

PRAGMATIC DISORDER AND COMMUNICATION STRATEGIES OF MENTAL RETARDATION CHARACTER IN *I AM SAM* MOVIE

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Abstract: Many experts have investigated the issues regarding language disorders in mental retardation since it affects the communication process. However, little is known about pragmatic disorders in people with mental retardation. This study aims to analyze the main character's pragmatic disorder and communication strategies with mental retardation in the *I Am Sam* movie. It is based on John Carroll's (1985) and Hatton's theory (1998). The researcher observed Sam as the main character with mental retardation. She used a descriptive qualitative method to deeply understand the pragmatic disorders in the main character's mental retardation. The findings of this study indicated that of the seventeen utterances produced by Sam, the researcher found four out of eleven types of language disorders using John Carroll's (1985) theory and three out of four types of pragmatic disorders using Hatton's (1998) theory. The types of language disorders found are: having difficulty finding words; not appearing to listen; having difficulty understanding complex sentences; and showing a lack of interest. In conclusion, this research established that mentally retarded people have expressive and receptive language disorders caused by low intelligence. Furthermore, this study discovered three communication strategies to cope with the pragmatic disorder: using more submissive and indirect conversational strategies with their peers without disabilities, using more dominant conversational strategies with their disabled peers, and using sophisticated pragmatic language only rarely.

Keywords: Pragmatic Disorders, Communication Strategies, Mental Retardation, *I Am Sam*.

INTRODUCTION

Based on data from the World Health Organization (2006), 15% of the world's population has mental retardation. This shows a serious enough issue to understand further how language skills occur in people with mental retardation. Language disorders in people with mental retardation are one of the topics of study in psycholinguistics. The disorder is the result of mental retardation, which is a hereditary condition characterized by considerably lower-than-average overall cognitive performance and deficiencies in adaptive behavior (Armatas, 2009). People with language problems have limited communication abilities. They may not understand how to participate in discussions, be respectful, or find and make friends.

People with language problems have limited communication abilities. They may not understand how to participate in discussions, be respectful, or find and make friends. As a result, this study examines pragmatic language disorders in people with limited expressive and receptive skills, as depicted in the *I Am Sam* movie. The researcher observes the utterances of the main character of the *I Am Sam* movie, who shows speech problems as he was diagnosed with intellectual impairment or mental retardation. *I Am Sam* tells the captivating story of Sam Dawson, a father who suffers from mental retardation and raises his non-biological daughter Lucy. Sean Penn, who plays Sam Dawson, was nominated for an

Academy Award for Best Actor in a Leading Role in 2002 (All Movie, 2002). This shows that the utterances played have reflected the communication profile of people with mental retardation.

Cummings (2010) states that pragmatic disorders in children and adults have been the focus of clinical investigations for approximately 40 years. Social communication disorder, also called pragmatic language disorder, is a condition in which someone has a problem with the use and understanding of communicating verbally and nonverbally in social situations. Language in pragmatics is communication strategies, including knowing what to say, how to say it, and when to say it.

In other cases, this significantly impacted their verbal or written capacity. What is discussed or understood is influenced by the content. The form includes what is underneath a person's words and how they construct a dialogue based on what they know about the listener and the situation. In contrast, utterances concern what lies underneath a person's words and how they construct an expression depending on what they can understand about the context and the audience (Bloom, 1988).

Pragmatics is the study of the rules governing language use in social situations. It focuses on using language in context and emphasizes the function or use of language, including conversation skills, non-verbal means of communication (such as facial expressions and eye contact), and narrative skills. According to Perkins (2019), the ability to repair conversational breakdowns, highlight new information in utterances, and perform various speech acts (e.g., promises and apologies) is also essential for pragmatic language. The developmental abnormalities, diseases, and injuries that interfere with these functions are diverse.

Pragmatic disorder also causes mentally disabled people to use more dominant conversational strategies with their disabled peers. The dominant conversation strategies include correcting others' utterances, requesting, and interrupting. The pragmatic disorder also impacts mental retardation; people rarely use sophisticated, pragmatic language. It is because they are not allowed to demonstrate those abilities. According to this viewpoint, people without intellectual problems have preconceptions of terrible conversationalists. These prejudices cause persons without disabilities to utilize conversational patterns that give the perception of ineptitude to those with intellectual impairments. Sophisticated pragmatic language skills are measured by achieving a particular cognitive skill level.

Suchyadi et al. (2018) aim to explore and investigate social interaction in mental retardation children in extraordinary school Mentari Kita. It adopted a descriptive qualitative research method. The findings revealed that mentally disabled children can interact even though they only touch each other. The subject can say hello when entering the class, even if only to some teachers. The subjects with intellectual disabilities can interact socially but still have difficulty getting people around them to pay attention choose and use good and correct vocabulary. The subject has a weakness in maintaining concentration. When communicating with the facilitator, the subject uses language that sounds stiff because the subject lacks vocabulary.

The current study departs from the assumption that in the *I am Sam* movie, the main character has special language skills and characteristics due to suffering from mental retardation. In addition, this study also departs from the assumption that language skills and disorders experienced by people with mental retardation can be analyzed using the theory of Carroll (1985) and Hatton (1998). Therefore, the current research investigates the types of pragmatic disorders found in mental retardation characters in the *I Am Sam* movie.

This study is expected to contribute to theoretical and practical issues in psycholinguistics. In theory, this discovery will be valuable in various situations, particularly in language. The findings of this study will provide future researchers with important information regarding language production in people with mental retardation and future researchers researching this subject. The researcher identifies types of pragmatic disorders and communication strategies of mental retardation people using John Carroll (1985) and Hatton's theory (1998). This research only focuses on the pragmatic disorder and communication strategies of Sam in the *I Am Sam* movie. The conclusions drawn are mainly to answer the correct questions in the study's problems based on several theories related to this research. Nonverbal language is only used as supporting data if the author needs the data as an explanation for verbal language that is not understood. The utterances from other characters in the movie are not taken as data.

METHOD

Qualitative descriptive research is used in this study as the research method. It also implemented a content analysis method. The researcher uses the content analysis method because it explores the conversation in the *I Am Sam* movie as the data. The researcher analyzed the character's utterances with mental retardation in the *I Am Sam* movie to investigate the types of pragmatic disorders. The problems that will be uncovered in this study are what pragmatic disorders are found and how Sam as a mentally retarded character, uses communication strategies to cope with his pragmatic disorder. Therefore, this problem will be answered by describing the research findings based on the type of data the researcher has determined, namely qualitative data.

The data source of this study are in words, phrases, and utterances produced by the mental retardation character in the *I Am Sam* movie. It is a melodrama movie drama from the United States and tells about Sam Dawson (played by Sean Penn), a man with mental retardation who lives in Los Angeles. He has a six-year-old daughter Lucy (played by Dakota Fanning). This movie was released in 2002 and directed by Jessie Nelson. The research instrument used in this study is the *I Am Sam* movie on Netflix, an audiovisual and reading script from the movie.

Several steps are used to collect the research data: First, the researcher watched the *I Am Sam* movie on Netflix and then downloaded it at Layarkaca21 and read the *I Am Sam* movie script. Next is re-watching the *I Am Sam* movie and ensuring no utterances are missed; after that taking notes of mental retardation characters' conversations in the movie that relate to pragmatic disorders of mental retardation adults. Finally, the researcher converted the data into excerpted utterances and presented the data in chronological order.

To examine the data, the researcher used several steps. First, the researcher analyzed each utterance based on the context related to the psychological expression of the character. After that, she interpreted the data using the theory of types of pragmatic language disorders by John Carroll (1985) and pragmatic disorders on mentally retarded adults by Hatton's theory (1998). Last, the researcher made conclusions from data analysis concerning the types of pragmatic disorders found in the mental retardation character in the *I Am Sam* movie. To this extent, the communication strategies support the way to cope with the pragmatic disorder of the mentally retarded character in the movie.

FINDINGS AND DISCUSSION

The researchers found various sentences containing pragmatic disorders of the mentally retarded character in *I Am Sam* movie. 15 data points contained utterances made by the mentally retarded character in the film *I Am Sam*. The 9 data established the pragmatic disorders found in the mental retardation character in the *I Am Sam* movie using John Carroll's theory (1985), and the 6 data established the pragmatic disorder in the communication strategies of the mental retardation character in the *I Am Sam* movie using Hatton's theory (1998).

Through the videos of the *I Am Sam* movie; the researcher could find the data to gain the two objectives of this research: types of pragmatic disorder found and the communication strategies used by Sam to cope with his pragmatic disorder.

Findings

Pragmatic Disorders

The researcher used John Carroll's theory (1985) to identify pragmatic language disorders found in mental retardation character in the *I Am Sam* movie. There are two types of pragmatic disorders: expressive language disorder and receptive language disorder.

John Carroll's Theory (1985)

No	Pragmatic Language Disorder	Characteristic	Utterance
1.	Expressive Language Disorder	Having Difficulty of Finding Words	<p>a) ANNIE: What the hell are you doing to that baby? What's the matter with the baby, Sam? SAM: (Calling with holding Lucy, looking at Lucy and the window in turn) Everything's so tiny, tiny. Tiny. Everything. Won't you please come over? Help. I need somebody. Won't you please help me. <i>(D 01, M 07m:19s)</i></p> <p>b) SAM: Will you come over here and help me? ANNIE: You know I can't do that. What does her mother say? SAM: Her mother? Her mother said "This isn't my life. I'm outta here when she comes. It didn't mean anything, Sam. It was just one night. The two of you. That's all I need..." Annie, what if she's sick? <i>(D 02, M 07m:29s)</i></p>
		Having limited vocabulary	-
2.	Receptive Language Disorder	Do Not Appear to Listen	<p>a) DEPARTMENT OF CHILD AND FAMILY SERVICE OFFICER: I don't know if you remember me. I'm Margaret Calgrove, Department of Child and Family Services. We met at the police station. SAM: (Following child movement with rolling his body) Put the present there. You have to hurry, because Lucy's coming. Come on, hide with us. <i>(D 03, M 31m:27s - 31m:31s)</i></p> <p>b) LUCY'S ADOPTIVE MOM: Maybe I can talk to Daddy for a minute? LUCY: Yeah... LUCY'S ADOPTIVE MOM: Sam... SAM: (Look at Lucy proudly) You're a Girl Scout now! Yeah, that's really good. <i>(D 04, M 01h:52m:47s - 01h:52m:50s)</i></p>
		Having difficulty interpreting words or phrases	-
		Having Difficulty in Understanding Complex Sentences	<p>a) MRS. WRIGHT: It gives us a great deal of insight into what she must be feeling. And in the classroom, it's becoming clear that she's holding herself back in the classroom. It's as if she's literally afraid to learn. No one doubts that you love your daughter. But the Department of Child and Family Services contacted us. They shared with us that your records show that your intellectual capacity is around that of a 7-year-old. Our concern is what happens when Lucy turns 8? THE SCHOOL PRINCIPAL: Mr. Dawson, do you understand what Ms. Wright is trying to tell you about Lucy? SAM: (Look confused) John wanted to try new things. And it wasn't Yoko's fault. No, it wasn't Yoko's fault. Annie says you can hear it on The White Album. Because John wanted to try new things. <i>(D 05, M 24m:27s - 25m:26s)</i></p> <p>b) A PSYCHOLOGIST: Mr. Dawson, you do understand that since I'm a court-appointed psychologist the traditional client-therapist confidentiality will be waived. Do you understand that? SAM: (Look confused) A PSYCHOLOGIST: That the confidentiality will be waived. SAM: (Nod nervously and waves) A PSYCHOLOGIST: Good. Let's begin <i>(D 06, M 48m:57s - 49m:16s)</i></p> <p>c) RITA: One-twenty. Gotta get to one-twenty five to make it count. Okay okay okay. I'm gonna need that list of people who can testify</p>

		that you're a good father despite your handicap. I didn't mean your handicap I meant your disability -I mean the fact that you're retarded. That's not the right word. I mean... What do I call you? SAM: Sam. You can call me Sam. <i>(D 07, M 52m:14s - 52m:33s)</i>
	Showing a Lack of Interest	<p>a) RITA: Objection. "True feelings revealed"? MR. TURNER: The state is paying Miss Geller for her opinions- RITA: Then every child who rages because they didn't get to stay up that extra hour to watch TV- MR. TURNER: Objection your honor- RITA: ...in fact any child who said they hated their parents because they didn't want a bath. Would be a prime candidate for foster care? MR. TURNER: Objection. JUDGE: Sustained. SAM: I think they want you to stop. RITA: Really? Thank you, Sam. SAM: Yeah, OK. Brad's wearing a tie today... and I think the tie looks wonderful on you, Brad. <i>(D 08, M 56m:51s - 57m:18s)</i></p> <p>b) SAM: Brad's wearing a tie today and I think the tie looks wonderful on you, Brad. BRAD: You look great, too. ROBERT: There's a lady. She's writing everything down. Watch what you say. SAM: (Speak loudly) I have the best friends in the whole world. <i>(D 09, M 57m:18s - 57m:34s)</i></p>

Expressive Language Disorder

ANNIE: What the hell are you doing to that baby? What's the matter with the baby, Sam?

SAM : Everything's so tiny, tiny. Tiny. Everything. Won't you please come over? Help. I need somebody. Won't you please please help me.

The dialogue occurs when baby Lucy keeps crying in the night. This was heard by Annie's neighbor who experienced "Agoraphobia", which is a condition where a person feels excessive anxiety and likes to panic or maybe fear in crowds. Annie calls Sam and asks what's going on with the baby. He looks out his window and sees Annie Cassell, his neighbor on the phone, watching him through her window. Sam tries to explain, but he appears perplexed and struggles to find the right words. Finally, Annie told Sam to take the baby to her house and give him an explanation of how to feed the baby. That babies need to eat once every two hours. Annie explained in a way that Sam understood, namely by conditioning the time of the program on television.

Here Sam shows that he has the first expressive language disorder, namely having difficulty of finding words. He says something unrelated to the question instead of explaining it. Sam looks like he is having difficulty answering Annie's questions and cannot find the appropriate answers. Instead of saying Lucy is constantly fussy, he says everything looks tiny on him.

Receptive Language Disorder

MRS. WRIGHT: It gives us a great deal of insight into what she must be feeling. And in the classroom, it's becoming clear that she's holding herself back in the classroom. It's as if she's literally afraid to learn. No one doubts that you love your daughter. But the Department of Child and Family Services contacted us. They shared with us that your records show that your intellectual capacity is around that of a 7-year-old. Our concern is what happens when Lucy turns 8?

THE SCHOOL PRINCIPAL: Mr. Dawson, do you understand what Ms. Wright is trying to tell you about Lucy?

SAM: John wanted to try new things. And it wasn't Yoko's fault. No, it wasn't Yoko's fault. Annie says you can hear it on The White Album. Because John wanted to try new things.

The school principal calls Sam to the office. Mrs. Wright explains to him that Lucy feels depressed about his condition. Mrs. Wright and the school principal also worry about Lucy's growth.

They also mention Margaret Calgrove, the Department of Child and Family Services officer. Mrs. Wright explains without allowing others to interrupt. Sam seems confused and keeps silent.

The principal asked Sam after Mrs. Wright finished her sentences. He asks whether Sam understands Mrs. Wright's explanation. With a confusing gesture and face, Sam answers the question. Unfortunately, he does not respond to the question and instead rambles about unrelated topics. It shows that Sam needs to catch the straightforward context of Mrs. Wright's utterances.

From the 9 data points on pragmatic disorders found, 2 data points identified as expressive language disorders with a percentage of 48% and 7 data points identified as receptive language disorders with a percentage of 11%. The results of the type of pragmatic disorder are presented in figure 1.

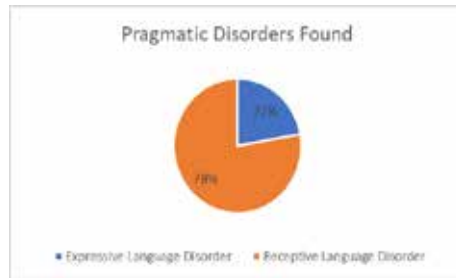


Figure 1. Pragmatic Disorders Found on Mental Retardation Character in I Am Sam Movie

The researchers conclude that the symptoms or characteristics of expressive and receptive exist on the main character Sam. All of symptoms the types of pragmatic language disorder more related and one of types is more dominant is Expressive language disorder in the movie I Am Sam.

Pragmatic Disorder and the Communication Strategies

The researcher used Hatton's theory (1998) to identify how pragmatic disorder is supported by the use of communication strategies of mental retardation character in the I Am Sam movie.

No	Pragmatic Language Disorder	Utterances
1.	Using fewer questions and declarations in conversations	-
2.	Using more submissive and indirect conversational strategies with their peers without disability	<p>a) MRS. WRIGHT: It gives us a great deal of insight into what she must be feeling. And in the classroom, it's becoming clear that she's holding herself back in the classroom. It's as if she's literally afraid to learn. No one doubts that you love your daughter. But the Department of Child and Family Services contacted us. They shared with us that your records show that your intellectual capacity is around that of a 7-year-old. Our concern is what happens when Lucy turns 8? THE SCHOOL PRINCIPAL: Mr. Dawson, do you understand what Ms. Wright is trying to tell you about Lucy? SAM: (Look confused, stare at other things, rarely put his eyes in to Mrs. Wright and the school principal) John wanted to try new things. And it wasn't Yoko's fault. No, it wasn't Yoko's fault. Annie says you can hear it on The White Album. Because John wanted to try new things. (D 10, M 00h:24m:27s - 00h:25m:26s)</p> <p>b) RITA: (suddenly come and talk a lot) I don't think you realize what you're up against. We have to be in court in three days and we don't have a decent witness. Now, you've got to know someone who can testify who's been to college or has a degree of some kind or has some way of expressing themselves that will make the court believe you deserve... to get your daughter back.</p> <p>SAM: (staring at Rita with gaping mouths) (D 11, M 00h:54m:41s - 00h:54m:58s)</p>

		<p>c) RITA: But, Sam, you have to fight for her. SAM: Yeah, but I tried! I tried hard! RITA: Try harder! SAM: Yeah, but you don't know! RITA: I don't know what? SAM: (talk loudly and angrily) You don't know what it's like when you try and you try and you try and you don't ever get there! Because you were born perfect, and I was born like this! And you're perfect! RITA: Is that right? SAM: People like you don't know. RITA: People like me? SAM: (talk loudly and angrily) You don't know what it's like to get hurted because you don't have feelings. People like you don't feel anything. <i>(D 12 & 13, M 01h:41m:27s-01h:42m:03s)</i></p> <p>d) LUCY'S ADOPTIVE MOM: Whose dogs are these? SAM: These are supplemental income. Because I wash and I walk and I feed the dogs. Sam Dawson has everything or your canine needs. <i>(D 14, M 01h:45m:06s-01h:45m:19s)</i></p>
<p>3.</p>	<p>Using more dominant conversational strategies with their disability peers</p>	<p>a) SAM'S FRIENDS: (Entering to Sam's house) HI SAM! SAM: I'm just getting Lucy asleep and you're making noise and everything. BRADD: Oh, sorry. We're here for video night. Eight years every Thursday video night, and you forgot? SAM: I'm sorry. It's always every first Thursday of every month video night at Sam's house. And I forgot. IFTY: Yeah, and I forgot. Becca's gone. "Gone with the Wind." 1939, directed by Victor Fleming. That was a very sad movie. Here we go. ROBERT: Everything changes now. Soon you'll forget about Wednesday night at IHOP and then Friday night at karaoke and I got hit by a car today. SAM: You did? <i>(D 15, 16 & 17, M 00h:09m:20s - 00h:10m:12s)</i></p> <p>b) RITA: I know what you went through the last time you took the stand. SAM: I didn't like that at all. RITA: We could give the foster parents guardianship and then we could try for the most incredible visitation rights and it would almost seem like joint custody. SAM: You're saying I don't have a chance. That's what you're saying. RITA: No. I'm not saying you don't have a chance. ROBERT: That's what you said last time and now look where he is. SAM: But she's not saying that I don't have a chance. So, tell me that I have a chance. RITA: (keep silent) IFTY: Oh, my God. Sam, you guys it's video night at my house, and I'm not even there. ROBERT: Check. BRADD: Sam, get your dessert to go. SAM: Because, OK. Wait. This is really hard to say. For me, this is a very hard thing to say, but I'm gonna stay and have my dessert here with Rita... and I'm not gonna go to video night tonight. <i>(D 18, M 01h:47m:42s - 01h:48m:59s)</i></p>
<p>4.</p>	<p>Using sophisticated pragmatic language rarely</p>	<p>-</p>

Using More Submissive and Indirect Conversational Strategies with Their Peers without Disability

RITA: (suddenly come and talk a lot) I don't think you realize what you're up against. We have to be in court in three days and we don't have a decent witness. Now, you've got to know someone who

can testify who's been to college or has a degree of some kind or has some way of expressing themselves that will make the court believe you deserve... to get your daughter back.

SAM: (staring at Rita with gaping mouths)

The dialogue occurs after Rita has an interview with Sam's friends. Rita feels frustrated because she does not get valid testimonies to support the claim that Sam is a good father to Lucy. Because of that, Rita then decided to visit Sam at his workplace. Rita has to face a crash and a crowded street before getting into Starbucks when Sam is working. When seeing Sam, Rita seems sterile. She immediately fattens Sam with long sentences. Sam is not ready for that. He looks at Rita with a gaping mouth. Here, Sam acts submissive in the conversation. He does not talk much and listens to Rita. He can throw a protest at Rita if he does not understand Rita's words because Rita talks fast.

Using more dominant conversational strategies with their disability peers

SAM'S FRIENDS: (Entering to Sam's house) HI SAM!

SAM: I'm just getting Lucy asleep and you're making noise and everything.

BRADD: Oh, sorry. We're here for video night. Eight years every Thursday video night, and you forgot?

SAM: I'm sorry. It's always every first Thursday of every month video night at Sam's house. And I forgot.

IFTY: Yeah, and I forgot. Becca's gone. "Gone with the Wind." 1939, directed by Victor Fleming. That was a very sad movie. Here we go.

ROBERT: Everything changes now. Soon you'll forget about Wednesday night at IHOP and then Friday night at karaoke and I got hit by a car today.

SAM: You did?

The dialogue occurs when Sam's friends, who are disabled, visit his house. They suddenly come and greet Sam with a loud voice. Sam is shocked and asks them to shut their mouths up because Lucy fell asleep after being fussy. Sam's friends visit him to hold a Thursday video night that has become their routine activity. Sam seems to forget and apologizes to his friends. He, too, focused on taking care of baby Lucy. Robert then chimed in that Sam would be changed and forget everything. He also said that he just got hit by a car today. Sam is quite surprised by the last words. Here, Sam seems active in the conversation with his friends. He apologizes and chimes in on everything his friends say

From the 6 data of how pragmatic disorder in the communication of mental retardation character the I Am Sam movie, there are 4 data that identified as using more submissive and indirect conversational strategies with their peers without disability with the percentage of 67% and 2 data identified as using more dominant conversational strategies with their disability peers with the percentage of 33%. The results of communication strategies are presented in figure 2.

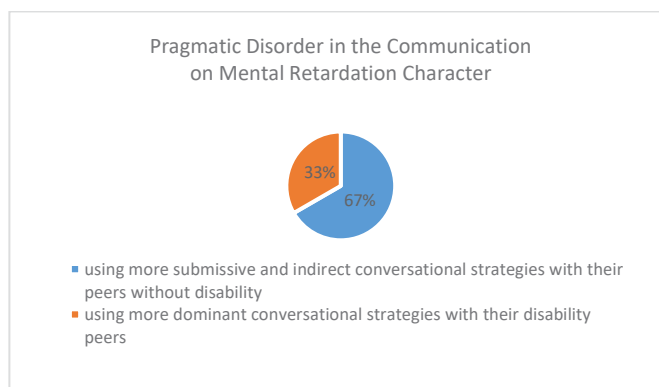


Figure 2. Pragmatic Disorder in the Communication Strategies on Mentally Retardation Character in I Am Sam Movie

Discussion

As the first finding, the researcher concluded that Sam Dawson produced pragmatic language disorder. First, Sam produced expressive language disorder, it is a disorder that occurs when someone understands language but has difficulty using it. A person with expressive language

disorders can comprehend language effectively and efficiently but cannot express it. Sam finds difficult to use or express. He has difficulty finding words because he cannot discover appropriate ones to use.

Second, Sam produced receptive language disorder. Receptive language disorder, also known as sensory language dysfunction, occurs when a person has difficulty understanding what other people are saying to them. Sam has difficulty understanding dialogues. Sam often does not appear to listen to what other people are saying, so he does not understand the topic about which other people talked. Sam has difficulty understanding complex phrases, resulting in grammatically incorrect and difficult-to-understand statements. Sam also showed a lack of interest when involved in a conversation.

As a further finding, the researcher also found that communication strategies were used to cope with the pragmatic disorder. First, the finding shows that Sam uses a more submissive and indirect conversational strategy when having a conversation. Sam's topics don't align with each other, and he just listened and showed a confused face when being asked. Second, Sam employs more dominant conversational strategies with his peers with disabilities. Here, Sam is more active or dominant in conversations with other disabled people than with normal ones.

This study results discovered that there are two types of pragmatic disorders found in the mentally retarded character in the I Am Sam movie: expressive language disorder, with characteristics of having difficulty finding words, and receptive language disorder, with characteristics of not appear to listen, having difficulty understanding complex sentences, and having a lack of interest. The results of the recent study are not in line with Putri (2016). Putri (2016) also studied the character with mental retardation in I Am Sam and found that mentally retarded people cannot communicate well with others because their intelligence is below the common-age level. It significantly affects their behavior, understanding of speech, and communication. The recent study discussed pragmatic disorder, which is found in mentally retarded people. The recent study established that mentally retarded people have expressive and receptive language disorders caused by low intelligence.

Moreover, the recent study also discovered four impacts of how pragmatic disorders in the mental retardation characters' communication: using fewer questions and declarations in conversations; using more submissive and indirect conversational strategies with their peers without disability; using more dominant conversational strategies with their disability peers; and using sophisticated, pragmatic language only rarely. These results are different from Suchyadi et al. (2018) result study. Suchyadi et al. (2018) discussed social interaction in mentally retardation children in extraordinary school Mentari Kita. The findings revealed that mentally disabled children could interact by saying "hello" when entering the class. They are also indicated to have the ability to interact socially. However, they still need help getting people around them to pay attention and choose and use excellent and correct vocabulary.

Moreover, Suchyadi et al. (2018) found that they need to improve in maintaining concentration, and when communicating with the facilitator, they use stiff language that occurs because of a lack of vocabulary. They are similar to how pragmatic disorder affects communication in people with mental retardation. The recent study established that pragmatic disorder makes mentally retardation people contain using fewer questions and declarations in conversations, utterances using more submissive and indirect conversational strategies with their peers without disability, use more dominant conversational strategies with their disability peers, and using sophisticated, pragmatic language rarely.

A recent study shows that mentally retarded people use a more submissive and indirect conversational strategy when having a conversation. Their topics do not align with each other, and they just listened and showed confused face when being asked. Mentally retarded people employ more dominant conversational strategies with their peers with disabilities. Here, they're more active or dominant in conversations with other disabled people than with normal ones.

CONCLUSION

From the data that are taken from Sam Dawson's utterances in I Am Sam movie, the mental retardation character produces pragmatic disorder, namely expressive language disorder and receptive language disorder. The expressive language disorder included having difficulty finding

words. Meanwhile, the receptive language disorder included do not appear to listen, difficulty understanding complex sentences, and a lack of interest. As a further finding, the researcher also found that communication strategies were used to cope with the pragmatic disorder. The researcher found pragmatic disorder in the communication i.e., using more submissive and indirect conversational strategies with their peers without disability and using more dominant conversational strategies with their disability peers.

In this study, the researcher found that Sam, a mentally retarded person, has a pragmatic language disorder that shows in the way he communicates in everyday life. Sam, a father of one daughter, tries to communicate with the people around him as best he can. Therefore, the researcher suggested that people who communicate with people with mental retardation choose words that are easy to understand so that the information conveyed can be properly received.

As previously explained, someone with a language disorder has difficulty producing and receiving language information. So, the people they interact with have to be patient to understand what they are saying. For example, when they are talking, they should not be interrupted. This will cause them to experience confusion and sometimes even more severe panic, so the information they are going to convey will not be conveyed properly.

It is also suggested that future researchers develop similar research on actual conversation events. They can investigate the occurrence of language disorders more comprehensively. They can also learn more deeply, like in other conditions that cause language disorders in people with mental retardation.

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