.

a. Repeats

1. Gilbert : Could you not talk with your mouth full?
Ellen : Excuse me
Gilbert : You're making me sick. I'm gonna throw up.
Ellen : Oh. Okay, Dad.
Mom : Ellen
Ellen : Sure thing, Dad.
Amy : Will you two cut it out?
Arnie : Okay, Dad. Sure thing, Dad.
Gilbert : That's nice.
Amy : Stop it, you guys.
Ellen : Don't start.
Gilbert : Dad's dead, Ellen.
Amy : Gilbert!
Mom : Gilbert!
Mom : I can't believe you said that!
Arnie : **Dad's dead!**
Amy : Arnie.
Arnie : **Dad's dead!**
Amy : Arnie, shh. Arnie...
Arnie : **Dad's dead!**
Amy : It's okay. Stop it now.
Mom : Oh, God.
Arnie : **Dad's dead! / Dad's dead!**
Amy : Arnie, stop it! Calm down, Mama. Don't get upset.
Arnie : **Dad's dead! / Dad's dead!**
Arnie : **Dead! / Dead! / Dead! / Dead! / Dead! / Dead!**

(*What's Eating Gilbert Grape?*, 00.26.30 - 00.27.12)

The scene above happens when the family is at the dining table for a meeting about Arnie's birthday party while eating together. Then, Arnie's second sister Ellen talks with a mouth full of food and Gilbert is disturbed by that and reproaches Ellen but Ellen is offended by Gilbert and they finally argue until Gilbert is offended about their father, Gilbert suddenly gives an utterance "Dad's dead", that makes Arnie hear it and follows the words by Gilbert. Then Arnie repeats the phrase "Dad's dead" a few times and keeps going on when his other sister Amy asks him to stop saying that and that will make their Mom also mad. "Dad's dead" by Arnie is indicated as a speech error because he

pronounced the phrase in repetition.

This dialogue is identified as cognitive difficulty for the causes of Arnie's speech error because the speaker suffers from autism and people with autism experience disturbances in the quality of social interaction. Their circumstances make an impact on their speech. He is unable to develop social relationships with peers in which they can share common emotions. In this case, Arnie did not know how his family would react to him saying the phrase "Dad's dead" in a few times, because he is not like normal people, he is unable to empathize, read his family's reaction, he is also unable to control himself, and he could not stop the sensitive words. The speech error also identified that Arnie did the echolalia, and it is suitable with Kanner's statement that autism disorder are shown by echolalia or repeating the words (250).

b. False Starts

2. Gilbert : Arnie, get back in the truck. Keep countin', okay?

Arnie : Okay. I was counting. **Five // ten**, eleven, twelve, thirteen, fourteen, fifteen, sixteen...

(*What's Eating Gilbert Grape?*, 00.09.41 – 00.09.21)

This dialogue happens when Arnie joins Gilbert at work to deliver the groceries to the customer, Gilbert forbids Arnie to get out of the car, and then Gilbert tells Arnie to get in the car and count like Arnie usually does. This data shows that an autistic character was wrong to choose the right words to make the sequence of numbers in his speech. This is seen in his speech when he said the word "five" and continued it with "ten". He just continues counting without saying the corrected number which must be nine first before ten, thus it is identified as an un-retraced false start as the theory of Clark and Clark narrates that an un-retraced false start occurs when the speaker continues saying the next word without repeating what is correct for the wrong word (266).

The cause of the un-retraced false starts was that he could not say the right count of the sequence of numbers. It can occur for a speaker who has cognitive difficulty like Arnie, the speaker had trouble to mentioned the sequence of number when he was just sitting in the car and no one distracted him. According to McKeever, people with autism are known have difficulties producing intelligible speech (112). So, in this case, his error happens because he has an autistic disorder that make he is difficult to count the sequence of number in his brain.

Moreover, the researcher also found retraced false start types of speech errors in *What's Eating Gilbert Grape?* film, as the data presented below.

3. Arnie : Hey.

Betty : Boys, you can have anything you want.

Arnie : You could get candy if you want. You can have candy if you want too.

Betty : As for me, something with menthol, please.

Arnie : **You like gum? // Do you like gum?**

(*What's Eating Gilbert Grape?*, 01.11.51 – 01.12.05)

This dialogue happens when Arnie talks to the children of Betty. Betty is one of Gilbert's customers who comes into the supermarket where Gilbert works. Betty told her children to take what they wanted and Arnie joined them and offered them gummy. Arnie's utterance shows that he made a speech error. This analysis can be identified that Arnie made speech error on retraced false starts because based on the theory, retraced false start is corrected by using repetition of one word or more before corrected words (Clark and

Clark 262). This data is an example of retraced false starts happening in the autistic character. At first, Arnie said “You like gum?”, but some were not the words that Arnie wanted to say, he wanted to offer the gummy to the children but the sentence that he uttered was not complete. So, Arnie repeated “You like gum?” then added the word “Do” became “Do you like gum?”.

The cause of the retraced false start in this data is cognitive difficulty. Arnie who has autism disorder makes his brain difficult to stimulate and the process he wants to say makes him repeat his words to find the corrected word which makes him retraced false starts. It is also supported by Kanner who said autism disorder is shown by the lateness of speech acquisition and repetitive speech (250).

c. Pause

4. Gilbert : Good?

Arnie : **Mm-mmm**. Not good corn

(What's Eating Gilbert Grape?, 00.00.58 – 00.01.01)

This dialogue happens when Arnie and Gilbert are on the side of the road watching the bus campers coming. Gilbert asks Arnie if the corn that they eat at that time is good or not, and Arnie answers with a murmured “mm-mmm”. The murmur by Arnie is identified as he has trouble finding the intended word to evaluate the corn that he ate. Arnie produces “mm-mmm” when Arnie hesitates for a moment and he prefers to fill a gap at his pause by producing sound “mm-mmm” while thinking of what he will say next. Thus, the data is categorized as filled pause speech error.

With autism, Arnie has a delay in his speech and has the factor of cognitive difficulty in responding to his brother's simple questions. Furthermore, Field states that autism is unable to react to people, events, and objects (27). In this case, Arnie wants to respond to his brother, but the brain is still in the process of thinking to stimulate what he wants to produce if the food that the speaker eats is good or not, he hesitates about what he wants to say, so the speaker filled the gap pauses first before answering if it is not a good corn for him.

5. Gilbert : Boo.

Arnie :

Gilbert : Come here.

(What's Eating Gilbert Grape?, 01.35.06 – 01.35.18)

When Arnie's birthday party is held, his brother Gilbert is late for coming because before the day they were fighting with each other. So, Gilbert came in feeling guilty to Arnie and he asked Arnie to play but Arnie seemed not to want to say so Arnie just kept silent after his brother joke with him by saying “boo”. He did not know what to say after his brother left him, Arnie kept silent and he did not say anything to respond to his brother. Arnie's pause makes no speech at all, thus it is identified as a silent pause in his error.

This error happens because social circumstances factor influenced Arnie to make a silent pause. Social circumstances can occur when the speaker hesitates too long when he wants to answer (Clark and Clark 273). Moreover, Field states that the speech error of autism happens because the condition delays in responding to people in conversation because it reduced the ability to react to people (27). In this case, Gilbert feels guilty about Arnie because he left him, and when they meet again they feel awkward Gilbert is trying to joke with Arnie but Arnie is just silent because he does not know how to react and hesitates to respond to his brother after what his brother did to him. Moreover, autism has some

characteristics that he has social impairment like showing little expression (APA 70), thus in this data, Arnie finds out difficult to interact with people even his brother.

d. Stutters

6. Arnie : **I-I** got the groceries!

Gilbert : All right. Be careful with them.

Arnie : I got the groceries. I got 'em, okay?

(*What's Eating Gilbert Grape?*, 00.25.05 – 00.25.09)

The data above is when Arnie wanted to bring the groceries of Gilbert's girlfriend from the car, he was too excited and he does not want to be preceded by Gilbert, so he was suddenly saying "I got the groceries" but stuttering the pronoun word "I" into "I-I". Arnie was running when he did the stutter, then he stumbled, and the groceries that he bought dropped to the ground. The data is identified as a stuttering type in speech error because the speaker repeats one letter more than once before the certain word that he said and also it happens when the speaker is in spontaneous situations (Clark and Clark 268).

In normal people, when the speaker is excited about something the speaker is just speaking clearly, but different from Arnie who stutters in his speech when he is excited brings the groceries before Gilbert does, so he tries to go first while saying he got the groceries and make him stutters his words, the utterance happens because of cognitive difficulty that suffers from Arnie. The speaker found it difficult to speak because he delayed his cognitive and linguistic development which is concrete with the characteristic of autism by Field.

2. DISCUSSION

In this part, the researcher discusses the research findings. The researcher has found four types of speech errors based on Clark and Clark's theory produced by the autistic character in *What's Eating Gilbert Grape?* film. The types of speech errors which appear are repetitions, false starts, pause and stutters. There is no data found on the correction type in this film by the autism character because the researcher did not find the speaker to stop in the middle of the sentence to interject and correct his word. It happened because according to the American Psychiatric Association, people with autism lack the development of spoken language and difficulty in continuing a conversation (70). Thus, Arnie could not make his wrong words into the correct words, he also had difficulty continuing his conversation with people. Meanwhile, thesis by Muthmainah in 2014 reports that the results of her data of her characters are silent pause, filled pause repeats, correction, interjections and stutter. Muthmainah analyze normal characters and she found corrections in her data because a normal character more eligible to correct or development her speech rather than autism character in this research.

The types of speech error that the researcher found in the dialogues have many kinds of situation. First is repeats, all the words, phrase and sentences repeated by the autism character named Arnie and same as cited in the underlying theory that the indicators of autism speech is increased repetitions or tend to have echolalia that is continuously speak. In the false starts, the speaker did the un-retraced false start and retraced false start. Then, in pause type, the speaker did the two kinds of this type, they are silent pause and filled pause. This type occur when the autism character respond in the certain circumstances. For the silent pause, the speaker do the silent pause when he feels disappointed to whom he speaks, and for the filled pause, the speaker is hesitate and still the process of thinking to speak while filled his words. The next type is stutters. The data is this speech error occurs

in the first word of the dialogue. It is when the speaker has the spontaneous situation which is when he suddenly wants to bring the groceries and he plans to give the expressions in word before the next delivery words. The speaker has some delay in acquiring that he want to do something.

Some factors influenced the speech error by the autism character. In this case, the researcher found that the types of speech error happen are caused by cognitive difficulty and social factors. Cognitive difficulty is caused by the speaker because it is difficult to process his speech in his brain. He has speech delay and speech problems. Kanner states that the lateness of speech acquisition and the inability to use communicative speech is called autism disorder (250). In fact, a speaker who suffers from autism experiences cognitive difficulty as well, especially he tends to have echolalia or repetitions of his speech. It is supported by Pamuji's thesis in 2010, there is a character that has aphasia disorder that makes the speaker tends to have speech error, and it is the same reason why this research is having the same factors that appear in this research. It is because the speaker in this research also suffers from the disorder that has speech problems. Moreover, Santo's thesis in 2009 have the similarity result about the character Arnie. In her thesis, she analyzes the behavior of the characters in *What's Eating Gilbert Grape?* film and she stated that Arnie had delayed speech and motor functioning, so it is proven by this research that Arnie as an autism character made the delayed speech contains speech error. The second cause of speech error is social factors that are divided into situational anxiety and social circumstance. In this research, situational anxiety became the factor causing speech errors produced by the autism character. It is because the speaker has sensitive feelings, and also the speaker has a past trauma about his dead father and his family also has some problems that can influence him to make speech errors. It is the same situation in Pamuji's analysis, there is also other character named Marlin in *Finding Nemo* that experienced traumatic when he lost his wife and his eggs and influenced his dialogues to made speech error. Social circumstances happen because the speaker has some errors when he speaks with his circumstances. The speaker is influenced by his family when he speaks. The speaker becomes more nervous, and also he tends to get depressed hearing what other people in his circle are saying about something that makes the speaker uncomfortable.

E. CONCLUSIONS

There are two points which can be drawn related to the formulation of the problem studies. First, there are four types from six types of speech error that occur in the data found by the autism character in *What's Eating Gilbert Grape?* film. It consists of repetition, false starts, pause and stutters. These types of speech errors can be influenced by three factors. They are cognitive difficulty and social factors that are divided into situational anxiety and social circumstance. Among the data found, the speech error occurs are caused by cognitive difficulty because the speaker has autism disorder that make the problem in his brain to process his speech properly and the speaker is often repeated the words as stereotype of autism or called as echolalia. Moreover, the social factors are influence the speaker to produce speech error because of two conditions. They are situational anxiety that happen because the speaker feels anxious and has sensitive feelings with people who make him uncomfortable. Also, social circumstances that happen because the speaker's circle made him depressed and nervous.

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