

Conference Paper

Linguistic Disorder of the Character with a Stutter in the Movie Script of *A Fish Called Wanda*

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ORCID:Chairunisa: <https://orcid.org/0000-0003-2872-9656>**Abstract**

This research analyses the language disorder of the character with a stutter in the movie *A Fish Called Wanda*. This is a neurological disorder that affects the brain's ability to receive, process, store and respond to information both in written and spoken language. People who have a stutter have difficulties in spoken language. It influences their daily communication. One word can have a very significant meaning for the people who experience it. This phenomenon happens in the movie *A Fish Called Wanda*. This research used qualitative methods. The data were taken from the movie script of *A Fish Called Wanda*. This research explains the type of language disorder and the context when the language disorder occurs. To obtain manageable and systematic data, the researcher watched the movie to get a deep understanding. The data were analyzed by using the language disorder theory proposed by David Carroll. The language disorder which happens in the character Ken's speaking is divided into two types. The types are fluency disorder and voice disorder. The most dominant type found in the movie *A Fish Called Wanda* is fluency disorder with the percentage of 82.8%.

Keywords: *linguistic disorder, fluency disorder, voice disorder*

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1. Introduction

Nowadays, English is the most important language in the world. English as an international language takes place for connecting all countries from many aspects. For example when people meet people with different languages, they commonly use English to communicate. English makes people easier in doing communication to achieve some aims even though they are from different cultural background. Many of the world's top films, books and music are published and produced in English. And also English in every school especially in Indonesia has become a subject. Students should learn English for communication skills. It has aim to increase the standard of living of young generations

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and to face globalized world in the future. But many students are facing some problems in learning English.

Stuttering means disorganized speech, stagnant, not flowing well freely, suddenly stopping to speak, then repeating the first syllable of word, and the rest of the word, and then after pronouncing the word, the person concerned can finish all the sentences (Indah and Abdurrahman, 2008:128). Stuttering may involve the repetitions of phonetic segment, syllable or words (c-c computer, com com computer, got a-got a-got a brother) or alternatively an extreme lengthening of segment or syllable (af:::raid). These features occur in any hesitant speaker, but are generally more frequent with a stutter. The most characteristic symptom is blocking of airflow, which causes long pauses and effortful speech.

Sufferers are often aware of their limitation and paraphrase or use general terms to avoid word that they anticipate will be difficult. One word has an important meaning to speak for stutter people. It is different from people who never get difficulties to pronounce one word only. A normal person never show any difficulty to pronounce one word and they almost never care about it. Because of that reason this study is important and interesting to do in order to make everyone realize that pronouncing one word is not easy. It means that it needs an effort to pronounce it.

In the story of the movie, Ken as a stuttered character is asked by Archie where Otto and Wanda go. Ken gets difficulties to say or pronounce the words that he means because his stutter gets worse. Ken tries hard to pronounce the word but he cannot pronounce the word because he is in depressed situation. Finally he has to write the word on the paper. In this case, it needs a time to get the answer because Ken gets difficulty to say the word while the word is very important.

Many researches about stuttering have been conducted such as thesis of Nafiah (2007). She finds that there are kinds of language disorders used by the stuttered man aged 26: disfluency (repetition, prolongation, and pause), blocking, avoidance behavior, and severity. Meanwhile, Sa'diyah (2008) finds that there are some kinds of language disorder: absurd respond (AR); add respond (AR); relevant but not very polite (RNP) and also marginal relevant respond (MR). Then in the research conducted by Nafiah (2007) it is found that there are some kinds of expressive language disorder namely, phonological disorder, articulation disorder, voice disorder, and also disabilities of an autistic child.

2. Literary Riview

2.1. Language disorders

Indah and Abdurrahman (2008:129) states that linguistically, language disorder is inability of acquiring and processing linguistic information. Further they state that language disorder can be divided into two categories. First, language disorder which is developed. It means that the disorder is caused by deviation acquired since birth. Some children get difficulties in their language acquisition because of deviation of development. Second, language disorder which is acquired. It means that the disorder is caused by something impaired after operation, stroke, getting an accident, or aging. Randal (2006) states that language disorder is neurological disorder that affects the brain ability to receive process, store and respond to information. Study about disorder is used to describe the seeming that cannot explain the difficulty of a person of average intelligence with basic academic skill.

Then, Halliday (2006:07) defines linguistics as the scientific study of language. There are three aspects to this study: language form, language meaning, and language in context. Linguistics analyzes human language as a system for relating sounds (or signs in signed languages) and meaning. The study of language meaning, on the other hand, deals with how languages encode relations between entities, properties, and other aspects of the world to convey, process, and assign meaning, as well as to manage and resolve ambiguity. According to Van Dulm (2002:111) psycholinguistic approach has been adopted by many linguists and clinicians. Within the field of psycholinguistics, an attempt is made to interpret the phenomena of both normal and disordered language according to models of language processing. Phenomena of language disorder is present when an individual exhibits impaired comprehension or expression of a spoken, written, or other symbol systems.

Language disorder is not a single disorder. It is a term that refers to a group of disorder that affects people's ability to either interpret what they see and hear to link information from different part of the brain. ASHA (1982) states that language disorder is an inability to communicate because having some problems in communicate. Based on the explanation of ASHA (1982), language disorder in a young child is a symptom that he or she needs an appropriate differential diagnosis. Indah and Abdurrahman (2008: 117-118) states that there are three aspects that cause language disorder: biologist, cognitive and psychogenic, and linguistic causes.

2.2. Linguistic cause

Indah and Abdurrahman (2008:115) states that linguistic disorder is inability of acquiring and processing linguistic information. It can be caused by developed language disorder and acquired language disorder. Further they state that developed language disorder may be caused by congenital deviation. Some children get difficulties in acquiring language because of growing up deviation. Acquired language disorder means that the disorder is caused by having an accident or after brain surgery.

The disorder can affect language skill both written and spoken. In short, someone who suffers from language disorder may have difficulties in understanding, acquiring, processing, and responding linguistic information. Language disorder is a kind of impairment in a brain that affects the information of linguistic matters. (Chomsky, 1986)

3. Research Method

The method of research which is used in this study is a descriptive qualitative method. Descriptive qualitative method is used to obtain the best result for the research. Moelong (2006: 3). Data collection describes how the writer collects the data that will be analyzed systematically. The data are obtained from the contents of the movie script as the main source of the research. The procedures taken by the writer to completely collect the data consist of following steps: watching the movie carefully, reading the script along with identifying any accounts (data) from the study categorized in the subject matter of the study, and classifying the data into some points including the study problems.

The analysis is conducted by classifying the obtained data into two types related to the research problems of the study. Some procedures are needed to analyze the data: analyzing the data carefully, organizing the data based on the subject matter of the study and making conclusion of the data analysis.

4. Discussion

4.1. The Causes of Stuttering

Carroll as cited in Nafiah (2007) says that language disorder is divided into two types. They are expressive language disorder and receptive language disorder. There are five contexts explained while the words and utterances are produced in five scenes of the movie.

4.1.1. In the living room of George's flat

The utterances "*hallo, wwwwanda*(1.1)" is response of Wanda's greeting. Ken answer is fluent but he gets stuttering when he says Wanda's name. It is kind of fluency disorder. Ken prolongs the sound "w" to say "Wanda". Ken gets stutter because he is surprised with the arrival of Wanda and her brother. So, he gets stutter in answering it. Then, the utterance "*Nnnno. He had to gggggotttttto the bbbb..wwwwha...*" (1.2). is Ken's answer to the Wanda's question about George. It is a kind of the fluency disorder. Ken prolongs the sound "n" to say "no", "g" to say go and "w" to say the word. Ken gets stutter because Otto stares at him, astonished that Ken's stutter is serious. It makes him feel uncomfortable. So he gets stuttering in pronouncing the utterance. And the utterance "*yyyy...*" (1.3) is Ken's answer to Wanda's offering to drink a tea. It is kind of fluency disorder. Ken prolongs the letter "y" for "ya" (Ken does not finish the word because Otto cuts his speaking and answers it for Wanda). Ken gets stuttering in pronouncing it because Otto is standing straight in front of him.

4.1.2. In London Street

The utterance "*the ddd...the dddog.*"(2.1) is Ken's opinion about the dog that almost bumps on the way. He worries about the dog. The utterance is a kind of fluency disorder. He repeats the phrase "*the ddd*" twice and prolongs sound of "d" to say the word "*the dog*". The utterances "*it's not ann ...un..unn...*" (2.2) is Ken's clarification towards Otto's statement. The word is not finished because he gets stuttering as he is in a hurry. The utterance is a kind of fluency disorder. Ken prolongs the sounds "n" when saying "*an*" and "*un*" to say something. In the utterances (2.3) and (2.4). Ken's speaking contains stuttering sentences because he is in a tight situation

4.1.3. In the Interior part of George's Flat

The utterance "*what are you d..d..doing here?*" (3.1) is Ken's question towards Otto. It is a kind of fluency disorder. Ken repeats the sound "d" to say *doing*. The utterance "*sh..sh..she just had a sh..sh..shower*".(3.2) is Ken's contradiction towards what Otto's says. It is a kind of fluency disorder. Ken repeats the sound "sh" to say "*she*" and "*sh*" to say "*shower*". The utterance "*there's something f..f..funny going on*" (3.3). is Ken's guess towards Otto's statement. It is a kind of fluency disorder. Ken repeats the sound "f" to say "*funny*". The utterance *wh..what...*(3.4) is Ken's response towards what

Otto says. He gets surprised. It is a kind of fluency disorder. Ken prolongs “*wh*” to say “*what*”. The utterance “*you must be j..j..j..*” (3.5) is Ken’s opinion about what Otto says. It is kind of fluency disorder. Ken repeats the sound “*j*” to say “*joke*”. The utterances “*n..n..no*” (3.6). “*ge..ge.*”(3.7). “*m..m..m..*” (3.8) and “*c..c..c..*(3.9)” are Ken’s clarifications about what Wanda’s says. It is a kind of fluency disorder. Ken repeats the word “*no*”, syllable “*ge*” to say “*George*”, and sound “*m*” to say “*move*” and the sound “*c*” to say “*a word*” (doesn’t finish yet). Ken gets stuttering in pronouncing it because he is talking without to. Ken’s mindset is that Otto does not him like because he is stuttering. The utterance. “*Otto...tried to k..k..kiss me*” (3.10) is a kind of fluency disorder. Ken repeats the sound “*k*” to say kiss utterance (4.10) it is also a kind of voice disorder. Ken’s voice is too soft.

4.1.4. In the Living Room of George's Flat.

The utterance “*They’ve g...They’ve g..They’ve g..*”(4.1), and “*They’ve gone to theCa-ca-ca..*” (4.2) are Ken’s answers towards Otto’s question. It is a kind of fluency disorder; the syllable “*ca*” to say *Cath cart*. He gets stuttering and cannot finish his sentences completely. The utterance “*no...no...no*” (4.3) is Ken’s answer toward Archie’s question. It is a kind of fluency disorder. Ken repeats the word “*no*” three times. The utterance “*The Ca-ca-ca...*” (4.4), *The Ca...* (10.7), *Ca..TheCa.. The Ca...The..*(4.5), *Ca-ca-ca* (4.6), *# The Ca..The* (4.7), *The C...TheCa...The Ca...*(4.8), *The C-c-ca...* (4.9), *The Ca...# The Ca...The Ca...The Ca#Ca.. The Ca...*(4.10), are Ken’s efforts to answer Archie’s question. But he cannot finish his utterance. It is a kind of fluency disorder. Ken repeats the word “*The Ca*” many times. The utterance “*He-He-He..*” (4.11) is Ken’s effort to answer Archie’s question. Ken cannot answer the first question in verbal communication, he answers it by non verbal communication, and he writes the answer on the paper. It is also a kind of voice disorder. In the respiratory support, he gets difficulty to breath. This makes his breath unbalanced. In the utterance (4.1), (4.2), (4.3), (4.4), (4.5), (4.6), (4.7), (4.8), (4.9), (4.10), Ken’s utterances contain stuttering sentence because he is depressed. He is just tortured by Otto. Besides that Archie comes and asks him some questions. Archie needs the answer quickly. Therefore, Ken gets more depressed so that he gets stuttering in his speaking.

4.1.5. In Heathrow Airport

The utterance “Rev-v-venge” **(5.1)** is Ken’s statement. It is a kind of fluency disorder. He repeats the sound “v’ when he says “revenge”. The utterances “I’m gonna...I’m gonna k-k-kill you” **(5.2)** are Ken’s statements towards Otto. It is a kind of fluency disorder. Ken repeats the sentence “I’m gonna” twice and repeats the sound “k” to say “kill”. It is also a kind of voice disorder. Ken’s voice is too high. It happens because he is in a very high tension or high emotion to kill Otto. He is really angry with Otto because Otto takes his fish. Therefore his pitch or frequency is too high in his speaking in the utterances **(5.1)** and **(5.2)**

TABLE 1: Data Analysis on the Percentage of Expressive Language Disorder of Stuttered Character

No	Kinds of expressive language disorder of stuttered character	Total (F)	$X = \frac{F}{N} \times 100\%$
1.	Fluency disorder	29	82,8 %
2.	Voice disorder	6	17,14%
Total		35 (N)	100%

Having analyzed all the data obtained in the movie script *A Fish Called Wanda* the findings are as follows

1. All the conversations in the script of the movie contain, fluency disorders and voice disorders.
2. The most dominant type of expressive language disorder of stuttered character is fluency disorder, 82,8%

5. Conclusion

The above discussion leads to the conclusion of this research that types of linguistic disorders found in five scenes contains stuttering utterances of Ken’s speaking in the movie “*A Fish Called Wanda*” namely voice disorder and fluency disorder. Fluency disorder is 82,8% and voice disorder 17,4%. Fluency disorder is the most common language disorder that occurs in Ken’s speaking. This study demonstrates the role of resilience in shaping the individual’s experience with stuttering. The results also show that the individuals’ resilience levels do not necessarily predict stuttering severity per se, or its overt manifestations but can predict the individuals’ subjective perception of his/her stuttering. Stuttering is a common speech disorder in persons of all ages that can cause disturbances in the normal fluency and time patterning of speech. Developmental

stuttering (DS), stuttering that is inappropriate for the level of language development is the most common form. Current evidence suggests the disorder stems from inherited central nervous system abnormalities that disrupt fluent speech. Acquired forms of stuttering thought to be secondary to emotional trauma or brain damage are rarer, although exact estimates are unknown. Adults who stutter tend to manifest similar patterns of speech disfluencies. Repetitions, prolongations, and silent blockages are common and can be disabling. Secondary behavior might be prominent. Techniques used to avoid challenging words, such as substitution, can be deep-rooted. Adults who stutter show wide variation in their degree of frustration with speaking.

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