CHAPTER IV

FINDING and DISCUSSION

This chapter consists of finding and discussion. The focus of the study is to describe language disorder of the autism character of Kyle in the movie, how he gets the treatments from the teacher and family, and the improvements of Kyle's language.

4.1 Finding

4.1.1 Kinds of Language Disorder

This section explains the finding of the data which are analyzed. The writer describes and identifies the data which consists of mixed expressive-receptive language disorder of the autistic character in *After Thomas* Movie. Expressive language disorder is distinguished by the symptoms of expressive itself. The characteristic is varies. Language form, meaning, and function may be impaired in this disorder. On the other hand, receptive language disorder is characterized by the difficulty in understanding what someone speaks. The number of the data analyzed is 12 and the data are divided into some cases and classified according to the theory.

4.1.1.1 Phonological Disorder

Phonological language disorder is the difficulty in learning and organizing the sound needed for clear speech, reading, and spelling. It is one of language disorder which is found in Kyle's speech. It is occurred when Kyle's speech has phonological errors in the case of addition, flat intonation and expressionless speech. This phenomenon could be seen in data below.

Data 1, (minutes 11:02-11:22)

Rob : Hey there, little fella. Another masterpiece in the making, I see.

Kyle : Car, tree, train, sausage. (Saying in singsong intonation)

Rob : Poetry, too. Multitasking. Sausage, salchica, oh

Kyle : Car, tree, train, sausage. [Saying singsong intonation]

Rob : Very impressive. Okay.

Kyle : Car, tree, train, sausage. [Saying in singsong intonation]

Rob : Right, I think we should see

what Thomas... Oh, shit!

In this scene, it was happened when Kyle was drawing on the table using paint and drawing using his hands. Some minutes later, the father arrived at home. Then, Kyle's father greeted and wanted to see his drawing. Then, Kyle responded by saying "car, tree, trains" with rhythmical rising and falling repetitively.

As the autistic child, Kyle shows his characteristic of autism by saying with the repetition in his utterance. Besides, His utterance is also very short and he says it in falling and rising in pitch of the voice repetitively.

Because of his falling and rising rhythm, it shows that it is included phonological language disorder. As normal people, the utterance "car, tree, trains" should be pronounced with falling intonation rather than singsong intonation as he wants to tell his father. The phenomenon of phonological disorder is also portrayed on the data below.

Data 2, (minutes 15:01-15:19)

Granny Pat : Okay, Kyle. Stop now and eat.

Kyle :No. [Pronouncing with expressionless speech and wrong

articulation]

Granny Pat : Yes, Kyle. We'll stop on three. Okay?

One, two, three!

Come on. Come on, darling.

The above scene was happened when Kyle and his grandmother played the tree. His grandmother asked Kyle to stop swinging the tree when she said three. Kyle responded his grandmother's request by saying "no" in flat intonation and expressionless speech by adding the sound /w/ and /e/ after the sound /o/.

This disorder is also included as phonology disorder called addition as Kyle adding the speech sound /w/ and /e/ in producing the word "no". The sound [w and e] should not be there. It should pronounce with rounded lips. Besides, as normal people, the speech "no" should be spoken in rising intonation if he want to refuse someone's request than flat intonation. But, Kyle did not show it. He also says it in expressionless speech. As normal children who do not want to follow the order, it should be spoken in expressive utterance. Here, Kyle should produce the speech "no" in lively intonation as he really wants to refuse his grandmother's request to stop the tree. The case of phonological disorder in this data shows that prosody of autism is unusual for normal children. The prosodic characteristics of people with autism are included flat, expressionless speech, singsong intonation, and stress assignment (Frea, cited in Mesibov, Shea, and Schopler, 1998: 64).

4.1.1.2 Syntactical Language Disorder

Another language disorder generally occurs in a person with autism is syntactical language disorder. It appears in children with autism when they repeat the utterances they heard or echolalia. Immediate echolalia commonly appears such as in the data below.

Data 3 (minutes 18.17-18.33)

Rob : Fuck!

Dickhead!

Sorry. Is everyone all right?

Granny Jim : I thought I was on my way to the next world there, Robbie.

Granny Pat : Me, too! And me with my grey old undies on as well.

Kyle : Grey old undies.

Granny Pat : Whoops!

This scene shows when Kyle and his family wanted to go church. On their way, he got a little accident. Because Rob and Nicola had conversation, Rob did not know that there was a truck and the car. Unfortunately, he still could control his car. Rob was sorry to his parents in law and they said about their feeling. After Granny Pet talked to Rob, then Kyle also talked by imitating his grandmother's utterance what he has just heard.

Echolalia is one of the characteristic in children with autism. Kyle as the sufferer repeats his grandmother's utterance what he has just heard. As his his grandmother's utterance "with my grey old undies on as well", Kyle repeats parts of his grandmother's utterance although it is not in a complete utterance to be "grey old undies". This case brings the utterance as syntactic language disorder.

As the theory, it is included immediate echolalia since he repeated part of the

utterance what he has just heard. The following data also shows how immediate

echolalia was happened on Kyle's utterance.

Data 4 (minutes 31.58-32.32)

Rob : See, Kyle? You can't go in.

The museum's closed. Look, no one's here. The museum's closed.

All the steam trains are resting.

Ready for work tomorrow.

Kyle: Work tomorrow.

Rob: Yes, so why don't we go home

and rest just like the trains?

Kyle: Like the trains.

rob : Yeah.

This scene tells when Kyle and his father went to steam train as Kyle

wanted. There, the steam was closed and no one was there. His father explained

about that. Then, Kyle responded his father's utterance by imitating his father's

words.

As the scene, it shows that autistic children might get difficulty to form his

sentence; hence he repeats his father's last utterance. The apparent utterance is

"Ready for work tomorrow" to be "work tomorrow". These words include

syntactical language disorder produced by autistic character. In addition, this kind

of repetition is called an immediate echolalia since he repeats the utterance parts

of his father utterance what he has just heard. This is also happened in the second

utterance of Kyle. He repeats his father's last utterance "and rest just like the

trains?" to be "Like the trains". Another case of syntactic language disorder is

also happened in the use of auxiliary as the data below.

Data 5 (minutes 5.30-5.47)

Kyle: Rain off, rain off, rain off, rain off.

In this scene, Kyle and his mom arrived at home from the store and it was

raining on their way. After his mother opened the door, Kyle directly run and say

"rain off" repetitively.

As autistic child, Kyle's utterance is very short and ungrammatical. His

utterance "rain off" proves that Kyle could not make a good sentence. In sentence

pattern, there must be Subject + Verb in verbal sentence and there must be Subject

+ Auxiliary + Object in nominal sentence. The utterance of Kyle "Rain off" shows

that Kyle forgets to use auxiliary "is". This problem brings Kyle that he still has

problem with the syntactic skill compared with normal children. As child at the

age of 6, he should be able to master a simple sentence.

4.1.1.3 Semantic Language Disorder

Talking about semantic language disorder in autism, (Lord & Paul, 1997)

describes that children with autism have difficulty understanding the meaning of

what is said to them. This phenomenon is portrayed in the data below.

Data 6 (minutes 56:31-56:33)

Woman : Hello.

Kyle : This is my dog. His name is Thomas.

He's just a puppy, but he'll grow up to be a big dog.

Woman : He's beautiful, isn't he? And what's your name?

Kyle : [smelling the woman's body]

The scene above shows Kyle could not have ability to understand the meaning of what is said to them. It happened in front of the shop when the women came close to him. She asked Kyle's name, but Kyle did not understand what she said to him instead of smelling her body.

Kyle, who suffers autism, might have difficulty with the meaning of utterance that he hears; hence he does not understand what someone says to him. When he is asked about his name, Kyle should understand and able to respond her because the question "what's your name" is already common for people who is at the age of 6. As normal children, he should respond her by telling his name when someone asks him. But, Kyle still does not understand the meaning of the sentence, so that he just smells the woman's body. This problem brings Kyle to have difficulty in semantic skills.

4.1.1.4 Pragmatic Language Disorder

Pragmatic language disorder is the last language disorder which is indicated by regulation behavior to other, inability using language in conversation to share information, the use of gesture and turn-taking. The first case is described in the data below.

Data 7, (minutes 01:49-02:27)

Kyle: No!

Nicola: Sorry. Come on.

Worker: Are you the lady who telephoned?

Nicola: Yeah. I thought you said it would be quiet now.

Worker: Hello, young man. Shall we go inside and try on some new shoes?

Nicola: Come on. New shoes and then a lollipop, all right?

Just two minutes.

Kyle: No!

Worker: Come on, let's get it done.

Nicola: Sorry. Kyle! Kyle!

Kyle: No!

Worker: Karen, could you help, please?

Nicola: Come on, come on.

The scene above shows how Kyle could not use his language to protest and comment that he does not want to go shoe shops. His mother invited him to go shoe shop to buy new shoes for him. Kyle actually did not want to go inside and bought the shoes, but he could not tell his mother. He only said "no" without giving any reason and comment.

As autistic child, Kyle has limit vocabularies. He also could not express his feeling toward the words. In fact, when he refuses to go to shop, Kyle only says "no" without giving any comment. As normal children at the age of 6, he should be able to use language to reason and negotiate, but Kyle does not follow this. He just says "no" many times. At least, he says *No mom, I do not want to go*. This problem is included pragmatic language disorder in the case of inability to use conversational skill. It also happens in the data below.

Data 8, (minutes 31:06-31:51)

Kyle: Train.

Rob : Yes, train. You see?

Yeah, you saw new trains today, didn't you, Kyle?

Kyle: Steam. Steam train.

In the scene, Kyle was arrived at home and he only shouted "train, steam train". Kyle actually wanted to tell his father that he wanted to go steam train, but his father did not understand what he meant. That is why he responded "Yes, train. You see? Yeah, you saw new trains today, didn't you, Kyle?".

As the autistic child, Kyle's utterances show that he still gets difficulty to mean his speech. Although he actually wants to invite his father to see the train but his utterance does not show a request statement. From his utterance, it proves that Kyle's language development passes the language phase slowly than normal people.

As the theory, his utterance is included pragmatic language disorder, because Kyle faces his difficulty to tell what he actually means. Kyle only says "train" when he actually wants to see the train. In fact, his father does not understand the intention of his utterance by responding "Yes, train. You see? Yeah, you saw new trains today, didn't you, Kyle?" This problem is called pragmatic language disorder since he has difficulty using language to share information with others. Another case of pragmatic language disorder could be seen in the data below.

Data 9, (minutes 22:19-22:39)

Teacher : May I see your photo, Kyle?

Kyle : [silent]

Teacher : Oh, it's your tree photo.

You're going to the park with Granny Pat after school, aren't you?

Kyle : [silent]

Teacher : Let's play with the others, Kyle.

The data above shows how Kyle has difficulty in the case of turn taking. It was happened when Kyle was in the disable school. The teacher tried to build conversation with him and asked "May I see your photo, Kyle?", but Kyle was only silent and looking at the picture on his hand. He did not respond her even turn his head to her.

As autistic child, Kyle does not have the ability to take his turn by responding to the question. In fact, Kyle is only silent. As normal children, when someone asks them especially his teacher, he should respond to the question to get longer conversational episodes. This problem is included pragmatic language disorder since he gets the difficulty in the case of turn-taking. Another case of pragmatic disorder can be seen in the data below.

Data 10, (minutes 01:04:23-01:04:50)

Teacher : And Mummy says that he grew out of his puppy collar.

And he doesn't mind wearing a new one?

So, Thomas doesn't mind wearing something new, does he?

Kyle : He likes it. [Shaking his head to the right and left side]

Teacher : Mummy says you need a new pair of wellie boots to go walking

with Thomas. Shall we see if we can find some that fit you that you

like? And that Thomas likes, too?

The scene above happens when Kyle and his teacher were in front of the shoe shops. Kyle actually refused to go inside. Then, his teacher tried to explain

Kyle. He finally agreed with her, but Kyle had wrong gesture when he responded

to her teacher's utterance.

As autistic child, Kyle might not understand the gesture of head when he

wants to show his agreement with the other speaker's utterance. As portrayed in

the scene above, Kyle shakes his head to the right and left side many times as

indication that he disagrees or refuses with the other's utterance. But, Kyle

actually agrees that Thomas likes wearing a new one as like what he says "He

likes it". As normal people, when they agree with the other statement and say that

utterance, the gesture of head should nod up and down in front as indication that

he agrees with the other statement. Nonverbal gesture is good example of

behaviors that remain intact for social communication (Wilkinson, 1998: 74).

Besides the theory above, APA in DSM IV has described that children

with mixed receptive-expressive language disorder shows their comprehension

deficit when they may appear not to hear or to be confused or not paying attention

when spoken to. Besides, they may also follow commands incorrectly, or not at

all, and give inappropriate responses. The following data describes how

comprehension deficit was suffered by Kyle.

Data 11, (Minutes 48:22-48:25)

Nicola: Hello.

: Can they play football?

Chris: You'd be surprised what a goldie can do.

Nicola: Kyle, Kyle, look. Kyle.

Kyle, look, come on.

Want to say hello?

Want to say hello? Look.

Rob : Kyle. Nicola : Kyle? Rob : Kyle?

Nicola: Hey, hey you.

focused on the movie.

Rob : Kyle?

Nicola: Kyle, look, the puppies want to meet you. Look.

Maybe it's a bit much with the puppies

This scene shows how Kyle appears not to hear when his mother calls him. This was happened when Kyle and his parents were in the Chris' house. Kyle watched Thomas movie and only focus with it. When his parents tried to show a couple of puppies and called him many times, Kyle did not respond at all. He only

As children with autism, he does not interest with someone even thing that He does not know before. When he has a favorite, it is always same, that is Thomas movie. Although his father tried to show him cute puppies, he did not care of them. He only focused with his movie. He did not respond even turn his head to his parents. He was just silent. He looks like not hear what his parents say. As normal child, when someone is called by his parent many times and they show him a pet, at least he faces them or say something if he dislike or like it. But, Kyle does not prove this. He is just silent as he does not hear someone's utterance. This case shows how comprehension deficit was suffered by Kyle. Then, another case of comprehension deficit suffered by Kyle is shown in the following data.

Data 12, (Minutes 01:05:32-01:06:11)

Kyle: That's your nose. That's your foot. Those are your ears.

Nicola: Hey, Kyle, are you looking forward to our picnic on the beach?

Are you? Grandpa Jim and Granny Pat are going to meet us there.

Kyle: It's a big foot now, isn't it? (Continue playing with the dog)

And you've got big teeth, too.

Nicola: What are we going to do when we get to the beach?

We're going to have a... We're going to have a...

Kyle: Those are your eyes. That's your neck.

That's your tail. These are your whiskers.

This scene shows how Kyle does not pay attention when his mother speaks to him. It was happened when Kyle was playing with his dog then the mother came and asked him. Kyle did not respond even pay attention to her speech. The child at the age of 6 should understand the simple sentence as his mother says. He might also be able to respond and express his feeling. In other hand, Kyle could not follow this phase.

As normal child, when his mother tells about picnic on the beach, they might be interested then respond to his mother's speech. But, Kyle does not prove it. Kyle still continues playing and talking to his dog. He does not care to his mother's speech. He might does not understand what his mother tells to him so that he did not pay attention even respond his mother. He might get the difficulty to process someone's language in his mind. In fact, he does not understand when someone asked him. This case shows that Kyle also have comprehension deficit as he did not pay attention when someone speaks to him.

4.1.2 Treatments given to Kyle

There are some treatments which were given by Kyle's family and also his teacher. As an autistic child, Kyle seldom communicates with the people around

him. Even he says something, his utterance is very short. Besides, his utterance is also echolalia. He also gets difficulties to express his feeling and to use appropriate word selection. He sometimes does not understand with someone who speaks with him. He also gets the difficulty to process someone's language to his mind. That is why his family wants to help Kyle able to communicate with others.

As his family really wants to overcome Kyle's disabilities, they try to give Kyle some treatments and send him to disable school in order to make her able to communicate with others. In this case, the way how Kyle's teacher though him mastering the vocabularies that improve his skill does not present well, so that the writer only explains how his family improve Kyle's communication skills as normal people do.

Speech and language therapist and verbal behavioral therapy help people to overcome and/or adapt to arrange of communication problems. The technique which the speech and language therapist uses to help someone's communication difficulties will depend on the particular problems which they have (Stroke association, 2012: 2-3). In this case, their family has their own ways to help Kyle able to communicate with others. Not only language therapy, his family also used the dog to help Kyle improve his language. As Salamon (2010:147) stated that animal as communicative partners gives children a sense. It makes Kyle interest to speak and try to communicate with the partner.

1. Teach non-verbal language

Before his family teaches him spoken language, they tried to teach the non-verbal language to Kyle as the first step. As autistic child, Kyle also has problem with his nonverbal language such as facial expression as well as his emotion which are presented on the data below.

Data 13, (minutes 51:16-51:55)

Rob : Okay, Kyle, this is a happy face.

We smile when we're happy. We also laugh. Ha ha ha

Kyle : (only silent facing his father without some expression)

Rob : Okay, moving on.

When we're angry, we're like this. (Practicing the angry face to Kyle)

I think that was more like, "Has my dad lost his marbles?"

Maybe, but we'll save that for another session, eh?

Kyle : (still silent)

Rob : Now, when a dog is angry, he's like this.

When he's very angry, Kyle, he might bite you.

Which may make you very sore, right?

This scene shows how his father though emotion and facial expression to Kyle. His father used the Thomas train toy and showed the picture of smile in the face. His father explained him how to express his feeling when he was happy. He practiced the smile and also laughing to Kyle. Besides, his father also tough him how to express his anger feeling and used the facial expression, because Kyle as an autistic child could not understand how to use and express his feeling. His father not only tough human expression but also described how the dog is angry.

His father really wants to make his son able to use his communication skill, because Kyle seldom to laugh and his facial expression are also flat. In this

case, his father does no directly teach him how to use spoken language, but his nonverbal language. Although his child does not respond him, but his father does not give up helping his child to overcome his disabilities.

In this case, the writer assumes that by teaching nonverbal language to Kyle, it might influence his emotion so that they can use the prosody of speech as well as normal people. In fact, Kyle could use not only facial expression but also the intonation.

2. Teach Kyle Verbal Language by imitation

The following step is teaching to request something politely. As an autistic child, Kyle might not understand how to say when he wants to borrow something to his friends and do it politely; this scene below presents how his grandmother tries to teach the utterance by imitation and directly practice it with Kyle's friend.

Data 14, (minutes 56:58-57:43)

Granny Pat : Andrew is angry with you, Kyle, because you took his toy.

Thomas wouldn't like it if you took his toy, would he?

Kyle : Thomas?

Granny Pat : Yes.

So, go and ask Andrew nicely if you can see his toy?

Look, it's okay to be a bit scared. Just go up to Andrew and say,

"May I see your toy, please?" Go on. That's it.

Kyle : May I see your toy, please?

Andrew: No.

Granny Pat : That's all right, too, Kyle.

Sometimes people do say no.

I'm sure Andrew will let you play with his toy another time.

In this scene, his grandmother tried to explain him that his friend was angry to him, because Kyle took the toy. His grandmother used the name Thomas, Kyle's dog, to describe about the condition. She explains "So, go and ask Andrew nicely, if you can see his toy? Look, it's okay to be a bit scared. Just go up to Andrew and say, "May I see your toy, please?" Go on. That's it". This scene shows that his grandmother tough Kyle communicates with his friend politely when he wants to ask something to his friends. She also tried to explain if his friend will let him play another time.

Imitation or well-known as echolalia is one of method to teach the autism sufferer. In this case, granny Pat as Kyle's grandmother teaches him the utterance when he wants to borrow something. She asks Kyle to repeat her utterance "May I see your toy, please?" and says it to Andrew. Then, Kyle comes to Andrew and says *May I borrow your toy please*. It shows that imitation could be one of ways to teach language to autism sufferer.

Then, his grandmother also tries to explain Kyle when Andrew answered no to Kyle. She also directly gives the understanding by saying *That's all right, too, Kyle. Sometimes people do say no. I'm sure Andrew will let you play with his toy another time.* Granny Pat explains to Kyle to make him understand what usually people do if someone does not want to lend their toys to us. Talking and talking is also the way to make the sufferer understand and use it to communicate to others by repeating parts of the utterance in his daily communication.

3. Talking and Showing the activity

Not only imitation, talking with the sufferer and then showing the activities prove one of ways to make the sufferer able to improve and use his language in his daily communication which portrayed in the data below.

Data 15, (minutes 59:02-59:34)

Kyle: Thomas wee.

Nicola: Yes, that's right.

Thomas has done another wee-wee.

But he should do it outside,

so it doesn't make the house all dirty and smelly.

Just like people use the toilet.

That's why Mummy and Daddy tell Kyle to use the toilet and then

Kyle won't need nappies any more.

See how he's doing it? (Showing the dog having wee-wee to Kyle]

Go on, give him a choccy drop. [Saying to the father]

The scene above shows how his mother explained Kyle that Thomas had to have wee-wee outside in order not to make the house dirty and smelly. Besides, his mother also told him that people use the toilet if they so. After explaining to him, then his mother showed him how Thomas has wee-wee.

As child with autism, Kyle never asks his mother to have wee-wee in the toilet even go by himself if he wants to, because he has difficulty to communicate and tell what he wants. Here, his mother always talks and explains to him while showing an activity or object to him. In this case, his parent always uses Thomas as his dog. This is purposed to make Kyle understand when he should use this language. Although Kyle still cannot use the language appropriately, at least, he

could communicate with others. As in data 8, it shows how Kyle imitated part of

his mother's utterance when he communicated with his teacher. As he said I want

a wee, then I don't want to make the house dirty and smelly, shows how Kyle tries

to tell his teacher that he wants to go toilet.

4. Manipulating the speech

This step is used to communicate with Kyle when he does not want to

listen and try to understand what someone says. When his parents want to

communicate and order Kyle and Kyle does not want to speak up and listen what

they say, their family chooses manipulate their utterance to be Thomas dog's

utterance as the data below.

Data 16, (01:12:04-01:12:21)

Nicola: Get your pajamas.

Kyle

: No!

Nicola: Get your pajamas, and Mum will help you put them on.

: Kyle, this is Thomas speaking.

Could you go and find your pajamas, please? I'm quite tired myself.

I think I'll go to bed now.

Kyle: Okay, Thomas. [Going to bedroom]

The scene above shows how his parent orders Kyle to wear the pajamas

and sleep by manipulating his utterance to the dog's utterance. As autistic child,

Kyle seldom answers yes when someone asks him to do something. He likes

refuse it. Then his father has idea by saying this is Thomas speaking when Kyle

does not want to hear their speech. As the data, his father's utterance is successful to make Kyle listen and follow their order.

4.1.3 Result After Given The Treatments

The improvement of Kyle's language was shown after his mother gave him some treatments by using the approach of pet. The improvement of Kyle's language could be seen before and after his parents gave him some treatment to them. To make the explanation clearly, it is divided into two parts as follow.

1. Before Given the Treatment

This subtopic shows how Kyle's language as child with autism before his mother did treatments to him. As the utterance in the data 6 rain off, rain, off, rain off, rain off, rain off which was explained clearly, Kyle's language was very short and limit because he had lack of vocabularies. Besides, he spoke like a parrot because he repeated his utterance many times. This case was also happened in the data 9 as his utterance Train, Steam train, Steam train, Steam train. Kyle produced it repetitively. As child with autism, he could not express what he wants. He just said the place he wanted to go. He could not communicate with people around him effectively. He often imitated what he had just heard as in the data 5 which was explained clearly. Besides that, Kyle liked mute when his mother spoke with him and did not respond when his mother called him which clearly explained in the data 11. He was often mute than trying to speak up and communicate with people around him.

The explanation which was already described in the data above shows how

Kyle's language ability is. His language is very short. He could not express his

feeling even requesting or complaining something. He is also often mute and

echolalia when he responds his father's utterance. It shows how Kyle's language

does not pass the language development normally because of autism he suffers.

2. After Given the Treatments

After his family gave Kyle some treatments to improve his language and

communication skill, Kyle got his improvement although it is not fully successful.

At least, he was able to communicate and interact with people around him

especially his family. The improvement of Kyle's language could be seen after his

family gave him some treatments which started from minutes 54:14 until the last

of this movie. Kyle's utterance is longer than before, he was able to produce full

sentence even common sentence. He was also able and wants to communicate

with other. Although Kyle still have language disorder, but his communication

skill proves better. In this case, the writer only describes the improvement of Kyle

as the result of the treatments given to him as the data below.

Data 17, (Minutes 57:56-58:21)

Kyle : May I see your toy, please?

May I see your toy, please?

Thomas said no. (telling to his father]

Rob : He did, didn't he?

Kyle: He'll give it to me another time.

As what Granny Pat tough to him, Kyle could say how to borrow something to another although it is only the dog in his daily communication. When Kyle wanted to snatch away his duck doll from the mouth dog, he said *may I see your toy please* to the dog as the utterance he wanted to borrow the toy from Andrew. As not realized, Kyle also imitates part of his grandmother utterance by saying *May I see your toy, please?, Thomas said no. He'll give it to me another time.* At least he has understood what he should say if he wanted to borrow something to someone else. Kyle's improvement is portrayed not only in the scene above, but also in the following data

Data 18, (minutes 1:00:33-1:01:04)

Teacher : Come and sit with your friends, Kyle.

We're playing shoe shops.

Kyle : No.

Teacher : Okay, that's fine. Kyle : I want a wee.

Teacher : What did you say, Kyle?

Kyle : I don't want to make the house dirty and smelly.

Kyle : [holding his teacher hands and

The scene above happens when Kyle was playing and her teacher came to invite him playing with his friends. But, Kyle refused her. Then he told his teacher "I want a wee" and "I don't want to make the house dirty and smelly" because he wanted to go toilet.

Seeing Kyle's utterance, he actually still could not clarify what he means to the hearer. But, at least, he could tell his teacher what he wants toward the imitation of the utterance in the kitchen before. As autistic child, Kyle could not

demand something and initiating a new topic in conversation, because he is often silent and seldom responds the hearer. But, after his mother telling and showing him the activity, Kyle is able to demand going to toilet although using imitation of utterance.

This scene shows the result of treatment given to Kyle proves the sufferer is able to use his language in his daily communication. Although Kyle still suffers language disorder, he could improve and use his language in his daily conversation.

4.2 Discussion

No one is perfect in this world, because the owner of perfectness is only belonged to God. Children with autism proves that human still has laxity although human is a special creation than other creations. As like portrayed in the movie, Kyle suffers autism which cause disorder in his language. In fact, he gets difficulty to communicate with his family and society around him. His language development is also different with normal children. He still could not produce utterance correctly and he sometimes does not understand what someone talks to him. Language disorder is best described as impaired comprehension and/or use of spoken, written and/or other symbol systems. This disorder may involve in the aspect of language. They are phonology, syntax, semantics, and pragmatics as Carroll's theory (1985).

Based on the movie, Kyle, who suffers autism, has difficulty on both language production and language comprehension. It shows that Kyle's language disorder is mixed receptive-expressive language disorder, because he have problem not only on language production but also on language comprehension. Before his family gives some treatments to him, he could not communicate effectively with people around him. His language is also disordered that make him could not pass language phase normally. He sometimes still could not use intonation speech well. His utterance is very short and echolalia. He likes mute if someone talks to him than give any respond. He also could not give clear meaning in his utterance that cause a hearer confused what he speaks and means. Because of these problems, his family tries to help him to overcome his disability that makes Kyle able to improve his language and communicate with others.

As child with autism, Kyle has a good articulation when he is speaking. He articulates his speech clearly. But, he sometimes could not pronounce the word correctly like the word "no". When his grandmother asked him to stop the tree, Kyle answers "no" in wrong articulation. He should pronounce it without adding the phonetic /w/ and /e/ in the end of his speech. Hence, Kyle who suffers autism might difficult to articulate some words, so that he makes addition in his speech. This problem is called phonological disorder. Phonological disorder characteristics in autistic people are: flat, expressionless speech, and singsong intonation.

Phonological disorder is the difficulty to speak in good intonation and expressive speech to convey what he means. People might say something in flat,

kyle. He could not use appropriate intonation in his speech. When he wants to refuse some orders, he says in flat intonation. Besides, when he utters some words, he produces it in expressionless speech. He could not utter his speech expressively as really he wants to respond the other utterance.

Here, the writer thinks children with autism might speak in flat, singsong intonation and expressionless speech, because he also has trouble with his emotion. Besides, he might not really understand what people say to him and still have limit vocabularies.

The next problem that happened by Kyle is syntax disorder. In this case, the major difficulty faced by the autistic sufferers related to their capacity in syntax is echolalia. As child with autism, Kyle often does immediate echolalia. He imitates the speech what he has just heard. He imitates his father utterance such as *ready for work tomorrow* and *like the train*. As children who suffer autism, their speech might be often echolalia. It could be known how syntactic competence of autism toward echolalia. Besides, he also forgets the use of auxiliary verb in his syntactic skill.

The following is semantic disorder. As portrayed in the movie, the writer only finds one data related to semantic disorder. In this case, he does not understand what someone says. As someone asks his name, he does not respond it and smells his body. It brings difficulty understanding the meaning of what is said to them (Lord & Paul, 1997, cited in Mesibov, Shea, and Schoper, 64).

The following disorder that is suffered by Kyle is pragmatic disorder. Burner (1981, cited in Mesibov, Shea, and Schoper, 64) is indicated pragmatic language disorder by basic social skills. Here, Kyle still could not use his language to request what he wants. He just says the name of the place when he wants to go there. Besides, he has problems with gesture to facilitate the understanding.

Children with autism also get impaired in their comprehension. They could not understand what someone says to them. Besides, they also may appear not paying attention when spoken to. In this case, Kyle does not pay attention when his mother tries to call him and talk to him. He does not give any respond to her even turn his head.

For normal children, the aspect of language such as phonology, syntax, semantics, and pragmatics might develop well and so comprehension. But, it might be different for children with autism. Hence, their language and communication are disordered. Children at the age of 6 should be able to use complex sentence. Besides, they also understand what someone says and have advanced conversational strategies such as shading and understand illocutionary intent. Kyle does not follow this stage. He also could not understand some utterances. That is why his family helps him to improve his language although it is not fully successful. At least, Kyle is able to communicate with others.

Based on movie, not all treatments are visualized how Kyle finally improves his language. Teaching facial expression and daily verbal language

shows success result. Imitation and always talking by using the name of Thomas as Kyle's dog might be one of successful ways to make children with autism able to produce and comprehend language. The use of pet also could build children's sense in order to speak up.

The language disorder and treatments given to the autistic child above shows how this study is different with some previous studies. Ristanti, in her study entitled *Active and Passive Sentences Produced By an Indonesian Autistic Child Aged 5 Years Old*, stated that the autistic child preferred using active sentence than passive sentence and omitted the use of subject and object in their speech. Then, Mazidah, in his study entitled *Receptive Language Disorder of the Main Character of The Boy Who Could Fly movie*, stated that the autistic character got difficulties to understand other's speech by giving absurd response, odd response, relevant but not very polite response, and marginal relevant response when he had conversation in crowded situation, feeling worried, disturbed, under pressured.

The following, Abadillah, in his study entitled *Pemerolehan Bahasa Anak Autisme Di Day Care Psikiatri Anak RSUD Dr. Soetomo Surabaya Kajian Fonologi*, stated that autistic children have very minim language ability to speak especially on the production of V, Z, Sy, Kh letters. But, the ability to speak shows much improvement when they learn using repetition method. The last, Wicaksono, in his study entitled *Pemerolehan Kalimat Pada Anak Autis Slow Learner Di SDN Klampis Ngasem I No 246 Surabaya Suatu Studi Kasus*, stated that the autistic children use simple sentence in their speech, because they said in

one word and two words without giving the subject. Besides, some of them are also able to make declarative, imperative, and interrogative sentence, but cannot use numeral sentence.

On the other hand, this study adds that autistic child language is not only impaired in the comprehension but also the production. Their linguistic aspects are also disordered such as phonology, syntax, semantics, and pragmatics for instance using right intonation, ungrammatical sentence, and conversational skills to communicate with others. Besides, repetition method is able not only to improve some pronunciation, but also to improve communication skills. Always talking to the sufferer with the approach of pet also shows successful treatments to improve their language.

Furthermore, giving some treatments to autistic children shows how it could help the sufferer develop their language. As parent, especially mother who has disable children, it is not easy to care them. Two important things that we can learn are patient and struggle, patience to accept some insults from people, patience to face disable child behavior, patience to face anger from husband, and patience to struggle in caring and teaching them sincerely. If we get the difficulties in our life, we have to be positive thinking and struggle hard to find some ways to make it better, so we will get the ease to get best result. It is God's promise, like in Al-qur'an said in Surah Al-Insyirah 5-6;

For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.

Based on the verse above, Allah will give us the ease after we get some difficulties. Hence, we have to be patient and keep struggling to face every problem in life. If we want to be patient in caring our children, we will get result from sincere patience.

God will help people who want to be patient and struggle hard. Although it is like difficult for parents who have disable children, just keep love and struggle hard to make them better, because a good result will not betray its process.